

# MY ENGLISH COMPANION

(An Integrated Course)

**FOR CLASS – VIII**



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੇ ਸਾਰੇ

ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



**PUNJAB SCHOOL EDUCATION BOARD**

**Sahibzada Ajit Singh Nagar**

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**First Edition 2021-22 ..... 2,80,000 copies**

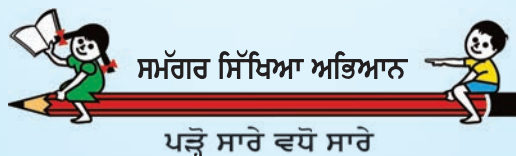
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ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ

**ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।**

**Published by :** Secretary, Punjab School Education Board, Vidya Bhavan Phase-8 Sahibzada  
Ajit Singh Nagar-160062 & Printed by New Lokmanya Press, Mathura

## ***FOREWORD***

Punjab School Education Board, since its inception has always been engaged in an endeavour to prepare textbooks for all classes at school level. Keeping in view the present academic thought at National Level, Board has prepared textbooks as per the guidelines of National Curriculum Framework 2005 and Punjab Curriculum Framework 2013.

English is both a national and an international language. It is therefore important that our students do not lag behind in the matter of proficiency in English Language at any level or in any field. Keeping this in mind, this book aims at developing four basic skills of English language: Listening, Speaking, Reading and Writing along with the necessary elements of Grammar and Vocabulary so as to enable our students to use English in their day-to-day life with confidence.

Board thankfully acknowledges the inputs given by the team of experts from SCERT in selection of content and vetting the content to make it more interesting, relevant and appropriate to the mental level of the students.

We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

**Chairman**  
**Punjab School Education Board**

## ABOUT THE BOOK

English in India has a second language status. Apart from being taught as just a language, English in India is a medium through which many subjects in schools are taught such as Science, Maths, Social Science and Computer. Besides, English is also a library language and the Internet language which makes English an International Language. For this reason, it is of immense importance that both methods of teaching English and Materials should be well thought of.

This book is an attempt to make students learn all the aspects of English - the Skills - Listening, Speaking, Reading and Writing; and also Grammar and Vocabulary through various activities. The content of the book has been selected keeping in view the interest of students and the activities have been designed keeping their level in mind and a general need for more and more practice. The mantra of learning any skill is **Practice** and it holds true for learning a language as well. Teachers handling this book must keep in mind that activities with students need to be done properly in order to address all the aspects of language.

The book has been designed in a manner that teachers need not translate the content and the stories which in turn will give students a pleasure of discovery. In order that students stay motivated, teachers need to understand that language being a skill, maximum classroom time be dedicated to listening, speaking, reading and writing the target language using appropriate vocabulary and structure. Too much reliance on the mother tongue results in exposure more to mother tongue and less to the target language. Keeping this in view, the content has been selected with care so that students are able to understand it with **some** teacher - intervention.

The activities aim at achieving the learning outcomes of the respective classes. Dictionary (**Learning New Words**) Reference, in the pre-reading stage and **Vocabulary Expansion** in the post-reading stage, are aimed at improving and expanding the vocabulary of learners. **Learning Language** aims at grammar instruction and usage of language. Emphasis has also been placed on all the skills of the language. **Learning to Read and Comprehend** has textual questions in the format of **Wh- questions, True/False, Yes/No and MCQs** aiming at **detailed comprehension, referential comprehension** and also **inferential comprehension**. **Learning to Listen, Learning to Speak and Learning to Write**, as is obvious, deal with the skills mentioned. One activity in each chapter is on **Learning to Use the Language** and it lays stress on holistic learning of language which incorporates the elements and the skills of the English language.

It is hoped that the series of books will help learners stay motivated and interested in learning English, which is a language of opportunities.

**Vandana Lunyal**  
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# 1



## Lesson 1

# Value of Money

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

processor	intrigue	review	feature	ultimate
limitations	consumerist	obsessed	storage	investing

### Reading

#### Let us read the story

#### Value of Money

I was 14 when I learned the value of money. I wanted to get myself a new computer although there was nothing wrong with the computer I was already using.

It was summer break and I had been watching a lot of TV. There was this one advertisement that would pop up on screen all the time. It was for the latest Bell Computer. It had 'the fastest processor' and 'unbelievably high storage' among many other new features. Every time I saw it, I was intrigued. I would go online and watch people reviewing the computer just to find out more about its features. I would read articles about its features in tech magazines. It appeared to be an ultimate computer while the limitations of my own computer made me unhappy. But my parents refused to buy me the computer when I asked them about it.



Looking back now, I probably did not even need all those extra features. I could do everything I wanted to do on my own computer without running into any issues but the consumerist in me seemed to think otherwise.

After a while, my parents noticed how obsessed I was with this new computer so they decided to give me a chance to earn it. They told me if I started doing house chores they would give me money for it and I could save up until I had enough to buy the computer on my own. It seemed like a good idea and I jumped at the opportunity. The very next day, I started waking up early to make extra time to be able to do more chores.

I would do the dishes three times a day; take the garbage out; mow the lawn on the weekends; clean the whole house and wash the car whenever needed. I was working tirelessly everyday until my whole body was sore just to wake up the next day and do it again. Eventually, I got used to it and it became easier. I also got more efficient at it and soon I was doing everything a lot quicker.

As I got quicker, I started having more free time and didn't really know what to do with it. "Please dad! Is there anything else you need help with? I'm willing to do anything; just lay it on me. Give me more chores!" I remember pleading with dad.

I was obsessed. Any free time I had, I wanted to fill it with more work and more money. Since the summer break was almost over and I knew I would have less time once I started going to school again. So, I wanted to work as much as possible during the break.



It took me a few months but I eventually saved up enough to buy myself the Bell Computer. It was a week before my birthday and I went to the Bell Center to place an order. I knew it would take at least a week for the store to get it in case it was out of stock.

I walked in and went straight to the employee sitting behind the front desk to ask if the computer was available.

"Oh, you don't need to buy that one. We have another one coming out soon. It is even faster and has double the storage," he said.

I got excited for a bit before he told me how much it would cost. I realised I would need another two months of doing chores to be able to afford it.

That is when I realised how fast technology changes and no matter how good a machine is, there will always be a better faster model in the market before you fully get used to the one you just got.

I decided that very moment not to buy the computer since I didn't want to spend my hard earned money on something that would go down in value within no time. I ended up investing all of it in a savings account. This is how I learned the value of money.



**Vandana Lunyal**

## **Post-reading**

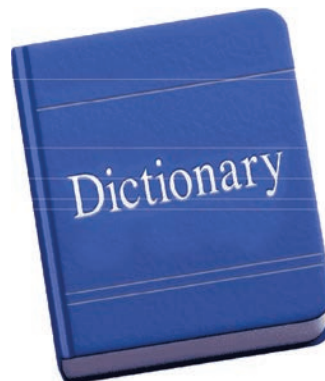
### **Vocabulary Expansion**



### **Activity 2**

**Given below are a few words. Write them in the order as they appear in a dictionary.**

- |                 |               |
|-----------------|---------------|
| 1. market       | 15. account   |
| 2. realized     | 16. investing |
| 3. decided      | 17. pollution |
| 4. value        | 18. disaster  |
| 5. money        | 19. persuade  |
| 6. ultimate     | 20. prepare   |
| 7. moment       |               |
| 8. storage      |               |
| 9. arrange      |               |
| 10. machine     |               |
| 11. technology  |               |
| 12. consumerist |               |
| 13. excited     |               |
| 14. faster      |               |



## Learning to Read and Comprehend



### Activity 3

Answer the following questions.

a. What made the narrator unhappy?

---

---

b. What was the narrator obsessed with?

---

---

c. What were the two features of Bell Computer that were being advertised on TV?

---

---

d. What offer did the parents give to the narrator?

---

---

e. Which two things did the narrator do to complete the chores?

---

---

f. What happened when the narrator went to the store to order the computer she wanted?

---

---

g. Why did she decide against buying the computer she was obsessed with?

---

---



- h. Why did the Bell employee advise the narrator to wait for a few more days ?

---

---



### Activity 4

**Identify the speaker and the listener.**

- a. "Oh, you don't need to buy that one. We have another one coming out soon. It is even faster and has double the storage."

---

- b. "Please dad! Is there anything else you need help with?"

---

- c. "Give me more chores!"

---



### Activity 5

**Think and discuss with your partner the given scenario.**

**"Oh you don't need to buy that one. We have another one coming out soon. It is even faster and has double the storage."**

### Do you think

- a. it was wise of the narrator to put her money in a savings account? Why/Why not?

---

---

- b. it would have been wiser of the narrator to work for two more months and buy the newer model of the computer? Why/Why not ?

---

---

- c. it is advisable for fourteen year old to overwork herself/himself as the narrator did ? Why/Why not ?

---

---

## Learning Language

### The Sentence

A sentence is a group of words which makes complete sense. Here are some examples :

- a. Ram is going to school.
- b. Do not spit on the floor.
- c. What is your name?
- d. May God bless you!
- e. What a fine morning!

The examples above are complete sentences because each of these makes complete sense.

### Forms of Sentences

**Sentences** can be classified into five important types according to the functions they perform. They are:

- Assertive Sentence
- Interrogative Sentence
- Imperative Sentence
- Exclamatory Sentence
- Optative Sentence

**Assertive Sentence :** An Assertive sentence is the one that makes a statement or assertion. It may be affirmative (positive) or negative. An Assertive sentence ends with a period (full stop).

#### Examples:

- |                                |               |
|--------------------------------|---------------|
| a. We love our country.        | (Affirmative) |
| b. She speaks the truth.       | (Affirmative) |
| c. I do not like this picture. | (Negative)    |
| d. Rakesh does not smoke.      | (Negative)    |

An Assertive sentence is sometimes also called a Declarative sentence or a statement.

**Interrogative Sentence :** An Interrogative sentence is the one which asks a question.

#### Examples:

- a. Where is my book?
- b. Why do you scold the child?
- c. Did he learn his lesson?



**Imperative Sentence :** An Imperative sentence is the one which expresses a command, a request, an advice or an entreaty.

**Examples:**

- |                                     |                     |
|-------------------------------------|---------------------|
| a. Shut the front door.             | (command)           |
| b. Find my leather jacket.          | (command)           |
| c. Clean your room.                 | (command)           |
| d. Wait for me.                     | (entreaty)          |
| e. Get out!                         | (command)           |
| f. Make sure you pack warm clothes. | (advice)            |
| g. Please be quiet.                 | (request/ entreaty) |
| h. Be nice to your friends.         | (advice)            |
| i. Sit down.                        | (command)           |
| j. Please help.                     | (request)           |
| k. Help the poor.                   | (advice)            |
| l. Do pay us a visit some time.     | (entreaty)          |

**Exclamatory Sentence :** An Exclamatory sentence makes a statement that conveys some sudden strong emotion or excitement.

**Examples:**

- a. Hey! I have got the film tickets.
- b. What a fine hit!
- c. How beautiful the flower is!
- d. Happy birthday, Amit!
- e. Thank you, Shashi!
- f. I hate you!
- g. Ice cream sundaes are my favourite!

**Optative Sentence :** An Optative sentence expresses a prayer, keen wish, curse etc. This kind of sentence generally starts with 'may' or 'wish'. Sometimes, 'may' remains hidden.

**Examples:**

- a. May you live long!
- b. Long live the king!
- c. May you live long enough to see your grandchildren prosper!
- d. May God bless us all!
- e. May you all succeed !
- f. May God give you good health !
- g. Wish you a very successful married life!
- h. Wish you a happy journey together!
- i. May you win the race!

## Points to Remember

- Every sentence begins with a capital letter.
- A full stop or period (.) is placed at the end of every Imperative or Assertive sentence.
- A mark of exclamation (!) is placed at the end of every Optative or Exclamatory sentence.
- A question mark (?) is placed at the end of every Interrogative sentence.



## Activity 6

Read the sentences given below and state which type of sentences they are in the given space.

- |   |               |  |
|---|---------------|--|
| a. He plays football.                   | (Affirmative) |  |
| b. She does not live here.              | (_____)       |  |
| c. Please help me.                      | (_____)       |  |
| d. May you grow wiser!                  | (_____)       |  |
| e. Do you play?                         | (_____)       |  |
| f. How brave he is!                     | (_____)       |  |
| g. Always speak the truth.              | (_____)       |  |
| h. Who does not love his country?       | (_____)       |  |
| i. How ugly the camel is!               | (_____)       |  |
| j. Does he come here daily?             | (_____)       |  |
| k. Leave this place.                    | (_____)       |  |
| l. May you live long!                   | (_____)       |  |
| m. Has he come here?                    | (_____)       |  |
| n. May you succeed!                     | (_____)       |  |
| o. The earth moves round the sun.       | (_____)       |  |
| p. I wish you were rich!                | (_____)       |  |
| q. Where is your pen?                   | (_____)       |  |
| r. I wish I were a King!                | (_____)       |  |
| s. What a pity! You missed your chance. | (_____)       |  |



## Assertive and Interrogative Sentences

Study the following sentences carefully and note how Declarative sentences have been changed into Interrogative sentences.

Assertive (Declarative)	Interrogative (Question)
1. The cow is eating grass.	Is the cow eating grass?
2. I am writing a novel.	Am I writing a novel?
3. The Germans were marching into Belgium.	Were the Germans marching into Belgium?
4. Meera was writing a letter.	Was Meera writing a letter?
5. They were being questioned.	Were they being questioned?
6. The train started at ten.	Did the train start at ten ?
7. I got an e-mail from my son in New York.	Did I get an e-mail from my son in New York?
8. She sings well.	Does she sing well ?
9. They have studied very hard.	Have they studied very hard?
10. They play a match.	Do they play a match ?
11. I shall leave for Kolkata tomorrow.	Shall I leave for Kolkata tomorrow?
12. You should speak the truth.	Should you speak the truth?
13. He can run a mile in four minutes.	Can he run a mile in four minutes?
14. We shall discuss the matter with the Principal.	Shall we discuss the matter with the Principal?
15. He should pay the fee in time.	Should he pay the fee in time?
16. The mother looks after her child.	Does the mother look after her child?
17. Idle boys shirk work.	Do idle boys shirk work?
18. We go to the fair with our friends.	Do we go to the fair with our friends?
19. A goat grazes in the field.	Does a goat graze in the field?
20. We do not quarrel with our class fellows.	Do we not quarrel with our class fellows?



## Activity 7

**Change the following Affirmative (Declarative) sentences into Interrogative sentences.**

1. He is clever.
2. He was simple.
3. Ram was feeling tired.
4. Sita was angry.
5. They were good friends.
6. He painted the door blue.
7. He has three pencils.
8. We had a good time there.
9. I have to do it.
10. Sohan had finished his work.
11. I shall go there tomorrow.
12. He will play a match.
13. I can do it.
14. He may help you.
15. The sun does not shine at night.



## Activity 8

**Convert the following Interrogative sentences into Assertive (Declarative) sentences.**

1. Are you on leave today?
2. Was the train late?
3. Were the boys not lazy?
4. Am I strong?
5. Is your sister ill?
6. Has it been raining since morning?
7. Have you fulfilled your promise?
8. Has he taken the test ?
9. Had you seen this picture ?
10. Did he come by train yesterday ?
11. Can you travel fifty miles a day?



12. Should I stick to my promise?
13. Does the watchman keep watch over the house?
14. Do you pray to God every day?

### Positive and Negative Sentences

Study the following sentences and note how Positive sentences have been changed into Negative sentences:

Positive	Negative
1. I am a student.	I am not a student.
2. It is a garland.	It is not a garland.
3. We are tourists.	We are not tourists.
4. The mango was sweet.	The mango was not sweet.
5. The knives were sharp.	The knives were not sharp.
6. You can win the game.	You cannot win the game.
7. We must help him.	We must not help him.
8. She may resign from her post.	She may not resign from her post.
9. You should follow this path.	You should not follow this path.
10. I may be dropped out of the team.	I may not be dropped out of the team.
11. I have learnt my lesson.	I have not learnt my lesson.
12. They had reached there.	They had not reached there.
13. He has written a book.	He has not written a book.
14. We had a dog.	We did not have a dog.
15. I have a book.	I do not have a book.

**Note :** You can also use the shortened forms as 'weren't' in place of 'were not', 'isn't' in place of 'is not', 'wasn't' in place of 'was not', 'don't' in place of 'do not', 'didn't' in place of 'did not', 'doesn't' in place of 'does not', 'can't' in place of 'cannot', etc. These shortened forms are generally used in conversation i.e. Spoken English.



### Activity 9

**Change the following Positive sentences into their Negative form.**

1. This dress is very costly.
2. His neighbour was quite well yesterday.

3. Your friends were good to me.
4. Shyam has a lotus in his hand.
5. I have a horse.
6. I have seen this picture.
7. You have corrected me.
8. The cattle graze in the pasture.
9. I get up early in the morning.
10. We saw a snake in the grass.



## Activity 10

**Convert the following Negative sentences into their Positive form.**

1. Sohan is not an idle boy.
2. I do not have an umbrella with me.
3. He may not play well today.
4. She cannot tell a lie.
5. I must not take this medicine.
6. He does not take this risk.
7. Do not strike the match.
8. Do not let him go.
9. Do not keep my book.
10. They did not catch the evening train.



## Exclamatory and Assertive Sentences

Study the following sentences carefully and note how Exclamatory sentences have been changed into Assertive sentences:

Exclamatory	Assertive
1. What a lovely scene!	It is a very lovely scene.
2. Long live our leader!	We wish that our leader may live long.
3. Alas! I shall never be able to see him again.	It is very sad that I shall never be able to see him again.
4. Hurrah! We have won the match.	We are very happy that we have won the match.
5. What a pity! You have been wasting opportunities.	It is very sad that you have been wasting opportunities.

6. Alas! The soldier died fighting.	It is sad that the soldier died fighting.
7. How hot it is today!	It is very hot today.
8. Death to the traitors!	The traitors must be punished with death.
9. How glad I am that you have come!	I am very glad that you have come.
10. What a disgrace for the family!	It is a big disgrace for the family.



## Activity 11

**Change the following Exclamatory sentences into Assertive sentences.**

1. Bravo! You have done well.
2. Alas! The soldiers died at Galwan Valley.
3. How beautiful the scenery is!
4. How foolish I had been!
5. What a disaster the earthquake is!
6. How stiff the paper is!
7. May God reward this act of yours!
8. What a terrible storm it is!
9. Wonderful! I have never seen anything like this earlier.
10. May God pardon this sinner!



## Activity 12

**Change the following Assertive sentences into Exclamatory sentences.**

1. He is truly noble.
2. This is indeed a great pleasure.
3. It is very kind of you to help him like that.
4. I wish I were young again.
5. It is a very wonderful opportunity.
6. It is a bitterly cold morning.
7. It was an extremely delightful party.
8. She danced very beautifully.
9. I wish I had never met you.
10. It is stupid of me to forget your name.




## Learning to Listen



### Activity 13

Listen to your teacher talking about birds. Your teacher will read the text twice. Complete the following table and answer the question that follows while listening to the passage the second time. (Refer to Appendix I at page no. 164.)

