

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક
મશબ/1215/12-22/છ, તા. 1-3-2016 થી મંજૂર

ENGLISH

(Second Language)

Standard 9



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks
'Vidyayan', Sector 10-A, Gandhinagar-382010

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PREFACE

Gujarat State Board of School Textbooks has prepared a new textbook as per the new curriculum developed by the Gujarat State Secondary and Higher Secondary Board which has been sanctioned by the Education Department of the Government of Gujarat. The textbooks of Standard - 1 to 12 are in accordance with the guidelines of N.C.F. (National Curriculum Framework) and N.C.E.R.T.

A panel of experts from Universities/Colleges, Teachers Training Colleges and Schools have helped in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

This is the **English (Second Language) Textbook** for **Standard 9**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

The Textbook Board is thankful to all those who have helped in preparing this textbook. However, we welcome suggestions in improving the quality of the textbook.

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Date :04-11-2019

Gandhinagar

First Edition : 2016, Reprint : 2017, 2018, 2019, 2020

Published by : P. Bharathi, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidhyayn', Sector 10-A, Gandhinagar.

Printed by :

FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India:*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education by the parent or the guardian to his child or ward between age of 6 to 14 years, as the case may be.

* Constitution of India : Section 51- A

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આ પાઠ્યપુસ્તક વિશે...

વિદ્યાર્થીઓ માટે...

ઓ, ઘણાં વર્ષોથી તમે અંગ્રેજીનો અભ્યાસ કરી રહ્યાં છો. એકવાર નવી ને અઘરી લાગતી ભાષા હવે તમને ગમવા માંડી હશે. કેટકેટલી વાર્તા, પ્રસંગો, રમૂજ, પ્રવૃત્તિઓ ને રમતોની મજા માણતાં માણતાં તમે તરુણ બની ગયાં. હવે તમારામાં જોશ, ઉત્સાહ, જિજ્ઞાસા ને લાગણીઓનો ઉમેરો થયો છે. નવી આંખો ને નવી સંવેદનાઓથી તમે આ પાઠ્યપુસ્તકને હાથમાં પકડશો, પાનાં ફેરવશો ને અજબગજબની દુનિયામાં ખોવાઈ જશો.

ધોરણ સાત-આઠમાં તમે શીખી ગયાં છો લગભગ તેવી જ ભાષાનો ઉપયોગ આ પુસ્તકમાં તમને ઠેર ઠેર દેખાશે. તમે કહેશો : ‘આ તો મને આવડે છે.’ થોડા નવા શબ્દો અને નવા ભાષા-પ્રયોગો દ્વારા તમારી અંગ્રેજી અભિવ્યક્તિ વધારે સમૃદ્ધ અને તે માટે મજા પડે તેવી વાર્તાઓ, જીવનચરિત્રો, સાહસકથા ઉપરાંત વિજ્ઞાન, ઇતિહાસ, સ્વાસ્થ્ય, હાસ્ય વગેરે જેવા વૈવિધ્યપૂર્ણ વાચનપાઠ આ પુસ્તકમાં મૂક્યા છે.

હવે તમે સમજતા હશો કે: અંગ્રેજી શીખવા માટે વ્યાકરણના નિયમો યાદ રાખવાની જરૂર નથી. સંવાદ, વાતચીત, વર્ણન, પ્રશ્નોત્તરી, વાર્તા વગેરે સાંભળીને તમે સમજી શકો છો કે કેવી પરિસ્થિતિમાં કેવાં વાક્યો પ્રયોજાય છે ને કેવી અભિવ્યક્તિ થાય છે. પછી એવા જ પ્રકારની પરિસ્થિતિમાં તમે થોડા જુદા શબ્દોનો ઉપયોગ કરીને અંગ્રેજીમાં બોલી કે લખી શકો છો. આવી રીતે આપણે communication (પ્રત્યાયન કે સંભાષણ) શીખી જઈએ છીએ.

આપણી માતૃભાષા કે બીજી કોઈ પણ ભાષાનો ઉપયોગ આપણે અન્ય લોકો સાથે પરસ્પર અનેક જાતના વ્યવહાર કરવા માટે કરીએ છીએ. જેમ કે પ્રશ્ન પૂછવા માટે, સરખામણી કરવા માટે, પ્રસંશા કરવા, સંમત કે અસંમત થવા માટે. આમ અનેક જાતનાં ભાષાકીય કાર્ય (જેને function કહેવામાં આવે છે) કરવા માટેની ક્ષમતા આપણે પ્રાપ્ત કરી લઈએ છીએ. આ રીતે ઉપયોગ કરતાં કરતાં નવી ભાષા શીખવાનું સરળ પડે છે. જ્યારે તમે અંગ્રેજીમાં બોલવાનો પ્રયત્ન કરતા હો ત્યારે ભૂલો પડે તેની ચિંતા ના કરશો. જેમ જેમ સાંભળવા અને બોલવા(listening and speaking)નો મહાવરો કરતા જશો તેમ તેમ વધારે સારું આવડતું જશે.

આ પાઠ્યપુસ્તકમાં Language practice ને ખૂબ જ મહત્ત્વ આપવામાં આવ્યું છે. કેમ કે ભાષા શીખવાનો હેતુ ભાષાનો ઉપયોગ કરવાનો છે. જુદી જુદી પરિસ્થિતિમાં, જુદા જુદા હેતુ માટે અંગ્રેજીનો ઉપયોગ તમને આવડી જાય તે માટે ઘણા બધા મનોયત્ન (tasks)ની રચના કરવામાં આવી છે. તમે જેટલા વધુ પ્રમાણમાં નવા શબ્દોનો અને વાક્યની તરેહ (pattern)નો ઉપયોગ કરવાનું સાહસ કરશો તેટલું વધુ જલદી અંગ્રેજી ભાષા પર પ્રભુત્વ આવી જશે. એક વખત સાચું-ખોટું બોલવા-લખવાનું શરૂ કરી દો એટલે તમારી જીભ અને મગજમાં અંગ્રેજી ભાષા ગોઠવાઈ જવા માંડશે. તમારા શિક્ષકો મોટા પ્રમાણમાં આવો મહાવરો તમને કરાવશે. યાદ રાખો કે સાંભળ્યા ને બોલ્યા વગર ભાષા શીખી શકાતી નથી. માર્ગદર્શિકાઓ ને અપેક્ષિતમાં પ્રેક્ટિસ માટે આપેલાં છૂટાં વાક્યો દ્વારા કે ભાષાંતર કરવાથી અંગ્રેજી ભાષા શીખવાનું મુશ્કેલ છે. તમે સૌ અંગ્રેજી જેવી global languageમાં સાંભળતાં, બોલતાં, વાંચતાં, લખતાં શીખી શકો તે માટે પહેલાં અધકચરો પણ ઉપયોગ કરવા માંડો. કરશો ને?

આ પુસ્તકમાં તમને જે ગમે ને જે ન ગમે તે વિશે અમને જાણ કરશો તો હજી વધારે સારું પાઠ્યપુસ્તક બની શકશે. Happy Learning !

શિક્ષકો, વાલી અને અન્ય સહાયકર્તાઓ માટે...

ધોરણ નવ, દ્વિતીય ભાષાનું આ નવું પાઠ્યપુસ્તક તમારી સમક્ષ મૂકતાં આનંદ થાય છે. આપણાં તરુણો વિશ્વસ્તરે વ્યાપક રીતે પ્રયોજાતી અંગ્રેજી ભાષામાં સરળ-સહજ રીતે વ્યવહાર કરી શકે તેટલી સજ્જતા પ્રાપ્ત કરે તે હેતુથી આ પુસ્તકની રચના થઈ છે. પ્રાથમિક કક્ષાથી જ જે રીતે modified communicative approach(સરલીકૃત પ્રત્યાયન અભિગમ)નો ઉપયોગ કરવામાં આવ્યો છે તે રીતે જ માધ્યમિક કક્ષાનાં પુસ્તકોમાં પણ કરવામાં આવ્યો છે. અર્થાત્ અહીં પણ વ્યાકરણની પરિભાષા, નિયમો અને ભાષાંતર કરતાં પરિસ્થિતિ અને સંદર્ભ અંતર્ગત સમુચિત રીતે અંગ્રેજી ભાષાનો ઉપયોગ કરવા પર બધો ભાર મૂક્યો છે.

“જો કૌશલ આપણે શીખી લીધું હોય તો જ તેનો ઉપયોગ કરી શકીએ; અથવા જ્ઞાન પ્રાપ્ત કર્યા પછી જ તેને અમલમાં મૂકી શકીએ” એવા અવાસ્તવિક ખ્યાલને આપણે સ્વીકારતા નથી. વાસ્તવિક જીવનમાં પણ પહેલાં ઉપયોગ કે પ્રેક્ટિસ શરૂ કરીએ છીએ અને આવી વારંવારની પ્રેક્ટિસ દ્વારા જ કૌશલ કે જ્ઞાન હાંસલ કરીએ છીએ. પહેલાં પાણીમાં પડીએ ત્યાર બાદ તરતાં આવડી શકે છે. જગતભરની શાળાઓ અને પાઠ્યપુસ્તકોમાં આ પ્રકારનો communicative language teaching approach ખપમાં લેવાય છે ને તે functional syllabus દ્વારા અમલમાં મુકાય છે. આ અભિગમને સફળ કરવા માટે આટલી બાબતોને બિનચૂક રીતે ધ્યાનમાં રાખશો :

- (1) જે ભાષા બહોળા પ્રમાણમાં કાનમાં જાય (input) તે જ થોડા પ્રમાણમાં મુખમાંથી પ્રગટ (output) થાય. જે જન્મથી જ સાંભળી શકતા નથી તેઓ બોલી શકતા પણ નથી.
- (2) શ્રવાણની સાથે સાથે સંભાષણ (speaking) પણ શરૂ કરવું. પ્રારંભિક સ્તરે બોલવામાં થોડી કે ઘણી જે કંઈ ભૂલો થાય તે સુધારો નહિ. વારંવાર પરિસ્થિતિ અન્વયે અંગ્રેજીનો ઉપયોગ કરી વિદ્યાર્થીઓને 'વાચા-વ્યાકરણ' શિખવવાનું છોડી દો. વ્યાકરણ-કેન્દ્રી લેખન પ્રેક્ટીસ કરાવવાથી પણ વ્યવહારુ અંગ્રેજી ન આવડે.
- (3) રોજ વર્ગમાં ખૂબ અંગ્રેજી બોલો. વાર્તા કે રમૂજ પ્રસંગો કહો, અગાઉ બની ગયેલી ઘટનાઓનું અંગ્રેજીમાં વર્ણન કરો, ચિત્રો બતાવી તેનું વર્ણન કરો-કરાવો. વર્ગમાં functions(ભાષાનાં કાર્યો) અનુસાર જોડી કે જૂથમાં બોલવા-સાંભળવાની તક ઊભી કરો.
- (4) 'પહેલાં પ્રેક્ટિસ ને પછી નિપુણતા'ના આ અભિગમ અંતર્ગત પ્રારંભિક સમયે વિદ્યાર્થીની વાક્યરચના કે ઉચ્ચાર અંગેની ભૂલો ન કાઢો. નવા શબ્દોનો ઉપયોગ કરવો પડે તેવી પરિસ્થિતિ સર્જો. વર્ગમાં ભયરહિત, મુક્ત વાતાવરણ રાખો. વિદ્યાર્થીઓ બોલવા-લખવામાં ભૂલો કરી શકે તેટલી છૂટ તેમને મળવી જોઈએ.
- (5) ભાષા-કૌશલોના વિકાસનો LSRW ક્રમ છે તે તમે જાણો જ છો.
- (6) નવા નવા શબ્દોનો ઉપયોગ થાય તેવી રીતે સ્થિતિ/ચિત્રો/વ્યક્તિનો સહારો લો. પ્રારંભમાં સ્પેલિંગ પર ધ્યાન ન આપો.
- (7) અંગ્રેજીમાં inverted અને wh questions પૂછવાનું ચાલુ જ રાખો.
- (8) આ પુસ્તકમાં જે મનોયત્ન (task) આપ્યા છે તે રીતે જ કરાવો. Language in practice માટે આપણે વર્ગમાં દરેક એકમ માટે ચાર કલાક જેટલી પ્રેક્ટિસ આપેલી છે. શબ્દભંડોળ માટે અઢી કલાક અને અર્થગ્રહણ માટે દોઢ કલાક જેટલો સમય આપ્યો છે. તે ઉપરાંત લેખન માટે પણ બે કલાક જેટલો સમય આપવાનો છે.
- (9) તરુણ વિદ્યાર્થીના બૌદ્ધિક અને ભાવાત્મક મનોજગતને અપીલ કરે તેવા વાચનપાઠ અને અન્ય સામગ્રી પણ ચૂંટીને મૂકી છે.
- (10) વર્ષાન્તે લેવાનારી પરીક્ષામાં પ્રશ્નપત્રનું માળખું એવું હોય કે જેમાં વિદ્યાર્થીઓને સ્મૃતિ આધારિત (યાદ રાખીને કે ગોખીને) ઉત્તરો લખવાનું ભારણ 10 થી 15 % જેટલું જ હોય. બાકીના પ્રશ્નો શબ્દભંડોળ, ભાષારચનાનું અર્થગ્રહણ, ઉપયોજન અને લેખન અંગેના જ હોય.
- (11) આપણા વિદ્યાર્થીઓ માટે વર્ગ જ એકમાત્ર એવી જગ્યા છે કે જ્યાં તેને અંગ્રેજી સાંભળવા, બોલવા, સમજવાનો ઔપચારિક અવકાશ મળે. જો વર્ગમાં આવો અવકાશ (input) નહિ મળે તો વિદ્યાર્થીઓમાં વ્યવહારલક્ષી, communicative ક્ષમતાઓનો વિકાસ થવાની શક્યતાઓ ઘટી જશે.
- (12) ભાષાના મહાવરા માટે ઘણા task છે તો એ tasks માંથી શક્ય એટલા વર્ગમાં અને યોગ્ય લાગે તે home work માટે આપી શકાશે.
- (13) ઘણા taskમાં એવા પણ પ્રશ્નો હશે જેના જવાબ બધા વિદ્યાર્થીઓ તરફથી એકસરખા ન આવે. તે જવાબો દરેકની વૈચારિક શક્તિ અને વિશ્લેષણ શક્તિ પર આધાર રાખે છે. એવા પ્રશ્નોના જવાબમાં સમાનતા હોવી જ જોઈએ તેવો આગ્રહ ન રાખવો.

વર્ગમાં અંગ્રેજી સંભાષણનું વાતાવરણ બરાબર જામે; વિદ્યાર્થીઓ મુક્ત રીતે તેમની સાજીભાંગી અંગ્રેજી ભાષામાં બોલતાં હોય, તેઓને રમૂજ પણ થતી હોય. શિક્ષક તેમના વિદ્યાર્થીઓને અંગ્રેજી અભિવ્યક્તિ માટે પુષ્કળ પ્રોત્સાહન આપતા હોય તેમ જ વર્ગમાં પરસ્પર સંવાદ કરવાની તક પૂરી પાડતા હોય - આવાં દૃશ્યો સર્જાય ત્યારે આ પાઠ્યપુસ્તક અંગ્રેજી ભાષા-અધ્યયન માટે અસરકારક માધ્યમ બની શકશે. આ સમગ્ર પ્રક્રિયા દરમિયાન અધ્યાપન કરનારાઓનું જે અધ્યયન થશે તે લાભ તેઓને પછીનાં વર્ષોમાં વધુ સફળતા તરફ લઈ જશે.

UNIT 1

CHEETAH'S TEARS

Pre-task

(A) Read the passage.

One day, Rosy went to a grocery shop to buy a packet of bread. When she saw that the shopkeeper was busy with the other customers, she stole some toffees from a jar. When she got back home, her mother asked her from where she had got the toffees. Rosy told her mother the truth. Her mother said, "It's really very bad to steal. The shopkeeper might not be looking at you but dishonesty destroys faith in people. So, one should never steal or lie." Rosy understood the words of her mother and went back to the shop to return the toffees to the shopkeeper. Rosy: "I am sorry for what I did." The shopkeeper: "It's OK, dear. You are a good girl."

- Collect stories or incidents on ‘importance of honesty’ and share them in the class.

(B) Read the information about the Zulu tribe.

Location	KwaZulu-Natal province of South Africa
Population	9.2 million
Language	IsiZulu, Zulu, English
Religion	Mixture of traditional beliefs and Christianity
Rites	Birth, puberty, marriage and death
Clothing	Beads, amabheshu, goat skin band, isidwaba
Food	Vegetables and fruits, boiled meat, grains, insects
Sports	Soccer, swimming, maphakathi
Crafts and hobbies	Weaving, beadwork, crafts making, pottery

Now write about the Zulu tribe.

You can begin like this:

Zulu is a well known African tribe. This tribe is mainly found in the KwaZulu-Natal province of South Africa.....

.....

.....

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Read

Long long ago a Zulu hunter was sitting under a tree. His name was Edie. He saw a large herd of deer grazing in the lush green meadow.

He said to himself, “These deer are really wonderful but I have to run a lot to catch one of them. Can’t there be an easy way to get one?”

Suddenly, he saw a female cheetah crawling silently closer to the grazing animals. Then, she leapt and caught a deer. After sometime her two young cubs came out of the bush. They all enjoyed their meal.

Edie’s eyes brightened. They sparkled with an idea. He envied the cubs. “Can I be lucky as these beautiful cubs? They got their food without any effort. Can I have a hunter like their mother?” He thought.

He decided to catch a young cub and train it to hunt for him. Then I shall only say, “O my dear, go and kill a deer for me. Ah! My life will be very comfortable then.” He was quite pleased with his own idea.

He decided to follow cubs and steal one. From his experience Edie knew that a cheetah never attacks a man. Therefore, it was safe to steal a cub. He followed the cheetah family till evening. At the sunset, the mother cheetah hid her cubs in a thick bush and left for a stream. Quickly, the hunter picked up his net and spear and ran into the bush. He saw two tiny cubs. They looked at him with their bright eyes. They were too young to run away. Edie threw the net over them and the cubs were caught. He needed only one cub but he thought, “Ah! It is always better to have two slaves instead of one!” He dragged them with him and hid them under a big basket.

The mother cheetah returned after a while. She did not find her cubs. She looked all around. First of all she became angry and jumped wildly. She sniffed all around. But alas! She could not find her dear babies. At last, she became sad and started crying. She cried and cried for the whole night till the next evening.

She cried and cried until her tears made dark stains down her cheeks. She was still weeping.

At night the mother cheetah cried so loudly that she was heard by a wise man living in the village. The old man understood what had happened. He immediately took his strong club and came out of his hut. This old man, Shanno was very wise. He loved animals and knew all about them.

When Shanno found out the hidden cubs, he knew that it was Edie’s wicked idea. He got angry with Edie. He rushed to the hut and shouted. “I hate you, Edie! Everybody of our tribe will hate you because you are lazy and wicked too. We know that a hunter must hunt with his own strength and skill. But you are a lazy hunter. You are a thief. You have broken the rules of our tribe. You have brought dishonour to the whole tribe.”

All the members of the hunter tribe got together. They decided to drive away Edie from their village forever. Shanno took the cubs on his shoulders and returned them to their mother. He saw that long weeping of the mother cheetah had stained her face forever.

Facts about Cheetah :

Height : 100 cms

Weight : 65 kgs

Weight at birth : 300 gm.

Age of maturity: 2 years

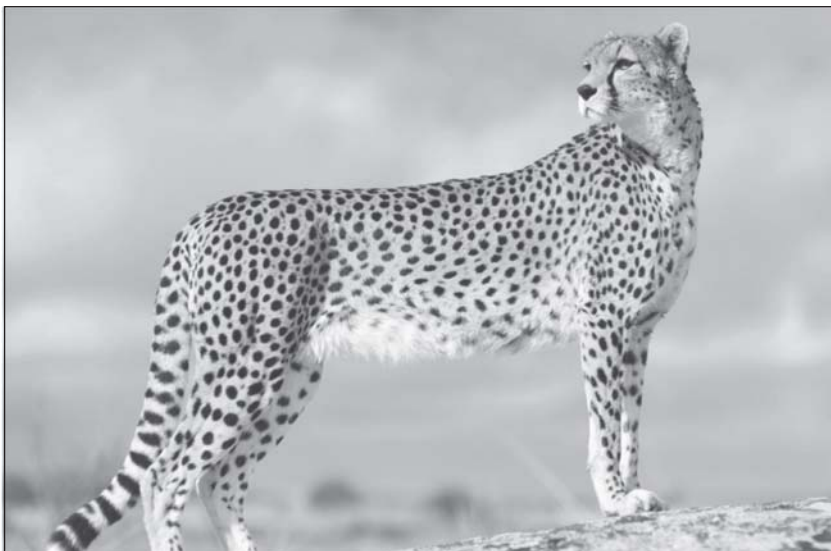
Identification : The cheetah has a lighter body and its legs are longer than the leopard's. It has isolated black spots whereas the leopard has clusters of spots.

Habitat : Cheetahs usually live in open forests. Presently they are found mainly in Africa. We had lot of cheetahs in India, but the last one was shot by hunters around 1950.

Habits : It is the fastest animal on the earth. Its top speed can be around 100 kms per hour. But it can maintain this speed only for a very short distance. Sometimes it can take a leap as long as 15 meters. It creeps silently behind the prey and then leaps up to catch it. It does not preserve its prey. This sometimes causes death of cubs and young cheetah. It is a solitary creature. It does not live in a group or a herd. Its family separates as soon as the cubs are mature.

Diet : Medium sized bucks are its main food. It also catches hares and large birds.

Cubs : The female gives birth to 2 to 4 cubs at a time. They are very beautiful with long silver grey fur. The mother calls them by giving a high pitched whistle like a bird.



Glossary

lush green meadow a field with very well grown green grass **crawling** moving forward on legs with body close to the ground **leapt** jumped high **sparkled** shone , brightened **envied** was jealous of **steal** take away without permission **stream** a small river **dragged** pulled **stains** marks that are difficult to remove **club** a heavy , strong stick used as a weapon **tribe** a group of people, living in a region from the beginning, that have the same language and customs **ଅଢ଼ି ଖଳି** **wicked** evil , morally bad **dishonour** loss of respect because you have done something bad **isolated** scattered **presently** now, currently **creeps** moves very quietly so that nobody can notice **preserve** save in good condition **separates** stops living together

Vocabulary

V. 1 Fill in the blanks using the words given in the bracket.

(What a shame! , Bravo! , Well done! , Congratulations! , Alas! , Best of Luck!)

1. Vibhuti copied answers in the examination. _____
2. Jatin bandaged an injured dog in the street. _____
3. Karim is going to appear at the interview for the post of the General Manager. _____
4. Dipti scored 92% in the final exam. _____
5. Naren completed his homework very well. _____
6. Khushali failed in the last test. _____

V.2 Replace the underlined words with the words having the opposite meaning from the bracket.

(large, easy, beautiful, comfortable, sad, wicked, lazy)

- When the captain and the team got down the train, a small crowd gathered to welcome them.
- When the question paper is difficult, the students seem happy.
- He is very noble so people hate him.
- Last week, I travelled by the Rajdhani Express in the A.C.coach. My journey was quite uncomfortable.
- Bindu is happy because she got less marks in the test.
- Some active citizens do not use dustbin to dump rubbish at public places.
- The ugly sight of nature always attracts us.

V.3 Select the proper word from the bracket and use it at proper place.

(herd, meadow, sparkled, envied, habitat, stain, wicked, tribe)

Example :

- The Giant was so that he didn't allow the children to play in his garden.
The Giant was so ^ that he didn't allow the children to play in his garden. ^ wicked
- Yesterday Raj's pen leaked in his pocket so his shirt had blue.
- All the members of the decided to send Edie out of the village for his misdeed.
- Nirali's papa bought her a bicycle so her younger brother her.
- If you visit any village in monsoon, you will find lush green.
- Krishna played on his flute and within a minute the of his cows rushed to him.
- Dipti was thinking how to get rid of the situation. Suddenly her eyes with an idea.

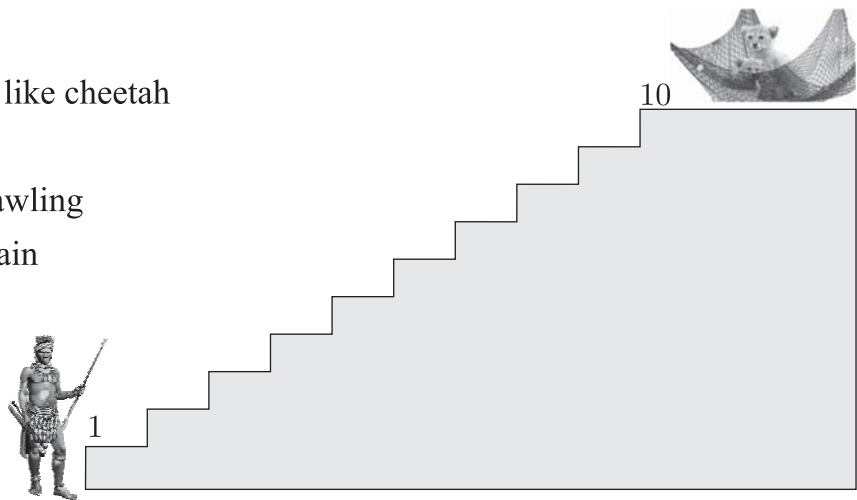
Comprehension

C.1 What do you feel when you read these sentences? Write "Well done!" or "How sad!" or "What a Shame!" Follow the example.

- Example :** The female cheetah crawled silently, leapt and caught a deer.
1. Edie decided to steal a cheetah-cub.
 2. Edie threw his net over the cubs and caught them.
 3. But alas! The mother cheetah could not find her young ones.
 4. Shanno took the cubs on his shoulder and returned them to the mother.
 5. Edie, by his wicked act, had brought dishonour to the whole Zulu tribe.
 6. The Zulu hunters decided to drive Edie away from their village.

C.2 Arrange the following phrases in such sequence that can show how Edie's thought of easy way to hunt resulted in catching cubs. Write numbers of phrases on the steps.

- (1) **seeing the deer**
- (2) cubs got meal
- (3) thought about a hunter like cheetah
- (4) used net
- (5) saw female cheetah crawling
- (6) decided to catch and train
- (7) envied cubs
- (8) leapt and caught deer
- (9) easy way to get deer
- (10) **caught cubs**



C.3 Now find from the lesson and write down the most important eight phrases in the space given below which tells the story about the stains on the cheetah's cheeks. Start from the mother cheetah's return from the stream:



1	Mother cheetah returned from the stream.
2	
3	
4	
5	
6	
7	
8	Mother cheetah had stains on her face.



C. 4 Answer the questions.

- (1) Which sentences in the text show that Edie was a lazy hunter?
- (2) Edie decided to catch a cub. Why?
- (3) Why was it safe for Edie to steal a cub?
- (4) How did Edie catch the cubs?
- (5) How did the mother cheetah react when she didn't find her young ones?
- (6) " I hate you. You are wicked and lazy." Who said this? To whom?
- (7) How, according to Shanno, did Edie bring dishonour to the Zulu tribe?
- (8) What decision did the tribesmen take?
- (9) What is the message of the story of 'Cheetah's Tears'?

C. 5 Read the facts about Cheetah from the text and complete the table.

Height	Weight	Age of maturity	Identification	Habitat	speed	food

C. 6 Complete the statements using appropriate words or group of words from the text.

1. Edie wanted an easy _____
2. Edie envied the cheetah cubs because _____
3. Edie thought that he would train the cubs hunt for him and his _____
4. The mother cheetah went on crying until _____
5. According to Shanno, a hunter _____
6. Edie had brought dishonour to the whole tribe by _____

C. 7 Discuss these with your friends and teacher in the class (You may use mother tongue.)

- What do you think about " Earning without effort"?
- Do you justify Edie's act of catching the cubs? Why?
- Every tribe has its own traditions. Find out some traditions of the adivasis of the Dangs and Panchmahals
- What would you like to be: Edie or Shanno? Give reasons for your choice.
- What would you have done if you were Edie?

Language Practice

L. 1 Read the story and notice the underlined words.

A group of frogs was travelling through the jungle, when two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how deep it was, they told the two frogs that they were as good as dead.

The two frogs ignored the comments and tried to jump out of the pit with all their efforts. The other frogs kept telling them not to try, as they were as good as dead. Finally, one of the frogs followed what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the group of frogs yelled at him to stop the pain and just die. He began jumping even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf - he thought they were encouraging him to jump out of the hole all the time.



Use the underlined words to answer these questions in full sentences. Encircle that word in the answer.

- Did two frogs fall into the pit? **Example.** Ans: Yes, two frogs (fell) into the pit.
- Did both the frogs try to jump out?
- Did the other frogs keep the two frogs telling not to try?
- Did the second frog stop jumping?
- Did the second frog listen to what other frogs said?
- Did the second frog explain that he was deaf?

L. 2 Work in pairs and complete these dialogues using ‘was / wasn’t’ or ‘were / weren’t’.

Example : A: Where were you in the evening yesterday after school hours?

B: I was at my cousin’s home.

1. A: Where were you at 9.00 in the morning yesterday?

B: I _____ in bed as it was Sunday.

2. A: Were you present in the class yesterday?

B: Yes, I _____.

3. A: _____ Sardar Patel the first Prime Minister of India?

B: No, he _____. It _____ Jawaharlal Nehru.

4. A: _____ Yuvrajsinh a part of Indian cricket team during the World Cup 2015?

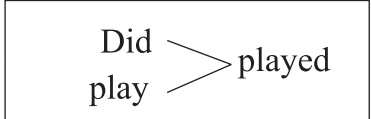
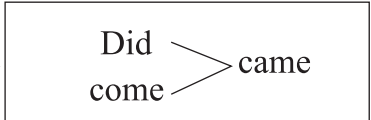
B: No, he _____.

5. A: _____ there power cut at your place yesterday?
B: No, it _____, In fact we watched a movie last night.
6. A: _____ there guests at your home last Sunday?
B: Yes, there _____. They _____ my brother's friends.
7. A: _____ you a part of school cultural programme last year?
B: Yes, I _____. I performed a folk dance.
8. A: _____ Sanskrit compulsory for you in class VIII?
B: Yes, it _____.