#### First Listening

Picture of the bird	Name	Size	Colour	Habitat
				
				
				

#### Second Listening

Question : Why are birds referred to as ‘the friends of farmers’ ?

Ans. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Learning to Speak (Pairwork)



### Activity 14

Work with your partner. You will play the roles of a shop owner and a customer. Both of you will ask and answer the questions asked during the conversation. The beginning of the conversation is given. You will start with the given conversation and then continue.

**Shop owner** : How may I help you?

**Customer** : I need to buy some biscuits and ice cream.

**Shop owner** : Which biscuits do you want?

**Customer** : I want good cream biscuits. Which ones do you have?

**Shop owner** : I have Little Magic biscuits.

**Customer** : Little Magic? Never heard of them!

**Shop owner** : Oh, they are chocolate biscuits with vanilla and strawberry cream.

**Customer** : That sounds interesting! I think I will buy some.

**Shop owner** : \_\_\_\_\_

**Customer** : \_\_\_\_\_

**Shop owner** : \_\_\_\_\_

**Customer** : \_\_\_\_\_

**Shop owner** : \_\_\_\_\_

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**Customer** : \_\_\_\_\_

**Shop owner** : \_\_\_\_\_

**Customer** : \_\_\_\_\_

**Shop owner** : \_\_\_\_\_



## Learning to Write

Learning to write is an art. Whenever we plan to write, we find it difficult to start. Let us try and make it a little less difficult. Think of a story or an advertisement or any other form of writing. You will need to understand four things about it. They are:

- **Setting** - It answers the questions 'where' and 'when'(the place and time) the story or the action takes place.
- **Characters** - It answers the question 'who' (the people)is involved in the action.
- **Problem** - It answers the question 'what' the issue is or the problem that needs to be solved.
- **Solution** - It answers the question 'how' the problem is solved.



### Activity 15

**Think of a story that you have read in this book. Identify the setting, characters, problem and the solution.**

Name of the story	
Setting	
Characters	
Problem	
Solution	



### Activity 16

**Write about a real incident that happened with you in the form of a story keeping the components of the story in your mind. First make your notes and then write the incident in the space given.**



Setting	
Characters	
Problem	
Solution	
Incident/story	



### Activity 17

Narrate a situation when your parents offered you money in exchange for doing something in the box given below.


## Learning to Use the Language

The ground water in Punjab is declining. We need to do something to stop this. You would certainly have seen awareness campaigns on TV advising the citizens to save water.



### Activity 18

**Prepare a list of Do's and Don'ts that will help us to save water. You can start thinking of your everyday routine when you use water. You will put up this list at a prominent place in your home where everybody can see it and make efforts to save water. You must write complete sentences.**

S. No.	Do's	Don'ts
1		
2		
3		
4		
5		
6		
7		
8		



## Lesson 2

# The Earth Needs You

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

single-use	lasts	forever
oceans	tangles	travel

### Reading

#### Let us read the poem

#### The Earth Needs You

The Earth needs you  
To change your ways,  
Month by month  
And day by day.

The changes are easy.  
Just look and you'll see  
The differences that can be made  
By you and by me.

Single-use plastic  
 Lasts almost forever.  
 It might be cheap  
 But it's not very clever.

It can end up in oceans, rivers and seas.  
 The wind sometimes carries it  
 And it tangles in trees.

When people drop it on the ground,  
 This is not where it stays,  
 It travels around.



If people used less,  
 The better place the world would be.  
 The future is in your hands;  
 Cut down and you'll see.

*Anonymous*

## Post-reading

### Vocabulary Expansion



### Activity 2

Given below is a table in which you will find one word for a statement or group of words/phrases. We substitute a group of words with only one word and that is why it is called 'one-word substitution'. The table has 20 entries. You will work in pairs to read and understand 10 words each. After you have understood these 10 words, you will discuss them with your partner.

S. No.	Group of words/ phrases	Word
1	a disease that affects a large number of people in an area at the same time	epidemic
2	a body of persons appointed to hear evidence or judge and give their verdict (decision)	jury
3	a game in which no one wins	draw

S. No.	Group of words/ phrases	Word
4	a list of books available in a library	catalogue
5	a man who does not know how to read or write	illiterate
6	an author's handwritten or typed text that has not yet been published	manuscript
7	something written by an unknown person	anonymous
8	a person who can speak many languages	polyglot
9	a person who does not take alcoholic drinks	teetotaler
10	a person interested in reading books and doing nothing else	bookworm
11	a person who travels to a sacred place as an act of religious devotion	pilgrim
12	a woman whose husband is dead	widow
13	a thing likely to be broken easily	brittle
14	one who practises one of the fine arts	artist
15	a person who eats too much	glutton
16	a place where clothes are kept	wardrobe
17	one who loves or supports one's country and is willing to defend it	patriot
18	one who is unable to pay one's debt	bankrupt
19	something that can be heard	audible
20	the art of beautiful handwriting	calligraphy



### Activity 3

Choose any ten words from the table above and write their meaningful sentences in your notebook.

## Learning to Read and Comprehend



### Activity 4

Read the poem carefully and answer the following questions.

1. Who is 'you' in the first line?

---

2. What does the Earth want from human beings?

---

3. What difference can you and I make to save the Earth?

---

4. What are some single-use plastic things that we buy and use?

---

5. 'But it's not very clever'. What according to the poet is not very clever ?

---

6. What happens to the single-use plastic after it is thrown? Where does it end up?

---

7. What harm does it do to the oceans, rivers and trees?

---

8. Does it stay where you throw it? Why ?

---

9. What does the poet want you to cut down ?

---



### Activity 5

**Think together and make a list of things that 'you' and 'I' can do to make a difference to save the Earth in the space given below. You must write complete sentences.**

S. No.	Things we must do everyday to make a change to save the Earth



## Learning Language

### Revision of Parts of Speech

Let us revise parts of speech in this chapter. Look at the following table wherein you will find eight parts of speech with their functions and examples. Read and understand them carefully.

Parts of Speech		
Parts of Speech	Functions	Sentences
Nouns	name people, places, things and ideas/ concepts	<b>Meena</b> loves <b>flowers</b> . The <b>girl</b> decided to buy a <b>car</b> . I believe in <b>democracy</b> .
Pronouns	substitute/replace nouns	Why are <b>you</b> pushing <b>me</b> ? <b>I</b> gave <b>her</b> a book. Get <b>me</b> a glass of water.
Adjectives	describe nouns and pronouns	I saw an <b>excellent</b> film. The girl in the <b>red</b> frock is <b>happy</b> . I plan to go on a <b>long</b> holiday.
Verbs	express a physical action or a state	I <b>play</b> basketball. I <b>am</b> a girl. <b>Do</b> your homework.
Adverbs	modify verbs, adjectives and adverbs	She walked <b>slowly</b> . They are <b>extremely</b> rich. I ran <b>fast</b> .
Prepositions	show relationships of words and phrases	The book is <b>on</b> the table. The stone sank <b>in</b> the lake. I jumped <b>into</b> the water.
Conjunctions	join words, phrases and clauses	She is tall <b>and</b> slim. I will wait <b>until</b> she arrives. Jim is sick <b>so</b> he can't come.
Interjections or Exclamations	show strong feelings such as surprise or happiness	<b>Wow!</b> that's beautiful. <b>Ouch!</b> that hurts. <b>Oh!</b> That's wonderful.



**Activity 6**

Given below are some words. Categorize them as nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunction or exclamations.

pen, dog, big, badly, red, music, teacher, you, John, (to) be, he, have, do, good, she, like, work, sing, can, throughout, must, your, town, ouch, and, but, although, when, or, however, nevertheless, hi, therefore, yet, so, oh, London, quickly, we, silently, well, very, really, some, they, interesting, I, to, at, after, on, before, around, over, of, in, for, with, from, beneath, wow

Nouns	Pronouns	Adjectives	Verbs
Adverbs	Prepositions	Conjunctions	Interjections/ Exclamations



## Activity 7

Given below is a chart. Write three sentences for each part of speech in the given space. You must also underline the word that represents its category.

Nouns	Pronouns	Adjectives

Verbs	Parts of Speech	Adverbs

Prepositions	Conjunctions	Interjections/Exclamations

## Learning to Listen (Pairwork)

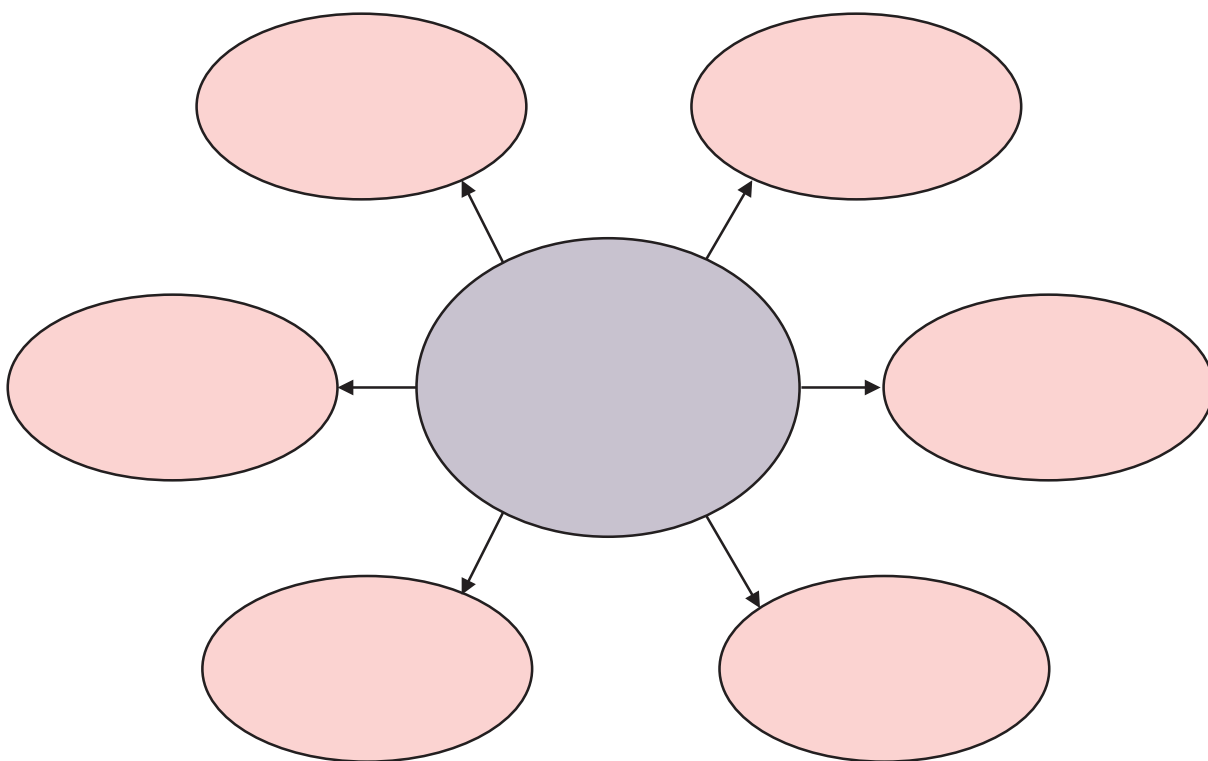


### Activity 8

You will listen to your teacher. She will speak some words. You will write the words in the circles on the side. Spell the words correctly. Once you have written all the words, think about the word that should go in the middle circle, read the following words.

nurse, doctor, operation, medicine, X-ray rooms, wards, hospital

Here the word 'hospital' will go in the middle and other words in the side circles because hospitals have nurses, doctors, operations, medicines, X-ray rooms, and wards. You may say that 'hospital' is the head word. (Refer to Appendix I at page no. 164.)



## Learning to Speak (Groupwork)



### Activity 9

You are a group of news reporters and you have to speak about people who have lost their homes due to an earthquake in a village where government help has not yet reached.



Work in groups for five minutes and make notes on what you would want to speak. All members of your group will speak at least one sentence on the topic. You may talk about their problems such as:

1. no help has yet reached from the government
2. non availability of hospitals for the injured
3. no money in their pockets
4. no place to sleep in winters
5. nothing much to eat
6. help available from gurudwaras and temples
7. some people whose houses were not destroyed by the quake are providing food

**Notes:**


## Learning to Write

### Letter Writing

**Write a letter to your friend informing him about your brother's marriage and inviting him.**

F2401 Bollywood Greens  
Sector 113  
SAS Nagar  
May 1, 20 \_\_ \_\_

Dear Sunil

I am extremely happy to inform you that my brother is getting married on May 10, 20 \_\_ \_\_. The functions will start from May 8, 20 \_\_ \_\_. I am inviting you to all the functions with your parents and sister. You all must come. My father is booking rooms for all the guests. I have asked him to book two rooms for you. I will be there at the station to receive you. I will send you the card soon.

Waiting to see you on May 8, 20 \_\_ \_\_

Yours sincerely  
Sahil



### Activity 10

**Write a letter to your friend telling him why it is important to stop using single-use plastic.**


[illegible]

# 3



## Lesson 3

# The Aged Mother

### Pre-reading

### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

despotic	suggestive	failing	prompted	barbarous	abandoning	widowed
humble	reckless	snapped	hastened	blaze	abolished	frailty

### Reading

### Let us read the story

### The Aged Mother

Long, long ago there was a province in Japan called **Shining**. It was governed by a despotic leader. He was a good warrior but he had a great dislike for anything suggestive of failing health and strength. This prompted him to make a cruel law for the province. The entire province was given strict orders to immediately put all the aged people to death. Those were barbarous days and the custom of abandoning old people to die was not uncommon.

In the same province lived a poor farmer and his aged widowed mother at the foot of the mountain. They owned a bit of land which supplied them with food. They were humble, peaceful and happy. The poor farmer loved his aged mother and dealt with her very tenderly. The order by the despot filled his





heart with sorrow. Other people did not think twice about obeying the order of the governor but this farmer was very unhappy. However, he had to obey the order so the farmer prepared for what at that time was considered the kindest way of death.

Just at sunset, when his day's work ended, he took some unwhitened rice which was the main food for the poor and cooked it, dried it and tied it in a cloth which he swung in a bundle around his neck along with a pot filled with cool water. Then he lifted his helpless old mother on his back and started on his painful journey up the mountain. The road was long and steep. The narrow road was crossed and re-crossed by many paths made by the hunters and the woodcutters. At some places, they got lost and confused but he did not think about it. He was about to abandon his dear mother so it did not matter which path he took to reach the mountain top. On he went, climbing blindly upward — ever upward towards the high bare summit known as **Obatsuyama**, the mountain where the aged were abandoned.

The eyes of the old mother were not so dim that they could not notice the reckless hastening from one path to another and her loving heart grew anxious. Her son did not know many paths of the mountain and his return might be dangerous so she stretched forth her hand and snapped twigs from bushes as they passed. She quietly dropped a handful every few steps of the way so that as they climbed, the narrow path behind them was dotted with tiny piles of twigs. At last, the summit was reached. Weary and heartsick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about her stooping shoulders and with tearful eyes and an aching heart, he bade farewell to his mother.

The trembling voice of his mother was full of unselfish love as she gave her last instructions. "Let not thine eyes be blinded, my son," she said. "The mountain road is full of dangers. Look carefully and follow the path where you see piles of twigs. They will guide you to the familiar path farther down." The son's surprised eyes looked back over the path, then at the poor old shrivelled hands, all scratched and soiled by her work of love. His heart broke within and bowing to the ground, he cried aloud, "Oh, honourable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs and together we will die!"

Once more he shouldered his mother and hastened down the path to their little hut in the valley. Beneath their kitchen floor was a walled closet for food which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed and he was beginning to feel safe when again the governor sent forth messengers bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ash.

The entire province of Shining trembled with fear. The order had to be obeyed but how could anyone make a rope of ash? One night, in great distress, the son whispered the news to his hidden mother. "Wait!" she said, "Let me think... Let me think". On the second day, she told him

what to do. "Make a rope of twisted straw," she said. "Then stretch it upon a row of flat stones and burn it on a windless night." He called the people together and did as she had said. When the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of ash.

The governor was pleased at the wit of the youth and praised greatly but he demanded to know where he had obtained his wisdom from. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows, he narrated his story. The governor listened and then meditated in silence. Finally, he lifted his head. "Shining needs more than the strength of youth," he said gravely. "Ah, how could I have forgotten the well-known saying, "With the crown of snow, there cometh wisdom!" That very hour, the cruel law was abolished as he realised that old age meant experience of life and not frailty.

adapted from MATSUO BASHO

## Post-reading

### Vocabulary Expansion



## Activity 2

Put a tick on the option that brings out the meaning of the underlined word.

1. It was governed by a despotic leader.
  - a. A person who expects everyone to obey all his orders.
  - b. A person who loves his people.
2. He had a great dislike for anything suggestive of failing health and strength.
  - a. giving an idea of
  - b. typical
3. This prompted him to make a cruel law for the province.
  - a. encouraged to do something
  - b. made a rule
4. Those were barbarous days.
  - a. uncivilized
  - b. crude
5. The custom of abandoning old people to die was not uncommon.
  - a. to leave or desert
  - b. to discontinue
6. The narrow road was crossed and re-crossed by many paths made by the hunters and the woodcutters.
  - a. small width
  - b. big

7. She stretched forth her hand and snapped the twigs from bushes.
  - a. broke
  - b. pulled
8. His demand was that his subjects should present him with a rope of ash.
  - a. people
  - b. studies
9. That very hour the cruel law was abolished.
  - a. came to an end
  - b. destroyed
10. He realised that old age meant experience of life and not frailty.
  - a. physical weakness
  - b. strength

### Learning to Read and Comprehend



#### Activity 3

**Rearrange the sentences given below in the correct sequence. Write the numbers in the given brackets. The first one is done for you.**

1. The son decided to take his mother back home. [\_\_\_\_\_]
2. A farmer decided to leave his old mother on the top of a mountain. [\_\_\_\_\_]
3. The governor realized his mistake and abolished the law. [\_\_\_\_\_]
4. Once in Shining, a cruel ruler made a law that all the old people must be put to death. [\_\_1\_\_]
5. Using the idea of his old and experienced mother, the farmer made a rope of ash. [\_\_\_\_\_]
6. When the farmer turned to go back home, the mother advised him to return home with the help of twigs. [\_\_\_\_\_]
7. Filled with fear, he hid his mother in his home. [\_\_\_\_\_]
8. The mother dropped the small twigs as markers on the way to help her son return home safely. [\_\_\_\_\_]



#### Activity 4

**Answer the following questions in one or two sentences.**

1. What was the cruel announcement made by the despotic leader?  
\_\_\_\_\_
2. Why was the farmer sorrowful?  
\_\_\_\_\_

3. What things did the farmer carry to the top of the mountain?  
\_\_\_\_\_
4. What made the mother anxious as they climbed up the mountain?  
\_\_\_\_\_
5. What did the mother drop along the way?  
\_\_\_\_\_
6. What was the advice given by the farmer's mother for the safe return of her son?  
\_\_\_\_\_
7. Where did the farmer hide his mother?  
\_\_\_\_\_
8. When did the Governor realize his mistake?  
\_\_\_\_\_



### Activity 5

Identify the underlined character(s).

1. He gave orders for the aged to be put to death.
2. He considered the order to be the kindest mode of death.
3. She quietly dropped some twigs on the way.
4. Together we will follow the path, together we will die.
5. He listened and meditated in silence.

## Learning Language

### The Determiners

To 'determine' means **to mark, to fix** or **to limit**. Therefore, a determiner is a word which limits or fixes the meaning of a noun. It is also called a **Noun- marker**.

**Examples:**

1. He helped **his** friend.
2. **My** friend gave me a pen.

In sentence 1, 'his' is a **determiner**. It tells us that 'he' helped only 'his' friend and no one else. In sentence 2, the word 'my' is a determiner.



**Note :** A determiner limits or fixes only the noun and not any other part of speech. There may be an adjective or an adverb before a noun, that is, between the determiner and the noun, but still the determiner is concerned with the noun only. For example:

**Reema is a good girl.**

In this sentence ‘a’ refers to the noun ‘girl’ and the adjective ‘good’ makes no difference to the function of ‘a’.

## Kinds of Determiners

There are five types of determiners:

1. Articles - a, an, the
2. Possessives - my, our, your, his, her, their, its
3. Numerals - one, two, three, four, first, second, etc.
4. Quantitative - all, any, little, a little, much, some, etc.
5. Demonstratives - this, that, these, those

### Articles

There are two types of articles:

1. Indefinite articles - ‘a’, ‘an’
2. Definite article - ‘the’

**Indefinite articles :** ‘A’ and ‘an’ are indefinite articles. They are used before a countable common noun in singular number. They are called indefinite articles because they are used with indefinite names.

**Examples :** a boy, a pencil, an apple, etc.

### Use of ‘a’ and ‘an’

1. ‘An’ is generally used with countable common nouns in singular numbers before words beginning with a vowel sound.  
For example: **an** apple, **an** egg, **an** MLA, **an** umbrella, **an** incident
2. If a word begins with a silent h, ‘an’ is used before it.  
For example: **an** hour, **an** honest man
3. When a word begins with a vowel letter ‘u’ sounding like ‘you’, ‘a’ is used before ‘it’ instead of ‘an’  
For example: **a** university, **a** union
4. If a word begins with a vowel letter ‘e’ sounding like ‘you’, ‘a’ is used instead of ‘an’.  
For example: **a** European
5. If a vowel gives the sound of ‘w’, ‘a’ is used.  
For example: **a** one-eyed man, **a** one-rupee coin.



6. 'A' and 'an' are used in expressions denoting price, speed, ratio etc.

For example:

thirty miles **an** hour

twenty rupees **a** day

two of **a** trade

7. 'A' is used in some numerical expressions.

For example:

**a** great deal, **a** lot of, **a** dozen, **a** hundred

8. 'A' is used with 'few' and 'little'.

For example:

I borrowed **a** few books from him.

**A** little knowledge is a dangerous thing.

### Definite Article:

'The' is called the definite article because it points out to a definite person or a thing.

1. I met **a boy**.
2. **The boy** told me **a story**.
3. **The story** was very interesting.

In the first sentence '**a boy**' means any boy and not a particular person.

In the second sentence, '**the boy**' refers to a particular person. Similarly, in the second sentence '**a story**' means any story. But in the third sentence '**the story**' means a particular story.

### Use of 'the'

'**The**' is used to denote a particular person, place or thing. For example:

1. He is **the boy** who won **the prize**.
2. She has gone to **the bus stop**.

'**The**' is used when a person, place or thing has already been mentioned.

### For example:

I bought a bicycle. **The bicycle** cost me ₹ 5000.

'**The**' is used to denote the whole class or community. For example:

**The horse** runs fast.

### Special use of 'the'

1. **Before the names of rivers, mountain ranges, oceans, groups of islands, bays, descriptive names of states and countries:**

the Ganges

the Ravi



- the Shivaliks  
the Indian Ocean  
the Andaman and Nicobar Islands  
the Bay of Bengal  
the USA
2. **Before the names of newspapers, magazines, companies, corporations, organizations:**  
The Tribune  
The Hindustan Times  
The Life Insurance  
The National Book Trust  
The Punjab Roadways
3. **Before the names of sacred books:**  
the Ramayana  
the Guru Granth Sahib  
the Quran  
the Vedas  
the Bible
4. **Before musical instruments:**  
the sitar  
the veena
5. **Before the names of unique things:**  
the sun  
the moon  
the stars
6. **Before adjectives in superlative degree:**  
He is the best doctor of the college.  
Mumbai is the biggest city in India.
7. **Before adjectives used as nouns:**  
the sick  
the poor
8. **As part of the phrase made of the comparative degrees:**  
The higher we go, the colder it gets.
9. **When a family name is used to refer to the whole family:**  
The Malhotras are a happy family.





## The position of the Article

Generally the article is placed before the noun it refers to. But when an adjective or an adverb appears before a noun, the article comes before the adjective or the adverb. For example:

She is **a** teacher. (before a noun)

She is **a** good teacher. (before an adjective)

She is **a** very good player. (before an adverb)

But when the adjective is preceded by 'as,' 'so', 'too' and 'how', the article is used between the noun and the adjective. For example:

so beautiful **a** house

too hot **a** day

When the noun is preceded by 'such', 'both' and 'all', the article is placed after them. For example:

I have not seen such **a** fool.

Both **the** brothers were present.

All **the** boys had left.



## Possessives

These determiners are possessive forms of personal pronouns.

They can be used both before singular and plural nouns. For example :

1. I do not lend **my** books to anyone.
2. We love **our** teacher.
3. One should do **one's** duty.
4. **My** mother is a doctor.



## Numerals

Numerals are words that relate to numbers. There are three types of numerals:

**Definite Numerals :** They refer to a definite or exact number. The definite numerals are further divided into two kinds :

- a. Cardinals :** one, two, three, five, etc.

These words can be used before nouns which are countable:

1. Please bring one pen for me.
2. He gave him ten coins.

- b. Ordinals :** first, second, third, etc.

These words are used to indicate order:

1. **The first** book was very boring.
2. He was **the last** man to come.



**Indefinite Numerals :** They refer to vague or indefinite number such as ‘many’, ‘few’, ‘a few’, ‘the few’, ‘several’, ‘all’, etc.

1. I have many things to do.
2. Several people witnessed the accident.
3. He has few friends in the city. (almost none)
4. He does have a few friends in the city. (a small number)
5. The few friends he has are loyal to him. (whatever small number)

**Distributive Numerals :** These words refer to each of a group, such as ‘each’, ‘every’, ‘either’, ‘neither’ etc.

1. Each of us must do so.
2. Each of the boys must do his duty.
3. Either Gurpreet or Harpreet has won the prize.

## Quantitatives

Words like ‘some’, ‘any’, ‘little’, ‘much’ etc. are determiners of quantity.

- a. Some and Any :** ‘Some’ has positive implications and ‘any’ has negative implications. Questions with negative implications also take ‘any’. But questions with positive implications take ‘some’.

### Examples:

1. I want to have some milk. Is there any milk in the kitchen?
2. I spent some holidays with my uncle.
3. There is hardly any milk.
4. Did you hear any noise?
5. Do you want books? We have some very good books.
6. I don’t have any money with me.
7. I have hardly any money.
8. There was hardly any boy in the school.
9. I can lend you some money.

- b. Much :** ‘Much’ is used to denote quantity.

He has **much** money.

Don’t think about it too **much**.

- c. Little, a little, the little :** ‘Little’ has a negative implication. It means ‘hardly any’. ‘A little’ means ‘some’. ‘The little’ means whatever little exists, but the whole of it.

I want to have some water. But there is **little** water in the pitcher.

However, there is **a little** in the bucket.

I have drunk **the little** water the jug had.

## Demonstratives

‘This’, ‘that’, ‘these’ and ‘those’ are called **Demonstrative determiners**. They point out the object denoted by the nouns that follow them. ‘This’ and ‘that’ are singular; ‘these’ and ‘those’ are plural. They show which person, place or thing is being talked about. For example:

1. **This** book is mine and **that** is yours.
2. **These** men are hardworking.
3. **Those** girls sing very well.



### Activity 6

Fill in the blanks with suitable determiners.

1. I went to \_\_\_\_\_ window which commanded a large green garden.
2. I have \_\_\_\_\_ work to do.
3. Look out of the window for \_\_\_\_\_ minute.
4. \_\_\_\_\_ shirt is costly but \_\_\_\_\_ shirt is cheap.
5. \_\_\_\_\_ books she had were all lost.
6. \_\_\_\_\_ pen costs two rupees.
7. But I had \_\_\_\_\_ idea of all this.
8. He didn't make \_\_\_\_\_ mistakes in the essay.
9. I borrowed \_\_\_\_\_ books from him.
10. It educates both \_\_\_\_\_ blind and the helpers.
11. We should look into \_\_\_\_\_ depth of the problem.
12. It was \_\_\_\_\_ daring idea.
13. \_\_\_\_\_ boys attended the class.
14. This is \_\_\_\_\_ good home for him.
15. \_\_\_\_\_ teachers were asked to be present on Sunday.
16. \_\_\_\_\_ sum cannot be solved by \_\_\_\_\_ silly boys.
17. Besides them stood Pasteur, holding a narrow tube in \_\_\_\_\_ hand.
18. They took samples from \_\_\_\_\_ brain of a dog that had died.
19. \_\_\_\_\_ little knowledge is \_\_\_\_\_ dangerous thing.
20. He takes \_\_\_\_\_ interest in me.



## Activity 7

**Rewrite the following sentences after correcting them by adding/deleting a word wherever necessary in each sentence:**

1. Only few men are honest.

---

2. The man is mortal.

---

3. He acted like man.

---

4. Beas flows in Punjab.

---

5. You are in wrong but he is in right.

---

6. He is by far ablest boy.

---

7. Nobody likes a person with bad temper.

---

8. The iron is useful metal.

---

9. Not word was said.

---

10. He has too high a opinion of you.

---

11. Learn this poem by the heart.

---

12. Never tell lie.

---

## Learning to Listen

### Dictation



#### Activity 8

Listen to your teacher carefully. She/he will tell you a story. Write the story in the given space as you hear it. Listen carefully to the pauses and tone and use appropriate punctuation marks. (Refer to Appendix I at page no. 165.)


## Learning to Speak

### Role Play

#### Making Telephone Calls in Emergency

There are special emergency numbers that you can dial in an emergency. For example, to call the police you need to dial 100 from your phone. Other emergency calls could be made to the ambulance service, fire station, trauma centres, etc. When making such calls, we must give quick and adequate information. Our address or location and our contact details are most important. We must also be able to tell them the reason for our call i.e. what kind of emergency we are dealing with. Look at the following conversation for proper understanding :



**Police station :** Hello, this is Mullanpur Police Station.

**You :** Hello, there is a hit and run case. A boy is lying injured on the road.

**Police station :** Please give us your location details.

**You :** I am standing near the main office of Omaxe Township. I will send you my mobile location.

**Police station :** That will be very helpful!

**You :** Can you also call an ambulance please? He needs immediate medical attention.



### Activity 9

Create a dialogue between yourself and the Fire station informing them about the fire near your house. Once you have written the dialogue in your notebooks, practise it with your partner. You must take turn to play both roles.


## Learning to Write

### Story Writing



### Activity 10

Write a short story. You may use some of the following words and phrases.

- felt scared
- heard the sound in the cupboard
- thought it must be a thief

- might be a killer
- lay still
- could hardly breathe
- felt someone touched my foot
- shouted with fear
- parents came and switched on light
- saw a rat

### Begin your story with:

Suddenly, I woke up. It was very dark. I felt there was someone in my room. I tried to

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## Learning to Use the Language (Groupwork)



### Activity 11

**Suppose your classroom has been attacked by a swarm of bees. It is time to go back home. Get into groups of five and think of how you will take your bags from the classroom full of bees. You will get 5 minutes to discuss.**

When you have finished discussing, your chosen group leader will present your ideas in front of the class. The teacher will observe and discuss good, practical and impractical points.

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# 4



## Lesson 4

# Saint Ravidas

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

decay	disciple	impression	sermons	meditate
plight	essence	distinction	stress	eternal

### Reading

#### Let us read the story

#### Saint Ravidas

India has been a home for saints and sages. Whenever the moral or social life of people shows signs of decay, some saint or prophet appears on the scene. Ravidas was one such saint who infused new life and vitality into the Hindu social order. Ravidas was born in the year 1377 in Banaras, the holy city of the Hindus. He was the son of a cobbler. His parents wanted him to be educated. They sent him to school. Unluckily, he was unhappy at school and very soon he was out of it. The school life made him understand the ills of the society.



Ravidas realized that a child born in the low caste was not treated well in the society. In such an unfriendly atmosphere, little Ravidas could not put his heart into studies. Often he would sit

alone and think deeply. It would then appear as if he were in deep samadhi.

Ravidas had no interest in material things. He was only interested in matters related to the spirit. He wanted to gain spiritual knowledge. He was in search of some spiritual teacher who could show him the right path. Soon, he became a disciple of Swami Ramanand. Ravidas stayed with the Swami for some time. There was a complete change in his life. Swami Ramanand's lectures left a great impression on his young mind. Through these sermons, he came to understand the true meaning of life. He came to know of the ancient Indian wisdom and culture. The field was ready, the seed was sown and the crop did not take long to ripen. When the guru was satisfied that the spiritual flame had been kindled permanently, he asked Ravidas to return home and live the way he wanted to live. The enlightened disciple now felt that he had a divine mission to live for. He chose Banaras to be the place of his future activities. Ravidas felt that his training in spiritual life was not yet complete. He had a desire to have more and more of spiritual knowledge. For this, he decided to beautify an area of the forest where he could meditate in peace. One day, while meditating, he felt disturbed by a sudden movement in the bushes.



Ravidas got up and looked around. A she-deer had been caught in a net laid by a hunter. The poor animal was struggling to get free. As the hunter approached her, she looked at him with pleading eyes. It was as if she was begging for mercy. It was her time to feed her young ones.

The three fawns came jumping to her joyfully but they were shocked when they saw their mother in a miserable plight. The mother and her young ones were a painful picture of misery and helplessness.

Their silent prayers and their sad eyes could have melted even a heart of stone. But the cruel hunter remained unmoved. His eyes showed no trace of pity or kindness. He stepped forward to capture the animal and her young ones.

As Ravidas looked at them, his heart melted in pity. He felt it his duty to save the poor helpless animals from death. He went up to the hunter and spoke like this :

“We all are the children of the same God. God is our loving father. It is the divine essence that runs in the human heart as love. It is the divine essence that fills the rose with fragrance. Again, it is the divine essence that fills the rainbow with beauty. It is the divine essence that fills the birds with joy, the apples with juice and the voice with sweetness. Therefore, we should love every creature living on this earth. All forms of life are sacred. It is man's most sacred duty to bring peace to a troubled heart. We should never cause pain, suffering or death to any living



being. We should love all things - great or small. Even a tiny insect in grass is as sacred as a human child.”

The hunter listened to the kind words of Saint Ravidas and felt deep respect for the Saint. The charm of the Saint’s personality and his words of wisdom washed away all evil thoughts from the hunter’s mind. It was a miracle for the hunter. A short meeting with the great saint had changed him completely. The killer’s heart was filled with love for God and all His creation. The hunter promised to lead a compassionate life and never to cause harm to anyone.

Saint Ravidas was always very humble. He was different from most of the scholars and religious men of his time. He never boasted of his knowledge and wisdom. His divine knowledge came from within. His spiritual message appealed to every heart. People listened to him spellbound. He spoke in a simple and clear manner. He told people that all are equal in the eyes of God. The distinctions of caste, colour and creed are meaningless. They are all man-made.

Saint Ravidas brought great hope for those who were poor, weak and backward. He filled them with hope, courage and confidence. He inspired them not to bow to the unjust demands of the high-caste people. He inspired them to recognize the strength of the spirit within them. He asked them to stay away from all weak thoughts. He always said, “Untouchability is a sin against humanity.”

Saint Ravidas continued to guide and reform the society of his time all his life. Even in his old age, he had the divine glow on his face. All his mental faculties remained as strong as ever. His spirit remained untouched by the stresses of the material world.

He led a spiritual life. His end was peaceful. A great soul on this earth became one with the eternal soul.

## **Post-reading**

### **Vocabulary Expansion**

#### **Prefixes and Suffixes**

The prefixes such as **pre-, dis-, un-, im-, in-, mis-** generally mean the opposite of the word they come before

- a. **‘Dishonest’** is used for a person who is not honest.
- b. **‘Impure’** is used for an object which is not pure.
- c. **‘Impossible’** is used for something that is not possible.

The suffixes **-er, -or, -ian and -ist** mean **‘a person who performs an action/ does something’**

- a. **‘Cobbler’** is a person who cobbles (mends shoes).
- b. **‘Historian’** is a person who studies history.



## Activity 2

Add the right prefix or suffix to the following words. (You may have to add a vowel or a consonant to complete the spellings.)

- |               |       |              |       |
|---------------|-------|--------------|-------|
| 1. act        | _____ | 2. scene     | _____ |
| 3. pot        | _____ | 4. music     | _____ |
| 5. run        | _____ | 6. sculpt    | _____ |
| 7. vend       | _____ | 8. report    | _____ |
| 9. paint      | _____ | 10. electric | _____ |
| 11. happening | _____ | 12. complete | _____ |
| 13. correct   | _____ | 14. patient  | _____ |
| 15. possible  | _____ | 16. loyal    | _____ |
| 17. read      | _____ | 18. appear   | _____ |
| 19. paid      | _____ | 20. place    | _____ |

## Learning to Read and Comprehend



## Activity 3

Write answers to the following questions.

- When and where was Ravidas born?  
\_\_\_\_\_
- What did Saint Ravidas' parents want?  
\_\_\_\_\_
- Why could Ravidas not continue with his studies?  
\_\_\_\_\_
- What did he understand at school?  
\_\_\_\_\_
- What was Ravidas in search of and why?  
\_\_\_\_\_

6. What did Swami Ramanand do for Ravidas ?

---

7. When did Swami Ramanand ask Ravidas to go back home?

---

8. Which place did Saint Ravidas choose for his meditation?

---

9. How did Saint Ravidas save the deer family from the hunter?

---

10. What change was seen in the hunter after his contact with Saint Ravidas?

---

11. What were the main points of Saint Ravidas' teachings ?

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#### Activity 4

**What do you understand about Saint Ravidas in the lesson? Write three to four sentences on Saint Ravidas.**

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## Learning Language

### The Verb

Verbs are the words that show a person's action or state of being. For example:

- a. Ashok **runs**.
- b. The dog **jumps**.
- c. I **am eating**.



In the examples, 'runs', 'jumps' and 'am eating' are verbs. A verb may further be categorised into the Main verb and the Helping verb.