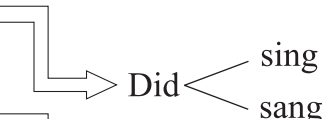

L. 3 Ask these questions to your teacher. Write the action and main information from your teacher's answers.

1. When did India become an independent nation? **Example :** Ans: became.....1947
2. Who was India's first Prime Minister?
3. Who was India's first President?
4. When did Gujarat become a separate state?
5. When did you join this school ?
6. When did you reach the school yesterday?
7. What time did you return home yesterday?
8. What did you teach in the last class? **Example :** Ans: taught.... unit no 3
9. Did you visit any new place during your last summer vacation?
10. What places did you visit during the last vacation?
11. With whom did you go there?
12. How long did you stay there?
13. What did you see there?

L. 4 (A) Read the sentences and questions in pair. Look at the Figure.

- Q. Did you play football yesterday in the morning? 
- A. We played football yesterday in the morning.
- Q. Did Jay come late to school last Monday? 
- A. Jay came late to school last Monday.
- Q. Did you watch the movie last week?
- A. I watched the movie last week.

(B) Now, fill in the blanks to complete the sentences and questions.

1. _____ the yellow bird _____ a song yesterday morning?
The yellow bird _____ a song yesterday morning.(sang) 
2. _____ you _____ my brother during recess?
I _____ your brother during recess.(saw) 
3. _____ you hear the terrifying noise last night?
I _____ the terrifying noise last night.

4. _____ you visit the fun fair last Sunday?
I _____ the fun fair last Sunday.
5. _____ you attend the Panchayat meeting last weekend?
I _____ the Panchayat meeting last weekend.

(C) Work in pairs. Ask your partner these questions and gather the information about your friend. Then present it to your class.



Name of your friend: _____

- In which year **were** you born? S/he **was** born in _____.
- At what age **did** you **start going** to school?
S/he **started going** to school at the age of _____.
- What **was** your first school's name? The name of his/her school **was** _____.
- What games **did** you **play** at school at that time? S/he **played** _____.
- Who **was** your best friend then? Her/His best friend **was** _____.

L. 5(A) Work in pairs and complete the sentences given below. Use the negative form of the underlined words.

Example: I liked the food but I didn't like the service of this hotel.

1. I enjoyed the movie but I _____ the songs.
2. She found her phone but she _____ her keys.
3. My father brought a cake but he _____ cold drinks.
4. My sister sang the prayer song very well but she _____ the welcome song so well.
5. The principal announced the exam dates but _____ the dates for vacation.
6. Our school won the cricket match but _____ the hockey matches.
7. The school required teaching staff but _____ administrative staff.
8. The police caught the thieves but _____ their leader.
9. Asma drank the glass of milk but _____ the syrup.
10. Dishaan finished his homework for drawing but _____ his homework for Maths.

(B) Work in pairs. Ask your partner these questions and complete the table given below. The partner will answer 'yes' or 'no'. Write the response in the table below.

Did you ... yesterday?	Yes	No
Eg: Did you brush your teeth yesterday ?	✓	
..... go to school.....?		
..... help in kitchen.....?		
..... do your homework.....?		
.....study English.....?		
.....listen to music.....?		
.....phone from any of your friends.....?		
.....watch TV.....?		

Now, frame similar questions based on the activities mentioned above and write the answers that your partner gave. You can add more questions by asking questions on : *have breakfast, say prayer, play cricket/kabbadi/game, read newspaper, visit friend's home, etc.*

Questions	Answers
(1) Did you have breakfast? _____	Yes, I had it. _____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____
(6) _____	_____
(7) _____	_____
(8) _____	_____

Facts to know

1. The Statue of Liberty's index finger is eight feet long.
2. Sharks can live up to 100 years.
3. Mosquitoes are more attracted to the colour blue than to any other colour.
4. Kangaroos can't walk backwards.
5. Octopus have three hearts.
6. A Blue whale's tongue weighs more than an elephant.
7. You use 14 muscles to smile and 43 to frown. Keep smiling!

L.6 A group of people is talking about how they spent their weekends. Complete the conversations using appropriate forms of the verbs given in the brackets.

(I) What _____ (do) you do on the weekend?

I _____ (go) to watch a movie.
It _____ (be) fantastic.

(II) How _____ (be) your weekend?

It _____ (be) great! I _____
(meet) some friends on Saturday,
and we _____ (go) for shopping.
We also _____ (visit) a fun fair.
We thoroughly _____ (enjoy)
the evening.

(III) What _____ (do) you do on
Saturday night?

I _____ (have) guests at home and I
_____ (cook) dinner for them. Then we
_____ (watch) a programme on TV.
And what _____ (do) you do on the
weekend?

(IV) Oh, nothing special. I _____ (stay) at
home and _____ (study).

L. 7 Work in a group of four or five. Sort out which actions and activities given in the left box match with the situations given the right box. Frame sentences as given in the example.

On a picnic	To the market	To the museum	sang songs, bought clothes, played music, ate ice-cream, played games, swam in river, saw ancient weapons, danced with friends, cooked food, went for boating, watched 3D film on Solar system, went up the hill, enjoyed the coin collection, withdrew money from ATM, learnt about history

Example : Student 1: Yesterday I went to the market and bought clothes.

Student 2: Last weekend I went to the museum and learnt about history.

Student 3: Last Sunday I went on a picnic and sang songs.

L. 8 Fill in the gaps using appropriate forms of the verbs given in brackets and complete the passage.

Gulliver's Travels

I (awake) as the bright sunlight struck my face. I (want) to stretch my arms and legs but (feel) something pulling them down to the ground. I (can) not lift my head, my hair was (tie) to the ground with nails. My whole body was (fix) to the ground with hundreds of thin, but strong threads. Strange noises (come) to my ears but all I could do was to look at the sky above.

I remember how my ship had sunk. I was lucky to have swum across the sea. But I was so (tire) that I (fall) asleep as soon as I (touch) the land.

While I was thinking what to do, I (feel) something moving on my left hand. The strange thing (creep) up to my chin. I (look) at him, it was a tiny human being about six inches tall with a tiny bow and arrow.

L. 9 Frame a question for each of the answers given below. Use the question prompts given in the brackets for each statement.

Example :

The principal declared a holiday in the morning. (who, what, when)

- Who declared a holiday?
- What did the principal declare?
- When did the principal declare a holiday?
- Bhaskar sent an SMS to his friend an hour ago. (when, whom, what)
- Juhi drank orange juice in breakfast today morning. (who, what, what time)
- Mihir had his lunch in the college canteen in the afternoon. (who, what, when)
- Dolly's father bought a new car last week. (who, what, when)
- The meeting ended very late yesterday. (what, when)

- The police went on a search operation till midnight. (who, what, when)
- The train got delayed by six hours. (what, how many)
- The Prime Minister announced a new life insurance policy this morning. (who, what, when)

Writing

W.1 You have found a baby-monkey whose mother is missing. How will you help it? Read the suggestions and write what you will do.

- First I will put it at a safe place.
- Then I will _____ . (give food)
- Thereafter I _____ . (water)
- Meanwhile _____ . (protect from dogs)
- _____ . (search for its mother)
- _____ .
- _____ .

W.2 Read the facts about the Tiger. Understand them with the help of your teacher. Then write a paragraph including all these details.



Type	Mammal (An animal that gives birth to cubs / young-ones)
Diet	Carnivore (meat-eater)
Life-span	10 – 15 years
Appearance	Long, thick reddish coats with white bellies and white and black tail
Size & Weight	Head & Body : 1.5 to 1.8 m, Tail: 0.6 to 0.9 m, Weight: 100-300kgs
Habitat	From Siberian Taiga to Indian forests., tropical mangroves.
Scientific Name	Panthera Tigris
Life	Alone, not in a herd or a family
Territory	Up to 100 sq. km
Hunting habits	Attacks the prey, knocks it down using body weight, bites on the neck

You can begin like this:

The Tiger is a mammal. It is a carnivore.....

W.3 Write about ten sentences on – ‘A day in the life of a Tribal’

W.4  Gather information about any animal around your residence and fill the details in the table.

Name	
Type	
Size	
Habitat	
Territory	
Life span	
Life	

BIG BIRDS

Two ginormous birds - all flightless and now extinct.

THE ELEPHANT BIRD

Otherwise known as Aepyornis, this huge bird from Madagascar was up to 2.7m (9ft) tall, and weighed as much as 450kg (992lb). It may have survived until the arrival of the first humans on the island, and have therefore given rise to the legend of the Roc.

THE GIANT MOA

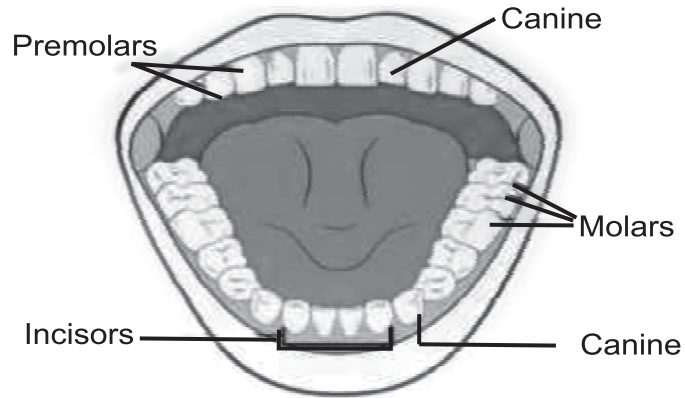
This huge bird from New Zealand was possibly the tallest ever to walk the earth. They reached 4m (13ft) in height, which is almost as tall as a double-decker bus. They were more lightly built, however, weighing up to 250kg (551lb).

UNIT 2

DENTAL HEALTH

Pre-task

(A) Know your teeth.



Information about denture.

- Upper-lower jaws
- Same on both the jaws
- Same on both the side of incisors
- Used for crushing, holding, cutting, grinding etc.

Now fill in the table.

	Incisors	Canines	Premolars	Molars
How many				
Where				
Use				

(B)



Here is the picture of a Dental Chair. Observe it closely and discuss with your classmates how it is different from other chairs.

Read

Sonia had a severe toothache. She could not eat anything nor could she go to school. Studying at home was also impossible due to pain. She was not able to sleep also.

Sonia : Oaa...Maa...it's unbearable.

"We must visit a dentist," said her uncle, Ashokbhai.

The same evening they were at the Dental Care Clinic of Dr. Sharma. Dr. Bansi Sharma is a young and competent doctor.

Dr. Sharma : Hello young lady! What's the matter with you?

Sonia(With difficulty): U..... maa! Ahh doctor, I have a terrible toothache.

Dr. Sharma : I can see. Let me check it. Sit in the chair, please.

(Sonia sits in the Dental Chair. The doctor switches on the headlight.)

Dr. Sharma : Now open your mouth and say aah....

Sonia (Opening her mouth a little bit, slowly): Aaah...! Sorry, doctor. I can't open my mouth any wider than this.

Dr. Sharma : That's OK. (moving the mouth mirror and the probe in Sonia's mouth) I can see. I see a black spot on one of your molars. There seems to be a cavity there.

Ashokbhai (startled) : A cavity?

Dr. Sharma : Yes, a cavity and quite a big one. I am prescribing some medicines today. The pain will subside by tomorrow. Only then the further treatment is possible. Can you come back tomorrow?

Ashokbhai : I will be out of station tomorrow.

Dr. Sharma : Well, Sonia can come alone. She is a brave girl.

Sonia : Yes, doctor. I'll have to.

II

Next day Sonia felt better. She did not have much pain. She visited the doctor again at the fixed time.

Dr. Sharma : How do you feel today, young lady?

Sonia : Much better.

(Dr. Sharma cleaned the cavity with an air rotor. Then she filled it with a white substance known as Light Cured Composite Filling Material. It contains synthetic resin, silica as filler and photo activator etc.)

Dr. Sharma : Yes, it's done. Thank you for keeping your mouth open without speaking a word.

As Sonia was the last patient that day, the doctor could spare time to talk to her.

Sonia : Doctor, would you tell me why I got this cavity?

Dr. Sharma : Well, tell me one thing. Are you fond of sweets?

Sonia : Yes, I am. I love eating chocolates and ice cream as well as other sweets.

Dr. Sharma : And now tell me one more thing. Do you brush your teeth regularly twice a day? Do you clean your mouth after meals and after eating chocolates or icecream?

Sonia : No, doctor. I brush my teeth only in the morning.



Dr. Sharma : That's the problem! You are not taking proper care of your teeth. You must brush your teeth properly twice a day—once in the morning and once again before you go to bed.

Sonia : What is the right way of brushing the teeth, doctor?

Dr. Sharma : Most of the people brush their teeth while moving the brush in sideways only. But the right way is to move it upward and downward so that it removes the tiny bits of food stuck between the teeth. The gum lines should also be brushed with gentle strokes. Not only this, clean your mouth after every meal and every time you eat a chocolate or ice cream.

Sonia : Would you tell me the reason, doctor?

Dr. Sharma : Cleaning of mouth is the first requirement of dental hygiene. If you don't clean your mouth, the tiny bits of food inside stick to the surface of your teeth and in the space between your teeth. Now germs feed on these food particles who eventually eat up parts of the teeth too! They destroy the enamel coating of the teeth, and in a long run it leads to cavity.

Sonia : Enamel coating? What's that?

Dr. Sharma : For that you need to understand the construction of our teeth. Our teeth have three layers. The uppermost white layer is called enamel. It is the hardest and strongest part of our body. The second layer is called dentin. It is slightly yellowish. The innermost layer is called dental pulp. In your molar, there was a cavity which now no more exists.

Sonia : Molar? What is it?

Dr. Sharma : It's a kind of teeth. Look at the chart. There are two types of teeth – deciduous teeth, also known as milk teeth, and permanent teeth. Deciduous teeth are usually 20 in number and they shed one by one after growth. Thereafter, new permanent teeth come up. They are usually 32 in number.

Sonia : Yes, I also have 32 teeth but they all are not the same.

Dr. Sharma : They are different in shape, size and functions. There are four incisors, two canines, four premolars and four or six molars in each jaw.

Sonia : Can I ask you a few questions about my friends' dental problems?

Dr. Sharma : Oh! Sure dear!

Sonia : Pooja, one of my classmates slipped off a staircase and she has some fractured teeth. What should she do?

Dr. Sharma : Well, she needs to consult a dentist. After examining her teeth, the dentist will suggest the restoration of the teeth with Light-Cured Composite Filling Material.

Sonia : OK. I have another friend named Dhara. She has uneven growth of teeth. Her teeth are not properly grown. She feels very embarrassed at times. Any advice for her?

Dr. Sharma : No one should feel embarrassed about physical deformity. Her problem is called crowding. Now, there is a solution for this problem also. The patient has to go for an orthodontic treatment. The braces will bring her teeth in proper alignment.

Sonia : Should I ask her to see you?
Dr. Sharma : No, she will have to consult an orthodontist.
Sonia : Thank you very much for your valuable suggestions. Indeed dental science has advanced a lot. I will ask her to consult an orthodontist. Hmm. Now I am thinking of taking up a project on Dental Health because we have to work on a project in science and I think this is a very useful topic.
Dr. Sharma : You can come for guidance for your project if you need.
Sonia : It's so nice of you!
Dr. Sharma : You are welcome.



Glossary

dentist a doctor who treats teeth problems **terrible** unbearable **toothache** pain of teeth **competent** clever capable **spot** dot **cavity** hollow **startled** sudden shocked or surprised **prescribe** suggest, dictate **subside** decrease, reduce **air rotor** an instrument to check teeth **fond of** like much **substance** element **requirement** need **hygiene** study and practice of cleanliness **tiny bits** small pieces **particle** crumb, bit **germs** bacterium, microbe **eventually** at last **enamel** cover, coating **layer** course **deciduous** temporary **function** work **incisor** sharp teeth for cutting **canine** pointed teeth next to incisor **molar** teeth at the back, $\alpha\alpha$ **restoration** replacement **embarrassed** to feel ashamed **alignment** arrangement in a straight line **orthodontist** a doctor who corrects the irregularities in the position of teeth **probe** a thin metal instrument used by a dentist

Vocabulary

V. 1 Interchange the underlined words, if needed, to make the sentence meaningful.

1. My grandfather is very old. He has no teeth. He uses remedy to chew.
2. Take this painkiller tablet, it will denture toothache.
3. "There is a cavity in your premolar", said Dr. Saiyad
4. Rehana's all the answers were wrong in the maths test so she felt subside.
5. I think, there is embarrassed for your poor grammar.
6. A dentist uses white substance to fill the cavity in teeth.

V. 2 Make a list of the sentences from the lesson wherein these words are used.

prescribe, hygiene, particle, enamel, germs, permanent, toothache

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

V.3 Classify the words.

(deciduous, white substance, restoration, milk, permanent, denture , cavity , incisor, canine, black spot, molar, premolar)

Types of teeth	Symptoms of teeth problem	Cure of teeth problems

V.4 Replace the underlined word/phrase with the words from the text.

1. Your teeth are yellowish because the white cover of teeth is worn out.
2. If you do not brush your teeth before going to bed, tiny bits may harm your teeth.
3. Sunita is capable of taking part in this essay competition as she is good at writing .
4. As the doctor was free on that day, he could give some time to Sonia.
5. We should know the study and practice of cleanliness for our good health.
6. The innermost layer in the teeth is necessary to make teeth strong.
7. I am ashamed because I have cheated my friends.
8. As soon as one grows up to 8 years, temporary teeth begin to shed.
9. Your teeth are not in the proper line so you have to take special treatment.

Comprehension

C.1 Complete the table.

No.	Name of the patient	Kind of dental problem	Dr. Bansi Sharma's treatment/suggestions/advice
1			
2			
3			

C.2 Write down the Dos and Don'ts for dental health.

Dos	Don'ts

C. 3 Answer these questions.

- (1) Why did Ashokbhai take Sonia to Dr. Bansi Sharma?
 - (2) What treatment did Dr. Bansi Sharma give to Sonia?
 - (3) What, according to Dr. Bansi Sharma, must Sonia do to take care of her teeth?
 - (4) What happens if we don't clean our teeth regularly?
 - (5) What is the right way of brushing the teeth according to Dr. Sharma?
 - (6) How can we prevent cavity?
 - (7) What is enamel?
 - (8) How many layers do our teeth have? What are they called?
 - (9) What will Sonia learn from her project?
- **Take a project on a disease and find out its symptoms. What should one do to prevent it?**

Language Practice

L. 1 Read this passage. Study the underlined words.

My Robot's Skills

My first robot was a sort of an alarm clock that could wake me up every morning. Earlier I thought I must make a robot who is able to ring, but later on I prepared one who could even shout "Wake up". Another great characteristic of my first robot was he could push me from my bed and make sure I'd get to school on time. At the same time I strongly decided that I must develop a device that is going to enable me to sleep in peace.

My boss has ordered me that I have to develop a Robot that can kill such insects as mosquitoes, flies or even flying ants. I must follow my boss' order.

So I have developed a perfect robot. My robot cannot only exterminate insects, but I have taken care that he must be capable of vacuum cleaning the floor to get rid of the dead insects.

L. 2 Read the situations. Tick mark the appropriate option.

Situation	Options
Today is the deadline for submitting your assignment. It was announced in the class that those who do not submit it today, will be punished.	<input type="checkbox"/> Today, I will submit the assignment. <input type="checkbox"/> Today, I must submit the assignment. <input type="checkbox"/> Today, I have to submit the assignment.
Your leg is fractured now. You are in the bed recalling how you were riding a bicycle.	<input type="checkbox"/> I could ride a bicycle. <input type="checkbox"/> I can ride a bicycle. <input type="checkbox"/> I must ride a bicycle.
There is a mimicry programme in your school. You want to participate.	<input type="checkbox"/> I can make people laugh. <input type="checkbox"/> I could make people laugh. <input type="checkbox"/> I should make people laugh

Your mother informs you that perhaps your aunt will come to your house.	<input type="checkbox"/> I will prepare pakoda for her. <input type="checkbox"/> I am going to prepare pakoda for her. <input type="checkbox"/> I have to prepare pakoda for her.
Everyday you get up at 6.30 a.m. but tomorrow you have to go to Baroda to attend a meeting at 6.00 a.m.	<input type="checkbox"/> I have to get up early tomorrow. <input type="checkbox"/> I will get up early tomorrow. <input type="checkbox"/> I must get up early tomorrow.
You have participated in a national level running competition. You want to break the previous record.	<input type="checkbox"/> I am going to run at the speed of 250 meters per minute. <input type="checkbox"/> I will run at the speed of 250 meters per minute. <input type="checkbox"/> I can run at the speed of 250 meter per minute.

L. 3 Work in pairs. Take a card containing the clues. Read clues one after another. Let your partner guess the name of the job. Count the points as shown in the bracket.

Cards :

<p>Clues : You have to wake up very early (6 points) You have to work hard every day(5 points) You must be fit(4 points) You must operate machinery(3 points) You must work in the countryside(2 points) You have to work with plants and animals(1 point)</p>	<p>Clues : You have to like talking to people (6 points) You have to stand up for a long time(5 points) You must work inside(4 points) You must be good with your hands(3 points) You have to sweep the floor(2 points) You have to cut other people's hair(1 point)</p>
<p>Clues : You must be brave and helpful (6 points) You mustn't be afraid of heights(5 points) You have to work in a team(4 points) You must sometimes sleep at work(3 points) You have to wear a uniform(2 points) You have to save people from fires(1 point)</p>	<p>Clues : You have to be supportive(6 points) You have to speak to many people(5 points) You mustn't be late for work(4 points) You have to be well prepared(3 points) You must be knowledgeable(2 points) You have to work in a classroom(1 point)</p>
<p>Clues : You must have good eyesight (6 points) You have to sit down(5 points) You don't have to speak(4 points) You have to use your hands and feet(3 points) You must know your destination very well(2 points) You have to pick people up at the stop(1 point)</p>	<p>Clues : You have to work outside(6 points) You don't have to wear a uniform(5 points) You have to work with water(4 points) You mustn't be afraid of heights(3 points) You have to use a bucket in your work(2 points) You have to clean windows(1 point)</p>

L.4 What would you say in these situations? Use these words: be sick, crash, get wet, lose, not stop, rain.

Example : The sky is full of dark clouds.

It's going to rain.

1. Now it has started raining. There's nowhere to shelter and you haven't got an umbrella.

2. You feel awful. There's a terrible feeling in your stomach.

3. You are playing cricket. The game is nearly over and yet you have 10 runs to make.

4. You can see a plane coming down. It's out of control and falling to the ground.

5. You are waiting for a bus. There's one coming, but you don't know if it's the one you want. It's running very fast.

L.5 Your group has just taken over the management of a hotel. With your group members, look at the information and decide what rules are going to be in your hotel. Use - must, mustn't, have to, don't have to, can and can't.

Examples :

Guests **should** not disturb others.

Guests **must** check out before 12 noon.

Guests **mustn't** smoke in their room.

Guests **have to** leave their keys when they go out.

Staff **don't have to** work on weekends.

Staff **can** have sick leave.

Guests **can't** order breakfast after 10 am.

Guests	Rules
Checking in and out: check out before 11 am / 12 noon, check in after 1 pm / 2 pm, pay by cash / credit card, if a guest checks out late, if a guest wants to stay longer, cancellation cost	
Rooms: leave keys when guests go out, smoking in the room, Wi-Fi access cost, have visitors, TV channels	
Meals : breakfast start / finish time, breakfast included, not included, book a table for lunch / dinner, smoking in the restaurant	
Other rules	

Staff	Rules
<p>Working hours work weekends (how often?) work evenings (how often?) holiday leave (how often?) if staff is sick</p>	
<p>Clothes wear a uniform clothing for receptionists / bellboys clothing for kitchen staff</p>	

L.6 Study the notices displayed on your school notice board. Prepare a notice for a fancy dress competition to be held in your school.

Mention rules.

e.g. Interested candidates must get their names registered within five days.

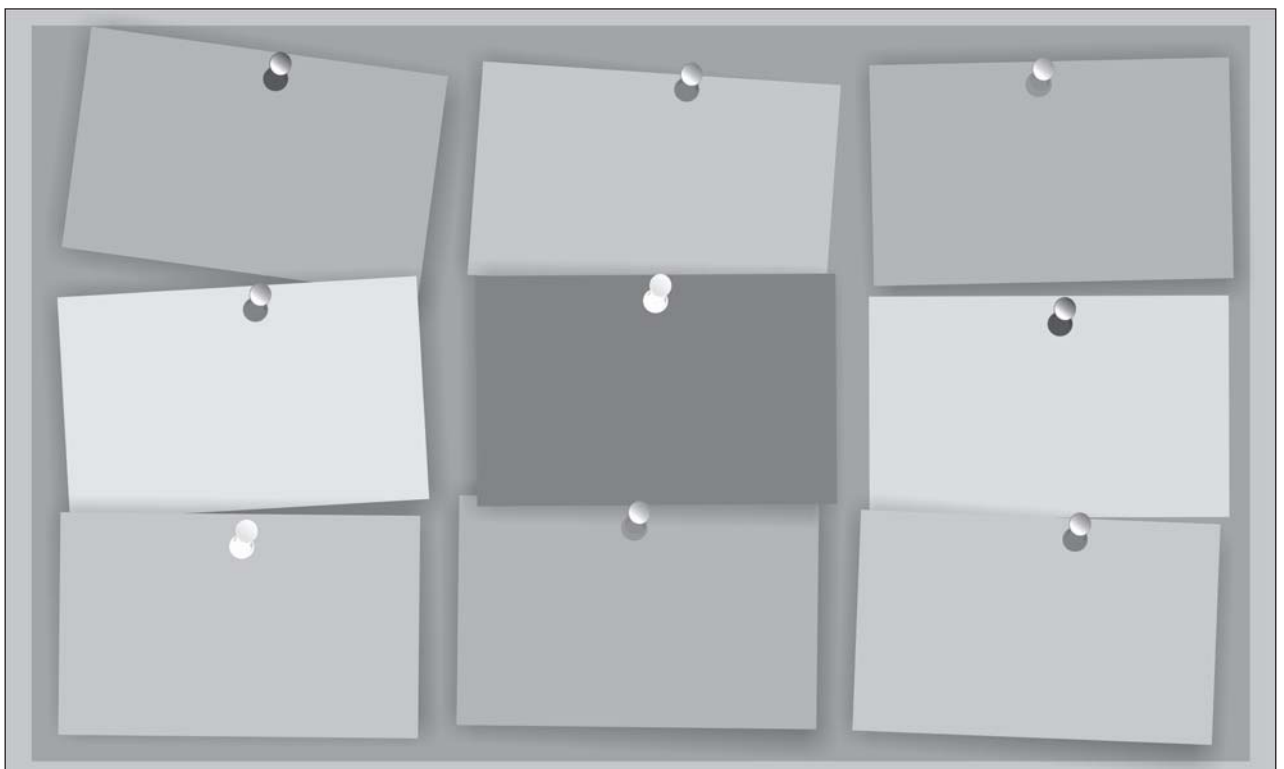
- Mention various alternatives.

e.g. Interested students can take up roles such as vegetable vendor, farmer etc.

- Give general details of the competition.

e.g The competition is going to start at sharp 10.00 am. The decision of the judges will be final.

Write the rules on the cards.



Writing

W.1 Here is the correct method of brushing teeth. Read it carefully. Now write the instructions for brushing your teeth. Work in Pairs.

Brushing



(1)
Holding brush at 45 angle, brush in short back and forth motions on the outer surfaces of the teeth. Don't scrub.



(2. A)
Use back and forth motion for chewing surfaces.



(2. B)
Use short angled strokes along the gumline.



(3. A)
Use gentle up strokes with toe of brush.



(3.B)
Use gentle down strokes with toe of brush.



(4)
Brush tongue back to front using sweeping motion.

For Example

1. (A) You should hold the brush at 45° angle.

(B) You should move _____

(C) You must not _____

2. (A) _____

(B) _____

3. (A) _____

(B) _____

4. _____

W. 2 Read the prescription and explain to Kalaben about her disease, dosage and timings of medicines. Write this explanation as a paragraph.

(Use the medical abbreviations list)

Dhanvantari Ayurved Hospital, Una

Kalaben: 56 yrs, Female	Dt. 7/7/2016
Hx Cough and Cold for 10 days	
Dx Viral Infection	
Rx Tab. Tulsi Ghanvati	30
(2 tabs PC BID)	
Tab. Tribhoovankirti Rasa	30
(C Honey, 2 tabs BBF, 2 tabs BT)	
Syrup Shwaaskaasaari	100ml
(2 spoons QID, S Water)	
-	Dr. Hardik Gadhiya

> Rx = Treatment	> S = without	> TID = Thrice a Day
> Hx = History	> SS = One half	> QID = Four times a day
> Dx = Diagnosis	> C = With	> OD = Once a Day
> q = Every	> SOS = If needed	> BT = Bed Time
> qd = Everyday	> AC = Before Meals	> BBF = Before Breakfast
> qod = Every otherday	> PC = After Meals	> BD = Before Dinner
> qh = Every Hour	> BID = Twice a Day	> Tw = Twice a week

You can begin like this ...

Kalaben is 56 years. She has been suffering from cough and cold for ten days...

W.3 Suppose you are the Dental Chair at the Dental Care Clinic of Dr. Bansi Sharma. Write your experiences and feelings of a day.

You can begin like this ...

Hello! I am a dental chair in _____

RIDDLES

Anna has the same number of brothers as she has sisters, but her brother Nat has twice as many sisters as he has brothers. How many boys and how many girls are there in the family?

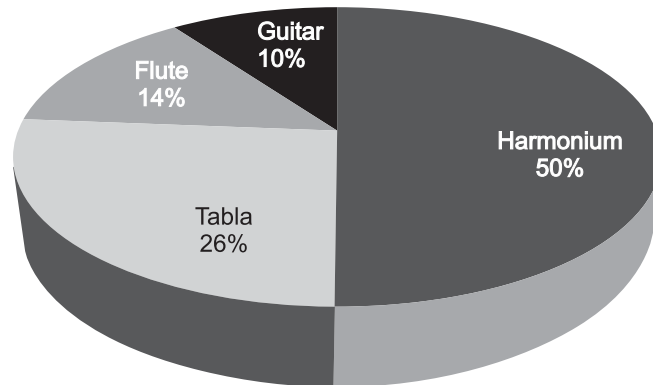
UNIT 3

MOHAN AND HIS VEENA

Pre-task

Study this pie chart and write a paragraph by answering the questions.