Look at the following sentences:

1. Radha is making tea.
2. Malika has made tea.
3. Seema is dancing.
4. The actors have finished their work.



In the sentences above, the verb is in two parts. In sentence 1 'is' is the helping verb and 'making' is the main verb. In Sentence 2, 'has' is the helping verb and 'made' is the main verb. In Sentences 3 and 4 'is' and 'have' are the helping verbs and 'dancing' and 'finished' are the main verbs respectively.

The main verb expresses the nature of the action while the helping verb helps the main verb in telling the time of the action. For example:

- a. She is eating. (Action is being done in the present)
- b. She was eating. (Action was being done in the past)



### Activity 5

**Underline the helping verb with a single line and encircle the main verb in the following sentences.**

Example : I am **eating** an apple.

1. They were eating in a restaurant.
2. Rakhee had prepared food at home.
3. The guests were sleeping in the bedroom.
4. Sushant is sitting in the kitchen.
5. They have participated in the race.



6. Radhika has been playing basketball for several years.
7. She will take tea.
8. He is practising the piano.
9. We go to the cinema every week.
10. Navika is reading the newspaper.



## Transitive and Intransitive Verbs

### Transitive Verb

A **transitive verb** shows an action that passes over from the ‘**subject**’ to ‘**something or somebody**’ else called the ‘**object**’. For example:

- a. The policeman arrested the thief.
- b. The boys are eating apples.

In sentence **a**, the action denoted by the word ‘arrested’ passes over from the subject or doer ‘policeman’ to the object ‘thief’. The verb ‘**arrested**’ is therefore a **Transitive Verb**.

In sentence ‘**b**’ the verb ‘**eating**’ is a transitive verb.

### Intransitive Verb

An **Intransitive Verb** is a word that denotes a state or an action that is complete in itself. It does not pass over to an object. For example:

- a. The bangles are green.
- b. Seema seems sad.
- c. Water boils at 100 degree centigrade.
- d. The child was crying.
- e. She travelled yesterday.

In the sentences above, the action is done by the subject and does not pass to the object. The action stops with the doer. The verbs ‘**are**’, ‘**seems**’, ‘**boils**’, ‘**was**’ and ‘**travelled**’ are therefore **Intransitive verbs**.

Some transitive verbs such as ‘**ask**’, ‘**offer**’, ‘**promise**’, ‘**tell**’ etc. take two objects - **Direct object and Indirect object**.

An **Indirect Object** denotes the person to whom something is given or for whom something is done.

A **Direct Object** is usually the name (a Proper noun or a Pronoun) of something. Usually, the indirect object comes before the direct object as in the examples given below.

S. No.	Subject + Verb	Indirect Object	Direct Object
1	He gave	me	an apple.
2	The teacher told	us	a story.
3	Will you make	me	a cup of tea?
4	He offered	me	a job.

These sentences can be written in a different way also. The direct object comes before the indirect object but it will be followed by a preposition.

S. No.	Subject + Verb	Direct Object	Preposition	Indirect Object
1	He gave	an apple	to	me.
2	The teacher told	a story	to	us.
3	Will you make	a cup of tea	for	me?
4	He offered	a job	to	me.

Some verbs can be both transitive or intransitive without change in the form but with change in the meaning of the verb.

S. No.	Transitive	Intransitive
1	The horse drew the cart.	They drew near us.
2	The driver stopped the train.	The train stopped suddenly.
3	The peon rang the bell.	The bell rang.

An intransitive verb may become transitive when combined with a preposition; as,

S. No.	Transitive	Intransitive
1	He burnt his hands.	He burnt with rage.
2	He eats bread.	We eat to live.
3	They opened the door.	The storg opens with a comedy



## Activity 6

**State whether the verbs in the following sentences are Transitive or Intransitive. Also write the verb and the object (if any) in the space given.**

- She has lost her bag.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
- The wind is blowing strongly.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
- Babli closed the window.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
- Soon the door opened.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)

5. He pulled open the door.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
6. His novel is selling well.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
7. The teacher went to the school.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
8. He doesn't like his table.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
9. Tim likes climbing mountains.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
10. Manju is going to buy him a book.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
11. She has invited her friends.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
12. She didn't sleep very well.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
13. She sat in the park.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
14. They have won.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
15. Their team won the match.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
16. The car needs a new battery.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
17. We must see them this weekend.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)
18. They should no longer wait.  
(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)

19. Harpreet was upset.

(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)

20. It is snowing.

(Transitive/Intransitive; Verb: \_\_\_\_\_; Object: \_\_\_\_\_)

## Learning to Speak (Groupwork (Group of 6))



### Activity 7

**Each student in all the groups will write a secret thing about himself/herself. The other group members will guess the secret in 5 questions. The answers will be in full sentences.**

#### Questions you may ask:

1. What is the secret about - you, your friends or your family?  
(The secret is about me/my friend/my family.)
2. Is it about something you do, or something you like or something you have or something you eat?
3. Is it about what you play/make/speak/read or have?
4. Do you play cricket/football/kabaddi/fly kite?
5. Well, what is your secret?

## Learning to Write

### Dialogue Writing

As you know that writing a dialogue is a very enriching activity. For converting a passage or a story into a dialogue, you need to follow a few steps:

1. Write the name of the characters in the passage followed by a colon (:)s
2. Do not use words such as 'said', 'asked', 'replied', 'told', etc.
3. After the colon, write what the person has said without changing the words. Simply write it.
4. Do not use inverted commas (" ") for what the speaker has to say.
5. If the character is doing some action; write that after the name of the character but before the colon in brackets. For example:

**Ram (wiping his forehead): Where is my geometry box?**

**Amar: I think you have kept it on the desk.**





## Activity 8

Write the dialogue between Saint Ravidas and the hunter.


### Learning to Use the Language [Groupwork (Group of 4-5)]



## Activity 9

A father is teaching his son how to make tea. Write a dialogue between the father and the son.


# 5



## Lesson 5

## Don't Quit

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

trudging	care	queer	twists and turns
stuck out	blow	faint and faltering	victor
golden crown	tint	after	hardest

### Reading

#### Let us read the poem

#### Don't Quit

When things go wrong as they sometimes will,  
When the road you're trudging seems all up hill,  
When the funds are low and the debts are high,

And you want to smile, but you have to sigh,  
When care is pressing you down a bit ,  
Rest, if you must, but don't you quit.

Life is queer with its twists and turns,  
As every one of us sometimes learns,



And many a failure turns about  
When he might have won had he stuck it out;  
Don't give up though the pace seems slow -  
You may succeed with another blow.

Often the goal is nearer than,  
It seems to a faint and faltering man;  
Often the struggler has given up  
When he might have captured the victor's cup;  
And he learned too late when the night came down,  
How close he was to the golden crown.  
Success is failure turned inside out---

The silver tint of the clouds of doubt,  
And you never can tell just how close you are,  
It may be near when it seems afar;  
So stick to the fight when you're hardest hit -  
It's when things seem worst that you must not quit.

*Edgar A. Guest*

(Source : [socialworkbufflo.com](http://socialworkbufflo.com)

Retrieved on 8.10.2020)

## Post-reading

### Vocabulary Expansion



## Activity 2

**Make a list of five pairs of rhyming words in the poem.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Learning to Read and Comprehend



### Activity 3

Answer the following questions.

1. What is the poem about?

---

2. What is hard about going uphill?

---

3. What is meant by 'funds are low'?

---

4. What does the poet mean by 'twists and turns'?

---

5. Do you think sudden 'twists and turns' in life can be beneficial to us?

---

6. Why does the poet say 'you have to sigh'?

---

7. What does 'another blow' mean?

---

8. How long do you try to do something before you turn to do something else?

---



### Activity 4

Read the stanzas and answer the questions that follow.

1. Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many a failure turns about,  
When he might have won had he stuck it out.

a. What is life full of ?

---

a. What does every one of us sometimes learn?

---

c. Find the synonym of 'strange' from the stanza.

---

2. **And you never can tell just how close you are,  
It may be near when it seems afar;  
So stick to the fight when you're hardest hit -  
It's when things seem worst that you must not quit.**

a. Name the poem and the poet.

---

b. What do you understand by 'sticking to the fight when hardest hit'?

---

c. What should not be done when things seem worst ?

---

## Learning Language

### Formation of Comparative and Superlative Degrees

An adjective is a word which qualifies a noun or a pronoun. In other words, an adjective adds something to the meaning of a noun or a pronoun. Examples :

- a. a **black** horse
- b. **some** money
- c. **thirty** books
- d. this **noble** man
- e. a **clever** boy



### Types of Adjectives :

#### Type 1

Most adjectives generally form the comparative degree by suffixing '**-er**' and the superlative degree by adding the suffix '**-est**'. Please look at the following tables.



Positive	Comparative	Superlative
noble	nobler	noblest
near	nearer	nearest
able	abler	ablest
sane	saner	sanest
clean	cleaner	cleanest
dear	dearer	dearest
bright	brighter	brightest
bold	bolder	boldest
clever	cleverer	cleverest
short	shorter	shortest
deep	deeper	deepest
tall	taller	tallest
few	fewer	fewest
fast	faster	fastest
great	greater	greatest
hard	harder	hardest
high	higher	highest
keen	keener	keenest

kind	kinder	kindest
light	lighter	lightest
strong	stronger	strongest
weak	weaker	weakest
poor	poorer	poorest
rare	rarer	rarest
pure	purier	purest
rich	richer	richest
safe	safer	safest
sweet	sweeter	sweetest

## Type 2

In the case of longer adjectives of three or more syllables, comparative and superlative degrees are formed by adding the word **‘more and most’** before the positive degree.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
brilliant	more brilliant	most brilliant
capable	more capable	most capable
difficult	more difficult	most difficult
wonderful	more wonderful	most wonderful
interesting	more interesting	most interesting
ignorant	more ignorant	most ignorant
diligent	more diligent	most diligent

### Type 3

Adjectives of two syllables follow one or the other of the above rules. Those ending in ‘-ful’, ‘-er’, ‘-ve’ usually take ‘more’ and ‘most’.

Positive	Comparative	Superlative
active	more active	most active
doubtful	more doubtful	most doubtful
careful	more careful	most careful
harmful	more harmful	most harmful
proper	more proper	most proper
obscure	more obscure	most obscure
secure	more secure	most secure

### Type 4

Those ending in ‘-y’ or ‘-ly’ add ‘-ier’ and ‘-est’ after the removal of ‘-y’.

Positive	Comparative	Superlative
pretty	prettier	prettiest
happy	happier	happiest
heavy	heavier	heaviest
easy	easier	easiest
jolly	jollier	jolliest
busy	busier	busiest
holy	holier	holiest

### Type 5

When a consonant comes after a short vowel sound, it doubles itself and adds ‘-er’ and ‘-est’ in comparative and superlative forms.

Positive	Comparative	Superlative
big	bigger	biggest
hot	hotter	hottest



fat	fatter	fattest
sad	sadder	saddest
wet	wetter	wettest
thin	thinner	thinnest
red	redder	reddest
mad	madder	maddest

## Type 6

### Miscellaneous Adjectives

Positive	Comparative	Superlative
bad	worse	worst
far	farther	farthest
good	better	best
late	latter/later	last/latest
little	less	least
low	lower	lowest
much	more	most
old	older/elder	oldest/eldest
up	upper	uppermost/upmost

### Note:

- The comparative degree should be used only when there is some comparison.  
This book is better than the other.
- Comparatives ending in ‘-or’ or ‘-er’ are followed by ‘to’ :  
I am senior to him.  
He prefers health to wealth.
- Use of double comparatives and superlatives should be avoided.  
**Incorrect** : He is more abler than his brother.  
**Correct** : He is abler than his brother.



## Activity 5

Fill in the blanks with the appropriate degree of the adjectives given in the brackets.

1. He is a \_\_\_\_\_ student. (tall)
2. The Taj is a \_\_\_\_\_ building. (beautiful)
3. My table is the \_\_\_\_\_ of all. (big)
4. Her sweatshirt is \_\_\_\_\_ than her jeans. (soft)
5. Teena's hair is \_\_\_\_\_ than Leena's hair. (long)
6. Saumya is \_\_\_\_\_ than Vijaya. (funny)
7. Haridwar is one of the \_\_\_\_\_ places for the Hindus. (holy)
8. Gold is \_\_\_\_\_ than silver. (expensive)
9. Ravinder is \_\_\_\_\_ than Parul. (smart)
10. This is the \_\_\_\_\_ book I have ever read. (good)

Make comparative forms of the word given in the brackets by adding '-er' or 'more' to it.

1. Cats are \_\_\_\_\_ (affectionate) than goats.
2. Sheena is \_\_\_\_\_ (old) than Gagan.
3. China is \_\_\_\_\_ (large) than Poland.
4. My Hindi class is \_\_\_\_\_ (boring) than my Maths class.
5. In the UK, the streets are generally \_\_\_\_\_ (narrow) than in the USA.
6. Delhi is \_\_\_\_\_ (busy) than Chandigarh.
7. Jyoti is \_\_\_\_\_ (quiet) than her sister.
8. Kiran is \_\_\_\_\_ (ambitious) than her brother.
9. My garden is a lot \_\_\_\_\_ (colourful) than this park.
10. My house is a bit \_\_\_\_\_ (comfortable) than a hotel.



## Learning to Listen



### Activity 6

**Listen carefully to your teacher telling you about an unsinkable ship and fill in the gaps provided. (Refer to Appendix I at page no. 165.)**

The Titanic was a British passenger ship that sank to the bottom of the \_\_\_\_\_ during its first voyage. The ship was constructed during the 1900s by a transportation \_\_\_\_\_ known as White Star. With this they wanted to introduce a new set of luxury passenger \_\_\_\_\_ that would transport wealthy people across the \_\_\_\_\_ Ocean. White Star finished building the Titanic in \_\_\_\_\_. At that time, it was the \_\_\_\_\_ ship that had ever been \_\_\_\_\_. The Titanic was designed with \_\_\_\_\_ compartments that could fill up with \_\_\_\_\_ if any issues occurred. For this reason, many people \_\_\_\_\_ that the Titanic was unsinkable. In April \_\_\_\_\_, the Titanic began its first voyage from England to the \_\_\_\_\_, carrying over 2,000 passengers. While at sea, the ship collided with an \_\_\_\_\_ and began to overflow. The passengers and the \_\_\_\_\_ evacuated the ship, but there were not enough \_\_\_\_\_ to save everyone. Out of 2,000 passengers, only 705 \_\_\_\_\_. The sinking of the Titanic is one of the \_\_\_\_\_ tragedies of the 20th century.

## Learning to Speak (Groupwork)



### Activity 7

**One student from each group will be given a picture. The student will see it carefully and place it face down so that the rest of the students cannot see the picture card. Describe the picture for other students to draw. The student will speak for two minutes using adjectives. (The teacher will get some pictures for students so that pictures are unseen for them.)**

## Learning to Write



### Activity 8

Write a story using the following hints. Also give a heading to the story.

a stag — drinking water — saw the reflection  
— beautiful horns — felt proud — saw reflection of  
his legs — felt ashamed — heard the barking —  
hunter's dog — started running — his horns —  
entangled in a bush — tried his best to untangle horns  
— succeeded with great difficulty — dogs reached —  
used thin legs to escape — understood importance of  
ugly looking legs




## Learning to Use the Language (Pairwork)



### Activity 9

Write short notes on your positive self talking information from the picture given below. After you have made your notes, talk to your partner (one minute) about yourself.






## Lesson 6

# The Old Sage and the Brothers



### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

summoned	acquiring	approached	delighted	granted
annoyed	poultry	deny	journey	snatched

### Reading

#### Let us read the story

#### The Old Sage and the Brothers

Long time ago, a rich farmer summoned his three lazy sons - Harry, Raman and Sandeep and said, "I have grown old. I have decided to divide my property among you. As you all know, I own three fields and three houses. Each one of you will get a field and a house only if you prove that you are worth it." The three sons were surprised. "What do you mean, father?" cried they. The farmer said, "These fields and houses are the fruits of my hard work. All the three of you are very lazy. I want the three of you to find some work. Return to me after six months with your earnings. I will decide if you are worthy of acquiring my hard-earned property."

The three brothers set out in search of work. On the way, they sat down under a banyan tree to rest. As they were eating, an old sage approached them.

"I'm very hungry. Could you give me something to eat?" said he.

Harry offered him a chapatti. The sage ate it happily and said, "God bless you, son! Here is a gift for you." Harry was delighted. The sage gave him a piece of cloth.

Harry was annoyed, "What is this? Are you kidding me?"

The sage smiled and said, "It's a magic cloth. It will grant you two wishes. Ask now."



Harry was overjoyed, “I want a big house.”

“Granted!”

A beautiful house appeared.

“What’s your second wish?” asked the old sage.

“Ten cows!” said Harry excitedly.

“Granted!”

Ten cows appeared out of nowhere. Harry’s joy knew no bound.

Then the old sage said, “Promise me that if ever a poor man asks you for a cup of milk, you will not deny him.”

“It’s a gentleman’s promise”, said the lad “and whatsoever he wishes for-milk, butter, curd, sweets, I will never deny.” The old sage smiled, “Do not break your promise.”

“I will not,” assured Harry.

The other two brothers continued on their way with the old sage. They went on till they came to a stream. The old sage looked sad and worried. “Oh! There’s no boat. How will I cross the stream?” Raman said very kindly, “Don’t worry! I’ll help you. I’ll carry you on my back.” After crossing the river, the three of them sat down for some rest.

The sage thanked Raman and said, “God bless you, son! Here is a gift for you.”

Raman was delighted. The sage gave him a piece of stick. Raman was surprised. “What is this?”

“It’s a magic stick. It will grant you two wishes. Ask now.”

Raman was delighted.

He said, “I want a big house.”

“Granted!”

A beautiful house appeared.

“What’s your second wish?” added the sage.

“A poultry farm!”, said Harry excitedly.

”Granted!”

A poultry farm appeared out of nowhere. Raman’s joy knew no bound.

Then the old sage said, “Promise me that if ever a poor man asks you for an egg, you will not deny him.”

“It’s a gentleman’s promise”, said the lad “and whatsoever he wishes for-egg, omelette, egg pudding, I will never deny.” The old sage smiled, “Do not break your promise.”

“I will not”, said Raman confidently.

Sandeep moved on with the old sage. When they came to a desert, they sat down for some rest. The old sage said to Sandeep, “I know you are very tired but I’m very thirsty. Please get me some water”.

“Don’t worry! Please rest here. I’ll find some water for you.” Sandeep set out to find water for the old man. He returned after an hour with some water. The old sage drank the water and blessed Sandeep, “God bless you, son! Here’s a gift for you.”

Sandeep was delighted. The sage gave him a piece of rope. Sandeep became very happy. He knew he was going to be rewarded. The old sage smiled and said, “It’s a magic rope. It will grant you two wishes. Ask now.”

Sandeep was delighted, “I want a big house.”

“Granted!”

A beautiful house appeared.

“What’s your second wish?”, added the sage.

“A field !”, said Harry excitedly.

“Granted!”

A field appeared out of nowhere. Sandeep’s joy knew no bound.

Then the old sage said, “Promise me that if ever a poor man asks you for something to eat, you will not deny him.”

“It’s a gentleman’s promise”, said the lad, “and whatsoever he wishes for-rice, wheat, vegetables, fruits, I will never deny.” The old sage smiled, “Do not break your promise.”

“I will not.” promised Sandeep.

The old sage set out on his journey.

After a few days, Sandeep decided to visit his brothers because he missed them. The houses, the cows, the poultry farm and his brothers seemed to have vanished. He could not find them.

As he stood and wondered, he saw the sage coming towards him. The sage said to him, “Your brothers did not keep their promise. They did not help the poor and the needy. So, whatever was given to them was snatched away. You were as good as your word. So, you will enjoy as long as you remember your promise.”

## Post-reading

### Vocabulary Expansion

Look at the following sentences.

- a. I **enjoyed** the film.
- b. The film gave us a lot of **enjoyment**.

In the sentence (a), the word ‘**enjoyed**’ is a verb and in sentence (b) the word ‘**enjoyment**’ is a noun. When you add suffixes such as ‘**-ment**’, ‘**-ance**’, ‘**-age**’, ‘**-ion**’, ‘**-ness**’, ‘**-al**’, ‘**-ure**’, etc. to a word, they become nouns. Sometimes if you remove the suffix from a word, it becomes a noun. For example:



a. **escaped**

**If you remove ‘-d’, the word becomes ‘escape’ which is both a noun and a verb.**

I had a narrow **escape**. (noun)

The thief wanted to **escape**. (verb)



## Activity 2

**Let's do the following activity. Make nouns of the given words.**

1. try \_\_\_\_\_

2. distract \_\_\_\_\_

3. move \_\_\_\_\_

4. educate \_\_\_\_\_

5. inform \_\_\_\_\_

6. agree \_\_\_\_\_

7. pay \_\_\_\_\_

8. argue \_\_\_\_\_

9. pass \_\_\_\_\_

10. bag \_\_\_\_\_

11. marry \_\_\_\_\_

12. refuse \_\_\_\_\_

13. propose \_\_\_\_\_

14. arrive \_\_\_\_\_

15. fail \_\_\_\_\_

16. press \_\_\_\_\_

17. confuse \_\_\_\_\_

18. decide \_\_\_\_\_

19. revise \_\_\_\_\_

20. teach \_\_\_\_\_

## Learning to Read and Comprehend



## Activity 3

**Read the story and answer the following questions.**

a. How many sons did the old farmer have?

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b. Why did the farmer summon his sons?

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c. What had the farmer decided to do?

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d. How did Harry help the sage?

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e. What did Harry ask for?

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f. Why could the sage not cross the river?

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g. How did Sandeep help the sage?

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h. Did all the brothers keep their promise?

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i. Why did the sage snatch away the gifts from Harry and Raman?

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j. What do you learn from this story?

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### Activity 4

Complete the following exercise on the basis of the lesson.

**Fill in the blanks.**

a. The farmer had \_\_\_\_\_ fields and three \_\_\_\_\_ .

b. The sage made the brothers promise that they would help the \_\_\_\_\_ and the \_\_\_\_\_.

- c. The sage gave a piece of \_\_\_\_\_ to Raman.(Choose the correct option.)  
(i) cloth (ii) stick  
(iii) rope (iv) cake
- d. Sandeep broke his promise. (True or False)
- e. The sage **punished/ did not punish** Harry and Raman.(Choose the correct option.)



### Activity 5

Imagine that you are Harry. Use five sentences to narrate your feelings after your gifts were snatched away from you.

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## Learning Language

### Verbs

There are two forms of main verbs in English.

- The Finite Verbs
- The Non-finite Verbs

### Finite Verbs

A finite verb is the form of a verb which is limited by the number, person and tense. For example:

- I eat an apple daily.
- She eats an apple daily.
- We eat apples daily.
- We ate an apple yesterday.
- We will eat apples tomorrow.

In the examples above, the verb 'eat' changes its forms with change in number, person or tense. Therefore, it can be called a finite verb.

## Non-finite Verbs

A Non-finite form of a verb is not limited by number and person of a subject and has no tense. Non-finite verb-forms are typically infinitive forms with or without 'to' (e.g. to go, go), -ing forms (e.g. going) and third form of the verb (e.g. finished, gone). Let's look at some examples:

- a. I want **to eat** an apple.
- b. She wants **to eat** an apple.
- c. We want **to eat** apples.
- d. They wanted **to eat** apples.
- e. They will want **to eat** apples tomorrow.

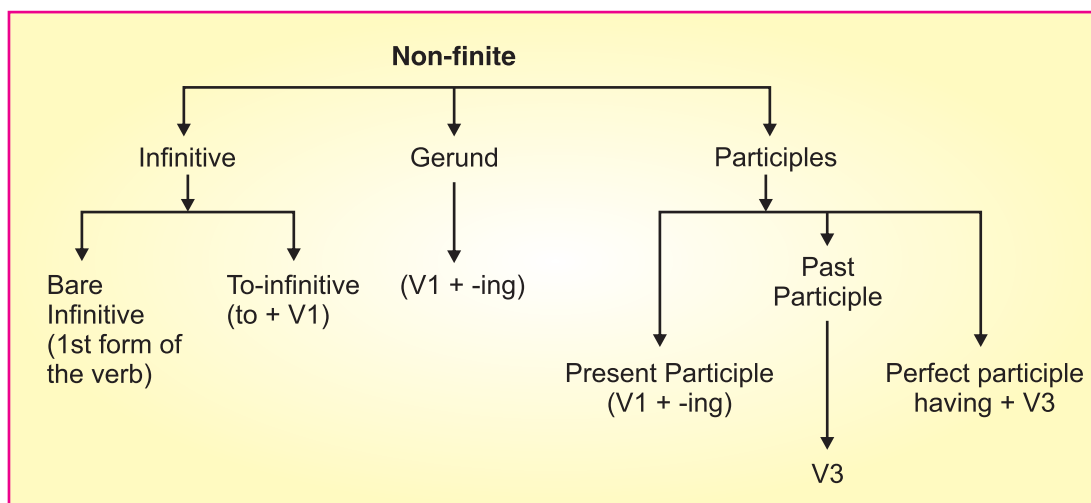
In the examples above, 'to eat' does not change even when the other verb 'want' keeps changing according to number, person or tense. Therefore, 'to eat' is a non-finite verb.

## Types of Non-Finite Verbs

There are three types of Non-finite verbs. These are

- a. The Infinitive
- b. The Gerund
- c. The Participles

Let us look at the following flowchart to have a better understanding.



## The Infinitives

The infinitive can further be divided into **two categories**:

- a. Bare infinitive
- b. To - infinitive

### Bare infinitive:

Bare Infinitives are also called plain infinitives or infinitives without 'to'.

## Use of Bare infinitive

The bare infinitive is used:

1. **with verbs such as ‘bid’, ‘have’, ‘left’, ‘make’**
  - a. The teacher made the student **repeat** the lesson.
  - b. He bade me **write** an essay.
  - c. He didn’t let me **enter** the room.
2. **with auxiliaries ‘will’, ‘would’, ‘shall’, ‘should’, ‘can’, ‘could’, ‘do’, ‘must’, ‘may,’ etc**
  - a. You can **go** now.
  - b. You shall **know** your results tomorrow.
3. **with auxiliaries ‘need’ and ‘dare’, the bare infinitive is used primarily in interrogative and negative sentences, for example:**
  - a. Dare you **go** into the forest at night?
  - b. He daren’t **touch** his sister's mobile phone.
  - c. Need you **go** home so soon?
  - d. You needn’t **come**.
4. **with expressions like ‘would rather’, ‘rather than’, ‘had better’, etc.**
  - a. I would rather **stay** at home.
  - b. You had better ask **him** for money.
  - c. I would die rather than **beg**.
5. **It may follow ‘but’ and ‘except’**
  - d. He did nothing but **cry**.
  - e. He does nothing except **complain**.
6. **with questions denoting suggestions or advice and beginning with ‘why’, ‘why not’.**
  - a. Why **make** such a noise over a small matter?
  - b. Why not **take** your brother with you?



## To-infinitive

### Use of To-infinitive

The To-infinitive is used in many sentence constructions, often expressing the purpose of something or someone’s opinion about something.

1. **as a noun:**
  - a. To **speak** effectively needs a lot of practice. (subject)
  - b. To **err** is human. (infinitive as subject)
  - c. To **criticize** others is an easy job. (subject)
  - d. He likes to **play** cricket. (infinitive as objects )
  - e. To **play** with fire is a very risky game. (subject)

- f. My duty is to **serve** my country. (as a complement to a linking verb)  
g. It is easier to **preach** than to **practise**. (after the dummy subject 'it')

**2. as adverb to modify verbs and adjectives:**

- a. We go to school to learn. (modifies the verb 'go')  
b. She's hard to please. (modifies the adjective 'hard')

**3. as adjective to qualify nouns:**

- a. It was a match to **remember**. (qualifies 'match')

**4. as object complement**

- a. He **advised** me to keep quiet.  
b. I advised him to **accept** the offer.

**5. too + adjective/adverb + infinitive**

- a. He's too weak to **walk**.  
b. Mona is too young to **understand** this.  
c. They worked too slowly to **achieve** the target.

**6. enough + infinitive**

- a. He has enough money to **pay** the bill.  
b. He's kind enough to **help** you.



## Activity 6

**Pick out infinitives in the following sentences and underline them.**

1. I saw him go.  
2. He promised to come.  
3. To forgive is difficult.  
4. I watched her dance.  
5. It is bad to cheat your family.



## Activity 7

**Fill in the blanks with appropriate non finite forms:**

- a. You ought \_\_\_\_\_ (get) up earlier.  
b. It is easy \_\_\_\_\_ (make) mistakes.

- c. He made me \_\_\_\_\_ (repeat) the lessons.
- d. You needn't \_\_\_\_\_ (say) anything.
- e. Would you like \_\_\_\_\_ (come) in my car?
- f. He will be able \_\_\_\_\_ (swim) very soon.



## Activity 8

Combine the following pairs of sentences into one sentence using **too/enough + infinitive**.

- a. You are very young. You can't have a gun.



- b. He's very ill. He can't eat anything.

- c. Mickey was very foolish. He told lies to the police.

- d. The fire isn't very hot. It won't boil the kettle.

- e. I am rather old. I can't walk that far.

## The Gerunds

Gerunds are verb + -ing form used as nouns. They can be used in the following ways:

- a. as a subject
- b. after prepositions
- c. after certain verbs
- d. in noun-compounds

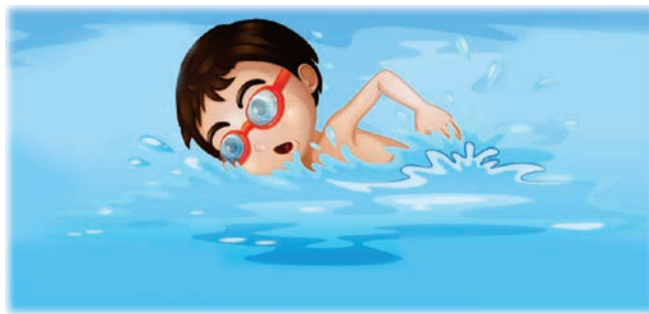
**Read the following sentences:**

- a. **Swimming** is a good exercise.

The word '**swimming**' is formed from the verb 'swim' by adding -ing to it. It therefore appears to be a verb.

**The word 'swimming' is the name of an action and is also the subject of the sentence. Hence, it does the work of a noun.**

The word ‘**swimming**’ is like a verb as well as a noun. It is therefore a verb – noun and is called a gerund.



**Note :** The form of the gerunds and of the present participles are identical. However, Gerunds are verbal nouns and Participles are verbal adjectives.

**Examples:**

- |   |                           |
|---|---------------------------|
| a. He is fond of riding.                      | <b>Gerund</b>             |
| b. Riding along the road, he saw a porcupine. | <b>Present participle</b> |

**Use of a gerund:**

As already mentioned above, a gerund can be used as-

**a. the subject of a verb: as**

- i. Seeing is believing.
- ii. Collecting stamps is his hobby.

**b. as the object of a transitive verb: as**

- ii. I enjoy reading poetry.
- iii. I like watching the stars at night.

**c. as object of a preposition: as**

- i. She's fond of dancing
- ii. He was punished for telling a lie.

**d. after certain verbs: the gerund is used after verbs such as given below:**

admit, avoid, consider, death, differ, delay, deny, detest, dread, enjoy, excuse, fancy, finish, forgive, imagine, invoke, keep, miss, pardon, postpone, prevent, recollect, resend, risk, stop, suggest, understand, etc.



**Examples:**

- a. He stopped writing as I entered the room.
- b. Please pardon my saying so.
- c. I enjoy watching this game.





## Activity 9

**Pick out gerunds in the following sentences:**

- a. Swimming is a good exercise.
- b. I enjoy sleeping.
- c. Old men enjoy gossiping.
- d. I hate waiting.
- e. Stealing is a crime.
- f. I am fond of walking.
- g. I am good at spelling.
- h. We took part in boating.
- i. My sister does not like cooking.
- j. She's fond of dancing.



**Fill in the blanks with the correct gerund or infinitive form of the verbs given in the brackets.**

- a. He agreed \_\_\_\_\_ me. (help)
- b. Suresh enjoys \_\_\_\_\_ football. (play)
- c. We failed \_\_\_\_\_ the train. (catch)
- d. They decided \_\_\_\_\_ hard. (work)
- e. She loves \_\_\_\_\_ to music. (listen)
- f. I am learning how \_\_\_\_\_. (drive)
- g. The class wanted \_\_\_\_\_ for a picnic. (go)
- h. He urged us \_\_\_\_\_ faster. (work)
- i. She loves \_\_\_\_\_ books. (read)
- j. I am looking forward to \_\_\_\_\_ you. (meet)



## Learning to Listen



### Activity 10

You will listen carefully to your teacher. Your teacher will read a passage slowly. Write in your notebook what you hear. Do not make spelling mistakes and put appropriate punctuation marks such as comma, question mark or full stop, where needed. (Refer to Appendix I at page no. 166.)

## Learning to Speak



### Activity 11

Look at the pictures given below. There are 8 differences. Do this activity with your partner. While identifying the differences, you all must speak in English only.

Spot the differences



You may use sentences such as

I can see a difference here. ....

## Learning to Write

Given below is an application written to the Principal of a school asking for exemption from examination. Read it carefully and also look at its format.

The Principal

Dev Samaj Senior Secondary School

Jalandhar

Sir

I am a student of Class VIII A of your school. Our bimonthly exams are starting from November 01, 20 \_\_ \_\_ . Sir, I always stand first in all the exams. My sister's wedding is falling on November 05, 20 \_\_ \_\_. As I am the only helping hand of my father, I can't take the exam this time.

This time, I request you to exempt me from the examination. I shall be very thankful to you.

Thanking you

Yours obediently

X Y Z.....

Roll No. 21 VIII A

July 5, 20 \_\_ \_\_



## Activity 12

**Write an application to your Principal asking for a School Leaving Certificate in the space given below. You must write.**

- your reason for leaving the school
- when you will leave the school
- where you will take admission after leaving the school

## Learning to Use the Language



### Activity 13

Read the four conversations given below and fill in the blanks using the words and phrases given in the table.

What's the problem?	Do you mind if I ____	Go ahead !
Is it OK if ____	telling me ____	Thanks !
Here you are !	Could you turn ____	Can I borrow ____

#### Conversation 1

**Raghav** : Yeah?

**Gurtej** : Hello, ..... turn the music down, please? It's one o'clock and I'm trying to sleep.

**Raghav** : Oh, sorry. Is that okay?

**Gurtej** : Yes, ..... . Perhaps I can get some sleep now. Good Night !

#### Conversation 2

**Japtej** : I'm sorry, ..... leave early today? I'm going to take my dog to see the vet.

**Palak** : You're going to take your dog to the vet? What's the matter with him ?

**Japtej** : I don't know. That's why I'm going to take him to the vet's.

**Palak** : Oh, I see! Sure, ..... . Thanks for .....

#### Conversation 3

**Sheenam** : Divyam, do you have your mobile phone with you?

**Divyam** : Um... yes. Why?

**Sheenam** : ..... it, please? I need to make a quick call to my mother.

**Divyam** : OK, ..... .

#### Conversation 4

**Jyoti** : ..... change seats?

**Rajneesh** : Yes, all right. ....?

**Jyoti** : I can't see because of the sun.

**Rajneesh** : OK, then. Why don't you sit there, next to Piyush.



## Activity 14

Given below are some polite requests with equally polite responses. Match the questions in Column A with the correct responses in Column B.

S.No.	Column A	S.No.	Column B
1	Can I have a glass of juice?	1	Yes, of course!
2	Is it alright if I make a phone call?	2	I said that some friends were coming over.
3	Could you say that again, please?	3	Well, OK, if it's a local call.
4	Can I speak to you for a moment?	4	Oh sure. The remote's on the table.
5	Do you mind if I look at your books?	5	Well, not really. Why can't you come?
6	Is it OK if I miss the class tomorrow?	6	Of course, there's some in the fridge.
7	Could you move a little, please?	7	You can borrow some if you want.
8	Do you mind if I turn the TV up?	8	Yes, sorry. I didn't realise you wanted to sit down.



# 7



## Lesson 7

# The Punjab : A Glimpse

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/ noun/ verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

recognize	pavilion	zest	invasion
brutal	procession	irrigate	melodious
shrine	pilgrimage	architect	manufacture

### Reading

#### Let us read

### The Punjab : A Glimpse

“Balle, Balle ! O, Balle Balle ! Mr Mathew had taken his students on a trip to Amritsar. Children, you must have recognized this famous folk dance of Punjab,” said Mr Matthew, pointing at the Bhangra dancers in front of the Punjab Pavilion.



“Yes, sir ! We saw this folk dance during the Republic Day celebrations this year,” replied the children. “This dance is full of energy. It shows the great zest for life of the Punjabis,” said Mr Matthew. “Punjabis are very self-respecting and hard-working people. You will never find them begging in the streets. They are also very brave and never show their back in a battlefield”.

According to the history of Punjab, the Punjabis have faced all the foreign invasions boldly. During the struggle for India’s freedom, Punjab gave the country great heroes. They included patriots such as Lala Lajpat Rai, Bhagat Singh, Sukhdev, Udham Singh, Kartar Singh Sarabha and many others. We call Lala Lajpat Rai *Sher-e-Punjab* and Bhagat Singh *Shaheed-e-Azam*. All these brave sons of Punjab sacrificed their lives for their country. Lala Lajpat Rai died as a result of the brutal lathi charge while he was leading a procession against the British in 1928. Bhagat Singh, Sukhdev and Rajguru were hanged for raising their voice against the British cruelties. Bhagat Singh was just 26 years old then.



“Children, look at the portraits of all the freedom fighters in the pavilion.”

“Sir, what is this building that has marks all over its walls?”asked Chintu.

Mr Mathew told Chintu, “This is the famous Jallianwala Bagh of Amritsar and these are bullet marks. On 13 April 1919, a crowd of around 20,000 people had gathered for a public meeting here. They included men, women and children. The British General O’Dwyer came there with his armed soldiers. He blocked all the exit points. Then he ordered his men to start firing without giving any warning to the people gathered there. About 1000 people were killed and more than 1500 were wounded.”