Musical instrument liked by students



- Que. 1. Which is the most popular musical instrument?
- Que. 2. Which is the least popular musical instrument?
- Que. 3. How many of the students like the flute?
- Que. 4. What is the difference between the popularity of flute and that of tablas?
- Que. 5. Which instrument is liked by half of the students?

Read

Mohan was born in a family of musicians. Music was in his blood. He grew up with musicians. Like his father and other family members, he was initially trained in vocal music and then he tried his hand at the violin. When he was about ten, he started liking sitar. He was also trained in it and played it for about three years.

A German lady came to stay with Mohan's family to learn music from his father. It was then that the guitar entered his life. He began his experiments with that beautiful instrument. "No other instrument now in my life. I want to play the guitar only," said Mohan to himself. Guitar took all his time.

"Guitar! The whole day guitar! Ours is a family where sitar, vocals and classical violin are practised. The guitar does not have the effect which our instruments do and moreover, it's not from India". said one of the family members. "Do you know your father does not approve your love for the guitar?" said his aunty. But his mother came to help him. "Let him follow his heart's desire." she



declared. Then his father started supporting him. He was overjoyed and decided to modify this western instrument. He tried to make it suitable for playing pure Indian classical music. He spent two more years with guitar only.

One evening there was a gathering of close family friends. In this small gathering Mohan's brother, sister and nephews (who were also performing artists)

played music on their classical instruments. There was a great appreciation. Mohan, too, expressed his wish to perform. He played on guitar.

After his performance, a relative said, "You need to work very hard with the new instrument." one of the relatives said, "If it were the sitar, you would have been in competition with your brother and sister. You have already spent two years on it, but still this instrument needs more."

After his performance someone said, "The sitar's sound is like a flowing stream. Your instrument doesn't have that depth."

Yet another said, "Your brother plays the violin; his sur and tal are so beautiful. What are you doing with this instrument?"

Mohan was depressed and cried for the whole night. He had already given two years of his life to this instrument..

"But from the heart, I am made for guitar. There is no instrument for me but the guitar." He thought.

This instrument will become my face to the world. I am sure, I am going to make it big, very big." he was determined.

This experience took place when Mohan was only 16 years of age. It was the turning point of his life. Mohan doubled his riyaz and practised for about ten hours a day. He also studied other aspects of the guitar. He decided to incorporate the speciality, technique and sound of every instrument into the guitar. He wanted to invent something which gave the sound and tune of the western guitar but could be played like an Indian Veena.

"Not only the sound that my instrument produces is important, but it must also express my vision; what I want to say through the instrument," he said to himself and finally with untiring efforts and understanding of ragas he created the wonderful Mohan Veena. Today, the world knows Mohan as Pandit Vishwa Mohan Bhatt, winner of a Grammy award.

I just followed my heart's passion and here I am", said Mohan at the award ceremony in 1993.

Glossary

musical of music **expressed** show feelings by words **experiment** trial **instrument** device **perform** to do something, present before people **vocal** uttered by voice **incorporate** make something part of a whole, include **suitable** appropriate **approve** accept and appreciate **appreciation** understanding and enjoyment **determined** with one's mind made up, firmly decided **depressed** sad and without enthusiasm **beliefs** feeling that something is true **depth** deepness **aspects** particular feature

Vocabulary

V.1 Make meaningful pairs of words or phrases from X and Y and write a sentence using X and Y in your context.

X	Y	Example : I tried my hand at the violin.
1. tried hand	a. his vision	_____
2. played/practised	b. life	_____
3. gathering of	c. at the violin	_____
4. turning point of	d. guitar	_____
5. shaped	e. family members	_____
6. expressed	f. the belief	_____

V.2 Complete the e-mail using words in the bracket. Also fill in other details.
(determined, instrument, musical, melodiously, performances)

Send Save Draft Discard

To: ajn3456@gmail.com

Cc:

Bcc:

Subject: Attending a music concert

Attachments: Browse... Attach More Files

Hi Anjana,

I went to a great _____ concert last night . I enjoyed the _____ of all the artists especially Mohan. He played on his Veena _____. I was very much impressed by his style so I _____ to learn such an _____ to play on in future as I am interested in music.

Rushil

Send Save Draft Discard

V. 3 Underline the word with the nearest meaning.

1. incorporate : include, associate, cooperate, coordinate
2. aspect : frame, feature, side, inspect
3. depressed : encouraged, expressed, rejected, sad
4. approve : appreciate, like, prove, appear
5. experiment : take trial, experience, expert, perform
6. instrument : device, utensil, bowl, spanner

Comprehension

C. 1 Mark the statements whether they are true or false.

- (1) Mohan liked guitar when he was 10 years old.
- (2) Mohan's father did not approve his love for guitar.
- (3) Mohan's brother, sister and nephew were praised in the gathering.
- (4) According to one remark, sitar has depth of sound.
- (5) Mohan stopped playing guitar after the remark.
- (6) Mohan Veena is not invented by Pandit Vishwa Mohan Bhatt.
- (7) Mohan followed his heart's passion.

T	F
T	F
T	F
T	F
T	F
T	F
T	F

C. 2 Arrange these sentences in proper order. Put the number in the boxes.

- Mohan was depressed and cried.
- He was attracted to guitar.
- He decided to work hard and make the instrument his face.
- He was not appreciated well in a family concert.
- Mohan got a Grammy award.

C. 3 Find out the sentences from the text having nearest meaning.

- (1) He accepted guitar as an instrument of music.
- (2) Guitar is not an instrument of Indian style and doesn't have effect like the other Indian musical instruments.
- (3) Mohan was inspired to play an instrument because of the appreciation got by his brother, sister and nephew.
- (4) Mohan increased the practice for guitar.
- (5) Expression of vision about my thought through sound is important.

C. 4 Find out the reactions by different persons against Mohan's love for guitar.

Person	Reaction against Mohan's love for guitar
Mohan's aunty	Eg: Do you know your father does not approve your love for the guitar?
Mohan's mother	
Relative 1	
Relative 2	
Relative 3	
Relative 4	
Mohan himself	

C. 5 Answer the questions.

- (1) What did Mohan learn in his early age?
- (2) What was practised in Mohan's family?
- (3) What do you know about the early learning of Mohan?
- (4) Make a list of some Indian musical instruments.
- (5) Which instrument attracted Mohan most?
- (6) What did Mohan do to get success after the comments from relatives?
- (7) What did Mohan do to invent Mohan Veena?
- (8) Which two great achievements of Mohan are mentioned in this text?
 - **Which instrument attracts you more? Why?**
 - **Do you remember any incident when you didn't lose courage and succeeded though there were comments against your hobby? Narrate it.**
 - **At the end of 'Grammy Award Ceremony' Mohan is answering questions of reporters. Frame questions as if you are a reporter.**

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

Language Practice

L. 1 Read the passage and observe the underlined words.

Eight children were standing eagerly on the track to participate in the running event. With the sound of a toy pistol, all the eight girls started running swiftly. After just ten to fifteen steps, one of the girls suddenly slipped and fell down. When the other seven girls heard this sound, they stopped running, stood for a while and turned back. They all ran back anxiously to the place where the girl had fallen down. One among them bent, lifted and kissed the girl gently. All the seven girls lifted carefully the girl who had fallen down. Two of them held the girl firmly and all seven of them joined hands together and walked together and reached the winning post. Officials were shocked. Clapping of thousands of spectators filled the stadium. Many eyes were filled with tears and perhaps it had reached even God !

Yes. This happened in Hyderabad.

All these special girls had come to participate in this event and they were spastic children.

L. 2(A) Work in pairs. Note down all the underlined words in your book from the above passage. Make pairs of the action and the manner of that action.

Action	standing					
Manner	eagerly					

(B) Match the phrases given in the left column with the appropriate words given in the right column. Write down the correct pairs on separate chits. Give the chits to your teacher. The teacher will use them in sentences.

(A) Description of manner/way of action	(B) Word for manner
1. without making any noise	faultlessly
2. with great pleasure	proudly
3. in a serious manner	confidently
4. with pride	noiselessly/silently
5. with great skill	happily
6. without making a single mistake	naturally
7. in a natural way	seriously
8. with confidence	skilfully

Example : A. The students are reading in the library without making any noise.

B. The students are reading in the library silently.

L.3 Choose any word expressing manner from the box given below and tell your friend to select the correct sentence to fill in the blanks. You can take help of your teacher to decide whether the sentence is true or false.

badly	smartly	dangerously
angrily	secretly	kindly

- (1) When I broke my leg, my friend Rohan _____ offered help to take me school on his bicycle.
- (2) We lost the football match by 4-3. I don't think we played _____ but the opposite team played really _____.
- (3) "You are late," said Sneha _____. "Where have you been?"
- (4) I am sure that the plan of bank robbery was made _____ by the thief.
- (5) You drive the car quite _____. I won't be surprised if you meet with an accident one day.

L.4 Practise the conversation selecting the words expressing frequency from the table and fill in the blanks. Work in pairs.

never	always	usually
occasionally	often	sometimes

A: What do you do on Sunday?

B: Nothing much. I _____ sleep until 9:00.

A: Do you go to bazaar on Saturday evening?

B: Yes, I do. I _____ go for playing volley ball or I _____ go to the garden.

A: Do you drive to school?

B: No, I _____ drive to school. I _____ take the bus.

A: What do you do after class?

B: I _____ talk with friend or I _____ go home.

A: Do you like new friends?

B: Yes, I _____ like but I love my old friends too.

L.5 Place the word expressing manner frequency at the correct place. Indicate the place by the sign ||.

(1) The new boy || waited outside the principal's office. (quietly)

(2) We go to the zoo and stay for an hour or two there. (often, usually)

(3) Mahesh fell down yesterday. He drove his new bicycle. (carelessly)

(4) Everyone should be kind to animals. (always)

(5) All the students were surprised when he cried in the class. (loudly)

L. 6 Here is a game. Let's play.

Select the pair of words expressing action and manner which you can enact in the classroom.
The teacher will ask the question to the class.

Words for action:

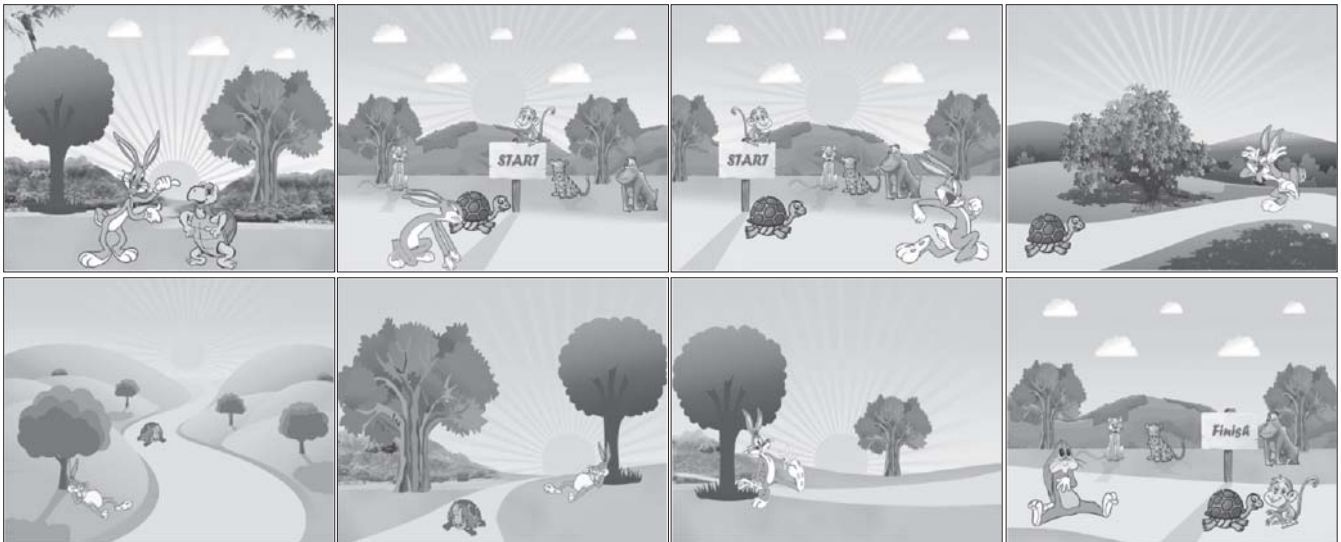
read, sit, shout, behave, cry, dance, walk, laugh, write

Words of manner:

quickly, slowly, angrily, joyfully, quietly, loudly,
fearfully, proudly, secretly, silently, childishly, painfully

Eg: Teacher: What is s/he doing?
Student: S/he is reading.
Teacher: How is s/he reading?
Student: S/he is reading silently/loudly.

L. 7 Write the famous story of the rabbit and the tortoise using the words showing the manner of action.



(proudly, calmly, silently, swiftly, lazily, steadily, hurriedly, slowly, etc.)

Once upon a time, a rabbit said proudly to a tortoise, “ You can’t beat me _____

Writing

W.1 Write a paragraph on ‘My Hobby’.

W. 2 Here is a picture of a musical instrument with some information about it. Write a few lines about it.



- a keyboard-instrument similar to an organ.
- blows air through the air vessels reeds, producing musical notes.
- sounds like an accordion.
- two sorts of harmonium- a foot-pumped harmonium, and a hand-pumped harmonium
- used in music of India, Pakistan, Nepal, Afghanistan and in other Asian countries.
- used as an accompanying instrument in classical Hindustani music, Sufi music, Bhajan singing, musical renditions of the classics.

W. 3 🏠 Look at the musical instruments and write about them.



Veena



Guitar



Mohan Veena

DAYS OF THE WEEK

All round the world the seven days of the week are named, directly or indirectly, after the Sun, the Moon, and the five planets visible to the naked eye: Mars, Mercury, Jupiter, Venus and Saturn.

Sunday Day of the SUN

Monday Day of the MOON

Tuesday TRY'S day (Try is the Norse god of war; like the Roman god MARS)

Wednesday WODEN'S day (Woden, or Odin, was identified with MERCURY)

Thursday THOR'S day (Thor, the god of thunder, was identified with JUPITER, the god of Jove)

Friday FREYA'S day (the goddess Freya is the Norse equivalent to the Roman VENUS)

Saturday SATURN'S day

UNIT 4

CALL OF THE HILLS

Pre-task

(A) Recite the poem and try to understand it.

I had a dove, and the sweet dove died;
And I have thought it died of grieving:(*sorrow*)
O, what could it grieve for? Its feet were tied
With a silken thread of my own hand's weaving.
Sweet little red feet! Why should you die?
Why should you leave me, sweet bird? Why?
You lived alone in the forest tree,
Why, Pretty thing! Would you not live with me?
I kissed you oft and gave you white peas;(peanuts)
Why not live sweetly, as in the green trees?

-John Keats

Now mark true or false.

1. The dove was living a comfortable life.
2. The dove was happy because it was tied with a silken thread.
3. The poet took good care of the dove.
4. The poet does not understand the reason of the dove's sadness.
5. The dove was stupid not to live with the poet.
6. The dove was unhappy because it was not free.

T	F
T	F
T	F
T	F
T	F
T	F

(B) Complete the dialogue between the parrot in the cage and the parrot in the tree.

Work in Pairs.

You can begin like this ...

The parrot in the cage: Hi. I am Mithu. Who are you?

The parrot in the tree: I am a parrot, I don't have a name.

Mithu: Ok. I will call you Sweetu.

Sweetu: I don't mind. But are you happy in this cage?

Mithu: _____

Sweetu: Will you come with me in the forest?

Mithu: What will we do in the forest?

Sweetu: _____

Mithu: I am ready. Open the cage like this. (Shows the trick)

Now what will happen? _____.

Read

“Hey Abbu Miyan ! Looking sad ? Why are you sitting alone today ? Where is your darling Kalua ?” Govinda was worried. “Perhaps, I have lost her. I have seen her foot prints going up the hill. That devil must have killed her.”

Poor Abbukhan was almost in tears. He could not understand why Kalua broke the string and disappeared in the night. He used to give her green, juicy grass and tasty grains. But even then his only family member had left his house !

After some days Abbu Miyan bought another goat. This new one was pretty, white as snow, had two little horns and a pair of lovely bright red eyes. “I will call you Chandani,” caressing her soft fur he said.

One fine morning his neighbour Govinda appeared. He saw Abbu Miyan talking to his only family member. “Hey Abbu Chacha, you look happy and healthy. How’s life now ?”

“I am the happiest person, Govinda ! Chandani has brought new life to me. She loves me a lot, and even I can’t live without her.” Abbu Chacha was beaming with joy.

“But what were you telling her ? I saw you talking with your darling !” “Oh, yes ! I was telling her the story of Kalua’s sad end at the blood thirsty teeth of that devil on the hill.” Abbu Miyan replied. “But my dear Chandani will never leave me. She is so understanding and happy with me,” he added.



Govinda said, “Abbu Chacha, I am delighted to see you like this. I am sure Chandani will accompany you till your last breath.”

Some years passed. Chandani developed an attraction for the hill. Every morning she watched the hilltops shining in the tender sunlight.

“How beautiful these hills are !” She thought. And how refreshing is the breeze that blows through them ! I must run across those green fields.” She ran towards the hills but stopped with a jerk. There was a rope around her neck. She hated it most.

Gradually Chandani stopped eating the green grass and tasty grains. Even she lost interest in Abbu Khan’s stories. She lost her appetite, grew very thin. She stared moodlessly at the hills bathing in the sunlight or playing with the clouds.

Abbu Khan could sense what was happening to his dear Chandani. He pushed her into a small hut and shut the door. But forgot to close the small window at the back.

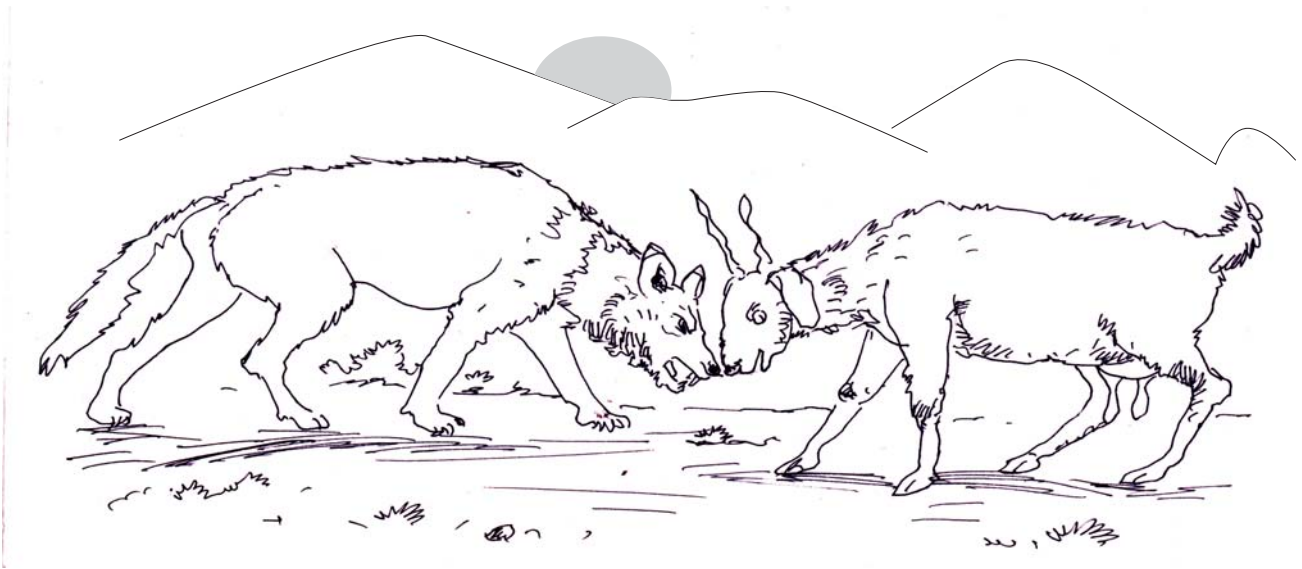
The same night, Chandani made the window her passage for freedom. When Chandani reached the

hilltop the big yellow sun was rising in the horizon. She was overflowing with joy and wonder. The green grass under her feet became golden yellow. The wind sang an endless song of welcome. Chandani felt as if she were meeting her mother after years of separation. How different all this was from Abbu Khan's prison house!

That day she jumped and played and ate all around. She was on the top of the world. It was the happiest day in Chandani's life.

The sun disappeared behind the hills. Soon the darkness covered the grass, the flowers and the trees. The wind stopped blowing. There was stillness all around. An owl hooted from a hole. Chandani felt scared.

The full moon rose in the distant sky. In its silver light Chandani saw two bright eyes and sharp teeth



moving slowly towards her. The devil was not in a hurry. He knew that goat was also his food.

The wolf and the goat struck their heads with each other. He was big and ferocious whereas she was small but not weak. Chandani stood firm on her legs, head slightly bent and her strong horns aimed at the devil. She looked like a brave soldier ready to fight a cruel enemy.

The fight began. It went on through the night. The moon began to grow pale and suddenly hid behind the clouds. The stars also began to disappear one by one. A faint light appeared in the east. The first rays of the sun saw Chandani lying on the ground. She was completely soaked in blood. The wolf, tired and sleepy, was getting ready to devour her.

A flock of birds sitting on tree was debating the result of the fight.

“So.... who is the winner?” asked a small one. “The wolf, of course!” most of others declared together. “No.” said a wise old bird, “Chandani is the winner. I have never seen such a brave freedom fighter!”

Glossary

bloody wicked, blood thirsty **horizon** the line where the earth and the sky appear to meet **devil** wicked, demon **faint** dim **pretty** beautiful **caressing** loving touch, stroke gently **separation** state of being separate, વિયોગ, જુદાઈ **devour** eat up hungrily **beaming** smiling happily **prison** jail **debating** discussing, arguing **appetite** desire for food, hunger **hoot** the call of an owl **ferocious** cruel, violent

Vocabulary

V.1 Put these words in the paragraph.

(horizon, pretty, danger, thin, appetite, prison, attraction, hilltop)

Chandani was looking _____ with white fur. She wanted to go to the hill quite unaware of the _____ there. As her _____ for the hill grew more, she lost _____ and grew _____. She felt that Abbukhan's small hut was not more than a _____ for her. Finally she reached _____ where the big yellow sun was rising on the _____.

V.2 Frame a sentence using all the words in each group. Change the order of the words if necessary.

- began – a villain – the hero- fight
- Bhagatsinh – fight - India – freedom
- Nirali - tea – toast- soak
- The sun – horizon – evening
- Meadow - the cow – attract – fresh grass

V.3 Write 'yes' if the underlined word is properly used in the sentence, if not, correct the sentence without replacing that word.

- When Meera heard about her grandfather's sudden death, she was in tears.
- Raju got his result and found that he had failed in two subjects. He was beaming with joy.
- There was a curfew in the city. There was stillness all around.
- Everything from the hilltop looks very big.
- I could see clearly in the faint light.

Comprehension

C.1 Arrange these sentences in a proper order. Write number in the boxes.

- The wolf and Chandani fought throughout the night.
- Chandani saw the wolf approaching her.
- Chandani started loving hills.
- Abbukhan shut Chandani in a small hut.
- The wolf attacked Chandani and killed her.
- Abbukhan fed Chandani with great love and care.
- Chandani left Abbukhan's small hut and ran away towards the hills.
- Chandani tried to run to the hills once but couldn't.

C. 2 Find out sentences from the text showing these meanings.

(1) There were tears in Abbukhan's eyes.

(2) Abbuchacha was full of joy.

(3) My Chandani will always live with me.

(4) Chandani began to love the hills.

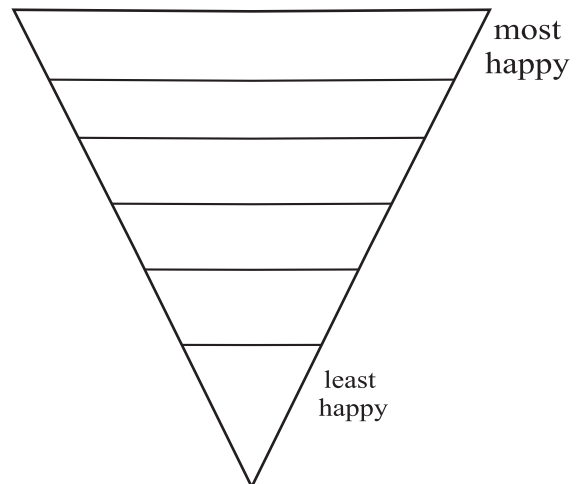
(5) Abbukhan shut Chandani in a small room.

(6) The sun rose in the east.

(7) Some birds were discussing about the outcome of the fight.

C.3 Arrange these sentences in order of happiness of Chandani. Write numbers of the sentences from bottom to top in the triangle.

- (1) Chandani was on the top of the hills.
- (2) "How beautiful these hills are !" said Chandani.
- (3) She was overflowing with joy and wonder.
- (4) It was the happiest day in Chandani's life.
- (5) Chandani felt as if she were meeting her mother after years.
- (6) That day she jumped and played and ate all around.



C. 4 Write at least five sentences from the text expressing Abbukhan's happiness 😊 / unhappiness 😞. Put a proper smiley at the end of the sentence.

C. 5 Answer these questions in two or three sentences each.

- (1) Poor Abbukhan was almost in tears. Why?
- (2) Write about Abbukhan's new family member.
- (3) What did Abbukhan keep telling Chandani?
- (4) How can you say that Abbukhan's darling hated to live with him?
- (5) Describe Chandani's feeling after she escaped from Abbukhan's house.
- (6) What price did Chandani pay for her freedom?
- (7) How can you say that Chandani was the real winner?

C. 6 Fill in the blanks using appropriate responses for the underlined words.

- (1) That devil must have killed her. Here 'that devil' refers to _____
- (2) But even then his only family member had left his house. Here 'his only family member' refers to _____
- (3) He saw Abbu Miyan talking to his family member. Here 'he' stands for _____
- (4) I saw you talking with your darling. Here 'your darling' stands for _____
- (5) He knew that this goat was also his food. Here 'he' stands for _____ and 'food' stands for _____.

Language Practice

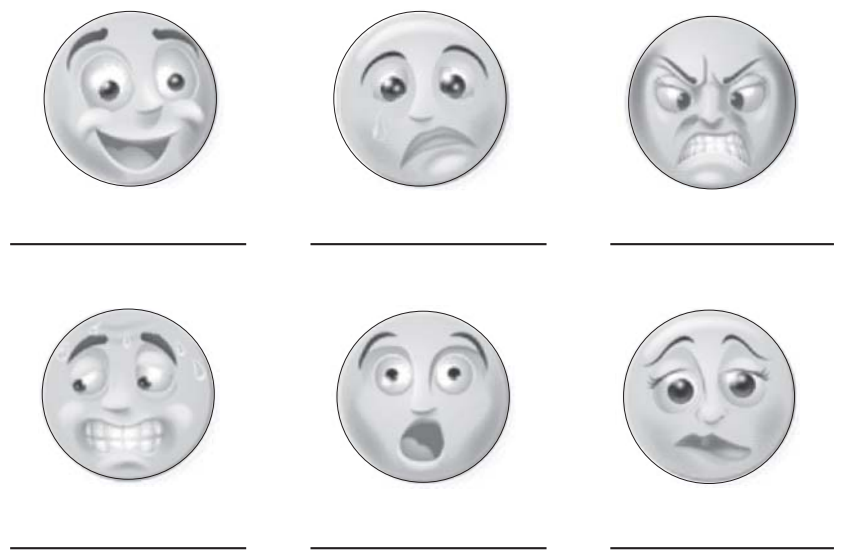
L. 1(A) Recite and enjoy this poem.

Lips have smiles and eyes have tears
 Pain has a cry and gain has cheers.
 Thorns and flowers,
 Sun and showers
 I feel in Nature,
 Sorrow and pleasure.
 Here I am cool and there you are angry
 Why is she sad and why is he happy?
 Time changes all,
 Moods may differ
 Let's be calm,
 Peace do we prefer.
 Lips have smiles and eyes have tears
 Pain has a cry and gain has cheers.

(B) Look at the Emotions Wheel. Write appropriate emotion-word under the smilies.



Emotions Wheel



(C) Read these expressions. Identify the emotions and write down the words which you have matched up with the smiley.

1. "I am telling you this seventh time. Still you are not listening. Are you deaf?" _____
2. "Hurrah! We have won the tournament. Let's have a great celebration." _____
3. "Oh God! It's so dark over there. I hear hissing. There might be a snake." _____
4. "Yuck! How dirty this place is! Let's clean it together right now." _____
5. "Oh! What a huge skeleton it is! I can't think of such a giant whale." _____
6. "Don't shed tears...Just smile. Everything will be OK." _____

L. 2(A) Read these conversations and observe the underlined expressions.

Conversation 1

Rahim : Look, that's Mehil over there !

Sunil : So he is! Let's call him. Mehil! Mehil! Ah! Now he has seen us. He's coming here.

Mehul : Hello, you two! What a surprise! I thought you might have gone to the picnic with the rest of your class.

Rahim : No, Mehil. We couldn't go. We didn't register our names in the list in time. We are sorry for that.

Mehul : Oh dear! What a pity!

Sunil : Well, it's our own fault, Mehil. We won't be late next time.

Mehul : Cheer up! I have an idea. Let's all go for a swim now!

Rahim : What a good idea! Come on!

Conversation 2

Sakshi : Do you want to go out for dinner tonight?

Rina : Sure. It's a great idea. What would you prefer?

Sakshi : Well, what do you think of Punjabi food?

Rina : I love it, but sorry for today.

Sakshi : It's OK. In fact, it's a bit spicy and heavy.

Rina : Hmm. What about Gujarati food?

Sakshi : Oh, I like it a lot.

Rina : So do I. And I know a nice Gujarati Dining Hall 'Aatithya'.

Sakshi : Yes, we visited it once. It's indeed wonderful. Let's go!

Conversation 3

Udit : Oh Nupur, you are beaming with joy today. What's the matter?

Nupur : Yes, Udit, I'am. Today is my birthday.

Udit : Oh, really! Many many happy returns of the day. My chocolate?

Nupur : Thank you so much. Here you are.

Udit : Well, what about celebration?

Nupur : It is there. Come to my home at 6.30 p.m. We'll have a party and a great fun.

Udit : Sure, I will. Thank you for the invitation.