Mr Mathew, told his students about the partition of India in 1947. He said, “The people of Punjab suffered due to partition of the country on the eve of independence in 1947. There was a terrible bloodshed. Thousands of people had to leave their homes and live in refugee camps. However, the Punjabis worked hard and started life afresh. They played a great role in rebuilding the state. They made Punjab the granary of India with their hard work and agricultural skills. They brought about a Green Revolution in the country. Soon, India became a developing country and it was mainly due to the hard work of the Punjabis.”

“Sir, wasn’t Punjab further divided when the state of Haryana was carved out of it ?” asked Raju.



“You are right, Raju. In 1966, the state of Punjab was reorganized on the basis of Punjabi and Hindi languages. Some of the hilly areas of Punjab like Lahaul Spiti, the valleys of Kullu and Manali, Kangra, Dalhousie and Shimla were integrated with Himachal Pradesh. Chandigarh was made the joint capital of both Punjab and Haryana. It was declared a Union Territory”, said Mr Mathew.

The reorganized Punjab came into being on 1st November 1966. Now, it has Pakistan on the west, Jammu and Kashmir on the north, Himachal Pradesh on the north-east and on the south it has Haryana and Rajasthan.

“Sir, here is the model of a dam. I think it is the famous Bhakra Dam,” said Raju.

“You are right, Raju,” said Mr Matthew. “This dam is 740 feet high. Its length is 518 metres and it is 9 metres broad. Its reservoir, known as Govind Sagar, stores up to 9 billion cubic metres of water. It is used for irrigating 10 million acres of fields in Himachal Pradesh, Punjab and Haryana. The electricity generated in the power houses at Bhakra and Nangal is supplied to the states of Himachal Pradesh, Punjab, Haryana, Rajasthan and Gujarat. Pandit Nehru called Bhakra Dam *the temple of modern India*.”

“Sir, I can hear the melodious strains of Gurbani. There must be a Gurudwara nearby,” said Vicky.



“Well, we are near the Golden Temple of Amritsar. It is the holiest shrine of the Sikhs,” said Mr Matthew.

“Sir, they say this temple is surrounded by water,” said Chintu. “Yes, it is built in the middle of a square tank. To reach the temple, there is a 60-metre long marble path. This path has marble railings on both the sides. The temple is double-storeyed. It has a golden dome on the top. The marble slabs used in the construction of the temple have on them fine artistic engravings. The inner walls are decorated with precious stones. They have on them priceless paintings and other works of art. On the ground floor, under the dome-shaped roof, lies Sri Guru Granth Sahib. It is the holy book of the Sikhs,” explained Mr Mathew “Do you know it was Sri Guru Arjun Dev, the fifth Guru of the Sikhs, who compiled this holy book ?” asked Mr Mathew.

Anandpur Sahib is another place of Sikh pilgrimage. It is a small town on the left bank of the Sutlej River. It was founded by Sri Guru Teg Bahadur. Lakhs of Sikhs gather here annually to celebrate the founding of the Khalsa by Guru Gobind Singh in 1699.



“Sir, look here. This is the model of a beautifully planned city. It has a number of gardens. Isn’t this Chandigarh ?” asked Raju.

Mr Mathew replied, “Yes, this is Chandigarh. This beautiful city is situated at the foot of the Shivalik Hills. It was designed by a famous French architect, Le Corbusier. Being very close to the hills, Chandigarh has a calm and pleasant atmosphere. The Rose Garden of Chandigarh is world famous. The city was formally declared open in October 1953 by Dr Rajendra Prasad, the former President of India. ”

“Sir, there are some shops here that sell sports goods. I would like to buy a cricket bat and a ball,” said Vicky.

“But before you buy, could you tell me which city in Punjab manufactures these goods ?” asked Mr Matthew.

“No, sir,” replied Vicky.

“Well, it is Jalandhar,” said Mr Matthew. “It is one of the most important centres for the manufacturing of sports goods in the country. The other shops there have woollen hosiery goods. They are from Ludhiana. Ninety-five per cent of our hosiery industry is in Ludhiana. Would you like to buy some hosiery goods also ?”

“No, sir, I can’t decide which ones to buy. Such purchases are made by my parents,” said Chintu.

“Well, children, you would perhaps like to taste these Amritsari jalebis,” said Mr Matthew, moving towards a sweet shop. All the children followed him with smiles on their faces.

## Post-reading

### Vocabulary Expansion



### Activity 2

**Match the words under column A with their antonyms under column B.**

S. No.	A	B
1	exit	fail
2	lead	south
3	raise	lower
4	order	follow
5	broad	slavery
6	north	narrow
7	famous	request
8	succeed	disperse
9	freedom	entrance
10	assemble	notorious



### Activity 3

The sentences given below have two blanks each. Two words are given in the brackets after each sentence. Fill in the blanks choosing the correct word from the brackets.

1. With a \_\_\_\_\_ face she said, “My purse is \_\_\_\_\_.” (empty, blank)
2. \_\_\_\_\_ children have \_\_\_\_\_ hands. (small, little)
3. That \_\_\_\_\_ young man has a \_\_\_\_\_ wife. (handsome, beautiful)
4. The \_\_\_\_\_ old man spoke in a \_\_\_\_\_ voice. (feeble, weak)
5. The \_\_\_\_\_ of our school is a man of \_\_\_\_\_. (principal, principles)
6. You should live in \_\_\_\_\_ because \_\_\_\_\_ is strength. (union, unity)
7. He is a \_\_\_\_\_ man with a round face and a \_\_\_\_\_ forehead. (tall, high)

### Learning to Read and Comprehend



### Activity 4

Answer each question briefly.

- a. What is special about Bhangra ?

---

---

- b. Why do you think that the Punjabis are self-respecting people ?

---

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- c. What was Punjab’s role in the struggle for India’s independence ?

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---

- d. What did General O’Dwyer do at the Jallianwala Bagh in Amritsar ?

---

---

e. Which states have benefitted from the Bhakra-Nangal Project ?

---

---

f. What is the religious importance of Anandpur Sahib ?

---

---

g. Where is Chandigarh situated ? What is it known for ?

---

---

h. What are Jalandhar and Ludhiana famous for ?

---

---

i. Who compiled the holy Sri Guru Granth Sahib ?

---

---

j. What do you know about the holiest shrine of the Sikhs ?

---

---



### Activity 5

Write 'true' or 'false' for the following statements in the given space.

a. General O'Dwyer lived in Jallianwala Bagh.

---

b. Le Corbusier was a great Indian architect.

---

c. Bhagat Singh was hanged on 13 April 1919.

---

d. The Golden Temple has a tank all around it.

---

e. India became an independent country in 1947.

---

f. The Punjabis have faced many foreign invasions.

---

- g. Guru Gobind Singh founded the Khalsa in 1669. \_\_\_\_\_
- h. Lala Lajpat Rai is known as *Shaheed-e-Azam* of India. \_\_\_\_\_
- i. The Bhakra Dam is 518 feet high and 740 feet wide. \_\_\_\_\_
- j. Fifty percent of India's hosiery industry is in Ludhiana. \_\_\_\_\_
- k. Dr Rajendra Prasad was the President of India in 1953. \_\_\_\_\_
- l. Chandigarh is situated on the left bank of the Sutlej River. \_\_\_\_\_



## Activity 6

**Tick (✓) the correct option to complete each sentence.**

1. The Jallianwala Bagh massacre took place on \_\_\_\_\_.
  - a. 1919
  - b. 1928
  - c. 1947
  - d. 1926
2. The reorganisation of Punjab took place in \_\_\_\_\_.
  - a. 1947
  - b. 1950
  - c. 1966
  - d. 1953
3. Kullu and Manali are parts of \_\_\_\_\_.
  - a. Haryana
  - b. Himachal Pradesh
  - c. Jammu and Kashmir
  - d. Punjab
4. Sri Guru Arjun Dev was \_\_\_\_\_ of the Sikhs.
  - a. the fifth Guru
  - b. the sixth Guru
  - c. the fourth Guru
  - d. the tenth Guru

## Learning Language

## Subject-Verb Agreement

- 1. A verb must agree with its subject, number and person i.e. when the subject is singular, the verb must also be singular. When the subject is plural, the verb must be plural. For example:**

1. **He plays** cricket.
2. **They play** cricket.
3. **I am** sad.
4. **We are** sad.
5. **A girl is** running.

6. **Girls are** running.
7. **A list of boys was** prepared.
8. **One** of my friends **has** gone to the USA.

Let us look at some more aspects of how the verb should agree with the subject in a sentence.

**2. If the subject consists of two or more singular nouns or pronouns joined by ‘and’, it takes a plural verb. For example:**

- a. Jolly **and** John **were** two brothers.
- b. The poet **and** the dramatist **are** being honoured. (two separate persons)
- c. Kolkata, Mumbai, Chennai and Delhi **are** the most important cities of India.
- d. He **and** I **were** present.

**Exceptions:**

**a.** If the nouns refer to the same person or thing or express one idea, the verb is singular. For example:

1. The poet **and** dramatist is being honoured. ( same person - one only)
2. My friend, philosopher and guide **was** invited to preside over the function. ( same person - one only)
3. Rice and curry **is** his favourite dish.
4. Slow and steady **wins** the race.
5. Bread and butter **is** a wholesome food.

**b.** If two singular subjects joined by ‘and’ are qualified by ‘each’ or ‘every’ they take a singular verb. For example:

- a. **Every** man and **every** woman **desires** happiness.
- b. **Each** hour and **each** minute **is** important.

**3.** Singular subjects connected by ‘or’, ‘either - or’ and ‘neither - nor,’ are followed by a singular verb. For example:

- a. No prize **or** trophy **was** given to him.
- b. **Either** Minesh **or** Parag **has** won the prize.
- c. **Neither** Sanjeev **nor** Amit **has** gone to school today.

**4.** When the subjects connected by ‘or’ or ‘nor’ are of different numbers, the plural subject should be written in the last and it is followed by a plural verb. For example:

- a. **Either** Raghu **or** his parents **are** to blame.
- b. **Neither** Parul **nor** her friends **have** joined the college.
- c. **Neither** the headmaster **nor** the teachers **were** present there.

5. When the subjects connected by ‘**nor**’ or ‘**or**’ are of different persons, the verb agrees in person with the subject nearest to it. For example:
- Neither** you **nor** Rosy **is** responsible for our defeat.
  - Neither** you nor Rahul **seems** to be interested in this plan.
  - Neither** Neelu **nor I have** any money to buy a house.
6. When the subject consists of two nouns or pronouns joined by ‘**with**’ or ‘**as well as**’, the verb agrees with the first of them. For example:
- All the students **with** their teacher, **were** present at the show.
  - He **with** all his friends, **was** ready to do or die.
  - They **as well as I are** sick of his behaviour.
  - Good leaders **as well as** a responsible public **are** essential for the success of democracy.
7. When two subjects are connected by ‘**not only**’ ... ‘**but also**’, the verb agrees with the second subject. For example:
- Not only** the master **but** his servants **have** also been badly wounded.
  - Not only** the soldiers **but** the captain **has** also been arrested.
8. When the subject is the formal ‘**there**’, the verb agrees with the real subject that follows it. For example:
- There **is** no **hope** of his success.
  - There **were** many **difficulties** to be removed.
9. ‘**Either**’, ‘**neither**’, ‘**each**’, ‘**everyone**’, ‘**one of the**’ take a singular verb. For example:
- Neither** of the two books **was** interesting.
  - Everyone** of these workers **is** an expert.
  - One of the** students **is** differently abled.
  - Each** of these two girls **is** intelligent.
  - Either** of these two boys **is** fit for this work.
10. Nouns which are plural in form but singular in meaning should be followed by singular verbs. For example:
- Mathematics **is** my favourite subject.
  - Politics **is** a dirty game.
  - The wages of sin **is** death.
  - The news **is** too good to be true.
  - ‘Gulliver's Travels’ **is** an interesting book.

11. Collective noun (crew, jury, committee) is followed by a singular verb when the group is thought of as a single unit. But when individual members of the group are referred to, the plural verb is used. For example:
- A committee **was** appointed to suggest some reforms.
  - The committee **were** divided on the issue.
  - The jury **was** unanimous in its verdict.
  - The jury **were** divided in their opinions.
12. When the subject of a verb is a relative pronoun, the verb agrees in number and person with the antecedent of the relative pronoun. For example:
- The **boy, who** always stands first, is my son.
  - The **time, which** is lost, is lost forever.
  - I, who am** your friend, will certainly help you.
  - This is one of the most interesting **books that** have (not has) ever appeared.
13. When the subject is a sum of money considered as a whole, a singular verb is used. If the subject is a sum of money and it refers to the notes or coins considered separately, a plural verb is used. For example:
- Hundred rupees **is** not a small amount.
  - Hundred rupees **were** found in his purse.
  - Five thousand rupees **is** a good price for this camera.
  - There **were** fifty rupees in his pocket.
  - There **are** ten silver rupees in my box.



## Activity 7

Select the correct verb from the brackets to fill in the blanks.

- The tallest of these boys \_\_\_\_\_ next door to me. (live, lives)
- All the players in my team \_\_\_\_\_ done well. (has, have)
- The toys that were bought by Anil \_\_\_\_\_ really useful. (are, is)
- He \_\_\_\_\_ regularly. (walk, walks)
- Slow and steady \_\_\_\_\_ the race. (win, wins)
- Time and tide \_\_\_\_\_ for none. (wait, waits)
- Oil and water \_\_\_\_\_ mix. (does not, do not)

8. Tobacco and alcohol \_\_\_\_\_ injurious to health. (is, are)
9. Either Ashok or Rakesh \_\_\_\_\_ done this mischief. (has, have)
10. Either you or he \_\_\_\_\_ mistaken. (is, are)
11. Neither the judge nor the witnesses \_\_\_\_\_ him . (believe, believes)
12. Neither the Captain nor the soldiers \_\_\_\_\_ been arrested. (has, have)
13. Either he or I \_\_\_\_\_ wrong. (am, are)
14. He as well as you \_\_\_\_\_ innocent. (is, are)
15. Each day and each hour \_\_\_\_\_ its own importance. (has, have)
16. Either of these two proposals \_\_\_\_\_ acceptable to me. (is, are)
17. The jury \_\_\_\_\_ divided in their opinion. (was, were)
18. The assembly \_\_\_\_\_ in session. (is, are)
19. I am the one who \_\_\_\_\_ always stood for justice. (has, have)
20. This is one of the most difficult lessons that \_\_\_\_\_ been taught. (has, have)

## Learning to Listen



### Activity 8

**Listen to the words spoken by your teacher. Each word will be spoken twice. You will repeat after her/him. The teacher must check the pronunciation from the dictionary. (Refer to Appendix I at page no. 166.)**

## Learning to Write

### Paragraph Writing

A paragraph is a group of sentences that are written on a topic. It requires unity, order, coherence and completeness of an idea. When we write a paragraph, we should focus on one idea. Let us write a paragraph on a 'A Picnic' we went for.

#### A School Picnic

Picnic - look forward to - all excited - woke up early - packed food - reached in time - teachers accompanied - bus started - enjoyed - reached the spot - took swings - high spirits - took lunch - great fun - journey back - reached home - a day worth - remembering



Picnic is one thing that we all always look forward to. This time, it was announced that we would go on a school picnic to the local city garden. We were all very excited.

On the day of the picnic, I woke up early. My mother packed a lot of food items for me and my friends. We reached school in time to board the bus. Our English teacher and sports teacher were accompanying us. The bus started at 8 a.m. We enjoyed the journey and had great fun singing songs. Finally, we reached the garden. It was very peaceful there. The weather was also very pleasant. We got busy on swings and started running and playing. We were all in high spirits. In the afternoon, we had lunch. We shared our food with each other. After lunch, our teachers made us play many games. It was fun. We laughed and enjoyed ourselves. Soon it was evening and time to go back. We boarded the bus again and reached home by 7. It was a memorable day and I am going to cherish it forever.



## Activity 9

**Write a paragraph on ‘ Our School Library’ using the hints given below:**

**Hints :** school a temple of learning — library the most useful place — a big library in my school — more than 50,000 books — kept subjectwise — story books and comics — newspapers and magazines — librarian very helpful and kind — enjoy going to the library

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.



**Write a paragraph on ‘An Indian Farmer’ looking at the hints given below:**

**Hints :** India land of villages- agriculture major profession - agriculture is lifeline of Indian economy - keeps the Indian economy prospering – the citizens with food - grows food grains, vegetables and fruits - grows cotton - works from morning to evening - provides employment – 40% of Indian farmers – requires a lot of labour – difficult task requires discipline and patience – grows crops for our country – crop is his wealth - important place in society - backbone of India – very useful member of the society

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# 8



## Lesson 8

# We who Love Books

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

familiar	timeless	refrain
verse	companions	nourish

### Reading

#### Let us read the poem

### We who Love Books

Some books I'll never give away,  
Though old and worn, their binding torn,  
Upon my shelves they'll always stay,  
Alive, still read, still fresh each dawn,  
Their magic moments never gone.

Familiar friends, these timeless tales  
Have been with me since I was ten,  
And as I turn their pages once again  
I feel and love their old refrain.



Great verse, great thoughts, still stand the test  
 Of time that's passing by so fast...  
 These good companions never fail  
 To give me joy, to nourish me.  
 We who love books will always be  
 The lucky ones, our minds set free.

*Ruskin Bond*

## Post-reading

### Vocabulary Expansion



#### Activity 2

Pick up the rhyming words from the poem and make a list.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



#### Activity 3

Match the words with their correct synonyms.

S. No.	Word	Synonym
1	moment	nutrition
2	modern	high
3	clever	time
4	upset	intelligent
5	nourishment	new
6	wealthy	lift
7	garbage	big
8	infant	story
9	tall	old
10	large	unhappy

S. No.	Word	Synonym
11	companion	bowl
12	secure	friend
13	thief	known
14	dish	trash
15	ancient	burglar
16	timeless	rich
17	familiar	safe
18	raise	permanent
19	tale	baby
20	joy	happiness

### Learning to Read and Comprehend



#### Activity 4

**Read the following stanzas and answer the questions.**

**A. Some books I'll never give away,  
 Though old and worn, their binding torn,  
 Upon my shelves they'll always stay,  
 Alive, still read, still fresh each dawn,  
 Their magic moments never gone.**

a. Name the poem and the poet.

---



---

b. The poet doesn't want to part with some books. Where does he keep them?

---

c. What is the condition of the books ?

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---

**B. Familiar friends, these timeless tales  
Have been with me since I was ten,  
And as I turn their pages once again  
I feel and love their old refrain.**

- a. The poet calls his books 'familiar friends'. Why does he call them 'familiar'?

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- b. What do you understand by the phrase 'timeless tales'?

---

- c. How does the poet feel when he touches and feels the pages of his books?