Nupur : See you, bye.

(B) Read aloud the underlined expressions in conversations 1,2 and 3 and note down some more expressions like them.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

L.3 Read the expressions for appreciation and complete the dialogues choosing the suitable expressions. Work in pair.

That sounds good. / I like it a lot. / It's indeed a great idea. / I really wonder about it. / What a beautiful scene! / How nice of you! / How cool! / That's great. / Wow! / Lovely! / Awesome! / Oh, I love it!

1. **Shailam** : Let's go for a picnic, Taslim.

Taslim : _____

2. **Sneha** : Look there. The sun is setting.

Vishva : _____

3. **Rucha** : Hey, Rubi! I have prepared a working model of a space shuttle. Look at this.

Rubina : _____

4. **Ninad** : I have some chocolates for you. Enjoy them.

Keval : _____

5. **Vedant** : Have you ever tasted Rasgulla ?

Prapti : _____

6. **Surja** : That shop has new fancy T-shirts on sale. Let's buy some.

Krupal : _____

Now, read this dialogue aloud with your partner.

(A) Match appropriate expressions with situations. Write appropriate letter in the bracket.

Work in pair.

Situations	Expressions
1. Wishing your brother before examination Eg:(c)	a. Nice to meet you
2. Your neighbour is sick. ()	b. I'm very sorry
3. Your uncle is going abroad. ()	c. Best of luck
4. The gift was presented by your friend. ()	d. Get well soon
5. To the players who have just lost the final match.()	e. Oh! I can't believe it
6. Your cousin has passed the Board Exam with 90%.()	f. Bad luck
7. You are meeting a newfriend. ()	g. Happy journey
8. You stepped on someone's foot unknowingly. ()	h. Thank you very much
9. A person helps you in lifting a heavy bag. ()	i. Congratulations
10. You have been declared as the winner in the essay competition. ()	j. So nice of you

(B) Complete these sentences with the suitable words indicating emotions from the bracket and speak out with your classmates.

(disgusted, joyous, excited, sad, happy)

1. I feel _____ when there is rain.
2. I feel _____ when someone is crying.
3. I feel _____ at the fun fair.
4. I feel _____ to greet new people.
5. I feel _____ when someone lies.

(C) Observe the suggestions and fill in the blanks.

(hungry, boring, funny, thirsty, tired, cold)

1. It's really _____ - You will also laugh at it when I share with you.
2. I am really _____ - Could you bring a glass of water?
3. You look _____ - Why don't you take rest?
4. It's very _____ - Put on your woollen jacket.
5. I am _____ - Let's go and get some snacks.
6. The show is _____ - Let's go outside and move around.









L. 5(A) Read the passage aloud to your classmate. Ask him/her to underline the expressions showing emotions. Work in pair.

Rutu received the news that she won the gold medal in essay writing competition. Her father exclaimed with pride, “Oh my dear Rutu! You have done it. I am indeed proud of you!” Her mother rushed to her and hugged her affectionately. She burst into tears, “Beta, what a pleasant moment it is!” All the family members were extremely delighted. Friends came to her home and said, “Congratulations Rutu!” They demanded, “It’s time to celebrate. Let’s enjoy together.” The home was overflowing with cheers and happiness.

(B) Answer the questions.

1. What news did Rutu receive? Ans. _____
2. What did her father say? Ans. _____
3. What did her mother do? Ans. _____
4. How did her friends greet Rutu? Ans. _____
5. What kind of mood do you find in the passage? Ans. _____

L. 6(A) Here are some products. Give a name and a slogan for its advertisement. Work in group.

	Product	Name	Slogan
Example		Milk- Amrutam	Man se pio, tan kar jio
		Ice cream- <u>Aaswad</u>	_____
		_____	'Ride with Pride'
		_____	_____
		_____	_____
		_____	_____
		_____	_____
		_____	_____

(B) Here is a list of the days celebrated world wide. Make slogans in English having an emotional appeal to spread the message of the day.

Day	Slogan
Women’s Day (8th March)	_____
World Water Day (22nd March)	_____
World Health Day (5th April)	_____
Example : Earth Day (22nd April)	<i>My planet, My sweet Home</i>
World Animal Day (24th April)	_____
World Milk Day (1st June)	_____
World Environment Day (5th June)	_____
World Yoga Day (21st June)	_____
World Literacy Day (8th September)	_____
World Tourism Day (26th Sept.)	_____

Writing

W.1(A) Read this dialogue. Work in pair.

Pet Dog : Hi, how are you?
Stray Dog : Hello, I’m fine. And you?
Pet Dog : I’m fine too. Thank you.
Stray Dog : Why aren’t you seen?
Pet Dog : My master doesn’t allow me to go out alone.
Stray Dog : But I am free to go anywhere any time. By the way, how does your master treat you?
Pet Dog : Oh, nicely! I am fed well. I am bathed twice a day. I have my own kennel house with a cosy soft bed. I miss no comfort.
Stray Dog : (Pointing to his neck) What is that round your neck? And what are those marks of?
Pet Dog : It’s a belt and the marks round the neck are of a chain. My master ties me with the chain during day time or whenever we go out.
Stray Dog : Oh really?
Pet Dog : Yes, but come to my master’s house. We shall enjoy a ride in his car this evening.
Stray Dog : Sorry, friend. I may not be getting enough food or any comforts. But I am a free creature. I love my freedom. I don’t want to lose it at any cost.

(B) Use the information in this dialogue and write two paragraphs on. Work in pairs.

A Pet Dog	A Stray Dog
_____	_____
_____	_____
_____	_____

W. 2 Recite this poem and fill in the blanks in the passage.

[The bird from the poet's cage has flown away. The poet addresses this poem to the free bird.]

I will not follow you, my bird,
I will not follow you.
I would not breathe a word, my bird,
To bring thee here anew. (ફરીથી)

I love the free in thee, my bird,
The lure of freedom drew; (તીવ્ર લાલચ)
The light you fly toward, my bird,
I fly with thee unto.

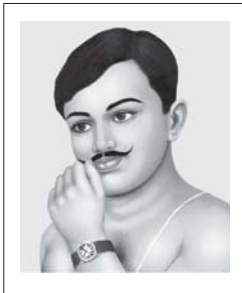
And there we yet will meet, my bird,
Though far I go from you
Where in the light outpoured, my bird, (છલકાયો)
Are love and freedom too.

The poet promises the bird that he would not follow it, nor would he speak a word to _____ . The poet loves _____ and knows that the bird has flown away as it was drawn by _____. The bird is flying towards light where _____ also is accompanying it. The poet promises the bird _____, though he is _____. There are also _____ where the light is _____.

The main idea of the poem is _____.

W. 3 🏠 Write a paragraph on the celebration of the Independence Day in your school.

OR Write a paragraph on Chandrashekhar Ajad.



You may use these words: 1906 – MP, Freedom fighter, revolutionary, fearless, sacrifice life, motherland, chanting 'Vande Mataram', British police, not caught alive, death of a brave hero, became martyr, 1931 Allahabad

Interesting Facts

1. A cheetah does not roar like a lion. It purrs like a cat (meow).
2. The original name for the butterfly was 'flutterby'!
3. A zebra is white with black stripes.
4. Dolphins sleep with one eye open!
5. At 188 decibels, the whistle of the blue whale is the loudest sound produced by any animal.
6. Of all the words in the English language, the word 'set' has the most definitions!
7. A giraffe can clean its ears with its 21-inch tongue!
8. "Go." is the shortest complete sentence in the English language.
9. No word in the English language rhymes with "month".
10. All polar bears are left handed.
11. Ants don't sleep.

UNIT 5

RANI KI VAAV

Pre-task

(A) Look at this picture of the Somnath temple.

Now Fill in the blanks using the words in the bracket and complete the paragraph.

(The sea, carved, enchanting, majestic, Somnath, flag, pillars, peak, roof)



This temple of _____ is a great architectural example of the Hindu temples. The _____ is called 'shikhara'. This _____ is also known as 'steeple' or 'dome'. The temple faces east and has a big central hall with three entrances. It has richly carved doorways. The endless _____ are called 'stambhas'. They make it look spectacular. There is _____ on the tallest peak of the temple. We can also see _____ domes. The whole structure looks _____ and _____. This temple is near _____.

(B) Look at the picture of Mohabbat Maqbara located at Junagadh and say whether the sentences are true or false.



1. There are two minarets around the Maqbara.
2. The domes are full of carvings on them.
3. The minarets look beautiful because the stairs are spiral.
4. There is no scope of having a view of Junagadh from the Maqbara.
5. The Maqbara is a king's palace.
6. There are five domes on the main structure.

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

(C) State which of these should be done or should not be done while visiting a historical monument (સ્મૃતિસ્થળ). Write 'yes' or 'no' at the end of the sentence.

- | | |
|---------------------------------------------------------------------|--------------------------|
| 1. Use flash light if dark inside. | <input type="checkbox"/> |
| 2. Touch the carving, feel it and enjoy it. | <input type="checkbox"/> |
| 3. Making noises. | <input type="checkbox"/> |
| 4. To record your visit, carve your name only on the corner stones. | <input type="checkbox"/> |
| 5. Keep the place clean. | <input type="checkbox"/> |
| 6. Listen to the guide carefully. | <input type="checkbox"/> |
| 7. Scratch the exhibits to check its material. | <input type="checkbox"/> |
| 8. Ask questions to your teacher or the guide. | <input type="checkbox"/> |

Read

Rani Ki Vaav [the step well] is an approved site on the world heritage. It was declared by the world heritage committee UNESCO . UNESCO has recognized this masterpiece as an exceptional example of water management system. It is a wonderful sample of technological development for utilizing ground water resources in a single structure. It is also a unique illustration of breaking large spaces into smaller volumes with artistic presentation. Rani Ki Vaav has a great appeal to every observer.

Queen Udayamati, the widow of King Bhimdev-I constructed this Vaav between 1022 and 1063 A.D. Rani Ki Vaav has become one of the most popular places to visit in Gujarat. King Bhimdev-I belonged to the Solanki dynasty of Anhilwad Patan. After his death Udayamati took up the project for solving the problem of water scarcity faced by the people of Patan. Unfortunately the queen also died before the completion of this structure. In the world of architecture, her beautiful idea has received immense appreciation.

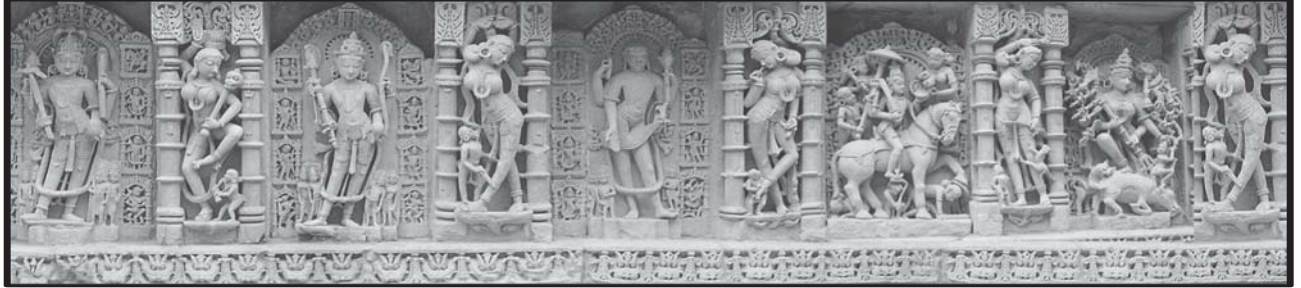


Queen's stepwell or Rani ki Vaav is a seven storeyed structure. This East facing stepwell is 64 meters long, 20 meters wide and 27 meters deep. Each sculpture, passage, pillar and pavilion in this magnificent structure has enchanting carvings. On its side walls there are around 800 sculptures.

There are nearly 400 big sculptures of different gods and goddesses in the Vaav at present. These numbers would have been many more in the past in its original structure. Each storey has a narrow corridor for the visitors to appreciate beauty of sculptures and carvings engraved on the walls. Even the pillars of the Vaav are not exception to it. They display splendid artistic marvel on the stone.

In fact, the Vaav is solely dedicated to Vishnu. One can find Vishnu in different shapes and postures.

After Vishnu, next important statue is of Parvati. Nearly 15 galleries have the sculptures of Parvati. 12 statues of goddess Gauri together at the same place are rarely found anywhere. The Sun temple of Modhera has it. This Vaav has also all the twelve statues of Gauri namely- Uma, Parvati, Gauri, Lalita, Shriya, Krushna, Maheshwari, Rambha, Savitri, Trisanda, Total and Tripura. Besides, there are many statues of gods and goddesses such as Ganesha, Agni, Vaayu, Surya, Bhairav, Chamunda, Brahma, Indra, Indrani, Vaishnavi, Varahi, Mahalakshmi, Kuber, etc.



There are also some of the rare sculptures of gods. Here one can find the statue of Lord Buddha with four hands, the statue of Rama with sword and shield, the statue of Sun in form of Tapasvi, the statue of Shiva with beads in his hand, the statue of Parshurama with soft and gentle expression rather having hard and stern look, etc. Some of the sculptures display contemporary life-style, folk tales, animal and human instinct, etc. They reveal artistic vision and unique imagination of the sculptors. There are nearly 300 statues of *Apsaras*. The sculptors presented a vast range of emotions and feelings on the faces of the *Apsaras*. They display variety of different moods and situations.

Most of them present Vishnu in his ten different avatars. The most attractive sculptures are those of Varah, Vaman, Narsinha, Ram, Kalki and Mahishasurmardini. The *apsaras* with 16 different make up styles add to the grace of this unmatched structure. The stepwell also focuses on the holiness of water and its great significance in Indian culture.

The Vaav is the most developed, elaborate and ornamented example of submerged architecture. It sings the glory of development of stepwells in India. This Vaav is a large and complex type of stepwell. It has ornamented panels of sculptures. It lay buried under the mud due to floods first, and then vanishing of the river Saraswati. It was hidden under the layers of silt for almost seven centuries. The Archeological Survey of India (ASI) took a great care to preserve this structure.

In February 2013 ASI nominated this Vaav for the World Heritage site. With the excellent teamwork by the ASI and State Government of Gujarat, it got recognition by the UNESCO.

Glossary

heritage things such as works of arts passed on from earlier generation **architecture** art and science of designing building **silt** sand, mud, etc that is carried by flowing water and is left at the mouth of a river or in a harbour **masterpiece** task done with great skill **immense** extremely large **archeological** related to archeology पुरातत्त्ववीय **exceptional** very unusual **sculpture** art of carving wood or stones **preserve** keep safely **utilizing** making use of **magnificent** impressive **nominated** formally propose to choose **aesthetic** beautiful **enchanted** delightful **dynasty** series of rulers of the same family **significance** meaning **recognition** acceptance approval **storey** floor **scarcity** shortage **ornamented** decorated **completion** get complete **vanishing** disappearance लुप्त થઈ જવું

Vocabulary

V. 1 Find the sentences having a group of words almost similar in meaning in the text.

1. Your great work for the society will get very large praise.
2. The Taj Mahal is a decorative example of a great monument.
3. Amit's name was proposed for the best student award by the committee.
4. You will find some distinctive idols of goddesses in the temple.
5. Akbar was one of the kings from the Moghul king's family.
6. Shahjahan built the Taj Mahal in 1632.
7. Each painting in the Ajanta caves has an appealing effect on the visitors.

V. 2 Complete the paragraph using the words from the bracket with the help of your partner.

[heritage, sculpture, blend, architectural, ornamental, construction, design, enchanting]

The world _____ site of Fatehpur Sikri is located about 39 km from Agra in U.P. The city is about three mile long and one mile wide. Built with red Sikri stone, the city is _____ of Islamic and Hindu _____ style . The sand stone throughout the city has exquisite _____ and interlaced decorative _____. The planning and _____ of the walled city took 15 years. It is an _____ place to visit.

V. 3 Put a tick mark against the word which is nearly opposite in meaning.

1. Immense : little lots of plenty of much
2. Magnificent : bad beautiful ugly happy
3. Excellent : scarcity exception consider imperfect
4. Preserve : prevent destroy upkeep import

Comprehension

C. 1 Find out the details about 'Rani ki Vaav' from the text and fill in the table.

No.	Detail	Description
1	Built by and during	
2	Built at	
3	Storeys	
4	Length	
5	Width	
6	Depth of well	
7	Number of sculptures	
8	Names of deities in sculptures	
9	Purpose of building the Vaav	
10	Got recognition by	

Write a paragraph using the details and description mentioned in the above table.

C. 2 Answer the questions.

- (1) Who declared Rani ki Vaav an approved world heritage site?
- (2) Why was the Vaav built?
- (3) To which dynasty did King Bhimdev-I belong?
- (4) What is carved on the side walls of the Vaav?
- (5) Name the twelve different statues of Gauri in the Vaav.
- (6) Why was the Vaav buried?
- (7) How long was the Vaav hidden?
- (8) Who takes care of the Vaav nowadays?
- (9) Which are the rare sculptures of gods in the Vaav?

C. 3 Find out the details of the gods and goddesses in the Vaav and fill in the Table.

Names of gods	Names of goddesses

- **Have you ever visited a historical place? What did you see there?
What information of that place did you get?**

Language Practice

L. 1 Enjoy this story and observe the underlined words.

Who is Stronger?

One day the Wind said to the Sun, “I’m as strong as you”. The Sun laughed and said, “What a silly person you are! I’m far stronger than you.” They decided to put it to a test. “There goes a man with a jacket, along the mountain road,” said the Wind. “Can you make him take off his jacket?” “Why don’t you try first?” said the Sun.

The wind puffed out his cheeks and blew. The man put his head down and walked on. Then the wind blew harder and harder but the man only held his jacket tighter against his body. The Wind gave up and asked the Sun to try.

The Sun just smiled and it became as warm as a summer day. The man was not comfortable and he opened the buttons of his jacket. The Sun now shone brighter and brighter and the man felt warmer and warmer. He began to perspire and was soon tired. He sat on a stone and took off his jacket. And now he was more comfortable than before.

(Adapted from Aesop's fables)

L. 2(A) Read the data and frame at least 8 sentences as shown.

Soor	Indra	Kumar
165 cms	170 cms	165 cms
69%	69%	70%
58 kg	67 kg	67 kg
17 years	17 years	17 years

Now read the sentences.

Example : Soor is as tall as Kumar.	Indra is taller than Soor.
1	1
2	2
3	3
4	4

(B) Select the pair of words from 'A' and compare them by choosing appropriate word from 'B' and make sentences.



A	B
Gold-iron	bigger
Elephant-dog	cheaper
Water-oil	faster
Balloon-ball	thinner
Train-bus	heavier

Example: Iron is cheaper than Gold.

1. _____
2. _____
3. _____
4. _____

L. 3 Write the opposites of words of 'A' in 'B'.

A	B
stronger	weaker
harder	
smaller	
warmer	
lighter	

Now Fill in the blanks using the appropriate words repeatedly.

- Gandhiji started his fast. After a week he became _____ and _____.
- By the time we reached the mountain in the evening, it became _____ and _____.

L. 4 Notice the words. Write three sentences using ‘...er than’ and three using ‘more than’.

as hot as	hotter than	as hot as	hotter than
heavy	heavier	useful	more useful
sweet	sweeter	comfortable	more comfortable
clever	cleverer	handsome	more handsome
wide	wider	intelligent	more intelligent
beautiful	more beautiful	famous	more famous

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

Note : Generally 'more' is used with words having two or more syllables.

L.5 Frame two sentences for each pair.

Example : small a rabbit • A rabbit is small.
 smaller a mouse • A mouse is smaller.

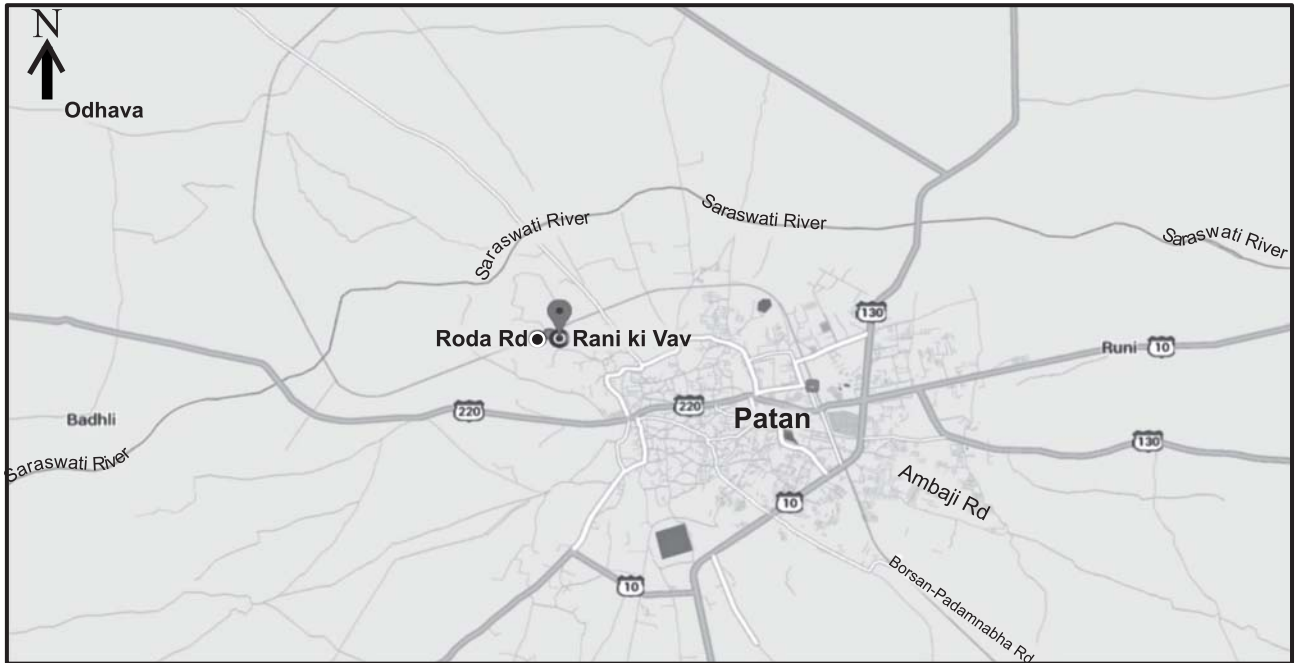
1. Easy making tea _____
 Easier making lemon juice _____
2. Difficult tabla _____
 More difficult guitar _____
3. Expensive gold _____
 platinum _____
4. Wide street _____
 road _____
5. Interesting story _____
 movie _____
6. Cold Shimla _____
 Srinagar _____

L.6 Write names and objects in the boxes. Frame and speak at least four sentences comparing them. Try to use ‘as...as’, ‘...er than’ or ‘more than’. Work in pairs.

Animals			Household objects			Well known persons		
Size	Weight	Speed	Kitchen	Drawing Room	Garden	Sports	Music	Politics
large small	heavy light	fast slow	useful, cheap, expensive			famous, popular, young- old		

Writing

W. 1 Work in pairs. Read the following map of Rani ki Vaav and surroundings and fill in the details in the following paragraph.



Sahasraling Lake is to the _____ of Rani ki Vaav whereas Veer Maya Mandir is to the _____. _____ and _____ are to the north of Rani ki Vaav. To the east of Rani ki Vaav, we can see _____ whereas Hazarat Bandagi Miyan Syed Khundmeer is to the _____. Rani ki Vaav is to the _____ of the Patan Patola Museum. Rani ki Vaav is to the _____ of Hazarat Bandagi Miyan Syed Khundmeer.

W. 2 Write a paragraph on your visit to a historical or archeological Place.

W. 3 🏠 Make a list of ten historical or archeological places of Gujarat. Write two sentences about each of them.

I FEEL THE NEED, THE NEED FOR SPEED

Speed of light	1080,000,000 kph
Speed of Sound	1220kph
Speed of Concorde	2333kph
Speed of record	1228kph
Fastest passenger train	France's TGV, 515.3kph
Fastest animal	Peregrine falcon, 321.9kph
Fastest land animal	Cheetah, 100kph
Fastest two-legged animal	Ostrich, 70kph
Fastest human	Asafa Powell, 36.8kph
Fastest snail	0.048kph

UNIT 6

THE NIGHT TRAIN AT DEOLI

Pre-task

(A) Recite the poem.

In the Train

As we rush, as we rush in the train,
The trees and the houses go wheeling back,
But the starry heavens above the plain
Come flying on our track.

All the beautiful stars of the sky,
The silver doves of the forest of night,
Over the dull earth swarm and fly,
Companions of our flight.

We will rush ever on without fear;
Let the goal be far, the flight be fleet!
For we carry the heavens with us, dear,
While the earth slips from under our feet!

- James Thomson

Mark true or false.

When we travel in a train:

1. Stars are like bright birds.
2. We are slipping on the earth.
3. Star filled sky is changing.
4. The dark night looks like a forest.
5. It seems as if trees are racing with us.
6. The journey is scaring.

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

(B) Recollect a meeting with a stranger during your journey on a train or a bus and share details of that person with your classmate.

(You may use your mother-tongue)

Read

When I was at college, I regularly spent my summer vacation in Dehra, at my grandmother's place. I would leave the plains early in May and return late in July. Deoli was a small station about 50 kms from Dehra. It was on the border of the heavy jungle of the Indian Terai.

I decided that one day I would get off the train at Deoli and spend the day there. I was eighteen, visiting my grandmother and the night train stopped at Deoli. A girl came down the platform selling baskets.

It was a cold morning and the girl had a shawl across her shoulder. Her feet were bare and her clothes were old. She was a young girl, walking gracefully towards me.

When she came to my window, she stopped. She saw that I was looking at her intently, but at first she pretended not to notice. She had a pale skin, shiny black hair, and dark eyes. And then those eyes, searching and lively, met mine.



She stood by my window for some time and neither of us said anything. But when she moved on, I, don't know why, left my seat and rushed to the carriage door. She noticed me at the door, and stood waiting on the platform. I walked across to the tea stall. A kettle was boiling on a small fire. The girl followed me behind the stall.

“Do you want to buy a basket? She asked. “They are very strong, made of the finest cane.”

“No,” I said, “I don't want a basket.”

We stood looking at each other for a very long time and then she said, “Are you sure you don't want a basket?”

“Give me one,” I said, and I took the one on top and gave her a rupee. I wished to touch her fingers, but could not.

The guard blew his whistle; she said, something, but it was lost in the clanging of the bell and the hissing of the engine. I had to run back to my compartment. I watched her as the platform slipped away. She was alone on the platform and did not move, but she was looking at me and smiling. I watched her until the signal box came in the way, and then the jungle hid the station. I could still see her standing there alone.

I sat up awake for the rest of the journey. I could not forget the girl's face and her dark, bright eyes.

But when I reached Dehra, the incident got blurred and distant; for there were other things on my mind. It was only when I was making the return journey two months later, that I remembered the girl.

I was looking out for her as the train drew into the station and I felt an unexpected thrill. I saw her walking up the platform. I ran to the door and waved at her. When she saw me, she smiled. She was pleased that I remembered her. I was pleased that she remembered me.

She did not start selling baskets, but came straight to the tea stall. Her dark eyes were suddenly filled with light. We said nothing for some time but we spoke without words. I felt the impulse to put her on the train there and then, and take her away with me. I could not bear the thought of watching her vanish into the darkness of Deoli station. I took the baskets from her hand and put them on the ground. She put out her hand to take a basket, but I caught her hand and held it.

“I have to go to Delhi,” I said.

She nodded. “I do not have to go anywhere.”

The guard blew his whistle and I hated the guard for doing that.

“I will come again,” I said. “Will you be here?”

She nodded. “I do not have to go anywhere.”

She nodded again. The bell clanged and the train slid forward. I had to pull my hand away from the girl and run for the moving train.

This time I did not forget her. She was with me for the rest of the journey, and for long after. All that year she was a bright, living thing. And when the college term ended, I packed in haste and left for Dehra earlier than usual. I was nervous and anxious as the train entered Deoli. I was wondering what I should say to the girl, and what I should do. I was determined that I wouldn't stand helplessly before her.

The train came to Deoli, and I looked up and down the platform, but I could not see the girl anywhere.

I opened the door and stepped off the foot board. I was deeply disappointed. I felt I had to do something, and so I ran up to the station master and said, ‘Do you know the girl who used to sell baskets here?’

“No, I don't”, said the station-master.

The train was moving out of the station, and I had to run up the platform and jump for the door of my compartment.

As Deoli platform vanished, I decided that one day I would have to break journey there. I would spend a day in the town, make enquiries, and find the girl who had stolen my heart with nothing but a look from her dark, impatient eyes.

In the last few years I have passed through Deoli many times. I always look out of the window to see the same unchanged face smiling to me. But I will never break journey there. I prefer to keep hoping and dreaming, and looking out of the window for the girl with the baskets waiting for me.

I never break my journey at Deoli, but I pass through as often as I can.

-Ruskin Bond

Glossary

plain meadow, open field **bare** not covered **gracefully** moving in a smooth way, in a stylish way **intently** purposefully **pretend** to show what is not true, झूठा **pale** colourless, dull **shiny** bright, dazzling **clanging** ringing **still** quiet **awake** not sleeping with open eyes **blurred** not clear, cloudy **distant** in a far place, remote **thrill** to feel very excited **impulse** a sudden urge to act **slide** slip **nervous** in tension, uncomfortable, uneasy **determined** certain, having a firm decision **disappointed** having feeling of failure **impatient** anxious, eager, excited **prefer to** favour, like

Vocabulary

V. 1 Frame a sentence using all the words in each group.

1. anxious - look at – pale - my teacher
2. determine – summer vacation – spend – Mt. Abu
3. kettle – tea – gas stove
4. run back – bell – class room-students
5. bare – sun – road – walk

V. 2 Form words by rearranging the letters in a correct order. The middle column gives you some clues.

	Clue	Word
last l	a small shop	stall
ulbr	not clear	_____
joruney	trip, travel	_____
pumisle	a sudden urge to act	_____
otneic	observe	_____
aclng	a loud ringing sound	_____
paimtniet	restless	_____

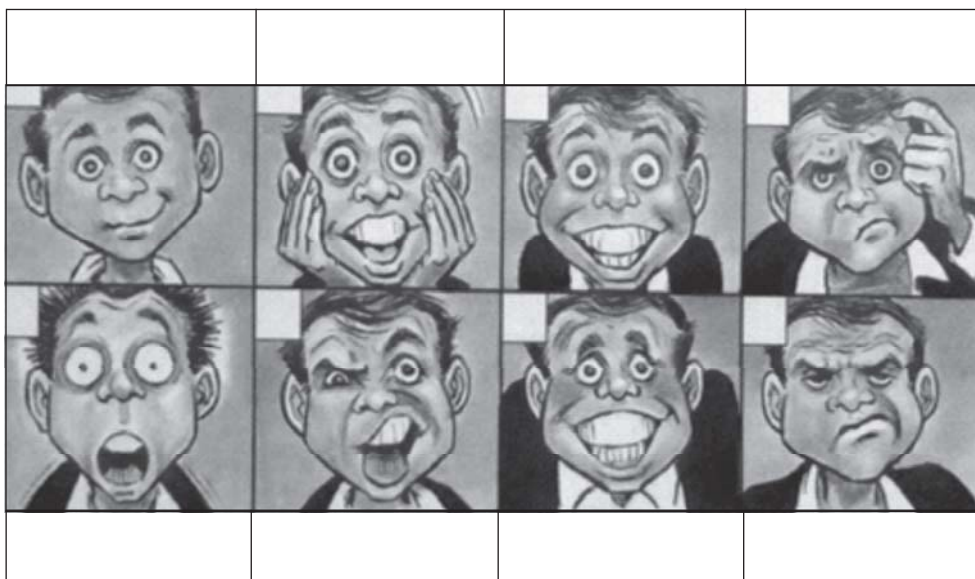
V. 3 Write appropriate match from the brackets to complete the phrases.

(and down, foot board , the dark, the engine, the train , the hospital, the jungle, the bell)

- | | |
|----------------------|---------------------|
| 1. clanging of | 2. border of |
| 3. get off | 4. rushed to |
| 5. vanishing | 6. hissing of |
| 7. stepped | 8. looked up |

V. 4 Match the words with the expressions.

amazed, annoyed, confused, disgusted, embarrassed, excited, interested, shocked



Comprehension

C.1 Read the picture of the girl selling baskets and write at least eight sentences about her.

(bare feet, old clothes, young, walking gracefully, pale skin, black hair, dark eyes, searching and lively)



- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

C.2 Mark 'True' or 'False'. Correct the false statements.

- (1) The girl was selling many things.

T	F
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- (2) The writer met the girl twice at Deoli.

T	F
---	---
- (3) The writer controlled his feeling of touching the girl.

T	F
---	---
- (4) The writer watched the girl in the dream during the journey.

T	F
---	---
- (5) The writer expressed his love in words during their second meeting.

T	F
---	---
- (6) The writer broke his journey at Deoli and made inquiries about the girl.

T	F
---	---

C.3 Here is a list of sentences expressing writer's attraction and love for the girl selling baskets. Put the numbers from 7 (highest) to 1 (least) for suggesting the degree of attraction according to your opinion.

- I was looking at her intently.
- I wished to touch her.
- I watched the girl until the signal box came.
- I could not forget her face.
- I felt the impulse to put her on the train there and then.
- I caught her hand and held it.
- She was with me for the rest of the journey and for long after.

C.4 Fill in the blanks selecting appropriate words from the text.

The writer was of about _____ years of age. He regularly spent _____ with his grandmother who _____. He left for Dehra _____ and _____. Once while he was travelling by the night train, at Deoli, he _____ on the platform. She _____. She had _____. The writer _____ so he got off the compartment and _____. Actually he didn't want to buy any basket but he _____ so that he _____ for some time. He wanted to _____ but he couldn't do so. As the train started, he _____ to his compartment. He couldn't _____ of the girl till he reached Dehradun.

C. 5 Answer the questions.

- (1) Where did the author spend his summer vacation?
 - (2) How did the author react when he saw the girl for the first time?
 - (3) What feeling did the author have while buying the basket?
 - (4) What kept the author awake for the rest of the journey?
 - (5) What urge did the author have when he met the girl for the second time?
 - (6) Why did the author leave for Dehra earlier than usual?
 - (7) How did the author feel as the train entered Dehra? What did he decide then?
 - (8) Whom did the author ask about the girl? What reply did he get?
 - (9) Why did the author want to break the journey at Deoli? Could he do that?
- **Imagine that you were the writer. What would you have done?**
 - **What do you think about the end of the story?**

Language Practice

L. 1 Work in pairs. Write the occupation of the speaker.

Example: He told me that I must not drive until I was 18 years. – Traffic Police

1. She told me that I was not taking my medicines regularly. _____
2. He scolded him that nobody would write from his neighbour's answer book. _____
3. She announced that the train scheduled on that day would arrive on the day after. _____
4. They declared that they were ready to participate in any programme organised after school hours. _____

L. 2 Read the sentences in A and B carefully. Underline the differences.

	A	B
1	He said, "I <u>am</u> alone at home <u>today</u> ."	He said that he <u>was</u> alone at home <u>that day</u> .
2	He said, "I 'm looking for <u>my</u> keys <u>now</u> ."	He said that he <u>was</u> looking for <u>his</u> keys <u>then</u> .
3	He said, "I visited Mehsana last Sunday."	He said that he had visited Mehsana the previous Sunday.
4	He said, "I've lived here for a long time."	He said that he had lived there for a long time.
5	He said, "I had finished my homework when my parents came."	He said that he had finished his homework when his parents came.
6	He said, "I have been watching this programme for two hours."	He said that he had been watching that programme for two hours.
7	He said, "I was watching television when they rang the doorbell."	He said that he had been watching television when they rang the doorbell.

8	He said, "I had been doing my homework when the light went off".	He said that he had been doing his homework when the light went off.
9	He said, "I will open the library tomorrow."	He said that he would open the library the next day.

L. 3 Read the text given in L.2 and write down the changes made in ‘B’ into the table.

Sentence	A	B
Example	I, am, today	He, was, that day
1	I'm looking, my, now	
2	I visited, last Sunday	
3	I've lived, here	
4	I had finished, my, came	
5	I have been watching this	
6	I was watching, rang	
7	I had been doing, went off	
8	I will open, tomorrow	

L. 4 You are a class monitor. As a monitor of your class you are asked to take attendance and note down absentees and the reasons for their absence in the class. Following are the reasons given by the students who remained absent the previous day in the class.

You : Why were you absent yesterday?

1. Disha : I was not well.
2. Haroon : I got up late in the morning.
3. Suketu : I was not ready with my homework.
4. Vraj : I visited my uncle's place with my parents.
5. Dhiraj : I went to the stadium to watch the cricket match.
6. Sania : We had some guests and I had to help out my mother in the kitchen.

Now you are reporting the students' reasons to your class teacher.

Madam,

1. Disha said that
2. Haroon said that.....
3. Suketu said that
4. Vraj said that
5. Dhiraj said that
6. Sania said that

L. 5 As a part of your school project you meet Roopam, a former student of your school. S/he remembers her/his school days.

- I was an average student in study. But I was very good at English. I was not good at sports. I was very fat. I did not like reading much. I used to spend too much time watching TV. I loved the annual function celebrations.

Work in pairs and write a brief report on what was shared by Roopam about her/his early school days.

Roopam is a former student of our school and s/he is a successful business person now. S/he said that in studies. But /he stated that in English. S/he shared that..... sports as S/he said that reading much. S/he said that watching TV. S/he happily said that celebrations.

L. 6 Your school is busy preparing for the Annual day. A music teacher is appointed to train you for different events. Unfortunately, the music teacher’s guitar is lost from the school. The teacher is making inquiry about the lost guitar.

Teacher: *Where were you last evening?*

Mohsin : I was with the dance group. But I saw Raghav playing guitar.

Raghav : I took it for a while, then I went to see the dance practice.

Megha : I was busy with my classical dance practice.

Reena : We were rehearsing our prayer song in the assembly hall.

Sam : I left for home early as I wasn’t feeling well.

The teacher is now sharing the information with the principal about what had happened. Complete the following text.

I had left the guitar in the music hall the previous evening. I asked the students who were involved with different events. Mohsin said that _____ the dance group but _____ Raghav _____ with guitar. Raghav said that _____ for a while then _____ the dance practice. Megha revealed that _____ classical dance practice. Reena said that _____ into the assembly hall. Sam said that _____ feeling well.

L. 7 When Radhika and Shekhar shifted to their new flat, several things needed repairing. The flat owner rang them up and said:

“I am out of station now, but I will come tomorrow and give you the extra key for the main door. I will also get furniture in the kitchen repaired and get the gas heater fixed in the bathroom. I will also get the curtain fixed in the drawing hall this week. I had checked the fans and lights in all the rooms. And I had reinstalled a new stabilizer for the AC in bedroom. I am not sure whether the doorbell works well. If you find any other problem, you can ring me tonight at home.”

Two weeks passed but the flat owner had done nothing. Radhika is telling her friend what the owner had said. Complete the text.

When my flat owner rang up he said out of station but..... and the extra

key for the main door. But he never came. He said he
in the bathroom. He added he
that week. But he never did. He also said
 that he..... and he had.....
 in bed room. He told us he
 Then he said if we
 at home. We rang him, but he never responded.

L. 8 Read the dialogue. Now write it as you are reporting it to your neighbour.

Work in pairs.

The author : I have to go to Delhi.

The girl : I do not have to go anywhere.

The author : I will come again. Will you be there?

The girl : I do not have to go anywhere.

Writing

W. 1 Read the conversation among the family members. Now write a report on Dilipbhai's family tour. Work in pairs.

Dilipbhai : Hello everybody, it's time to plan this year's family trip. What are your suggestions?

Dhaval : Papa, let's go to Mangalore once again!

Dilipbhai : Again to the same place? Why?

Darshana : Yes, Papa. That was the most exciting trip. The journey by Konkan Railway was the most memorable one.

Ranjanben : I agree with the kids. I still remember those beautiful sea shores, palm trees, villages and towns on the way to Mangalore by train.

Dhaval : And those mountain passes and tunnels and jungles?

Darshana : Of course, I would love to travel on the same route again.

Dilipbhai : Well, I remember the railway stations and porters and passengers only. But I grant your wish. Let's go once again to the same beautiful route to revisit all those beautiful landscapes.

W. 2 Write a paragraph on The Person I Miss Most.

W. 3  Describe the given picture.



My New Bus Port

You can use these words if you like: platform, buses, passengers, hawkers, porters, bookstore, depot manager, drivers, conductor, inquiry window, police.

UNIT 7

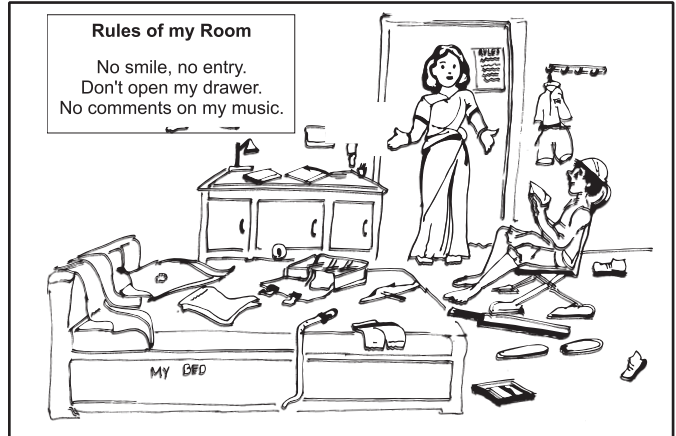
ADOLESCENTS SPEAK

Pre-task

A. There is a poster on the door of Miki's room. There are some instructions in it. Read them.

1. No smile, no entry.
 2. Don't open my drawer.
 3. No comments on my music, please.
- Now add three more such instructions of your own.

- 4.
- 5.
- 6.



- Prepare a poster on 'Rules of My Room'. Paste it on the door of your room.

B. Complete this dialogue the best way you can and practise it with your partner.

- A: This is the room I have to let.
B: It looks very nice.
A: The rent is ₹. 600/- per month.
B:
A: No, the electricity charges are not included in the rent.
B:
A: Only breakfast. You'll have to go out for the meals.
B:
A: No, I'm afraid. You'll have to wash clothes yourself.
B:
A: Good. I hope you'll be comfortable here.
B:
A:

Read

Anchor : Good evening, friends. Welcome to the videoconference arranged by the Youth Club, Ahmedabad. As you know, the subject of the conference is 'What's the way out ?' Teenagers of Gujarat would discuss their problems with wellknown counsellors of the State, Dr. Chandrakant Shah and Mr. Saurabh Bakshi. They will try to show the teenagers the right way. Let's begin the conference with a question from a 15 year boy.

The boy : Good evening sirs. I'm Jignesh from Talod.

Mr. Shah : Good evening, Jignesh. What's your problem ? Tell us.

Jignesh : Lack of self confidence is my problem. It has led me to indecisiveness. I cannot take a quick decision. And, I feel I waste my time. I prepare a timetable but can't follow it. How can I build up my confidence ?

Mr. Bakshi : In which class are you studying, Jignesh ?

Jignesh : I'm in class X.

Mr. Bakshi : Tell me, how many days do you plan for, Jignesh ?

Jignesh : I go for monthly planning.

Mr. Bakshi : Jignesh, don't plan for a long period. Don't set such a difficult goal to achieve. Be practical.

Jignesh : So, should I plan for a week, sir ?

Mr. Bakshi : Not even for a week. Plan only for one day and try to follow it. Get habituated to do like this.

Jignesh : Will it build confidence in me ?

Mr. Bakshi : Certainly. Only a few minutes back, you said you can't follow the time table. This fact discourages you. Follow your timetable for some days. It will boost your confidence.

Jignesh : Thank you, sir.

Anchor : Jignesh will be a confident man. Let's listen to the young lady on line.

The girl : Namaste sirs, I'm Dilshad from Rapar. My face is full of pimples. How can I get rid of them ?

Mr. Shah : What have you done so far ?

Dilshad : I've applied various creams but nothing has worked.

Mr. Shah : Dilshad, don't worry too much. Pimples are common at this age. They are sure to go.

Dilshad : But how ? I'm tired of applying creams.

Mr. Shah : Don't get carried away by the ads. Better consult a skin specialist.

Dilshad : Thank you, sir.

Anchor : Dr. Shah, here is Antim with a question.

Antim : Good evening sirs, I'm Antim from Kavitha.

Mr. Bakshi &

Dr. Shah : Good evening. What's your question ?

Antim : Sir, can a blood donor acquire HIV ?

Mr. Bakshi : That's a good question. By the way, a student like you, cannot donate blood.

Antim : I know that, sir. I just want to know.

Mr. Bakshi : It is quite safe to donate blood to an HIV patient. The blood donor cannot get infected because the instruments are sterilized.

Antim : Thank you, sir.

Anchor : You should 'Know AIDS for no AIDS'. Before we conclude the conference, let's listen to Harish's problem.



Harish : Good evening sirs, I'm Harish from Devgadhi Baria. I have a habit of chewing gutkha. Because of this habit, my teeth are spoiled. I want to get rid of this habit. Please, help me.

Dr. Shah : In which class do you study, Harish ?

Harish : Sir, I'm a class IX student.

Dr. Shah : How old is your habit ?

Harish : About two years.

Dr. Shah : How often do you chew a gutkha ?

Harish : Five-six times a day.

Mr. Bakshi : That's terrible. Now, tell me what are your hobbies ?

Harish : Reading newspaper, magazines and playing on the tabla.

Mr. Bakshi : That's good. Now, whenever you feel like chewing gutkha, read an interesting news item or article from a newspaper or play on the tabla. Be with your friends, talk to them, play some games of your choice. Keep your mind engaged in different activities. I'm sure you'll be able to get rid of this habit.

Harish : Thank you.

Anchor : So friends, now it's time to say good bye. On behalf of the Youth Club, I thank Mr. Bakshi and Dr. Shah for guiding the teenagers. I'm also obliged to the boys and girls who trusted us and shared their problems.

Again, good bye and good night. Take care.



Glossary

counsellor advisor, guide **conference** meeting for discussion **self confidence** selfreliance
indecisiveness state of not taking decision easily **build up** increase **goal** aim **realistic** practical,
 logical **get habituated** get used to **depressed** sad, unhappy **depression** feeling of unhappiness **boost**
 uplift, encourage **absolutely** totally, fully **pimples** ખીલ **get rid of** to be free from **applied** rubbed,
 treated with **various** different **donate** give forever, give a donation **get infected** ચેપ લાગવો **get carried**
away get influenced by **chew** bite, munch, crunch **spoiled** harmed **injurious** harmful

Vocabulary

V. 1 Complete the dialogue with the help of these words.

(consulted, advice, suffering, meditation, self confidence, interest, cheer up)

Nirali : Hi! How are you, dear?

Raj : Not quite okay. I am _____ from depression.

Nirali : Oh no, dear! Actually how do you feel?

Raj : I have lack of _____. I don't have _____ in anything I do. Actually I don't feel like doing anything.

Nirali : Have you _____ any doctor?

Raj : Yes. But his _____ does not seem to work.

Nirali : Hey, do some exercise and also start _____.

V. 2 Read the sentences in A and B. Pair the sentence in which underlined word is used in a similar meaning. Write in the boxes the number of the appropriate sentences in A.

- A**
1. I met a well known actor of Bollywood in Bombay last week.
 2. The tune was played and there was a quick response from team B.
 3. Every student should have a goal in his life.
 4. You can't achieve anything, if you don't try.
 5. Rupal saw various animals at the zoo.
 6. Chewing tobacco is harmful to our health.
 7. One gets depressed when one is not accepted by others.
 8. Boost up your confidence and take decision in critical situations

- B**
- “Do you have any aim in your life, young man ?” said an old man to a child.
 - Last week, I visited some famous companies of India.
 - I have just received your e-mail.
 - You can get different colours in the same pattern in this sari.
 - Cigarette smoking is injurious to our health.
 - We should encourage good qualities of our friends.
 - During exams Sunidhi feels uncomfortable as she is not confident.
 - I got a prompt reply from Mr. Baxi.

V. 3 Tick mark the word having almost opposite meaning.

- **encourage** inspire confident discourage courage
- **difficult** hard easy different impossible
- **like** hate dislike unenjoy favour
- **long** tiny piece short small
- **achieve** gain receive lose loss
- **conclude** begin state include disclose
- **interesting** tiring relaxing misinteresting disinteresting

V. 4 Answer the questions using a word from the bracket. Underline that word in the text.

(confidence, donor, hobbies, counsellor, spoil, goal, depressed)

1. Why did everybody console Ruchi?
2. What should you do to succeed in your life?
3. What will happen if one chews tobacco?
4. Who guides us to solve our problems?
5. What are the activities like reading, travelling, horse riding called?
6. Whom will you contact to help your school buy a new LCD projector?
7. Why can't Jignesh take proper decisions?

Comprehension

C. 1 Read the text carefully and fill in the details in this table.

No.	Name of the participant	Problem	Name of the counsellor(s)	Advice by the counsellor(s)
1.				
2.				
3.				
4.				

C. 2 Find out the sentences from the text which prove these sentences wrong.

- (1) Jignesh is a confident boy.
Example : Lack of self confidence is my problem.
- (2) Jignesh feels that he uses time properly.
- (3) Mr. Bakshi advised Jignesh to plan for a long period.
- (4) The fact that Jignesh can follow his time table encourages him.
- (5) Dilshad is not serious about her pimples.
- (6) Teenagers can donate blood.
- (7) Blood donation to HIV patient is dangerous .
- (8) Harish's habit of chewing gutkha has made his teeth strong.
- (9) Enganging oneself in different activities can't help in getting rid of a bad habit.

C. 3 Complete the dialogue between Mr. Bakshi and Jignesh using appropriate responses with the help of lesson. Work in pairs and enact it in the class.

Jignesh : Sir, I lack self confidence. I can prepare a time table but cannot follow it.
What should I do?

Mr. Bakshi : _____

Jignesh : _____

Mr. Bakshi : You should not set a difficult goal and you should be practical.

Jignesh : You mean I should plan for a week.

Mr. Bakshi : No, not _____

Jignesh : Do you think _____?

Mr. Bakshi : Yes, certainly. Follow _____

C. 4 Answer the questions.

- (1) Why was the video conference arranged?
- (2) Who arranged the video conference? What was the subject of the conference?
- (3) What did Dilshad want to know?

- (4) Explain the meaning of the slogan: 'Know AIDS for No AIDS.'
- (5) Why is blood donation safe?
- (6) How can hobbies help you?

C. 5 Find out the answers for the questions and discuss them with your friends and teacher. (You can use your mother tongue if needed).

- What problem do you face? Have you ever tried to get rid of it? How? Whom have you consulted to get rid of that problem?
- Do you often get angry? What are the things that make you angry? How do you calm yourself? Think of at least two-three things and write in the columns below:

Things that make me angry	The way I calm myself

Now share your answer with your classmates and invite a discussion on the ‘best way of calming down oneself’.

- Form groups and talk about the most dangerous and the safest behavior related to AIDS. (Get your teacher’s guidance if needed)
- Have you prepared a study time table for you? How has it helped you? In what way has it increased your self confidence?

Language Practice

L. 1 Listen to your teacher reading conversation 1. Focus on his/her intonations and underline the words that you think are used for ‘request’. Some are already done for you.

(The teacher will read this dialogue.)

Conversation 1

Nimesh calls up a restaurant.

Nimesh : Hello! Can you note down my order?

Shankar : Yes sir! Will you please tell me how far you are?

Nimesh : Sure. We are just two kilometers away from your restaurant.

Shankar : OK. That’s fine, sir. Could you please place your order, sir?

Nimesh : Yes, one plain dosa, one cheese dosa, and two masala dosas.

Shankar : OK. Would you like to have anything else, sir?

Nimesh : Can you suggest anything?

Shankar : How about spinach dosa sir? It's our special dish.

Nimesh : That's great! Please make one for us.

Shankar : Got it sir. The order will be at your doorstep in 30 minutes. Could you tell me your address, sir?

Nimesh : Here you are. E/12, Navjyot Complex, A-one School Road, Subhash Chowk, Memnagar, Ahmedabad-52.

Shankar : Thank you, Sir.

Conversation 2

Rishi goes to a post office to send a letter through speed post.

Rishi : Excuse me, Madam! Could you please tell me how to send a letter through speed post ?

Clerk : Sure, why not? Go to the window number 3.

Rishi : Would you tell me where to get an envelope?

Clerk : Yes, sure. You can get it from here.

Rishi : Oh, thanks! Would you mind if I use your pen for a while?

Clerk : Here it is.

Rishi : Thanks a lot, Ma'am.

Conversation 3

Neha visits a bank to open an account.

Neha : Good morning! Could I get a form to open an account?

Bank officer : Yes, sure. Here it is. Fill up the details and give it back to me.

Neha : Thank you. Could you lend me your pen, please?

Bank officer : No, I am sorry. I need it myself.

Neha to a stranger in a bank

Neha : Uncle, could you lend me your pen for a while?

Uncle : Oh, why not?

Neha : Would you help me fill up this form?

Uncle : Yes, I would love to.

Neha : Thanks, uncle.

L.2 Work in pairs. Enact the above conversations. Your teacher will see that you all get a chance to enact any one of the above dialogues. Use your voice properly.

L.3 Based on three conversations above, identify different requests and responses to those requests. Write at least five requests and responses in the columns below. One is given as an example.

Requests	Responses
1. Can you note down my order? 2. 3. 4. 5. 6. 7.	1. Yes, sure. 2. 3. 4. 5. 6. 7.

L.4 Your teacher will ask you to do a number of things. Give appropriate responses to your teacher's requests. You may use the responses given in this table.

Yes, sure.	No, I am sorry, I need it.
Yes, I would love to.	I am afraid I can't.
Sure, why not?	Sorry, I can't help.
No, I won't.	Sorry, I don't know.
Oh yes, I will be happy to do that.	Sorry, I am not aware of it.

Example :

- Teacher: Will you please stand up?
 Will you please move this table in the corner?
 Could you please switch on/off the fan?
 Would you please spell this word ?
 Will you please read out a poem from the book?

L.5 Work in pairs. Match the requests given in the left column with appropriate responses given in the right column.

Note that one request may have more than one response.

Requests	Responses
1. Can I see your phone, please?	No, I am sorry I need it.
2. Will you lend me your book, please?	Sorry, I can't help.
3. Would you mind if I use your pen for a while?	Yes, sure.
4. Would you help me to solve this sum, please?	No, I won't.
5. Could you tell me how to write a leave application?	I'm afraid I can't.
6. Will you switch on that fan, please?	Sure, why not.
7. Could you tell me how to spell this word?	Okay.
8. Can you tell me who is good at Maths in our class?	Yes, I would love to.

L. 6 Work in pairs and decide in what situations these requests may be made. Put the letters in the brackets.

Requests	Situations
1. It's very hot here. Would you mind if I open the window? ()	A. A person to his neighbour
2. I forgot my pencil today. Please give me your pencil for a day. ()	B. A restaurant
3. Excuse me. Would you mind if I take this chair? ()	C. A couple at home- the phone is ringing
4. It's very hot here. Switch on the AC please. ()	D. A garage
5. Can you tell me the amount I should pay for senior citizen's ticket? ()	E. Two friends in the class
6. Will you please check the battery and the engine oil?()	F. At a railway ticket counter
7. Vicky, could you get that, please? ()	G. A boss to his subordinate
8. Sorry to bother you but its too late at night. Would you mind turning the volume of music down? ()	H. A railway compartment

L. 7 How would you frame requests in these situations? Use expressions like 'Will you..., Can you..., Would you..., Could you..., Please...' to make requests. **Work in group of four or five.**

1. You are decorating the room for your birthday party. Ask one of your friends to help you for the same.

Ans : Can you fix those balloons on the wall?

2. You are returning home late from a music class. You don't have a phone. Ask for a mobile phone from your friend so that you can inform your parents.

3. You want your neighbour to turn the music down because you are preparing for your exams.

4. You need to pay autofare. But you don't have any change. Ask a fellow traveller for change.

5. You are in a library. Ask a stranger sitting next to you to pass on a newspaper to you.

6. You are at a bank. Ask for a form to open a new account with the bank.

7. You want your classmate to help you in solving a puzzle.

8. You are new to a place. Ask for the address that you are looking for.

9. You are alone at home. You are looking for a cupboard's key. Call up your mummy and ask for the key.

10. You are filling up a form. You don't know what to write in one column. Ask a stranger to help you out.

L. 8 Decide which role you will play from the cue cards given below. Frame dialogues with the help of cues given below. Seek your teacher's help for the meaning of given cues. Work in pair.

(A)	A	B
	1. Draw B's attention. Eg: Hello, could you give me some information?	1. Respond. Eg: How can I help you?
	2. Enquire about the bus (to Palanpur)	2. Respond : Ask A to wait a bit. Give the information.
	3. Ask for other details: platform, fare, whether direct / express etc.	3. Respond.
	4. Request B to reserve a seat.	4. Enquire about the name, age, address.
	5. Respond. Ask for the amount to be paid.	5. Respond.
	6. Enquire about the time the bus reaches Palanpur.	6. Respond.
	7. Thank B.	7. Respond.

(B)	A	B
	1. Greet B. Offer an invitation to B for a music concert.	1. Respond to the greeting. Enquire about the concert.
	2. Give names of performers. Say a couple of things about them.	2. Make more enquiries.
	3. Respond.	3. Show your interest. However, decline the offer politely.
	4. Insist. Ask the reason for the refusal.	4. Provide an explanation. Thank A for the offer.
	5. End the conversation.	5. Respond appropriately.

L.9 Use the messages given below and try to complete the telephonic conversation using request forms you practised earlier. Work in pairs.

Message

*Emil,
Bhavin called this morning.
Can he borrow your laptop? If
yes, when could he pick it up?*

Message

*Deep,
Chintu called yesterday. The
Farewell function of your
seniors is on Saturday at 11
a.m. Don't forget to bring your
music system.*

Message

*Richa,
Anushka called. Her train
arrives at 9 p.m. on Thursday.
Please meet her in the AC
waiting room area.*

Message

*Trupti,
Shantanu called up. Are you
going for the drama tonight?
When does it start? Call him.*

- (1) **A** : Can I speak to Emil, please?
B : I think he is not here. Do you want to leave a message?
A : Yes, please. This is Bhavin. Please, tell him if I could borrow _____

 Could you also ask what time can I _____ ?
B : Sure, I'll leave him the message.
- (2) **A** : Could I speak to Deep, please?
B : I'm sorry, but he's not here right now.
A : Oh, I see. This is Chintu. I'd like to leave a message. Could you please tell him that
 _____ ? Can you remind him to bring
 _____ ?
B : OK, Chintu, I'll give him your message.
- (3) **A** : Is Richa at home?
B : No, she isn't. Would you like to leave a message?
A : Yes, please. This is Anushka calling from Pune. Could you tell her that my train will arrive at
 9 pm on Thursday there? Would you inform her that I will _____
 _____ ?
B : Alright, I'll give her the message.
- (4) **A** : I'd like to speak to Trupti, please.
B : She's not around. Can I take a message?
A : Yes. This is Shantanu.
 Can you ask her whether she is _____ ?
 And would you please ask her _____ ?
 Oh, and please ask _____ .
B : OK, Shantanu, I'll convey your message to Trupti.

I have also got pimples on my face. That's really terrifying. Please, _____. I also feel some changes as well going on in my body. I am very much confused. I am also much worried about my studies because next year I will be in SSC Board.

Rest is OK. _____.

Regards.

Spandan

W.2 Suppose you are Khevana Didi. Write a letter to Spandan in reply to the above letter. Make Sure to follow the format and points mentioned by Spandan.

W.3 Report this dialogue to your friend.

Mosquito -1: Why didn't you come last night?

Mosquito -2: I had a fast.

Mosquito -1: Let's attack this boy today.

Mosquito -2: Why?

Mosquito -1: His blood is very sweet.

Mosquito -2: I will not have his blood.

Mosquito -1: Don't miss the chance.

Mosquito -2: Enjoy yourself. I have diabetes.

Kiran, yesterday I heard two mosquitoes talking to each other.

Mosquito – 1 told Mosquito – 2 why he had not gone the previous night.

Mosquito – 2 _____

W.4 🏠 You had copied in the annual examination. Your close friend complained about this to your father yesterday. Then what happened? Write about this day and event in your diary.

Puzzle

I am a 7 letter city. My 2-3-4 letter is a bird, 6-1 is cool, 1-2-7-4 is a part of face, 4-7-1-3 is way of saying good, 4=5, Find my name?