---

**C. Great verse, great thoughts, still stand the test  
Of time that's passing by so fast...  
These good companions never fail  
To give me joy, to nourish me.  
We who love books will always be  
The lucky ones, our minds set free.**

- a. According to the poet, what still stand the test of time ?

---

---

- b. What do you think the poet will always get from his good companions?

---

---

- c. Who according to the poet will always be the lucky ones ?

---

---



## Activity 5

Books have been described using many names and adjectives. In the given table, list all the names and adjectives used by the poet to describe books.

Nouns used for books	Adjectives used for describing books

## Learning Language

### Tenses

Tense is the form of a verb used to show the time of an action or a state.

The three main tenses are:

- the Present tense
- the Past tense
- the Future tense

Look at the following sentences:

1. I go to school everyday.
2. I went to school yesterday.
3. I shall go to school tomorrow.

In sentence 1, the verb ‘go’ refers to the **present time** and is therefore said to be in the present tense.

In sentence 2, the verb ‘went’ refers to an action that happened in the **past time** and is therefore said to be in the past tense.

In sentence 3, the word ‘shall go’ refers to the **future time** and is therefore said to be in the future tense.

## Present Tense

**Read the following sentences.**

1. I help my mother everyday.
2. I am helping my mother.
3. I have helped my mother.
4. I have been helping my mother since morning.

All the four sentences above refer to the **present time** and therefore are all in the Present Tense. But there is a distinction in the ways in which the action is taking place.

In **Sentence 1**, the action is mentioned simply. There is no reference to the completeness or incompleteness of the action. The verb ‘help’ is therefore said to be in the **Simple Present Tense** or the **Present Indefinite Tense**.

In **Sentence 2**, the action mentioned is incomplete. It is still going on. The verb ‘**am helping**’ is said to be in the Present Continuous Tense.

In **Sentence 3**, the action is mentioned as finished, complete or perfect. The verb ‘**have helped**’ is said to be in the Present Perfect Tense.

In **Sentence 4**, the action is mentioned as having been going on continuously but not completed at the present moment. The verb ‘**have been helping**’ is said to be in the Present Perfect Continuous tense. So, the present tense has four forms:

- **Simple Present or Present Indefinite**
- **Present Continuous or Present Progressive**
- **Present Perfect**
- **Present Perfect Continuous**

## Past Tense

**Just as the present tense has four forms, the past tense also has the following four forms:**

1. I helped my mother yesterday. (Simple Past or Past Indefinite)
2. I was helping my mother. (Past Continuous or Past Progressive)
3. I had helped my mother. ( Past Perfect)
4. I had been helping my mother. (Past Perfect Continuous)

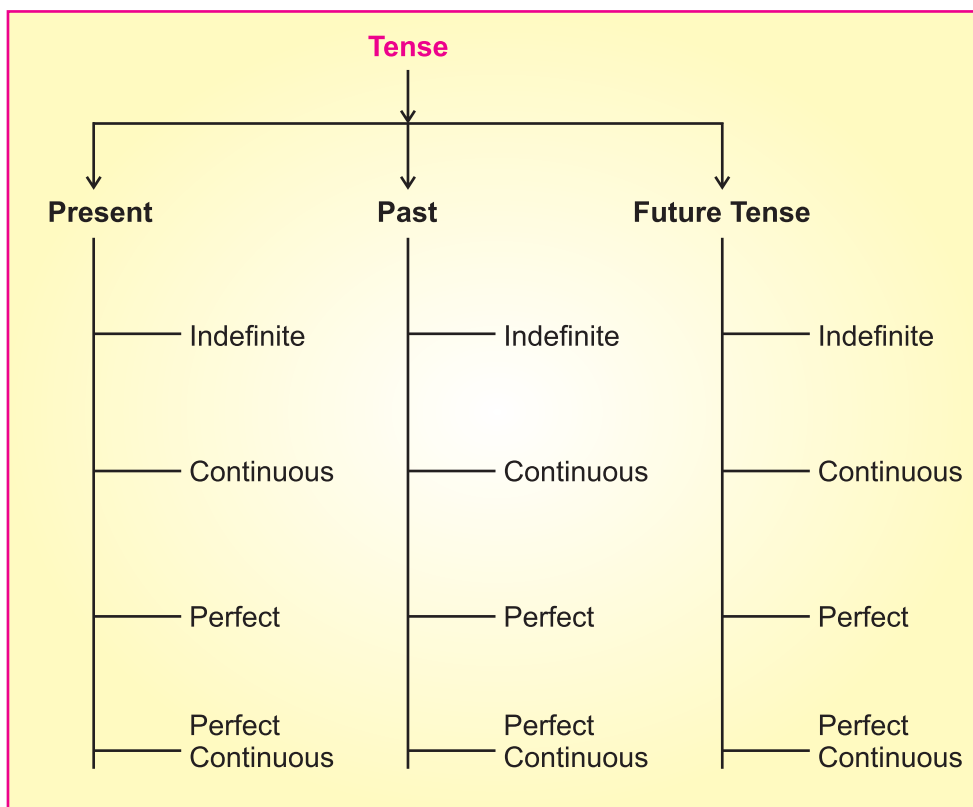
## Future Tense

**Similarly, the future tense has the following four forms:**

1. I shall call. (Simple Future or Future Indefinite)
2. I shall be calling. (Future Continuous or Future Progressive)
3. I shall have called. (Future Perfect)
4. I shall have been calling. (Future Perfect Continuous)



Look at the following chart for understanding forms of Tenses:



### Present Indefinite (Simple Present)

1. to express what is actually taking place now, for example:

- Here **comes** the bride.
- There **goes** the bus.

2. to express a habitual action, for example:

- He **gets** up early in the morning.
- He **takes** exercise everyday.
- I **go** to school by bus.

3. to express some universal truth, for example:

- The earth **moves** round the sun.
- The sun **rises** in the east and **sets** in the west.
- The soul **is** immortal.

4. to express a situation or a fact that is permanent, for example:

- My house **faces** the east.
- This road **runs** from Ludhiana to Delhi.

5. to express a future action, when the futurity is indicated by them, for example:

- The college **reopens** next week.
- We **leave** by the 8.30 a.m. train.



Look at the tables below to understand how the present tense works.

S.No	Subject	Verb	
1	I	work	everyday
2	You		
3	We		
4	You		
5	They		
6	Sita and Gita		

When we talk about singular subjects, we add –s/es to the verb. For example ‘he’, ‘she’, ‘it’ and other singular subjects such as ‘this toy’, ‘the table’ etc.

S.No	Subject	Verb	
1	He	works	everyday
2	She		
3	It		
4	My brother		

**More examples:**

- He drives to work.
- She works in an office.
- The bank opens at 9:00 a.m.

We do not use ‘be’ verb with the main verb in the simple present tense.

**For example :** He works at a bank. **(Correct)**

He is work at a bank. **(Incorrect)**



## Activity 6

**Underline the correct form of the verb to complete each sentence.**

- Priya love / loves her work.
- He study / studies agriculture.
- A salesperson sell / sells products for a company.
- Sunita work / works in a bank.
- Nurses help / helps people.

6. We write / writes English books.
7. Your office close / closes at 5:00 p.m.
8. She teach/ teaches in a school.
9. I walk / walks to work everyday.
10. I start / starts work at 8:00 a.m. every morning.

### Present Continuous

It is used to express an action going on at the time of speaking. It is often associated with adverbs and adverb phrases, of present time, such as **'now'**, **'at present'**, **'at this moment'**, etc. For example

- What are you doing now?
- Mohan is singing a song now.

This tense is sometimes used to mark an action that will happen in the future. For example:

- We are leaving for London tomorrow.
- She's coming to meet me next week.



### Activity 7

**Fill in the blanks with the correct form of the verb, Present Continuous or Present Simple.**

1. I \_\_\_\_\_ (not/belong) to Delhi.
2. Hurry! The bus \_\_\_\_\_ (come).
3. Seema is a vegetarian. She \_\_\_\_\_ (not/eat) meat.
4. I \_\_\_\_\_ (look) for a maid.
5. Jayati \_\_\_\_\_ (eat) oranges.
6. At the moment, we \_\_\_\_\_ (make) a video of the party.
7. I \_\_\_\_\_ (know) what Mr Sharma wants to buy.
8. I \_\_\_\_\_ (apply) for a job in a school but I don't know if I will be successful.
9. Vanita \_\_\_\_\_ (do) some research in the library.
10. She always \_\_\_\_\_ (remember) my birthday.
11. Mr Brown \_\_\_\_\_ (work) in a supermarket.
12. Look! It \_\_\_\_\_ (snow).
13. Do you \_\_\_\_\_ (know) Helen?
14. Look! That woman \_\_\_\_\_ (try) to steal that man's wallet.
15. The Ganges \_\_\_\_\_ (flow) into the Bay of Bengal.

## Present Perfect

This tense is used:

1. to express an action that has just been completed, for example:
  - The sun has set.
  - We have just arrived.
2. to express a past action the results of which still continue, for example:
  - I have lived in Mumbai for ten years. (the speaker is still living in Mumbai)
  - We have known each other for the past two years.
3. to express a Future Perfect when such words as 'when', 'before', 'as soon as', 'till', 'after' are used before it, for example:
  - I shall go there after I have done my work. (as soon as I finish my work)

## Present Perfect Continuous

It shows the action that began in the past and is continuing up to the present time, for example:

- I have been standing here for two hours.
- It has been raining since morning.

**Note :** In the Present Perfect Continuous tense, 'since' and 'for' are used to indicate point of time and period of time respectively, for example:

- We have been living here since 1955.
- Meena has been dancing since morning.
- The girls have been playing for three hours.
- It has been snowing for two hours.



### Activity 8

Fill in the blanks with the Present Perfect or Present Perfect Continuous forms of the verbs given in the brackets.

- a. Someone \_\_\_\_\_ the window. (break)
- b. Reeta \_\_\_\_\_ her pen. (lose)
- c. We \_\_\_\_\_ many medals. (win)
- d. I \_\_\_\_\_ for a house for two months. (search)
- e. The train \_\_\_\_\_ just \_\_\_\_\_ at the platform. (arrive)



- f. \_\_\_\_\_ he \_\_\_\_\_ a beard? (grow)
- g. \_\_\_\_\_ you \_\_\_\_\_ the Gita? (read)
- h. I \_\_\_\_\_ my uncle for months. (not visit)
- i. She \_\_\_\_\_ to Paris twice. (be)
- j. We \_\_\_\_\_ already \_\_\_\_\_ our breakfast. (have)

### Learning to Listen (Pairwork)



#### Activity 9

**Your teacher will tell you a story. Listen to it carefully and fill in the blanks with the words from the story. For the last paragraph, you will write all the words. The teacher will read the passage twice and the last part of the story will be read three times. (Refer to Appendix I at page no. 167.)**

Once upon a time, there was a shepherd who bought a \_\_\_\_\_ of sheep. He also had a \_\_\_\_\_ who helped him to \_\_\_\_\_ his sheep. When the sheep grew up a little, the \_\_\_\_\_ realised that these sheep just \_\_\_\_\_ not stop bleating. All day long, the sheep bleated -"Baaah baaah." What a deafening sound they made; and they just ignored the \_\_\_\_\_ commands. He used all the \_\_\_\_\_ he could to get the sheep to listen to him and to his dog, but the \_\_\_\_\_ didn't care. Finally, seeing as the sheep wouldn't stop \_\_\_\_\_ the shepherd decided to at least have some \_\_\_\_\_ with it. He bought an enormous ear and transported it out to his fields on the \_\_\_\_\_ of his wagon.

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## Learning to Speak (Pairwork)



### Activity 10

**Take a currency note of any value. Describe the currency note to your partner. You must talk about various things that are there on the note and their colour, size, number, location (where on the note) etc.**

Your partner will write/draw all the items that you describe on the currency note. You will take turns in describing.

The teacher will look at the notes made by your partner to check whether the description matches with the drawing/writing.

Currency Note : \_\_\_\_\_

## Learning to Write (Pairwork)



### Activity 11

Look at the pictures below. The pictures are in a sequence. Work together and write a short story based on the pictures.







## Learning to Use the Language (Pairwork)

Read the following poster very carefully.



**INFORMAL**



**FORMAL**

**Inviting Someone to Come to Your House for Dinner**



- Wanna come over for dinner tonight?
- How about coming over for dinner tonight?
- Care to come over for dinner tonight?

- Would you like to come over for dinner tonight?
- Would you care to join us for dinner at our house tonight?
- We'd be delighted to have you over for dinner tonight.

**Accepting an Invitation**



- Sure. What time?
- Why not? When do you want me to be there?
- Yes! Want me to bring something?

- Thank you! I'd love to. Would you like me to bring anything?
- Thank you very much! I'd be delighted to. What time should I be there?
- Oh, certainly! Thank you. Do I need to bring anything?

**Declining an Invitation**

- I can't. I have to work.
- Tonight's no good. I have an appointment.

- I'd love to, but I'm afraid I'm busy tonight.
- I'd love to, but I already have plans tonight.







## Activity 12

Write the dialogue using the hints given in the poster on (page 110)

**Partner 1** : Engage in a dialogue with your friend to invite him/her over to your home for dinner.

**Partner 2** : Decline the invitation after asking questions about the day, time, occasion, etc.




# 9



## Lesson 9

# Charge for Love

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

sign board	advertise	intention	set about
sweat	handful	delight	stirring
hobbling	veterinarian	hip socket	brace
twisted	crippled	worth	cents

### Reading

#### Let us read the story

### Charge for Love

A shop owner had some puppies he wanted to sell. He painted a sign board to advertise his intention of selling the pups that said: 'Puppies For Sale.' He set about nailing it on the wall. Boards like this always have a way of attracting young children. As he was driving the last nail into the post, a boy saw the board and started walking towards the shop. He approached the owner and asked, "How much are you going to sell the puppies for?"

The shop owner looked down into the eyes of the little boy. "Well !" said the shop owner, as he wiped the sweat off the back of his neck, "These puppies come from fine parents and cost a good deal of money. So I will charge anywhere from \$30 to \$50 for each puppy."

The boy dropped his head for a moment. Then, reaching deep into his pocket, he pulled out a handful of change and held it up to the shop owner. "I have \$2.37. Is that enough to take a look?," he said.

“Sure,” said the shop owner. And with that he let out a whistle. “Here Dolly!” he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur.

The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly, another little ball appeared; this one noticeably smaller.

Down the ramp it slid. Then in an awkward manner, the little pup began hobbling towards others, doing its best to catch up. Immediately the little boy singled out the hobbling and limping puppy and said, “What’s wrong with that little dog?”

The shop owner explained that a veterinarian had examined the little puppy and discovered that it didn’t have a hip socket. It would always limp. It would always be lame.

“I want that one,” the little boy said, pointing to the lame puppy.

The shop owner knelt down at the boy’s side and said, “Son, you want that puppy. It will never be able to run and play with you like these other dogs would. So if you really want him, I’ll just give it to you.”

With that, the little boy stepped back from the fence; reached down and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. To his surprise, the little boy reached down and rolled up the other leg of his trousers also to reveal a badly twisted crippled left leg supported by a big metal brace.

Looking up at the shop owner, he said, “You see sir, I myself don’t run too well and the poor little puppy will need someone who understands it.”

With tears in his eyes, the shop owner reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

“How much?,” said the little boy.

“No charge, as I said earlier,” answered the shop owner. “There can be no charge for love.”

The little boy got quite upset. He looked straight into the store owner’s eyes, and pointing his finger at him and said, “You are right. There is no charge for love but I cannot lower its worth by taking it without charge as if it was less than other puppies because it may not run as fast as them. This little dog is worth every bit as much as all the other dogs. I don’t want you to give him to me free of cost. I’ll pay the full price. I’ll give you \$2.37 now and 50 cents a month until I have paid in full.”



## Post-reading

### Vocabulary Expansion



#### Activity 2

Write the meaning of the following phrasal verbs from their context in the given space.

1. set about

---

2. have a way

---

3. look down

---

4. wipe off

---

5. reach into

---

6. pull out

---

7. hold up

---

8. let out

---

9. make way

---

10. step back

---

11. catch up

---

## Learning to Read and Comprehend



### Activity 3

Choose the correct option to answer the following questions.

1. What did the shop owner write on the sign board?
  - a. 'Come and Buy Puppies'
  - b. 'Free Puppies'
  - c. 'Looking For My Lost Puppy'
  - d. 'Puppies for Sale'
2. What was the name of the mother of the puppies?
  - a. Holly
  - b. Dolly
  - c. Paula
  - d. Peppy
3. How many puppies were there to choose from?
  - a. three
  - b. five
  - c. four
  - d. one
4. Which puppy did the boy pick?
  - a. the one with black and white spots
  - b. the one with a limp
  - c. the one with shaky eyes
  - d. the one with big ears
5. Why did the boy pick the puppy with a limp?
  - a. He could empathize with its condition.
  - b. The shop owner said he'd give it for free.
  - c. He thought it was very cute.
  - d. The puppy showed him more affection.
6. Why did the shop owner want the boy to take the puppy for free?
  - a. He felt that he should not put a price on love.
  - b. He felt that the boy was too small to pay.
  - c. The puppy would be a burden on him due to its limp.
  - d. He thought that he would have to spend a lot of money on its regular treatment.



### Activity 4

Answer the following questions.

1. Who approached the owner of the shop ?
-

2. What was the owner charging for healthy puppies ?

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3. How much money did the boy have ?

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4. What problem did the lame puppy have ?

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5. Which puppy was chosen by the little boy and why ?

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6. Why did the shop owner agree to give the puppy for free ?

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### Activity 5

Put a tick (✓) or a cross (X) against each sentence.

1. The shop owner wanted to sell kittens. ( )

2. The shop owner wanted to sell puppies. ( )

3. The boy was an athlete and needed a pet to exercise with. ( )

4. One of the puppies was blind. ( )

5. The boy had enough money to buy four pets. ( )

6. The shop owner insisted that the boy might take the puppy for free. ( )

7. The boy had a crippled leg. ( )

8. The boy initially came looking for a horse. ( )



### Comprehension Passage

Dengue is a viral disease. It spreads through the bite of an Aedes mosquito. This mosquito breeds in stagnant water kept in buckets, coolers, pots, etc. Therefore, we must empty all the buckets, coolers, pots so that the larvae of the Aedes mosquito is not able to breed around us. Also, when the mosquito bites a person suffering from dengue, the dengue virus enters the blood of that mosquito. After about one week, when this mosquito bites a healthy person, the dengue virus enters the blood of that person and infects him. The platelet count of that person goes very low. Other symptoms of dengue usually begin to show four to six days after infection. The symptoms last for up to ten days. The symptoms are:

- sudden high fever
- severe headache

- pain behind the eyes
- severe joint and muscle pain
- fatigue
- nausea
- vomiting
- skin rash which appears two to five days after the onset of fever
- mild bleeding (such as nose bleeding, bleeding gums or easy bruising)

You should therefore rest, drink plenty of fluids and see your doctor regularly. The doctor can diagnose dengue infection with a blood test. The best way to prevent the disease is to prevent mosquito bites by wearing long sleeves clothes so that the infected mosquito is unable to bite.