UNIT 8

A DAY IN THE LIFE OF AN INDIAN FIGHTER PILOT


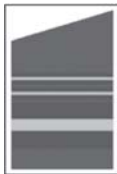
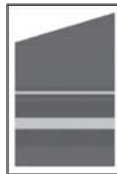
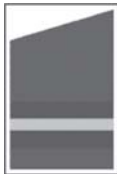
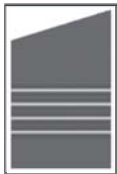
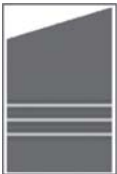

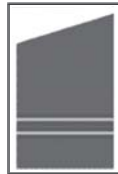
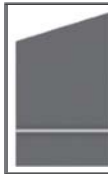
Pre-task

(A) Recite and understand the message of the poem with the help of your teacher.

Due to brave hearts
brave souls
The brave and the bold
Who braved the enemy
and braved the cold
We attained freedom
What should we do to retain this freedom?
To remain free; should be our goal to remain free
Free; should be our souls.
Free from the fear of doubt,
Free from reel of or rout,
Free from the fear of loss,
Free from the fear of effect and cause.
Free to thank each one
Who made us free.
Each one who created history
Let's remember each one.
Each one who sacrificed his being
To attain and retain our freedom.

• Now write five sentences to show your respect and gratitude for the soldiers.

(B) Read the information about the Indian Air Force.

No.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Badges and stripes									
	Air Chief Marshal	Air Marshal	Air Vice Marshal	Air Commander	Group Captain	Wing Commander	Squadron Leader	Flight Lieutenant	Flying Officer

Source: Bharat Rakshak.com



MiG 21

It is 5 O'clock on a cold February morning. Wing commander K. S. Suresh steps into a staff car that will take him to an air base of India's western sector. The black car passes through barrack type houses and stops at an Air Force security gate. A uniformed guard recognizes Suresh and salutes him smartly. Behind the gate stand MiG of IAF squadrons, each under a different commander. K. S. Suresh, called as Kukee, commands 321 squadron.

At 5.20 am Kukee is in a flight planning room. There are maps and identification charts on the walls. Today's order for Kukee is : an air strike at Batala, Punjab, at 7.00 am. He will lead a two plane formation against "enemy" 17th Armored Brigade of a hostile country.

This mission is assigned by Command Headquarters. Wartime conditions are practised as actually as possible. On this day Kukee is too busy to worry about the risks. He calls the Meteorological officer to get the weather report: thick clouds at 550 meters, visibility 5 kilometers, a haze at 400 meters, west wind at 15 kph, and slight air disturbance. Now marker pens, rulers, protractors and compasses are waiting for him on a long wooden table. Kukee takes out a map from the shelf and chalks out the path and speed of the plane. In one hour the mission is planned. Then he goes to another room and discusses the target with an army officer. Squadron leader "Bundle" Tyagi is present there. He is Kukee's wingman on this trip. During these exercises, rank means nothing.

Only twenty minutes are left before engine starting time. Kukee grabs helmet, oxygen mask and head set, and walks to the servicing station. There he examines forms certifying that every part in the plane has been checked. Then he walks around the plane to check for leaks, loose panels and pins. There are none, so he climbs into his seat, connects his oxygen supply and radio. Next he pulls out a safety pin from the seat, and then becomes 'Live'. If he pulls the cord, the seat with a parachute will rocket 200 meters out of the aircraft in less than a second. Finally, the last compulsory check before take off. It is called TAFFLOHP trim, air pressure, air brakes, ailerons, flaps, fuel instruments, oxygen, hydraulics and pneumatics.

Now he begins to taxi. On the runway, wingman Tyagi joins him in another MiG 21, which is a

single seater fighter plane. Take off permission received, the two pilots accelerate the runway. Their wing tips are just some centimetres apart. They lift off at 360 kph and soon climb up and get 950 kph. It is 6.45 am, 15 minutes before their time on Target.

At 6.55 am they reach their first check point a village named Mirthal down on the earth. Kukee begins to time his target. As they rise up to 450 meters Tyagi's plane rocks violently due to air bumps. "A bit bumpy here," says Tyagi on radio. "Breakfast may come up before the bomb goes down," Kukee Jokes. Two Hunters appear far to the right as "enemy" planes. They turn away and vanish.

There are clouds all around. The earth has disappeared too. The MiGs are fast approaching the target. Now both the planes dive below the clouds, their planes are flying lower. Kukee sees the target, an "enemy" tank and he releases the bomb.

This is a perfect opportunity to rehearse attack procedures and bomb aiming. At the time of firing automatic camera captures the action. The two planes circle, then come down on another target, a bridge. There is a strong wind therefore they releases the bombs earlier, but with accurate calculation. "We have got it right," they say. Visibility has become worse. "Let's go home," says Kukee.

Back at the base, they report to the army man. He admires them, "Commanders, your planes were in the right place at the right time. You have given effective support to the Army."

Like every Indian fighter pilot Kukee Suresh does several hundred hours of flying in a year. Generally, two daytime flights and one night sortie. This means that more than half of his working hours are devoted to flying, mission planning and reporting. For the rest of time, 41 year old Kukee is an attack instructor, an air combat leader and a teacher of accurate weapon delivery techniques. He also sees that all the pilots in his squadron maintain this proficiency. Every few years, a pilot is 'rested' for a year or two at a desk job.

The Wing commander of 321 squadron K. S. Suresh is proud of IAF; so is IAF.

(by Paul Watched in Readers Digest – 75 years selection of articles)

Glossary

barrack a building for soldiers to live in **protractors** instrument used to form a semi circle **vanish** disappear **recognizes** to be able to identify **compass** હોકાયંત્ર, device to find direction **releases** sets free ,goes **identification** process of identifying **procedures** order of way of doing things **hostile** showing strong dislike or enmity **ailerons** hinged part of a wing of an aircraft **accurate** free from error **assigned** gave someone something to do **hydraulics** of water moving through pipes **squadron** a unit of an air-force **pneumatic** operated by air under pressure **opportunity** a chance **visibility** the distance you can see **combat** fighting between armed forces **take off** start to fly **to taxi** to move slowly along the ground before taking off or after landing **desk job** a piece of furniture like table with drawers where you sit to read, write or work **chalk out** make a sketch of **proficiency** ability to do something well because of training and practice **haze** fog(ધુમ્મસ) **meteorology** હવામાનશાસ્ત્ર **meteorological officer** હવામાનખાતાનો અધિકારી

Vocabulary

V. 1 Choose the most appropriate meaning for the underlined words.

1. A uniformed guard knows Suresh and salutes him.
(a) recognizes (b) admires (c) misses (d) known
2. The mission is charged by Command Headquarters.
(a) expelled (b) dismissed (c) assigned (d) in charge
3. The enemy planes turn away and disappear.
(a) go up (b) go back (c) vanish (d) reappear
4. The MiGs are fast approaching the aim.
(a) mark (b) target (c) sign (d) point

V. 2 Match A with B. Write the number from 'A' in the boxes .

A	B	
1. buildings for soldiers to live in	hostile	<input type="text"/>
2. a unit of an air force	enemy	<input type="text"/>
3. a person in command	compass	<input type="text"/>
4. an instrument for measuring angles	barrack	<input type="text"/>
5. an instrument containing a pointer which shows the direction	accurate	<input type="text"/>
6. having to do with a military enemy	squadron	<input type="text"/>
7. reaching an intended target	commander	<input type="text"/>
8. a person who is hostile to you	protractors	<input type="text"/>

V. 3 With the help of a dictionary, learn the meaning of the words and also list the sentences from the text wherein these words are used.

hostile, accelerate, supply, identification, due to, release, procedure, accurate, maintain, visibility

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

V. 4 Complete the sentences with the help of the words given in the brackets.

[rested for, assigned by, goes down, due to, waiting for]

1. I am _____ you.
2. Tyagi's plane rocks violently _____ air bumps.
3. The mission is _____ HQs.
4. Breakfast may come up before the bomb _____ .
5. A pilot is _____ a year or two at a desk job.

V. 5 Number these words or phrases in order of the events as they appear in the text.

- | | | |
|--------------------------------------------|---------------------------------------------|-------------------------------------|
| <input type="checkbox"/> air disturbance | <input type="checkbox"/> released the bombs | <input type="checkbox"/> vanish |
| <input type="checkbox"/> plane information | <input type="checkbox"/> seat belt | <input type="checkbox"/> comes fire |
| <input type="checkbox"/> security gate | <input type="checkbox"/> air bumps | <input type="checkbox"/> chinks out |

Comprehension

C. 1 Complete the sentences.

- (1) Commander Kukee consults the meteorological department to.....
- (2) At about six forty in the morning K.S. Suresh examines.....
- (3) Kukee and Tyagi reach.....
- (4) With accurate calculation both the pilots..... because there was
- (5) Mr. Kukee devotes more than half of his.....
- (6) K.S. Suresh works as for the rest of time.

C. 2 Read the lesson carefully and fill the details about Commander Kukee's activities at the time given in the table.

Time of Commander Kukee's routine	Acitivities done by Commander Kukee
At 5:00 am	
At 5:20 am	
At 6:20 am	
At 6:40 am	
At 6:45 am	
At 6:55 am	

C.3 Complete the dialogue between Commander Kukee and the Meteorological Officer which shows the weather report.

Commander Kukee : Hello. How are you? I am commander Kukee.

Meteorological Officer : Fine sir. What can I do for you?

Commander Kukee : _____

Meteorological Officer : At 550 meters, sir.

Commander Kukee : And what about visibility?

Meteorological Officer : _____

Commander Kukee : How far is the haze?

Meteorological Officer : _____

Commander Kukee : _____

Meteorological officer : The speed of west wind is at 15 kph.

Commander Kukee : _____

Meteorological Officer : Yes, sir. There is a slight air disturbance.

Commander Kukee : _____

Meteorological Officer : Welcome, sir.

C. 4 Answer the questions.

- (1) What does No 321 refer to?
- (2) Where is K.S. Suresh at 5.20 a.m.? What is the order for him on that day?
- (3) Write two or three sentences about the weather of the day.
- (4) What is Mr. Tyagi called?
- (5) What is the final compulsory check called?
- (6) What does Kukee carry with him while walking to the servicing station?
- (7) "A bit bumpy here". Who says this? What does Kukee joke in reply?
- (8) What do the army men say in praise of Kukee and Tyagi?
- (9) What duties does K.S.Suresh perform for the rest of time?
- (10) What precautions does Kukee take before the final take off?
- (11) What are MiGs and Hunters? Write two to three sentences about each.

C.5 Discuss the questions with your friends in a group and read your answer before the class.

- "The wing commander of 321 squadron K.S.Suresh is proud of IAF so is IAF." What does this mean?
- Find out some information on 'Career with the Indian Army'.
- Would you like a career in Indian Army, Navy or Air Force? If yes, which one? Why?

Language Practice

L.1 Read this passage.

You must have heard of the famous swimmer Michael Phelps. Here is an imaginary interview with him. You will be surprised to know his daily diet.

Interviewer : Hello Michael! It is fortunate to have you here with us.

Michael : My pleasure.

Interviewer : So Michael, tell us at what age did you start swimming?

Michael : It must be when I was seven. Partly I was influenced by my elder sisters and partly it was a sort of outlet for my energy.

Interviewer : Did you ever think that you will become a world champion swimmer one day? Can you tell us how many medals have you won in Olympics?

Michael : Ahh! Frankly I actually did not think I would become a champion. But it feels good to have 22 Olympic medals in my bag.

Interviewer : That is indeed remarkable. It requires great strength and energy. Tell us about your diet and food habits. What keeps you fit?

Michael : I eat a lot actually. I usually take heavy breakfast with three fried egg sandwiches with a lot of cheese, salad, tomato, fried onions, and mayonnaise. I also drink two cups of coffee, and eat a five egg-omelette, one bowl of boiled corn, three slices of French toast with powdered sugar, and three chocolate chip pancakes.

Interviewer : That is indeed a heavy breakfast. What do you have in your lunch and dinner then?

Michael : In lunch I take 500 grams of pasta with tomato sauce, two large ham and cheese sandwiches with mayonnaise on bread, plus energy drinks. My dinner includes another 500 grams of pasta with sauce, a whole pizza of six or eight slices, and more energy drinks.

Interviewer : This is really too much!

Michael : Yes I know that. But my health experts and physicians say that I can probably eat to this extent because my body is able to burn that much calories which is faster than an average man.

Interviewer : Yes, I had read somewhere that Michael Phelps possibly consumes 12,000 calories each day. But it's required, I think, because the kind of exercise and training you are involved in for swimming requires great energy and stamina. Moreover, you are said to swim nearly 80 kilometers per week. And undoubtedly it requires great strength.

Michael : Well, that's true.

Interviewer : OK Michael! Thanks a lot for talking to us. You are truly an inspiration for youngsters.

Michael : My pleasure. Thank you.

- **Now write the answers in the column of 'Number' or 'Quantity'.**

Question	Number	Quantity
At what age did Michael Phelps start swimming?		
How many Olympic medals has Michael Phelps won?		
How many egg sandwiches does Michael eat in his breakfast?		
How much coffee does he take in his breakfast?		Two cups
How much pasta does he take in his lunch?		
How many calories does Michael consume in a day?		
How many kilometers does Michael swim in a week?	80	
How much boiled corn does Michael eat?		
How many slices of French toast does Michael eat ?		
How many chocolate chip pancakes does he eat ?		

L. 2 Ask these questions to your teacher. Your teacher will answer them.

- Where did you go on a picnic or a tour with the students of our school?
- How many students had come for the tour?
- Did you go by bus or by train?
- How long did it take to reach the place from our school?
- How many days did you stay there?
- Did you enjoy the tour?
- How many classes do you teach in a week?
- How far is your home from our school?
- How much time does it take to reach school from your home?

L. 3 Answer these questions in one or two words.

- How many glasses of water do you usually drink? _____
- How much milk does your family use in a day? _____
- How far is your home from school? _____
- How many brothers/sisters do you have? _____
- How many days in a week do you come to school? _____
- How many hours do you spend watching TV? _____
- How much do you weigh? _____

- How far is the railway/bus station from your home? _____
- How many players make a team in cricket? _____
- How long did you enjoy your summer vacation? _____
- How long did you stay out of town during summer vacation? _____
- How many months have 28 days? _____
- How many biscuits can you eat on an empty stomach? _____
- How much milk do you drink? _____
- How many chapattis did you eat yesterday? _____
- How many times have you travelled by plane? _____

Now work in pairs. Your partner will ask you these questions. Answer them in full sentence.

Example : Partner : Hello, Mayur. How much water do you drink?
 You : I drink 8 glasses of water everyday.

L. 4 Form the questions using ‘how many’ or ‘how much’.

1. _____ does this parcel weigh?
2. _____ does it cost by flight to Mumbai?
3. _____ sisters do you have?
4. _____ marks did you get in English ?
5. _____ people are you going to invite to your birthday party?
6. _____ days will you be on leave?
7. _____ milk do you drink everyday?
8. _____ time do you spend on playing harmonium in a day?
9. _____ rupees did you pay for this shirt?
10. _____ did you save this month?

L. 5 Frame a question for each of the answers. Use ‘how many’, ‘how much’, or ‘how far’, ‘how long’ for framing questions.

1. About 10,000 books are available in the library.
2. Only one person will have a chance to get scholarship.
3. 50 kg approximately.
4. Only 30 minutes are left to catch the train.
5. I will stay there for three nights and four days.
6. 45 kilometres.
7. We expect around 100 people for this function.
8. I generally have two glasses of milk a day.
9. I spend almost six hours every day on computer.
10. A bamboo can grow upto 91 cm per day.

L. 6 You are planning a tour with your family during the vacation. One of you will play the role of a travel agent and the other of a passenger. Work out your travel plan making an enquiry to the travel agent. The travel agent too will ask you a few questions regarding your plan. Clues are given in brackets. Work in pairs.

From Ahmedabad...

Place	Bhopal	Mumbai	Goa	Delhi	Hyderabad
Distance in kms	590	520	1100	940	1140
Approximate Bus fare	₹ 885	₹ 780	₹ 1650	₹ 1410	₹ 1710
Approximate Train fare (II Class)	₹ 1180	₹ 1040	₹ 2200	₹ 1880	₹ 2280
Approximate travel time by bus	13 hours	10 hours	24 hours	20 hours	28 hours
Approximate travel time by train	12 hours	9 hours	20 hours	15 hours	22 hours

Travel agent (stay duration, hotel budget, number of travellers, etc.)

Passenger (distance/ time to reach destination, number of bus/train availability, bus/train fare, accommodation charges)

L. 7 Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use ‘how many’, ‘how much’, ‘how long’, ‘how far’ for framing questions.

Example : How much does it weigh? How long can it be used?

How many ingredients does it have? How much menthol does it contain?



L.8 Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use ‘how many’, ‘how much’, ‘how long’, ‘how far’ for framing questions.

Example : How much does the elephant weigh? How long does he live?

<p>Facts about Indian Elephant</p> <p>Scientific name : Elephas Meximus Indicus Size (H) : 2m – 3 m (7ft – 10 ft) Weight : 3000 – 5000 kg Top speed : 43 km/h Average life span : 55 – 70 years Colour : Grey, Brown, Black Main prey/food : grass, fruits, roots little known facts :</p> <ul style="list-style-type: none"> • Elephants can recognize themselves in the mirror • Worn out teeth will be replaced 6-7 times in a lifetime • Sleep 2-3 hours per day 	<p>Facts about Fly</p> <p>Scientific name : Diptera Size : 2.5-3cm (0.2-1.2 in) Top speed: Number of species : 2,40,000 Average life span : 25 days colour: Main prey/food : nectar, sap, blood Unknown facts :</p> <ul style="list-style-type: none"> • A female fly can lay approximately 9000 eggs • A fly can beat its wings 200 times per second • Can fly at the speed of 5 miles per hour
<p>Facts about Rhinoceros</p> <p>Scientific name : Rhinocerotidae Size : 1.3 -2.2 m Weight : 800 – 3500 kg Top speed : 48 km/h Average life span : 35 – 50 years colour : Brown, Grey, Black Main prey/food : grass, fruits, leaves Little known Facts :</p> <ul style="list-style-type: none"> • Its horns are made of the same substance (called keratin) that makes our nails. • Longest measured horn was 4 feet and 9 inches long. • Have poor eyesight, but they have excellent sense of smell and hearing. 	<p>Facts about Bat</p> <p>Scientific name : Chiroptera Size (L) : 3 cm - 180 cm (1.2 in - 71 in) Weight : 2g - 1000g Top speed : 40 km/h Number of species : 1100 Average life span : 10 - 30 years colour : Brown, Black, Grey Main prey/food : Mice, Frogs, Fruit Unknown facts:</p> <ul style="list-style-type: none"> • Just three species out of 1100 known species eat blood. • Some species of bat have excellent eyesight. • Other species use echo-location. • Bats can detect frequencies between 20 and 120 000 Hz (humans can hear only those from 20 - 20 000 Hz).

L.9 Work in pairs. Ask upto ten questions to your partner with ‘how many’, ‘how much’, ‘how far’ and ‘how long’. Try to know your partner better. Then tell about your partner to the class.

Example :

- For how many hours do you study in the evening?
- How much milk do you drink everyday?
- How far is your home from our school?
- How many trees are there? around your home?

Writing

W.1 Look at this medium sized transport aircraft made in Russia. It is known as AN- 32. The capacity of this aircraft is to carry upto 39 airmen or a load upto 6 to 7 tonnes. The aircraft requires a crew of 5 people. It achieves the highest speed of 530km/hour with the power of its 2 turbo prop engines.



Now fill in the blanks with the help of the information about the aircraft.

This is _____ Aircraft of Indian Air Force. It has twin _____ engines. It is used as _____. It is imported from _____. There are five _____ and the plane can carry _____. It can carry a maximum load of _____. It can fly at a maximum speed of _____.

W.2 Write a paragraph on ‘A Day in the Life of a Fire fighter’. Use the points for your writing.

name of the fire-fighter, name of the fire-station, uniform, duty in emergencies, duty timings, daily preparations, attending phone calls, reaching the place of fire, saving people, hard duty, happiness for saving lives

W.3 Meet a police constable. (The teacher can invite a constable to the class.) Talk to him/her about his/her duty and daily routine. List five hardships that the police have to face.

Eg. Duty hours – not fixed – family life – training – risk

WHAT TO DO DURING AN EARTHQUAKE

Stay indoors, Stand away from windows, mirrors and other glass.

Take Shelter under a table or desk. This will protect you from falling objects and give you breathing space. Otherwise, standing in the corner of a room or in a doorframe is safest.

Lower-level floors are safer than higher ones, but getting in a lift or trying to run downstairs is dangerous.

If you are outside, lie flat on the ground away from tall trees and buildings.

If you are near the Sea, get to higher ground as a tidal wave may follow the earthquake.

UNIT 9

FRIEND FROM THE SKY

Pre-task

(A) Recite the poem.

Oh! What joy it is
To have friends like you
For giving me strength
The way you do.
For lifting me up
When I am feeling down,
And putting a smile on my face
When I'm wearing a **frown**.(anger)
Thanks for being there
And helping me grow,
Your friendship means a lot
This I'd like you to know.

-Mary E. Carpio

- **Mark true or false.**

When we are down, what does a friend do?

1. wears a smile
2. gives strength
3. helps to develop us
4. plays with us

T	F
T	F
T	F
T	F

WHY IS THE SKY BLUE?

Light is made up of different 8 colours that we can see separately when we look at a rainbow. Some of these colours travel through air and dust quite easily, but blue light gets bounced around by molecules of air. So when you look up at the sky, you are really seeing miles and miles of blue light in the air. The sea appears to be blue because it reflects the sky.

- (B) Read these sentences carefully. They describe your possible behaviour with your friends. The columns against each statement show the frequency of that behaviour. Put tick mark (✓) to show YOUR OWN frequency. Count the tick marks and put total in each column.**

No.	Statements	Always	Often	Sometimes	Never
1.	I defend my friends even when they are wrong.				
2.	I keep on changing my friends.				
3.	My friends care for me more than I care for them.				
4.	I insist that my friend does not keep relations with persons I dislike.				
5.	I send cards/ gifts to maintain my friendship.				
6.	I try to prove myself superior to my friends.				
7.	I stick to my plans even when my friends press me to change them.				
8.	I feel bad if my friends do not meet me every day.				
	Total				

- **Now multiply the total number of tick marks as under:**

'Always' by 1,

'Often' by 2,

'Sometimes' by 3,

'Never' by 4.

Add up all the figures. It is your **Friendship Score**.

Now evaluate your score as per the given score board.

The score 26 and above is **EXCELLENT**,

From 21 to 25 is **GOOD**,

From 15 to 20 is **AVERAGE** and

Below 15 means **YOU NEED TO IMPROVE YOUR BEHAVIOUR WITH YOUR FRIENDS.**

Read

It was a cool windy evening. There were sudden creaks as little branches of tree broke in the strong breeze and fell.

Reshma was sitting in the balcony of their flat on the first floor. She was watching children playing in the park. The children did not mind the strong breeze or the yellow leaves of neem tree falling on their heads. They were all enjoying their ball game.

"Reshma, come inside," called her mother from inside the house. "It is too cool and windy. You might catch a cold."

"Five minutes more, mummy." Reshma was also enjoying the game from the distance. Reshma loved to watch children shouting in excitement.

Reshma could not play. She could just sit in her wheelchair and watch the life outside from her balcony. She was fourteen years old and a spastic. [A spastic is a person who has no control over his/her hands and legs from birth.] Reshma could not walk, or even button up her shirt. But she could crawl and had learnt to use a spoon to eat and to handle her wheelchair. She went to a special learning centre. She was given speech therapy there. She also learnt some subjects and some exercises.

Reshma felt very lonely. She had no friends. All the neighbouring children were busy with their own schools and games. Reshma's favourite pastime was to watch the children playing in the street or the park.

Now the wind became stronger and the light became dim. But the children went on with their game. They were kicking a big red ball and jumping with the movement of the ball. Suddenly there was another ball among the players. A brown one. The girls started screaming and the boys shouted at the top of their voices. A brave boy bent down and touched the new ball. It suddenly flapped its wings and flew up. Before Reshma could understand anything, the new ball landed in her lap. Children waved at Reshma and continued with the game.

"Reshma, it's too much ! Now come inside," shouted her mother and came out in the balcony to take her daughter in the room. But she saw some movement in Reshma's lap and heard faint creaks." What is this?" she cried.

"I don't know, mummy. It has just arrived." Reshma was puzzled. "It came from the sky," she showed the route of the ball with her frightened eyes.

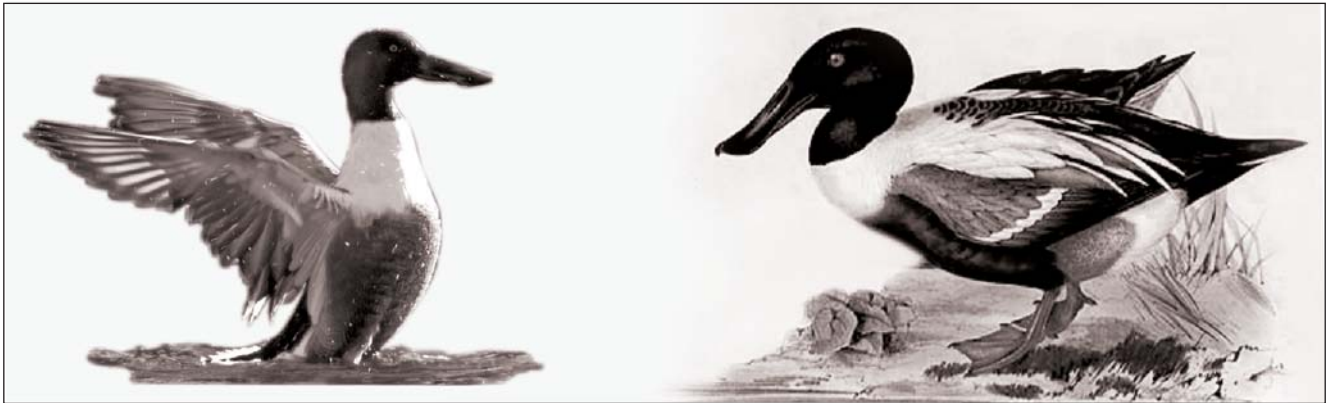
Mummy pushed the wheelchair into the room. Now they saw a scared bird with a big bill.

From Salim Ali's book 'Indian Birds' they found out that it was a duck, a shelter duck. Its beak was broad like a shovel. It had bright blue, white and brown feathers. At the moment it looked exhausted.

A shoveller is not a native Indian bird. But it migrates from the cold regions of Russia. This bird must have lost its way due to strong wind. In its efforts to join the flock, it got exhausted and fell in the park like a ball.

Reshma's mother tried to pick it up but it suddenly bit her hand. "Ouch!" She cried. The duck fluttered to the floor. It huddled in a corner of the room. All through the evening Reshma and her mother tried to feed the duck. They put breadcrumbs, nuts fruits and grains in front of it. But it did not touch any of them.

"Mummy, let's give him some rice and milk," suggested Reshma. Her mother mixed boiled rice, milk and sugar. She fed the bird with an ink filler. The shoveller liked it. His eyes brightened and he started fluttering his wings. But he could not fly.



"I know what his name is. It is Mitra, a friend." Reshma said. They took a basket and put some grass into it. It was Mitra's bed. Reshma kept the basket with her and slept peacefully. When she woke up, she looked at the basket. It was empty. Reshma cried loudly, "Mitra ... Mitra where are you?" Her mummy and papa searched in the house and at last found him near the water tub in the bathroom.

At around 7.30 the doorbell rang. Reshma was feeding breakfast to the duck. Mummy opened the door. Reshma was happily surprised to see a group of children in uniform. "Aunty, can we see the bird?" they said. Mummy took them to Reshma's wheelchair. The children greeted Reshma with fresh smiles. They were thrilled to see the bird in Reshma's lap. "He is Mitra", Reshma introduced the new friend. "How lovely!" they said. They helped Reshma to hold the bird while Reshma fed him with an ink filler. They had to leave soon to catch the school bus. "We will be back in the afternoon, Reshma." "Oh, sure. Do come, we'll play with Mitra, he is so loving" said Bansi. "We will make him strong," said Kanu. "It is difficult to make new friends for Mitra because he is lame," said Anita.

After this incident, the neighbouring children became very friendly with Reshma. They could realize that Reshma must have felt bad because they did not play with Reshma.

Next day the children came in the evening. Anju had a thick book with her. "See, we can read all about ducks in this book. We want to make Mitra very strong. He should be able to fly."

Mitra must have come here from a hundred kilometers?" Reshma said. "Not hundreds, thousands," corrected Anju. "And he must fly back thousands of kilometers to his home again."

"Yes, we will make him very strong." Reshma was delighted.

For the next ten days Mitra was treated like a royal guest. Everyone brought something for him. The

book was their kitchen guide for Mitra. They all caressed and played with him. Mummy had never seen Reshma so happy and hopeful.

Finally, the day of departure for their dearest friend arrived. Reshma's father took all the children and the duck to a nearby lake. The children lifted Mitra from Reshma's lap and gently put him in the water. It slowly started swimming. It shovelled the water with his broad beak. Children were happy to see the happiness of their friends. Suddenly Mitra disappeared. All stood worried, looking for him with wide eyes. And Mitra popped up from water with a small fish in his beak.

"Yeee....!" All cried and jumped with joy. "He has learnt it again." Children stood there for a long time watching Mitra.

The next day, Reshma went into the balcony to watch the children playing in the park. But there was no one! Suddenly the doorbell rang, and all the children marched into the room.

"Aunty, please send Reshma to play with us in the park." they said. "We'll take her and bring her back safely in her wheelchair."

With the help of friendly hands Reshma was taken down the stairs to the park. From the balcony Mummy looked at the broad smile on her daughter's face brightened by the setting sun.

Reshma never had a reason to feel lonely again.

Glossary

windy climate with a lot of wind **screaming** give a piercing cry of fear **shelter** a structure built to give protection **creaks** make a harsh sound **flapped** moved, swung **exhausted** very tired **breeze** light wind **catch a cold** to have cold **excitement** state of strong emotion **faint** reel and fall down; **broad** wide **spastic** a person who is physically disabled **scared** alarm, frightened **brightened** more cheerful **crawl** move slowly on belly or knees **frightened** afraid, nervous, horrified **popped up** appeared suddenly **caressed** ६५३ ६५३५५३ gently touched **bill** beak **shoveler** रंगीन ५तक **migrate** move from one part of the world to another according to the season **shovel** a tool with a long handle and broad blade with curved edges(५५३५)

Vocabulary

V.1 Replace the underlined words with the words from the text. The first one or two letters of that word are given in the brackets to make your search easy.

Last Sunday I had nothing special to do. So I was sitting under a tree in a park. My thoughts were running free. Some children were shouting(sc.....). Some were playing. An old man was sleeping under a tree while the light ripples of air (br.....) was pleasing me. Suddenly, a little bird came down (la.....)on my shoulder . At first I was afraid (fr.....). then my eyes sparkled (br.....). This incident brought a big (br.....)smile on my tired (ex.....) face.

V. 2 Underline the sentence with almost similar meaning to the main sentence.

1. Before Reshma could understand anything, the new ball landed in her lap.

- The new ball was on the land.
- The new ball came in her lap.
- The new ball was in her lap.
- Reshma had got a new ball in her lap.

2. Reshma was puzzled.

- Reshma had a problem.
- Reshma was confused.
- Reshma was very happy .
- Reshma was scared.

3. At the moment the duck looked exhausted.

- The duck looked dreadful.
- The duck was looking for a place to hide.
- The duck looked very tired .
- The duck seemed unhappy.

4. They were thrilled to see the bird in Reshma's lap.

- They were very much excited to see the bird.
- They felt astonished to see the bird.
- They were afraid to see the bird.
- They were sad to see the bird.

5. The children marched into the room.

- The children walked away from the room.
- The children ran into the room.
- The children entered the room.
- The children walked into the room.

6. They all caressed and played with the duck.

- Some children touched the duck with love.
- All the children became friend of the bird.
- Children liked the company of the bird.
- Children showed their liking by moving their hands on the duck and playing with it.

V. 3 Complete the dialogue using the words from the bracket. Then read out in pairs.

(spastic, dim, flap, windy, frightened)

A: Munna, how do you feel if you see a fierce dog approaching/ coming to you?

B: I'll be

A: What would you call the person who has no control over his legs and hands?

B: I would call him/ her

A: Can you see the duck in the pond?

B: No, I can't.

A: Why can't you see the duck?

B: Because it is light here.

A: It's the monsoon time. It is raining heavily now.

B: Yeah. It is too.

Comprehension

C. 1 Read these sentences and write your response to the sentences.

(responses: 'Oh! It's so sad!', 'Wow!', 'Bravo!', 'Awesome!', 'Ouch!', 'That's great!')

- (1) Reshma could neither play nor move about herself.
- (2) Reshma was a spastic yet she could use a spoon to eat.
- (3) Reshma had no friend and so she felt lonely.
- (4) The bird bit Reshma's mother on her hand so she cried.
- (5) The eyes of the bird brightened and he started fluttering his wings.
- (6) Reshma and her friends treated the bird like a royal guest.
- (7) "Yee!" He has learnt to fly again.
- (8) Reshma never had reason to feel lonely again.

C. 2 Here is a dialogue between Reshma and her mother but it is jumbled up. Arrange the whole dialogue in a proper (logical) order and read it out in the class. First, middle and last lines are given as answers. Work in pairs.

Mother : Reshma, come inside, please. It's quite cold outside.

Reshma : Yes, mummy. What shall we do now?

Mother : Now, see. How happy he looks!

Reshma : Five minutes more, mummy!

Mother : But, where will you keep him, dear?

Reshma : I don't know mummy. He has just arrived.

Mother : Let's feed him with care. But what should we feed him with?

Reshma : Let's give him some rice and milk.

Mother : OK. But, take good care of the bird and feed him regularly.

Reshma : Yes, Mom! I will call him 'Mitra'. I will play with him.

Mother : Oh! What's this in your lap, Reshma?

Reshma : I will keep him in a basket in my room, mummy.

Mother : It looks scared and hungry.

Reshma : Oh! Yes mummy. Thank you very much.

C.3 Read the text and find out who says to whom and what. Complete the table. Work in pairs.

Speaker (Who)	What	Listener (To whom)
Mother	It's too cold and windy and you might catch a cold.	Reshma
	Reshma, it's too much.	
Reshma		
		Mitra
	I know what his name is.	
The group of children		

C.4 Make a list of the sentences from the text describing what Reshma can do and what Reshma can't do.

Reshma can do	Reshma can't do

C. 5 Read the sentences and then find out the sentences of the same meaning from the text.

- (1) Reshma was unable to move around.

- (2) The children continued playing even though it grew dark.

- (3) The bird looked completely tired.

- (4) 'Mitra' - the bird looked very happy and started flapping his wings.

- (5) Reshma's parents looked for the bird in the house.

- (6) All the children entered the room.

C. 6 Number the sentences in proper order of the story.

- Mother felt very happy when she saw Reshma's smiling face.
- Reshma suggested her mummy to feed the bird with some rice and milk.
- Reshma very happily decided to keep the bird with her in her room.
- Reshma looked worried when she didn't find the bird in the basket.
- Reshma fed the bird with an ink filler.
- Reshma was a bit scared to see the bird in her lap.
- Mitra caught a fish.
- Children played with the bird.
- Reshma's father took the bird to the lake.

C. 7 Answer the questions in one sentence.

- (1) What was Reshma doing?
- (2) Who is called a spastic?
- (3) What was Reshma's favourite pastime?
- (4) What landed in Reshma's lap?
- (5) Name the things Reshma and her mother put before the bird to feed it.
- (6) Name the book written by Salim Ali.
- (7) From where does the shoveller migrate?
- (8) With what did Reshma prepare Mitra's bed?
- (9) Why according to Anita, is it difficult for Mitra to make new friends?
- (10) What could the children realize after they became friendly with Mitra?
- (11) What did Mitra learn again?
- (12) What did the children promise Reshma's mother?

C. 8 Answer the questions in two or three sentences.

- (1) How old was Reshma? What could she not do?
- (2) Why did Reshma feel lonely? What was her favourite pastime?
- (3) Describe the bird in your words.
- (4) What efforts did Reshma and her mother make to feed the bird?
- (5) What name did Reshma give to the bird? Where did she keep it at night?
- (6) How was Mitra treated for the next ten days?
- (7) “Reshma never had reason to feel lonely again.” Why?
 - Discuss with your friends and present your ideas in the class.
 - Have you ever come across an injured bird/animal? How did you help it?

Language Practice

L. 1 Read the conversation and observe the underlined words.

The doctor : How are you now? You look quite well yet much worried! Why?

The patient : Oh! No. I am well but there is a problem, Sir!

The doctor : I see. Tell me the problem.

The patient : Although I can walk steadily, sometimes I feel weak.

The doctor : You should take special diet so that you can be healthy again.

The patient : What kind of diet, Sir?

The doctor : You may take either fruits or fruit juice daily. Start from today.

The patient : Sir, I like fruit juice but I never like eating fruits.

The doctor : It's upto you now. You can take either fruits or vitamin pills.

The patient : No sir, not at all. I will start taking fruits from today so that I can recover my health early.

The doctor : Although it seems everything normal, you should not take it easily.

The patient : You are right, sir. I usually take care yet sometimes I am careless about my food. But I will take much care. Thank you.

L. 2 Study the underlined words from the above conversation. Classify them into three given categories understanding the meaning of the sentence.

Alternatives/options	contrast	Reason and Purpose
Eg : either...or	Eg : yet	Eg : so that

L. 3 Work in pairs. Read the table. Column A shows the reasons for some actions and column B has the results of the actions. Match them properly.

A (reason)	B (result)
This sum is rather difficult It is raining It was a severe earthquake He was a lazy boy He belonged to a poor family We started early	so that we might not miss the train so all the students can't do it. so he couldn't buy new clothes. therefore you should take an umbrella with you. so tall buildings collapsed. therefore everyone hated him.

L. 4 (A) Join the pairs of sentences choosing the proper conjunction from the bracket.

- (1) She fell down from the fifth step. She did not hurt herself. (yet, so)
- (2) The doctor tried his best. He could not save the patient. (or, but)
- (3) They wanted good governance in the state. They elected an honest candidate in the election. (although, therefore)
- (4) You can select a red pen. You can select a blue pen. (so that, either...or)
- (5) Turn the lights off. We can sleep. (so, or)



Write some more sentences using the words 'so that', 'either- or', 'neither- nor', 'but', 'though', 'although'.

(B) Narrate the condition of the rural area where the terrible flood has just washed away everything. Make sentences using “so”, “so that” and “therefore”.

L. 5 Read the sentences and mark true or false. If you find it false, rewrite it correctly.

(1) He is so clever that he does not know anything. T F

(2) Although Ramesh played well, the team lost the match. T F

(3) Would you take ice-cream but cold drinks? T F

(4) The birds flew away therefore the gun was fired. T F

(5) Sushant is younger but he can climb the tree quickly. T F

UNIT 10

ECOLOGY FOR PEACE

Pre-task

(A) Write your ideas in this table. Work in pairs.

Detail	Importance in our life
Trees	
Birds	
Butterflies	

(B) Discuss this statement in group and present the main points to the class.

IF WE SAVE NATURE, SHE WILL SAVE US.

(C) Sing these lines in chorus. Write their meaning in brief.

(a) ઈશનું રાજ્ય છે આખું, જે જે આ અવની વિષે, _____

ત્યાગીને ભોગવી જાણો, મા વાંછો ધન અન્યનું. _____

(b) सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामया । _____

सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखमाप्नुयात् ॥ _____

Read

The Vedas(વેદ) sing about oneness of man and nature. The idea expressed in ancient texts have universal value. We have always tried for preservation and prosperity of all the species including mankind on this earth.

The Atharv Veda gives us a great idea: **यत्र विश्वम् भवति एकः नीडः** । It means the whole world lives as one single unit like a nest. All the living beings have the same right to live and thrive. This can be achieved through co-living only. We are the birds of the same nest. We may wear different skin, different clothes, speak different languages, believe in different religions, belong to different cultures - yet we share the same home: our earth ! Born on the same planet, covered with the same sky, gazing at the same stars, breathing the same air, we must learn to progress and prosper together happily or perish together miserably.

Our idea of peace does not mean just a state of ‘no-war’, neither it is limited just to men or countries and communities. But it embraces the whole nature and the whole creation. Let’s try to understand

this *shanti mantra* from the same Atharv Veda:

ॐ द्यौ शान्तिः अंतरिक्ष शान्तिः पृथिवीः शान्तिः
आपः शान्तिः औषधयः शान्तिः वनस्पतङ्गः शान्तिः ।
विश्वदेवाः शान्तिः ब्रह्मः शान्तिः शान्तिरेव शान्तिः
सा मा शान्तिरेधि शान्तिः शान्तिः शान्तिः ॥

May there be peace in heaven, peace in space, peace on earth.

May there be peace in trees, peace in vegetation and plants.

May there be peace in our gods and in entire creation.

May there be peace everywhere and be it only peace.

That peace, I pray, embrace my being!

This mantra warns us not to disturb nature, not to abuse, pollute or destroy our surroundings upto the heaven. In trying to master and get benefit of our ecology, we are simply destroying ourselves, our own nest. True peace will prevail only when man lives in peace with nature, divine forces and ultimately himself. How can we do this ?

The wise rishi or seer of Ishavasy Upanishad gives us a wonderful advice:

इशावास्यम् इदं सर्वं यत् किञ्चित् जगत्यां जगत् ।

तेन त्यक्तेन भुञ्जीथाः मा गृध् कस्यस्विद्धनम् ॥

The rishi says: everything animate or inanimate that is within the universe is enlivened by the supreme power. One should therefore, accept only these things necessary for oneself. This quote must be enjoyed by renouncing it. Moreover one must not snatch away what belongs to or is required by others. The whole creation is filled with the presence of God.

This is a message against the animalistic greed of human beings. We should not, like a vulture, keep others away from having what we actually don't need. Gandhiji also said: 'There is enough on this earth for everybody's need, but not sufficient for one's greed.' As the crown of creation, man must protect and not exploit and consume other animals. If man stopped destroying animals, trees or other aspects of nature, our world would become less violent and thus a peaceful abode for all.

Mahavir Swami preached *Ahimsa*(non violence) to that extent that all Jain Sadhus put a cloth on their mouth, drink boiled water and do not take food before sunrise and after sunset for not destroying even bacteria. Mahavir Swami believed that we should not disturb or hurt even a stone for a selfish purpose. Rishis believed that every matter in the universe is living. There is nothing like non living. Every thing is in a process of evolution. This was the realism of our ancient seers.

Mahakavi Kalidas has written a play: *Abhijnan Shakuntalm*. In a scene, King Dushyant of Bharatvarsh enters the Ashram of Rishi Kanva. He is in his chariot, chasing a deer for hunting. Two disciples of Kanva see him and immediately ask him not to shoot his arrows at the deer.

न खलु न खलु बाणः संनिपात्योडस्मिन् ।

मृदुनि मृगशरीरे पुष्पराशाविवग्निम् ॥

They said: O King don't shoot, please, don't shoot the arrow at the tender body of this deer. It is as bad as putting fire on the heap of flowers.

This shows that Ahimsa was very much in the blood of ancient people and it became the tradition of Indian culture.

Our culture has given us a heart as big as this earth; we have a global heart. Ancient wisdom teaches the world a true philosophy of universal peace and harmony.

Glossary

ecology balance of environment, science of environmental harmony **ancient** of very old times, प्राचीनकाल, **prosper** get enriched **species** race, प्रजाति **thrive** prosper **perish** get destroyed **creation** अस्तित्व **embrace** include **abuse** spoil, misuse **animate** living beings **enliven** reside **renounce** give up **snatch** take away **greed** desire to have more **crown** topmost **abode** home **preached** taught **evolution** उत्क्रांति **seer** visionary, ऋषि **chase** run after **disciple** student, शिष्य **tender** soft

Vocabulary

V. 1 Tick mark the nearest meaning.

- | | | | | |
|---------------|-------------------------------------------|------------------------------------------|-------------------------------------------------|---------------------------------------------------------|
| 1. chase | <input type="checkbox"/> run fast | <input type="checkbox"/> follow to catch | <input type="checkbox"/> walk behind someone | <input type="checkbox"/> overtake |
| 2. Philosophy | <input type="checkbox"/> religion | <input type="checkbox"/> talking big | <input type="checkbox"/> wisdom | <input type="checkbox"/> thinking on life related ideas |
| 3. prosperity | <input type="checkbox"/> improve quality | <input type="checkbox"/> save | <input type="checkbox"/> enrichment | <input type="checkbox"/> proper development |
| 4. embrace | <input type="checkbox"/> touch | <input type="checkbox"/> improve | <input type="checkbox"/> love | <input type="checkbox"/> accommodate |
| 5. vegetation | <input type="checkbox"/> plants and trees | <input type="checkbox"/> grass | <input type="checkbox"/> vegetable plants | <input type="checkbox"/> crop in the field |
| 6. renounce | <input type="checkbox"/> reproduce | <input type="checkbox"/> renaming | <input type="checkbox"/> saying no to something | <input type="checkbox"/> announce |

V. 2 Fill in the blanks using the words in the bracket.

(ancient, species, snatch, greed, evolution, abode)

1. Midas had a _____ for collecting money.
2. Patan is an _____ city.
3. Gir forest is an _____ of lions.
4. Beware of monkeys, they might _____ eatables from your hand.
5. Man as a _____ has the same place on this earth as other species have.

V. 3 Answer these questions using one or more words from the glossary.

1. Why does man have more responsibilities than other species?
2. Through what process do inanimate things become animate beings?
3. What will bring peace to man?
4. What type of leaves do the trees have in the spring?
5. Which aspect is most important for creating and maintaining peace on the earth?
6. Why should we be grateful to our rishis?

Comprehension

C. 1 Write **A** if you agree or **DA** if you do not agree with these statements.

1. Real peace means absence of war on this earth.

2. To become happier, we should collect and consume as much as we can.

3. According to our ancient rishis, nothing is lifeless in this universe.

4. We will thrive only if we take care of ecology.

5. Kalidas wanted to kill a deer with his arrow.

6. Together we progress or together we perish.

C. 2 Answer these questions.

1. What are the universal values mentioned in this text?

2. How can giving up lead to peace?

3. What should we not do to make this earth a peaceful home for all?

4. What do you like about Indian culture?

5. How do the Jain sadhus take care of the smallest of living beings?

6. Write three things you will try not to do according to this text.

C. 3 Explain these ideas in three to four sentences.

1. All the living beings have the same right to live and thrive.

2. That peace, I pray. Embrace my being.

3. There is enough for everyone's need but not for their greed.

4. We have a global heart.

Language Practice

Krina is asked by her teacher to describe her family members. Read the description and notice the words highlighted.

Krina's sister

Krupali is my elder sister. I love her a lot. She is as **beautiful** as a film star. She is 18 years **old**. She has just passed her 12th Board exams. She is of **medium height**. She has got **short brown hair**. She has got a **diamond-shaped** face. Her **large blue eyes** make her more **attractive**. She always carries a smile on her face that makes her look **pretty**. She is good at making friends as she is **talkative**, **cheerful** and **outgoing** (मिલनसुलर). Although she is **friendly** with everyone, she doesn't like people who are **critical** for her actions.

Krina's mother

The most **loving** person in my life is my mother, Geeta. She is a home maker. She is a **middle aged** woman in her forties. Even at this age she looks **beautiful**. She is **tall** and **thin**. I like her **thick, long straight black** hair. She is very **kind** and **easy going**. She always talks with people **politely**. She is a **responsible, dependable** and **patient** woman. She is the closest person to me in my life.

Krina's brother

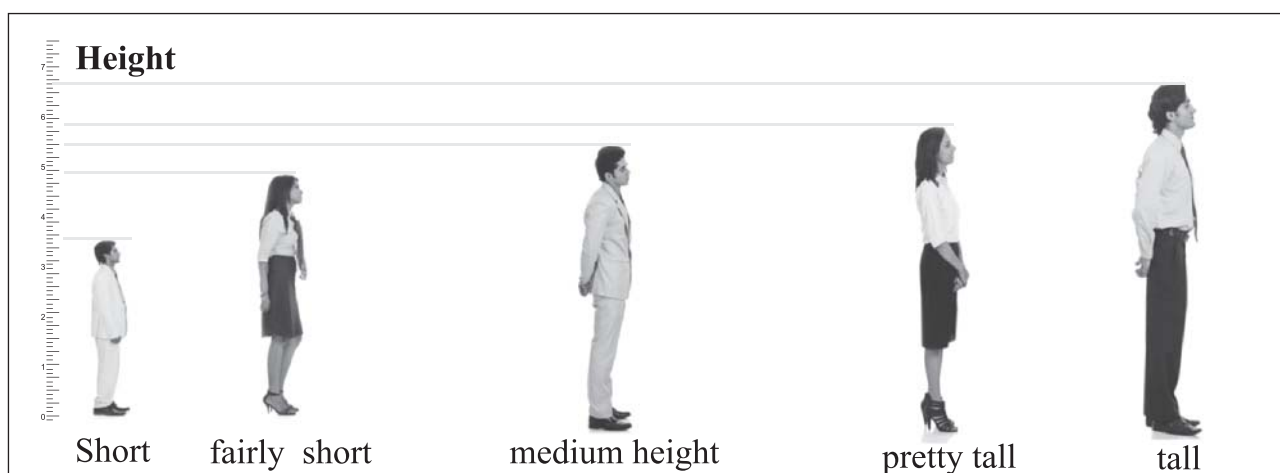
Krutarth is my younger brother. He studies in 9th class. He is **fairly short** and slightly **overweight**. His **round face** makes him look **cute**. He is fond of changing his hair styles. Earlier he had long hair but nowadays he keeps **crew cut** style. Although he is **fashionable**, he is **shy** by nature. He loves **painting** and he is **creative** too. He is very **possessive** about his things. At the same time he is **lazy** too, especially in his homework.





L. 1 Now list out the words used to describe 'physical features' and 'other qualities'.

Physical features	Other qualities

L. 2 Study the words and expressions used to describe people in the table below.

Age	young, middle aged, elderly, old, teenager, adult, in his/her early/mid/late 20s (30s, etc.)
Height	short, fairly short, medium or average height, pretty tall
Body	fat, plump, overweight, thin, skinny, slim, sturdy, well-built, muscular
Hair	dark, red, blond (light coloured), long, short, straight, curly, shoulder-length, bald, ponytail
Face	round, long, oval, freckled (spotted) skin
Skin	fair, dark, pale, light, chocolate coloured
Eyes	dark, big, slanted (ऋंसी), almondshaped, thick eyelids, blue / green



Hair		PICTURES	
			
Dark / long	straight/ shoulder length	curly	bald

- **Work in pairs. Describe yourself and your partner using at least five expressions mentioned above.**

I	My partner

L. 3 Read the conversation.

- Neha** : Hello! I am looking for someone. His name is Anurag.
- Information counter** : Well, what does he look like?
- Neha** : He's pretty tall, with short hair. And he generally wears kurta.
- Information counter** : Ok. And how old is he?
- Neha** : He's about 40, I guess.
- Information counter** : Does he wear glasses?
- Neha** : Yes, he does. He also keeps moustache and beard.
- Information counter** : Oh, it must be Patil sir then. He will be around the Water Projects section.
- Neha** : Thank you. I'll go and look for him.

L. 4 Answer the questions in one or two words.

1. How old is your brother / sister / mother / father? _____
2. What does s/he look like? _____
3. How tall is s/he? _____
4. What colour is her/his hair? _____
5. How long is her/his hair? _____

6. Does s/he wear glasses? _____
7. Does he have a moustache? _____
8. Does he keep beard? _____
9. What sort of clothes does s/he prefer to wear? _____
10. What does s/he do? _____

L. 5 Sit with any of your classmates and write 7 to 10 questions about him/her. Then take turns asking and answering the questions. Write a note on your partner.

Example : How tall is Jignesh? Ans: He is 5' tall.

L. 6 Make a list of some qualities and habits of your English teacher at class VIII. Write a paragraph on that teacher using the words you have enlisted.

L. 7 Here is an example of a passage on 'My Best Friend'. Read it and then write a passage about your 'best friend'.

My Best Friend

I think I am lucky because Sunil is my friend. He is 14 years old. He lives in the same town. He is my neighbour and we are classmates.

General information

He is of medium height and well-built. He has black curly hair. He has got a round face with black eyes. He has a pointed nose and small mouth.

Physical description

He is helpful, caring and honest. He tries his best to help others in problems. We have the same interests and tastes. I think as time goes by, our friendship will be deeper and stronger.

Qualities and relationship

Writing

W.1 Look at these pictures and frame a story based on them. Use the words and phrases given below them. Give a proper title to the story. Work in pairs.



Lion – under a bush – swarm of mosquitoes – lion’s boasting about his strength – mosquitoes’ warning – lion’s challenge – mosquitoes’ attack – lion’s attempts to kill them – mosquitoes bite continuously – lion jumping up and down – lion unable to fight – extremely tired – urged the mosquitoes to let him go – take pity on the lion – fly away.

W.2 Discuss in groups of five on ‘Unity in Diversity – the Essential Characteristic of India’. Write a paragraph on it. You may use the following words, phrases, ideas.

Differences in languages, religions, communities, castes, creeds, regions and yet live as Indians.

REM (RAPID EYE MOVEMENT)

70 to 90 minutes after you fall asleep you start dreaming. Your eyes move about, your brain becomes very active, and your breathing rate and blood pressure rise; your muscles relax so much that your body seems unable to move. Most dreams that last six to ten minutes, are more common; any nightmares you might have usually come towards morning.

UNIT 11

VALLEY OF FLOWERS

Pre-task

(A) Read this information.

- 1. Sanctuary :** A wildlife sanctuary is a protected area, where limited human activity is allowed. The ownership of this type of protected area can be in the hands of either a government or in any private organization provided the regulations are governed by the government. Inside a wildlife sanctuary, the hunting of animals is completely prohibited. Additionally, the trees cannot be cut down for any purpose. Rights of land can be of people. People can graze their animals in a sanctuary. A sanctuary can be upgraded to a National Park.
- 2. National Park :** A national park has a defined boundary, through which no person can get into the park without permission. Only permitted persons can enter a national park. The visitors can observe the park by a vehicle which routes through defined trails and they cannot get out of the vehicle for any reason. Right of land don't belong to people. People cannot graze their animals in a national park. A national Park cannot be degraded to a sanctuary.

(B) Fill in the missing information.

Sanctuary or National Park	Name	Location and how to reach from Ahmedabad Total kilometers (in bracket)
Lion	Gir Forest	By bus (327 kms)
Tiger	Ranthambhor (Rajasthan)	By bus (650 kms)
Bear		
Blackbuck		
Dolphin		
Birds		
Marine animals		

(C) Read this poem.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A Poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

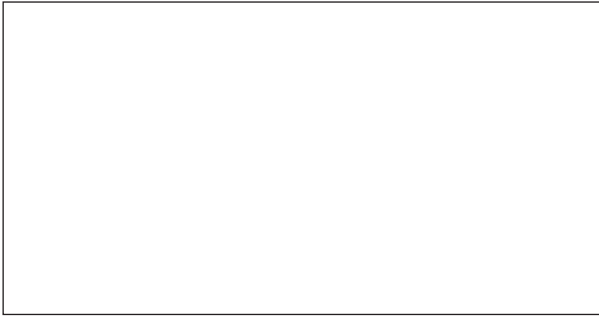
- William Wordsworth

Now say whether these statements are true or false.

1. The poet was moving in a daffodil park.
2. The poet looked at the flowers from the sky.
3. All the daffodils were dancing on the bank of lake.
4. He saw flowers on the hills of the Himalayas.
5. One thousand daffodils were dancing together.
6. The sight of dancing daffodils delighted the poet.
7. The poet's heart also started dancing.

T	F
T	F
T	F
T	F
T	F
T	F
T	F

(D) Draw the flower you like most. Why do you like it?



I love _____

I love this flower because _____

Read



Imagine yourself standing at the height of 14000 feet in the west Himalayan range. All around you and as far as your eyes can see, there are flowers and flowers! Emerald mountains, green meadows, white clouds and colourful patches of flowers create a dreamlike panoramic view. What place is this? Can you guess?

It is a vibrant and splendid national park hidden in the Himalayas. This alluring place is known as the Valley of Flowers. A vast area of 87.5 square kilometres and a huge variety of alpine flowers make this place colourful for nature lovers, botanists and photographers.

The Valley of Flowers is located near Ghaghariya town in Chamoli district of Uttarakhand. It is about 300 kms north of Rishikesh, near Badrinath. There is a motorable road upto Govindghat and from there the track of this Valley starts.

This place was little known to outside world due to its remote location. In 1931, it was discovered accidentally by three British mountaineers. They lost their way while returning from a successful expedition. They came down to this beautiful valley searching for a way out from the mountains in the Himalayan range. Stunned by the variety and colours of the flowers, they named it as the 'The Valley of Flowers'. Thereafter, renowned mountaineers, trekkers and botanists started pouring in. Writers and poets have written essays, travelogues and poems on the enchanting beauty of this place. This Valley was declared as a National Park in 1982 and in 1988 it was included in the World Heritage Sites. Interestingly, there is a reference about this place in the Ramayana. In the battle between Ram and Ravan, Laxman was struck with an arrow shot by Meghnad, the son of Ravan. Laxman became unconscious; Ram called Sushen, the vaidya of Ravan. They

prescribed sanjeevani- a miraculous medicinal plants found only on the Himalayas, far away from Shrilanka in the north part of Bharat Varsha. Hanuman flew to that place and brought the sanjeevani along with the hill. That place was the Valley of Flowers! Many Indian yogis have come here and sat for long years in meditation. Such legends are associated with this wonderful place.

‘Nanda Devi and Valley of Flowers National Park’ is the official name of this site. It is designated as a centre of plant diversity. The Forest Research Institute, in 1992, recorded 600 species of angiosperms(Magnolia, a flower plant) and 30 pteridophytes(unrolling fern) in the valley surrounding. The botanists discovered 58 new plants. Many of these species are globally threatened. In 1988, 31 species of rare and endangered categories were identified in this park. Local village people are found to use 45 medicinal plants. Brahmkamal is the most famous flower for medical use and as a religious offering to the Goddesses- Nanda Devi and Sunanda Devi. The dominant family in the Valley of Flowers is Asteraceae(family of sunflower) with 62 species! Other beautiful flowers are: Vajradanti Ajwayan, Blue poppies, Kanphuliya, Sallampanja, Banfsa, Balsam, Bariti, Haldiphool etc.

The park is rich in fauna. A total of 13 species of mammals are recorded and all of them are rare or endangered. There are snow leopards, grey langurs, Himalayan black bears, red foxes, Himalayan weasels, musk deer,ghorals, thars, bharals or blue sheep, flying squirrels etc. Moreover 114 species of birds are seen in this park. The main attractions are: Himalayan vultures, yellow and red billed choughs, koklass pheasants, monal pheasants, yellow-nape wood peckers, blue throated barbets and snow pigeons. There are several varieties of reptiles, butterflies and other insects too.

The Valley remains covered with thick blanket of snow during winter. It is in full bloom during July, August and September. This is the best time to explore the splendour of this magnificent place. Pushpawati riverbed is spread 6km in the Valley. Its water bifurcates the Valley into two parts.

Dewdrops on flowers, the rhythmic sound of water, rich flora and fauna, and delightful breeze of cool air are waiting for you. Listen to the call of the Valley and the dream of walking through this Valley with your friends.

Glossary

range chain, a line of hills **emerald** a bright green gem પોખરાજ **meadows** fields of grass and flowers
patches spots, small areas **panoramic** a vast view **vibrant** lively with bright colours **splendid**
 beautiful and impressive ભવ્ય **alluring** very attractive **alpine flower** flower growing on high
 mountains પર્વતીય પ્રદેશનું ફૂલ **trek** long difficult journey on foot **remote** distant, difficult to reach
expedition journey with a particular purpose **stunned** astonished, સ્તબ્ધ **pouring in** coming in large
 number **travelogue** પ્રવાસ વર્ણન **enchanted** magically pleasant **heritage** વારસો **healer** one who cures, a
 doctor **miraculous** giving unbelievable effect ચમત્કારિક **legend** old time popular stories, myth
designated named by authority **diversity** variety **botanist** a person who studies the science of plants
 વનસ્પતિશાસ્ત્રી **threatened** at risk **endangered** in danger of **dominant** major, wide spread **fauna** wild life
flora plant life **mammals** સસ્તન પ્રાણીઓ **pheasant** a long tailed brightly coloured bird કુકડા જેવું પક્ષી **barbet** a
 coloured tropical bird ઉષ્ણકટિબંધનું એક પક્ષી **magnificent** splendid **bifurcates** divides into two parts

Vocabulary

V. 1 Fill in the blanks using the words in the bracket.

(enchanting, travelogue, alluring, stunned, miraculous, panoramic)

Once we visited a natural park. We were _____ when we saw a _____ view of nature. It was really _____. The flowers were so _____ that we can't avoid touching. It has a _____ effect on me that I wrote a _____ on it.

V. 2 Here is a list of words. Find out the sentences in which they are used and understand their meanings.

Vibrant, splendid, alluring, enchanting, miraculous, diversity, magnificent

Comprehension

C. 1 Check these facts about the Valley of Flowers [VF]. Mark true or false.

1. The VF is a National Heritage Park.
2. The VF is a very interesting place for the botanists.
3. Hanuman brought sanjeevani plant from the VF.
4. The Govindghat is the gateway of the VF.
5. The river Pushpavati is 6kms long.
6. We can see the snow leopards and the snow pigeons in the VF.
7. The plants and flowers in the VF are just for beauty.
8. Diwali vacation is a suitable time for trekking in the VF.

T	F
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T	F
T	F
T	F
T	F
T	F
T	F

C. 2 Complete the table using information from the text.

WELCOME TO THE VALLEY OF FLOWERS

Official name	
Location	
Area	
Important dates	1. 2. 3.
Flowers	
Wild life	
Months for visit	
Major attractions	

C. 3 Answer these questions.

1. Why is the beauty of VF called 'dreamlike'?
2. What tempts photographers to VF?
3. How would you reach the VF from Ahmedabad?
4. What is the connection between the VF and the Ramayan?
5. How did the VF get its name?
6. Why are plants and flowers in the VF important?
7. Make a list of phrases describing the beauty of the VF.

C. 4 Draw a picture of the VF on a drawing sheet using different colours. Arrange the exhibition of such pictures collected from the students of your class.

Language Practice

L. 1 Read the conversations given below.

Conversation : 1

A : **Where** are you going?

B : I am going to Ahmedabad

A : **Why** are you going?

B : I have a function to attend at Ahmedabad.

A : **When** are you going?

B : Tomorrow morning.

A : And **how** have you planned to go there?

B : By train.

A : And **when** will you be back?

B : hmmm... a day after tomorrow. But **why** are you inquiring so much?

A : Actually, I need your bike.

Conversation : 2

A : Hello!

B : Hi!

A : What are your plans for tomorrow evening?

B : Thinking of going for a movie.

A : Which one?

B : That's a surprise. You just be ready.

A : Alright. But tell me, what time are we going?

B : A night show. Around 9 o'clock.

A : OK. And how should we reach the place?

B : I will pick you up from your home.

A : That's great. Who else is joining us?

B : Your teacher. My father!

3. Now complete the conversation using your imagination.

(1) Hi! What are you doing?

Hi! Nothing special. I was just thinking about exams.

(2) When is it ?

From the next week most probably.

(3) OK. By the way what is the assignment given in maths?

To memorize the exam dates.

(4) What ?

I am just kidding.

Type a message

L.2 Put a tick mark (✓) against the correct question:

<ul style="list-style-type: none"> • Where he is going? <input type="checkbox"/> • Where is going he? <input type="checkbox"/> 	<ul style="list-style-type: none"> • Why worried are you? <input type="checkbox"/> • Why are you worried? <input type="checkbox"/>
<ul style="list-style-type: none"> • When you are going to pay the electricity bill? <input type="checkbox"/> • When are going to pay you the electricity bill? <input type="checkbox"/> 	
<ul style="list-style-type: none"> • Which one is your cycle? <input type="checkbox"/> • Which one your cycle is? <input type="checkbox"/> 	<ul style="list-style-type: none"> • Why you look so anxious? <input type="checkbox"/> • Why do you look so anxious ? <input type="checkbox"/> • Why so much anxious you look? <input type="checkbox"/>

L. 3 Frame ‘wh-’ questions as shown in the examples.

Example : (when / you / go to school?)

When do you go to school?

1. (what / you / do?)

2. (where/ you/ live?)

3. (where/ Rajesh / come from?)

4. (when / you / go to bed?)

5. (when / Rajesh / come back home?)

6. (how often / he / go for movies?)

7. (how often/ he/ study English?)

8. (why/ he / seem worried?)

L. 4 What would you say in these situations?

You happen to meet a new person in a family gathering. Ask him (i.e. where he works.

i.e... Where do you work?)

1. You want to know the number of holidays in the current month. Ask your friend.

.....

2. You are looking for your friend at a theater. At last you make a call and ask him about his location.

.....

3. You have forgotten the date of your exams. Ask your friend.

.....

4. You had given your bicycle to your friend. And now you are looking for it in the parking. Ask him about it.
:.....
5. You want to know where your teacher is. Ask your friend.
:.....
6. You've forgotten when the school reopens after summer vacation. Ask your friend.
:.....

L.5 A popular host of a quiz programme, Amitabh, is answering the questions. Fill in the gaps with the appropriate words given in the brackets.

(how far, how long, how often, how many, what, what, what kind, when, where, who)

	Quiz Master	Amitabh
1.	..... is Garampani sanctuary situated?	In Assam
2.	..... is the science that studies insects known as?	Entomology
3.	..... was an Italian astronomer who discovered the telescope?	Galileo
4.	..... was the battle of Plassey fought?	In 1757
5.	..... is a game of Kabaddi?	40 minutes
6.	..... are the Olympic games held?	Every 4 years
7.	..... player has scored the most runs in a single Test innings?	Brian Lara
8.	..... folk dance form is associated with Punjab?	Bhangra
9.	..... is known as the father of English Poetry?	Chaucer
10.	..... centimeters are there in a foot?	30 cms.

Writing

W. 1 Write a paragraph on: The Natural place I like most. Focus on these points.

Place, how to reach there, major attractions, reason for your liking, your memories of visiting that place

W. 2 Write a letter to your friend insisting on visiting the VF. Use details from the text and C.2.

W. 3 Plan a one day picnic to a nearby place. Work in a group of four, discuss with your group members and write the planning in a dialogue form.

You can begin like this:

Kandarp : Friends, hurrah! tomorrow is a holiday.

Rahim : What shall we do tomorrow?

Nisarg : Shall we plan for a picnic?

Firoz : That's a great idea. Where shall we go?.....

Now complete this dialogue.

.....

.....

POEMS

1. THE RIVER

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.
River, river! swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping,
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.
River, river! headlong river!
Down you dash into the sea, _
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.

Glossary

sparkle shining with a bright reflected light **pebbles** small stones **foliage** plant leaves **brawling** fighting or struggling **leaping** jumping **impetuous** with force **brimming** completely full **tending** be inclined to

Comprehension

C. 1 Give opposites.

- (1) louder : _____ (2) faster : _____ (3) broad : _____
(4) deep : _____ (5) wider : _____

C. 2 Add a rhyming word.

1. dancing, glancing, _____ 2. leaping, sweeping, _____
3. motion, ocean _____ 4. arrow, narrow, _____
5. time, prime, _____

C. 3 Answer the questions.

1. What is the destination of the river?
2. Why does the poet compare the river with a child in the first stanza?
3. Describe the movement of the river.
4. Why does the poet compare the sea with eternity?
5. What does the word 'still' mean in 'Seeming still – yet still in motion'?

2. THE USEFUL PLOUGH

A country life is sweet
In moderate cold and heat
To walk in the air, how pleasant and fair,
In every field of wheat.
The fairest of flowers adorning the bowers,
And every meadow's brow;
So that I say, no courtier may
Compare with them who clothe in grey,
And follow the useful Plough.

They rise with the morning lark,
And labour till almost dark;
Then folding their sheep, they hasten to sleep;
Next morning is ringing with birds that are
singing
On each green, tender bough.
With what content and merriment
Their days are spent, whose minds are bent
To follow the useful plough!

(Old Song)

Glossary

bower support for climbing plants **adorning** beautifying **meadow** field with green grass **bough** larger branch of a tree **merriment** fun

Comprehension

C. 1 State whether the statements are true or false.

1. The poem is about farm life and the countryside.
2. The village life is unpleasant.
3. The farmers in countryside are unhappy with the hardships in farming.
4. Ploughing is an act of satisfaction for farmers.

T	F
T	F
T	F
T	F

C. 2 Answer the questions in brief.

1. How long do the farmers work in their fields?
2. How does the poet describe the country life in the poem?
3. What makes the morning pleasant for the farmers?

3. Be The Best

Be The Best

If you can't be a pine on the top of the hill,
Be a scrub in the valley — but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a muskie then just be a bass —
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail —
Be the best of whatever you are!

— Douglas Malloch

Glossary

scrub bush **rill** small stream, brook **muskie** big fish **bass** small fish **crew** person working on ship
trail narrow path

Comprehension

C. 1 Tick mark the nearest meaning.

1. There is something for all of us here.

- (a) Everybody has a scope to become something.
- (b) If we become something, we get something.
- (c) God has reserved some space for us here in this world.

2. And the task we must do is the near.

- (a) It is certain that we must become something.
- (b) We must do something in our neighbouring area.
- (c) Decide what we should do or become at the earliest.

3. Be the best whatever you are.

(a) We should do our work in the best possible manner.

(b) Put in your best. Don't feel ashamed even if you are a small person.
Just do the best.

(c) We should be the best amongst all.

C. 2 Fill in the table using the words / expressions from the poem.

You cannot become	You can become	Big sized thing(s)	Small sized thing(s)
a pine on the hill	a small plant by the hill side	a pine tree	a small plant

C. 3 Answer these questions.

1. What advice does the poet give to people in the first stanza of the poem?
2. Why does the poet say “We can't all be captains”?
3. What, according to the poet, decides our victory or failure?
4. What is the message of the poem?
5. Who, according to you, is a best person? Discuss.
6. Think of someone in your village / town / neighbourhood who has very good qualities. Tell about him / her to the class.

HOMEMADE INVISIBLE INK

Mix one spoon of baking powder with one to two spoons of cold water.

Dip a toothpick or cotton bud in the mixture and use it to write your message on a piece of white paper.

Wait for the ink to dry.

Hold the paper up to a light bulb and the message will appear. Alternatively, paint the paper with purple grape juice to reveal the secret message.

4. SAW THE SEA

Until I saw the sea
I did not know
that wind
could wrinkle water so
I never knew
that sun
could splinter a whole sea of blue
Nor
did I know before,
a sea breathes in and out
upon a shore

– Lilian Moore

Glossary

wrinkle make creases in **splinter** break a small piece off a larger piece **breathes** takes the air in and out

Comprehension

Answer these questions.

1. What does the wind do?
2. What did the poetess not know about the sun?
3. How does the sea breathe?

YUOR AZAMING MNID

Sceitnsits hvae dsicveored taht the hmuan biran is so uesd to raednig taht it deosn't mtater waht oredr the letetrs are in, as lnog as you mkae srue the frist and lsat ltteers are in the rhgit pclae. Tihs is bcuease we raed the wlhoe wrod, rthae tahn ecah ltteer. In fcat, eevn thguoh the mdilde leettrs are jmulbed up, yuor biarn is pobrbaly cveelr eognuh to raed tihs wouthit too mcuh truolbe.

English Competence Testing: 1

UNIT 1 TO 6

Language Function

(A) Fill in the blanks from the given options and complete the dialogue.

You : _____? I'm feeling a little cold.

Flight attendant : Certainly, sir. _____?

You : No, thanks. But _____?

Flight attendant : Sure, _____?

You : Yes, please..! And _____?

Flight attendant: I don't have one with me right now, but I'll get one for you.

(Could you please bring me a cup of coffee?, Could you give me a pen to fill out this form?, Would you like sugar in that?, Could I get another blanket, please?, Would you like a pillow as well?)

(B) Rewrite the text by correcting the sentences if necessary.

See, Romesh is looking at something. Let we go and asked him that he is looking for. I thought he can be searching for his book.

(C) Arrange the jumbled parts to make meaningful sentences.

(1) it is not advisable/ as it is / for us to go out / raining heavily.

(2) why I had returned/ the previous night/ asked me/ home late/ my father.

(3) her cat had to be operated upon / a plastic bag / the veterinary doctor / informed that/ as she had swallowed.

(D) Choose the appropriate responses from the options.

(1) Could you please bring that book here, Krish?

(A) Yes, of course (B) No, thanks (C) It's nice of you

(2) Get well soon.

(A) I surely will (B) Thanks a lot (C) Nothing wrong

(E) Rewrite the sentences as directed.

(1) Shall we go for a walk in the evening? (Use 'Let')

(2) Ketaki is the cleverest girl in the class. (Use 'as...as')

(3) I don't have a pen. I don't have a pencil. (join the sentences using ' neither...nor')

(4) The question was very difficult so none of us could answer it. (Use 'because')

(5) Mr. Desai is really a very humble teacher. (Turn into exclamatory sentence)

(6) The man standing at the gate is a security guard of our society. (Rewrite using adjective clause)

(7) At sunrise the birds leave their nests. (Rewrite using: as soon as / when)

(8) Each student of my class is well behaved and obedient. (Use 'all in' place of 'each')

(9) Please, go and open the door. (Use 'would')

(10) Our class will visit the science city tomorrow. (Use 'going to')

(F) Fill in the blanks with proper forms of the verbs given in the brackets.

(A) The government of Gujarat _____ (decide) to provide clean drinking water to all the remote villages by 2016 AD. Most of the villages _____ (provide) electricity by 2018 AD. The government _____ (launch) a massive drive 'clean Gujarat, green Gujarat'. More class rooms _____ (build) in the villages under the SSA scheme.

Textual comprehension

(A) Comprehension based on memory. (MCQ)

Find out the correct option.

(1) Why did the mother cheetah go on crying?

- (A) because she couldn't find food for her young ones. (C) because she was very hungry.
(B) because she couldn't find her young ones. (D) because she was trapped by a hunter.

(2) What did Mohan decide after his parents encouraged him?

- (A) To modify Guitar for playing Indian classical music (C) To practise Sitar more and more
(B) To learn Sitar, vocal and classical violin (D) To learn Indian classical music

(3) Chandani was overflowing with joy because.

- (A) once again she was with her mother. (C) she was now free from Abbu Miyan's jail.
(B) she was fed with best of food. (D) she was treated very kindly.

(4) How many statues of Gauri does Raani ki Vaav have?

- (A) Twenty (B) Twenty seven (C) Twelve (D) Fifteen

(B) Read the extracts and answer the questions in one or two sentences.

1. Dr. Sharma :Cleaning of mouth is the first requirement of dental hygiene. If you don't clean your mouth, the tiny bits of food inside stick to the surface of your teeth and in the space between your teeth. Now germs feed on these food particles who eventually eat up parts of the teeth too! They destroy the enamel coating of the teeth, and in a long run it leads to cavity.

(1) How is our dental hygiene affected? (2) What should we do to maintain dental health?

2. The same night, Chandani made the window her passage for freedom. When Chandani reached the hilltop the big yellow sun was rising in the horizon. She was overflowing with joy and wonder. The green grass under her feet became golden yellow. The wind sang an endless song of welcome. Chandani felt as if she were meeting her mother after years of separation. How different all this was from Abbu Khan's prison house!

(1) From where did Chandani escape? (2) How did Chandani feel after reaching the hill top?

3. This time I did not forget her. She was with me for the rest of the journey, and for long after. All that year she was a bright, living thing. And when the college term ended, I packed in haste and left for Dehra earlier than usual. I was nervous and anxious as the train entered Deoli. I was wondering what I should say to the girl, and what I should do. I was determined that I wouldn't stand helplessly before her.

(1) Why did the writer leave for Dehra earlier?

(2) How did the writer feel as the train entered the station? What was he thinking?

Supplementary Reading Comprehension

(1) Read the extracts and find out the correct options for the questions.

While he was standing in the doorway of the moving railway carriage, one of Mahatma Gandhi's sandals slipped and fell off. He promptly pushed off the other sandal and said; "The poor man who finds

the sandal on the track will now have a pair to use.”

(1) Why did Gandhiji push off the other sandal?

- (A) because it was useless now. (C) because it was torn.
(B) because one man asked for it. (D) because the man could make a pair.

(2) Gandhiji was standing _____

- (A) in the carriage (B) in the door way of the carriage (C) on the track (D) on the platform

(2) Abraham Lincoln, the President of United States of America, had great love for children. A little girl was taken by her father to see the President at the White House. Lincoln took her upon his knee and had a pleasant chatting with her. Turning to her father, the girl exclaimed: “ Oh, pa! he isn’t ugly at all; he is just beautiful.”

(3) The father took the little girl (A) to America. (B) to the White House. (C) to Lincoln’s house. (D) to a meeting where Lincoln was president.

(4) The girl found Lincoln (A) beautiful. (B) ugly. (C) pleasant. (D) talkative.

(5) Which one of the following statements is false?

- (A) Abraham Lincoln did not like children. (C) The girl liked Lincoln.
(B) Lincoln played with the girl. (D) Lincoln talked pleasantly with the girl.

(3) **Read the paragraph and answer the questions.**

The ‘final’ began. For one kilometer it was land. The rabbit ran that distance within five minutes. Then came a lake. So the rabbit took rest under a tree. The tortoise reached there after an hour. He went to the rabbit and woke him up. They talked for a while. The spectators could not understand what these rivals were doing. But they saw that the rabbit jumped on the tortoise and stood in perfect balance. The tortoise swam across the lake. When they reached the land, the tortoise sat on the rabbit. Then came a river. Now it was rabbit’s turn to sit on the tortoise’s back. Thus they helped each other all through the track. Both of them touched the winning line together. They hugged each other.

(1) Why was it easy for the rabbit to finish the track within five minutes?

(2) ‘The tortoise took one hour to go across the lake.’ Say whether ‘True’ or ‘False’.

(3) With whom did the tortoise swim across the lake?

(4) How did the tortoise finish the track of land? (5) Why did they touch the winning line together?

Vocabulary

A. Find out the nearest meaning. Blacken the box.

1. Wicked : cruel vicious sad vanish
2. drag : dirty pull push away determine
3. Competent : capable careful energetic eager
4. Impatient : anxious careless confident quiet
5. Ferocious : fabulous fearful violent separate

B. Fill in the blank with an appropriate word from the bracket.

(a) hooted (b) stain (c) slave (d) Alas ! (e) particles (e) appetite (f) storey

1. _____ India lost the final one day match in the tournament.

2. I was in the jungle, suddenly an owl looked at me and _____ fairly.

3. When we have fever, we lose our _____.

4. The pen in my pocket leaked and made a _____ on my shirt.

C. Frame sentences of your own using these words. You can change the form of the word.

1. dynasty 2. immense 3. pretend 4. blurred 5. preserve 6. storey 7. envy

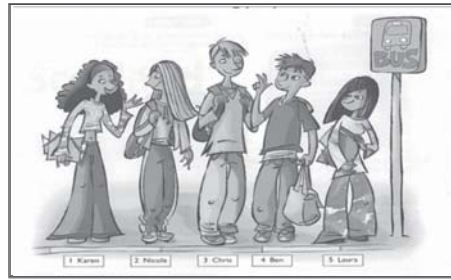
Writing

A. Describe these pictures in about 10 sentences. Focus on details and emotions of people.

(1)



(2)



B. 1 Last month there was an English week in your school. How did you experience the whole week. Write a brief report about it using the points given.

(The dates of the celebration – how teachers and students felt using English – activities held – how you felt – your honest opinion –an overall view)

B. 2 There was a free medical check up programme in your school. Write a brief report using the points given below.

(arranged by the government –arrangement-team of doctors and assistants –diagnosis and prescription – free medicines- students with major problems asked to visit government hospital – teachers' help)

C. Write a short note using the keywords.

1. Sonia's problem of toothache

(terrible tooth ache – visited the dentist – cavity - prescribed medicine – visited the next day – cleaned – filled)

2. Abbuchacha's love for Chandani

(named Chandani –only family member –caressed – loved – talked with her –lots of hope with her)

D. Write a paragraph in about 100 words on the subjects given. Use the keywords.

1. A visit to a historical place :

(which place ? – when ? – time of its construction –history – temples – carvings – paintings – information –your experience)

2. Half an hour at the railway station

(busy – receive guests- inquiry window – queues- platforms – stalls – hawkers – porters – passengers – trains – announcement)

E. Write a dialogue on these situations. Write minimum four turns for each partner.

1. Meghna and Anjali are planning to go to their cousin Mana's birthday party.

2. Alfaz is talking to his friend Maulik about the birds and animals he saw in the Gir forest last week.

English Competence Testing: 2

UNIT 7 TO 11

Language Function

(A) Fill in the blanks from the given options and complete the dialogue.

Prince : Good morning, Aunty!

Aunty : _____

Prince : How are you, Aunty?

Aunty : I'm fine thank you. _____ Aren't you keeping well?

Prince : Aunty, you guessed right. _____. Are you going somewhere?

Aunty : Yes, to market _____.

Prince : _____, if you don't mind?

Aunty : Of course. I will.

(I'm not feeling well./ Hello, Prince! Good morning/ Do you want anything? / Can you bring some fruits for me?/ but you don't look okay./ you should better consult a doctor)

(B) Rewrite the text by correcting the sentences if necessary.

Mahesh always agrees to me whenever I am discussing anything with him. He argued very calmly and tries teasing me. I know his nature but I generally keep calm and try to convince him.

(C) Unscramble the jumbled parts to make meaningful sentences.

(1) the best student/ Chaitali / of the year prize/ when she was awarded/ felt very happy

(2) Mohankaka is/ how honest/ and hardworking /!

(3) Ahmedabad/ no other city of/ as polluted as/ Gujarat is

(D) Choose the appropriate responses from the given options.

(1) You look so worried. (A) Anything wrong? (B) I am OK. (C) It's all right

(2) Hi, Manav. How are you? (A) Hi, thank you (B) Fine, thank you (C) Quite OK

(3) Would you like to have your lunch right now? (A) No, not at all (B) Oh! It would be my pleasure! (C) So kind of you!

(E) Rewrite the text by changing the verbs into simple past tense.

Mr. Jain reaches his office at 10:30 am. He gets busy with his work from 11:00 to 11:30 am. He discusses important issues with his assistants. He then calls his secretary and dictates her several letters. The secretary types all the letters and puts them on Mr Jain's table for his signature. He has his lunch from 12:30 to 1:30pm.

(F) Fill in the blanks with proper forms of the verbs given in the brackets.

At about 7:30 when Reshma's mummy opened the door and _____(enter) the room, she saw that Reshma _____(feed) the duck. Reshma _____ happily _____(surprise) to see a group of children in the school uniform _____(enter) her room. Reshma _____(greet) them and _____(tell) them about her new friend.

Textual comprehension

(A) Comprehension based on memory. (MCQ)

Find out the correct option and darken it.

- (1) Why is the beauty of Valley of Flowers called dream like?
 - (A) because it is just like a dream to reach there.
 - (B) because the writers, poets and visitors have written essays and poems on it.
 - (C) because a variety of colourful flowers, mountains, white clouds and green meadows present a fascinating and lively view of this valley.
 - (D) because a huge variety of alpine flowers make this place colourful.
- (2) What great idea does 'The Atharv Ved' give us?
 - (A) The whole world is a creation of the God.
 - (B) We should live in peace with one another.
 - (C) We all have the right to live and thrive.
 - (D) The whole world- the whole universe lives as one single unit like a nest.
- (3) What did the neighbouring children request to Reshma's mother?
 - (A) To allow them to see the bird 'Mitra'.
 - (B) To allow them to play with Reshma in her room.
 - (C) To allow them to take Reshma with them to the park to play with them.
 - (D) To allow them to bring food for the bird.

(B) Read the extracts and answer the questions in one or two sentences.

1. Mr. Bakshi: That's good. Now, whenever you feel like chewing gutkha, read an interesting news item or article from a newspaper or play on the tabla. Be with your friends, talk to them, play some games of your choice. Keep your mind engaged in different activities. I'm sure you'll be able to get rid of this habit.

- (1) What did Mr. Bakshi advise Harish to get rid of his habit?
- (2) What should we do to get rid of bad habit?

2. This is a perfect opportunity to rehearse attack procedures and bomb aiming. At the time of firing automatic camera captures the action. The two planes circle, then come down on another target, a bridge. There was a strong wind therefore they released the bombs earlier, but with accurate calculation. "We have got it right," they say. Visibility has become worse. "Let's go home," says Kukee.

- (1) What did they (Kukee and Tyagi) do to target the bridge? Why?
- (2) Why does Kukee decide to go home?

3. Reshma could not play. She could just sit in her wheelchair and watch the life outside from her balcony. She was fourteen years old and a spastic. Reshma could not walk, or even button up her shirt. But she could crawl and had learnt to use a spoon to eat and to handle her wheelchair. She went to a special learning centre. She was given speech therapy there. She also learnt some subjects and some exercises.

- (1) Reshma had to sit in her wheel chair and watch the life outside? Why?
- (2) Where was Reshma sent? How did it help her?

Supplementary Reading Comprehension

(1) Read the paragraph and find out the correct options for the questions.

For ten years he lived with the wolves. Father wolf taught him how to hunt. When he felt hot or dirty, he swam in the forest pools. Sometimes he wanted honey. Then he climbed up trees as well as any monkey. He learnt this from his friend Baloo, the bear. Bagheera, the panther gave Mowgli his first lesson in climbing steep rocks. This man cub was a good and quick pupil. "little frog", said Bagheera when Mowgli was still very young. "You must never hunt either cows or buffaloes. They belong to man. This is the law of the jungle."

Sometimes Mowgli went down the hill by night. He looked in an interesting way at the men's huts. But Baloo and bagheera taught him to keep away from men.

"Yes, I will live here with the pack." Mowgli told his friends. "I was born in this jungle. I have kept the law of the jungle. I have pulled thorns from the feet of every wolf in the pack. Surely they all are my brothers".

(1) Find out the correct matching pairs:

(A) Father wolf – swimming

Baloo- climbing tree

Bagheera – climbing steep rocks

(B) Father wolf- simming

Baloo- climbing steep rock

Bagheera- climbing trees

(C) Father wolf- hunt

Baloo- climbing tree

Bagheera- climbing steep rock

(D) Father wolf- climbing trees

Baloo- hunt

Bagheera- climbing rocks

(2) What is the law of the jungle?

(A) to hunt cows and buffaloes is compulsory.

(B) to hunt cows and buffaloes is prohibited.

(C) to hunt a man is compulsory.

(D) to hunt a man is prohibited.

(3) How many animals are referred to in the passage?

(A) seven

(B) four

(C) eight

(D) five

(4) A group of wolves is called (A) a pack (B) a herd (C) a swarm (D) a fleet

(5) where would Mowgli live? (A) in a village (B) on the tree (C) in the jungle (D) on the rock

(2) Read the paragraph and answer the questions.

Next Friday Sachin was waiting for the ABC. Right at 11.00 there was a knock on the door. Sachin opened the door. The man walked into the house. His face was covered with a muffler, his eyes were small and he was short. "I am ABC. Where is my money?" Sachin gave him a packet. "H...mm, the notes are old and dirty. Thank you, Mr Cashier. I will come again" And he walked away.

After a week some policemen came to Sachin's bank. A police officer placed some fifty-rupee notes on Sachin's table. "Mr Nayak, are these notes real?" Sachin knew the notes. But he looked closely at the notes and said, "Oh my God, these are fake notes! But where did you find these?" the officer said, "We have arrested a man; he had a lot of notes like these." "What is his name?" asked Mr Nayak. "Amu Chimpal." "And his father's?" "Bachu!" replied the officer. "Oh, that is ABC... very good, very good."

Quistions:

(1) Who was at the door? (2) Why had the man come to Sachin? (3) What was Sachin?

Vocabulary

A. Find out the nearest meaning . Darken the box.

- injurious : injured harmful jolly journey
- vanish : disappear vanity various appear
- haze : near fog gaze gain
- frightened : afraid ashamed frank train
- ancient : very fast very old angry amazed

B. Fill in the blank with an appropriate word from the bracket.

[(a) remote (b) dominant (c) abode (d) chase (e) popped up (f) windy (g) assigned]

- We find net work problems when we are in _____ villages.
- The lady tried to _____ the chain snatcher but it was in vain.
- Every now and then messages _____ in his cell phone.
- Last night it was raining heavily and it was _____ too.
- Our English teacher, Mr.Bhal _____ some project works.

C. Frame sentences of your own using these words . You can change the form of the word.

- abuse
- ecology
- trek
- meadows
- counsellor
- various
- hostile

Writing

A. Describe these pictures in about 10 sentences .



B. (1) Yesterday you witnessed an accident on the road. Write a brief report about it.

(high way road – a truck - an autorickshaw – dashed – cries – people rushed- helped-108 ambulance – injured – city hospital – two died- 3 injured- an accident case was registered)

(2) Recently you witnessed a video conference about the problems of the teenagers and their counselling by the doctors and psychiatrists. Write a brief report about it.

(Title of the conference - who organised - anchor - counsellors problems put by teenagers – their solutions - your question – how did you find the conference?)

C. Write a short notes on:

(1) The Problem of Harish

(Chewing gutka – old habit – get rid of – counsellors' advice – reading – music)

(2) The Valley of Flowers

(Mountains – green meadow-national park – The Himalayas-area of 87.5 - Ghaghoriya –Uttarakhand – alpine flowers-discovered in 1931)

D. Write a paragraph in about 100 words on the subjects given. Use the points given in the bracket.

(1) My Pet:

(your pet- treating it with love - feeding – caring - understanding feelings – a good company)

(2) My Visit to a Hill Station:

(which hill station – when – with whom - the mountain – trees – flowers – clouds- sunset – shopping – fun)

E. Write a dialogue on these situations. Write minimum four turns for each partner.

- Jinal and Firdos are talking about their new English text book of STD - 9.
- Reshma and Aslam are at the mall. They are buying jeans and T-shirts.