## Activity 6

Answer the following questions on the basis of the above passage.

1. How does dengue spread?
2. How can you prevent dengue?
3. What are the symptoms of dengue?
4. Choose the correct option:
  - a. The symptoms of dengue last upto ..... days.
 

i. two to five	ii. upto ten
iii. upto eight	iv. four to six
  - b. The symptoms of dengue are
 

i. high fever	ii. severe headache
iii. fatigue	iv. all of these

## Learning Language

### Past Tense and Future Tense

In this chapter, we will continue with tenses. In the previous chapter, we did the Present tense. Now let's look at **Past tense and Future tense**.

#### Past Tense

**The Simple Past Tense or the Past Indefinite is used:**

- a. to express that something was done or took place in the past time

Usually adverbs and adverb phrases like 'yesterday', 'ago', 'last week', 'last month', 'last year', etc. are associated with Simple Past Tense. For example:

- I saw him yesterday.

- He **passed** the exam last year.
- She **was born** in 1990.
- He **died** in 1992.

**b. to express a habitual action in the past, for example:**

- As a child I **played** cricket.
- I **was** the captain of my team.

**c. to express an action actually going on at the past time stated, for example:**

- While they **bathed** (were bathing), we **fished** (were fishing).



### Past Continuous Tense

It is used to indicate that the action was still going on in the past time referred to. For example:

- When we reached there, she **was singing**.
- When you arrived, they were **having lunch**.
- She **was cooking** when the telephone rang.



### Past Perfect Tense

It is used to denote an action which had been completed at some point in the past time before another action was commenced. For example:

- The train **had left** when we reached the station.
- The patient **had died** before the doctor arrived.
- The sun **had set** before we reached home.



### Past Perfect Continuous Tense

It is used to indicate that an action had continued for a certain time previous to the point of time named.

- We **had been** waiting for you for two hours when you came.
- I **had been** writing for an hour when you came to see me.



## Activity 7

**Fill in the blanks with the Simple Past Tense forms of the words given in the brackets:**

Bahadur Singh smiled. He tossed his revolver in the air and \_\_\_\_\_ (catch) it by the handle. He \_\_\_\_\_ (take) a careful aim at an empty sardine can and \_\_\_\_\_ (fire) another six shots. The bullets \_\_\_\_\_ (go) through into the earth kicking up whiffs of dust. His Alsatian dog \_\_\_\_\_ (begin) to bark with excitement.



He \_\_\_\_\_ (leap) up with a growl and \_\_\_\_\_ (run) down the canal embankment. He \_\_\_\_\_ (sniff) at the tin and \_\_\_\_\_ (take) it up in his mouth and \_\_\_\_\_ (run) back with it and \_\_\_\_\_ (lay) it at his master's feet.



### Activity 8

**Fill in the blanks with the Simple Past, Past Continuous, Past Perfect forms of the verbs given in the brackets.**

1. I \_\_\_\_\_ an elephant on the way back home. (see)
2. Did he \_\_\_\_\_ a letter to his father? (write)
3. He \_\_\_\_\_ to read when he was three. (learn)
4. When I saw him, he \_\_\_\_\_ a blue shirt. (wear)
5. \_\_\_\_\_ they \_\_\_\_\_ out yesterday? (go)
6. The scooter \_\_\_\_\_ a lot of money. (cost)
7. The First World War \_\_\_\_\_ in 1919. (end)
8. When I met Aradhya, she \_\_\_\_\_ at the bus stop. (wait)
9. Reema \_\_\_\_\_ first in the last test. (not stand)
10. Children \_\_\_\_\_ away when they \_\_\_\_\_ the policeman. (run, see)
11. The plane \_\_\_\_\_ when we reached the airport. (leave)
12. Ramesh \_\_\_\_\_ home when I phoned him. (return)
13. \_\_\_\_\_ he \_\_\_\_\_ his old car before he bought a new one? (sell)
14. The children \_\_\_\_\_ before I came home. (sleep)
15. The film had already begun when we \_\_\_\_\_ the theatre. (reach)
16. The teacher \_\_\_\_\_ the book before the examination began. (finish)
17. The robber had run away before the police \_\_\_\_\_. (come)
18. Tom \_\_\_\_\_ sleepy after having a good lunch. (feel)
19. I \_\_\_\_\_ the message before you came. (receive)
20. He \_\_\_\_\_ for India last year. (play)

## Future Tense

### Simple Future Tense

It denotes an action that is about to take place or an action that will take place in the future. For example:

- I **shall do** it now. (at once, immediately)
- We **shall go** there next week.
- Vandana **will come** here at 6 o'clock.

### Future Continuous Tense

It denotes an action going on at some point in the future time. For example:

- She **will be singing** then.
- I **shall be taking** my examination tomorrow at this time.

### Future Perfect Tense

It denotes that an action will be completed at some point of time in the future. For example

- I **shall have done** my work before you come.
- The play **will have begun** before you get to the theatre.
- They **will have spent** all their money by then.

### Future Perfect Continuous Tense

It indicates that the action, whether finished or unfinished will have been in progress for sometime. For example:

- We **shall have been playing** for three hours when you come here.
- Ashok **will have been living** in Japan for 10 years.



### Activity 9

**Put the verbs into the correct form (Simple Future). Use 'will'.**

Ashu asked a fortune teller about her future. Here is what he told her:

1. You \_\_\_\_\_ (earn) a lot of money.
2. You \_\_\_\_\_ (travel) around the world.
3. You \_\_\_\_\_ (meet) lots of interesting people.
4. Everybody \_\_\_\_\_ (adore) you.
5. You \_\_\_\_\_ (not / have) any problems.
6. Many people \_\_\_\_\_ (serve) you.
7. They \_\_\_\_\_ (anticipate) your wishes.

8. There \_\_\_\_\_ (not / be) anything left to wish for.
9. Everything \_\_\_\_\_ (be) perfect.
10. But all these things \_\_\_\_\_ (happen) only if you marry me.



## Activity 10

**Fill in the blanks using the correct form of the verb given in the brackets.**

1. I was not feeling well. So I \_\_\_\_\_ much. (not eat)
2. It was so cold at Almora, even water in the taps \_\_\_\_\_. (freeze)
3. She assures me that she \_\_\_\_\_ me in my work. (help)
4. We \_\_\_\_\_ to Mumbai last week. (go)
5. I \_\_\_\_\_ Bihar before the earthquake occurred. (leave)
6. He \_\_\_\_\_ home before the sun sets. (reach)
7. Dinesh \_\_\_\_\_ if you invite him. (come)
8. At this time next Monday we \_\_\_\_\_ your birthday. (celebrate)
9. When she visits school next month, I \_\_\_\_\_ there for 10 years. (teach)
10. The inter school hockey tournament \_\_\_\_\_ next Monday. (begin)

## Learning to Listen



## Activity 11

**You will listen to a voicemail message on your father's mobile phone. Your father is in Delhi and has forgotten to take his mobile phone. He has another mobile phone with him. Make notes of what you hear. Expand the notes into a proper message that you will send him on his other mobile phone. (Refer to Appendix I at page no. 167.)**

Main points of Voicemail Message	Text Message

## Learning to Speak



### Activity 12

Look at the pictures of food given below. These foods are from different countries. Identify the food and the country it comes from and speak 5 sentences on any one of the foods.



(Teachers must help students to identify the country, if required.)

## Learning to Write



### Activity 13

Write a paragraph about the little boy of the story 'Charge for Love' to describe his character. You may write about.

1. his love for animals
2. his confidence
3. physical description
4. sympathetic nature
5. his understanding of self-worth


## Learning to Use the Language



### Activity 14

**Rewrite a part of the story you have read in the form of a short dialogue between the shop owner and the little boy.**

Little boy : Are you selling your puppies?

Shop owner : Yes son, do you want to buy a puppy?

Little boy : Yes, very much! How much are you selling them for?

Shop owner : \_\_\_\_\_

Little boy : \_\_\_\_\_

Shop owner : \_\_\_\_\_

Little boy : \_\_\_\_\_

Shop owner : \_\_\_\_\_

Little boy : \_\_\_\_\_

Shop owner : \_\_\_\_\_

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Little boy : \_\_\_\_\_

Shop owner : \_\_\_\_\_

Little boy : \_\_\_\_\_

Shop owner : \_\_\_\_\_

Little boy : \_\_\_\_\_

# 10



## Lesson 10

# Safety while Driving

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

mischief	itinerary	sneak	reverse	mechanism
confidence	impound	counsel	blunder	reflexes

### Reading

#### Let us read the story

### Safety while Driving

Seema is a fifteen year old girl. She loves automobiles and keeps dreaming about driving cars on the road. She reads a lot about cars and their mechanism on the Internet. She feels that she knows everything about driving cars. Last year, Seema was just fourteen and she tried to take her mother's car out on the road to drive without telling her mother. Here, Seema is telling her story of the day she planned this mischief.

I am Seema. I am going to tell you a small incident of my life that taught me an important lesson. I love cars. I keep reading about cars on the Internet. After reading so much about cars and driving cars, I felt that I had understood everything about cars and would be able to safely drive on the road. I called my friend Bhavya who is equally interested in driving and also knows how to ride a mobike. I told her that my mother was going to Delhi and her car would be free. Bhavya also got excited and said that she would come to my house.

The next day, my mother went to Delhi and I called Bhavya home. Bhavya came home and we started planning our itinerary. We planned to go to Sector 17 which is a huge shopping complex. Since it was going to be my first experience of driving, I asked Bhavya to take the car out of the garage.

We sneaked out of the house with the car keys. Bhavya sat in the driving seat and started reversing the car. Bhavya took out the car very confidently. We both were very happy. I told her that she should continue to drive till the end of the road and after that I would take my turn to drive.



Bhavya started driving. Since she could ride a mobike and also helped her father many times in taking the car out of the gate, she knew the mechanism and drove with confidence. As we reached the end of the road, I asked her to stop the car. As she was trying to stop the car, two traffic policemen came out from behind the trees. They asked us to come out of the car and asked Bhavya to show them her driving licence. She was only fourteen years old and like me she did not have a driving licence. The policemen asked us our names, our age and addresses. They also took our parents' mobile numbers and called them. My mother was on her way to Delhi. When she received the phone, she immediately called my father and asked him to meet the police. Bhavya's father came and the policemen told him that they would impound the car as two minors were sitting in the car and one of them was driving.

The car was impounded and the police took both of us to the police station for writing the report. They also counselled us on the consequences of what we were planning to do. They said that we could have met with an accident and we might have hurt ourselves badly. They also told us that we could have also injured someone on the road. Then they showed us pictures of some accidents. We both got very scared when we saw the pictures in which a child had died. We looked at each other and decided never to repeat such a blunder. We decided that we will learn how to drive from a driving school when we turn eighteen.

So that was Seema's story.

Knowing the mechanism of cars does not make you a good driver. Driving is a skill which is learnt with a lot of practice. It is important to know the rules of the road and to understand the traffic signals. Traffic lights show people when it is safe to cross the road and when to stop.

Road rules and the traffic signals are for the safety of the road users. Once on the road, we all need to be very careful. The drivers should be patient, considerate and must have quick reflexes. The pedestrians should be patient, cautious and alert. Always remember that safety must come first when driving.

## Post-reading

### Vocabulary Expansion



## Activity 2

Look at the grid. Encircle the words taken from the chapter which mean the following. The first one is done for you.

1. a person who walks on the road
2. alert and careful
3. when two vehicles get hit
4. to take into custody of the law
5. mistake
6. to turn in an opposite direction
7. eager and enthusiastic
8. the effect, result or outcome of something
9. advice; opinion or instruction given
10. a person under the age of 18 in India

B	A	C	O	U	N	S	E	L	L	E	D	E
A	C	O	V	L	V	A	Z	A	B	X	E	I
S	M	N	U	N	P	D	M	B	D	C	F	M
A	D	S	Z	Q	E	H	I	C	L	I	G	P
D	N	E	D	A	D	B	N	A	C	T	C	O
V	O	Q	W	R	E	C	O	R	D	E	H	U
B	P	U	A	D	S	E	R	S	F	D	F	N
L	M	E	X	T	T	F	B	A	C	S	I	D
U	O	C	E	C	R	E	V	E	R	S	E	A
D	Q	E	R	R	I	T	D	T	E	S	J	C
E	S	S	F	S	A	C	C	I	D	E	N	T
R	U	C	U	V	N	Y	X	U	E	F	K	D
A	C	A	U	T	I	O	U	S	F	A	E	F





### Activity 3

Match the words given in the table with their antonyms. Write the number of the word in the column given on the right hand side. The first one is done for you.

S. No.	Word	Antonym	Number
1	above	never	
2	absent	after	
3	accept	alive	
4	advantage	depart	
5	before	cruel	
6	for	light	
7	agree	disadvantage	
8	dead	present	
9	always	below	1
10	question	disagree	
11	appear	answer	
12	arrive	decline	
13	kind	against	
14	full	careless	
15	front	ugly	
16	beautiful	back	
17	below	above	
18	heavy	sharp	
19	blunt	empty	
20	careful	disappear	

## Learning to Read and Comprehend



### Activity 4

Answer the following questions.

a. What does Seema love?

---

---

b. What does she read on the Internet?

---

---

c. Why did she call her friend Bhavya?

---

---

d. What did Seema and Bhavya decide?

---

---

e. What was their itinerary ?

---

---

f. Who did they meet at the end of the road?

---

---

g. What did the police do?

---

---

h. How did the police counsel Seema and Bhavya?

---

---

- i. What did Seema and Bhavya decide after the counselling?

---

---



## Activity 5

### Discuss (Groupwork)

- A. What mistake did the two girls commit? Had the police not caught them near their home, what could have happened to them?
- B. What are the two most important traffic rules that we all should follow? Why do you think it is important to follow traffic rules?
- C. Why is it important for everyone on the road to be patient?

## Learning Language

### Active and Passive Voice

Voice is the form of a verb that shows its connection with the subject. It is of two kinds:

- Active Voice
- Passive Voice

**Active Voice :** When the verb shows that the subject does something, it is said to be in the Active Voice.

**Passive Voice :** Passive Voice shows that something is done to the subject.

#### Example:

Ram eats an apple. (Active Voice)

An apple is eaten by Ram. (Passive Voice)

### Need for changing from Active to Passive Voice:

Passive voice is generally used in the following cases:

#### 1. where the subject is obvious, for example:

- The letters were delivered. (by the postman)
- My tooth was extracted this morning only. (by the dentist)

(In these examples, the subjects in the active voice 'the postman' and 'the dentist' need not be mentioned as it is obvious who the doer is.)

#### 2. where the subject is not known, for example:

- My pen was stolen. (by someone)
- The window pane was broken. (by someone)

(In these examples, the identity of the subject in the active voice is not known.)

3. **where the identity of the subject is not meant to be revealed, for example:**
  - a. Ratan was dismissed from his job. (passive)  
[The boss / the management dismissed Ratan from his job. (active)]
  - b. Rajan was killed. (passive)  
[The goons killed Rajan. (active)]
4. **in writing scientific procedures and reports, for example:**
  - a. Twenty millilitres of sulphuric acid was taken in a test-tube and heated.
5. **where the action is more important than the doer or the subject, for example:**
  - a. The repair work of the roads has been completed.

### Rules to change the Voice :

1. The object of the verb takes the position of the subject.
2. The subject of the verb in the active voice becomes the object and is usually preceded by the preposition 'by'.
3. The **tense** of the verb in the passive voice remains the same as in the active voice.
4. In the passive voice, the **third form** of the verb is used.
5. Appropriate form of the verb **to be** [ is, am, are, been, have been, had been, was, were, will be, shall be, etc.] is used with the past participle form (third form of the verb) in the passive voice.

### Passive form of Negative Sentences:

**Rule :** The passive form of sentences is formed by putting '**not**' between the auxiliary and the third form of the verb. The other rules remain the same.

- Active** : Tigers do not eat grass.  
**Passive** : Grass is not eaten by tigers.  
**Active** : He does not grow green vegetables.  
**Passive** : Green vegetables are not grown by him.



## PASSIVE OF INTERROGATIVE SENTENCES

### A. Interrogative sentences beginning with helping verbs

#### Rules :

1. If the question begins with do/does/did, the passive form will be is/am/are/was/were + subject+3rd form of the verb.

#### Examples:

- Active** : Do many people watch this serial?  
**Passive** : Is this serial watched by many people?  
**Active** : Did you complete your work in time?  
**Passive** : Was your work completed by you in time?

2. If the question is in continuous tense, the passive form will be is/am/are/was/were+subject+being+3rd form of the verb.

**Examples:**

**Active** : Is she making coffee?

**Passive** : Is coffee being made by her?

**Active** : Were they playing hockey?

**Passive** : Was hockey being played by them?

3. If the question begins with has/have/had, the passive form will be has/have/had+subject+been+3rd form of the verb.

**Example:**

**Active** : Has he written the letter?

**Passive** : Has the letter been written by him?

4. If the question begins with modal auxiliary, the passive structure is modal auxiliary+subject+be+3rd form of the verb.

**Example:**

**Active** : Can you sing a song?

**Passive** : Can a song be sung by you?

**A. Interrogative sentences beginning with 'Wh' words**

**Rules :** In the case of interrogative sentences beginning with Wh-words like 'what', 'why', 'when', etc. the question word is written in the beginning of the sentences. The rest of the rules are the same as in the case of other interrogative sentences.

**Examples:**

**Active** : Why did you cut down the tree?

**Passive** : Why was the tree cut down by you?

**Active** : Where do you keep the books?

**Passive** : Where are the books kept by you?



In case of questions beginning with 'who', the passive form is ; by+whom+auxiliary+subject+3rd form of the verb.

**Examples:**

**Active** : Who will make a kite?

**Passive** : By whom will a kite be made?

**Active** : Who will bell the cat?

**Passive** : By whom will the cat be belled?



**Note :** An interrogative sentence in the Active Voice remains an interrogative in the Passive form also.

## Change of voice involving Tenses

### 1. Simple Present (Indefinite) Tense

**Rule :** is/am/are + 3rd form of the verb

**Examples :**

**Active** : Mohan sings a song.

**Passive** : A song is sung by Mohan.

**Active** : Uncle Podger hangs a picture.

**Passive** : A picture is hung by Uncle Podger.



### Activity 6

**Change the active voice of the following sentences to passive voice:**

a. Harish plays cricket.

---

b. She does not like singing.

---

c. We fly kites.

---

d. Meera helps the poor.

---

e. I do my work.

---

f. Hamid does his homework.

---

g. The boys do not watch television.

---

h. Does the cobbler mend my shoes?

---



i. She hates liars.

---

j. Do children like sweets?

---

## 2. Simple Past (Indefinite) Tense

**Rule :** was/were + 3rd form of the verb

### Examples

**Active** : Kapil Dev broke the record.

**Passive** : The record was broken by Kapil Dev.

**Active** : The Principal punished the boys.

**Passive** : The boys were punished by the Principal.



### Activity 7

**Change the active voice in following sentences to passive voice:**

a. Rama lost his book.

---

b. They welcomed me.

---

c. Mina wrote a letter.

---

d. Mohan did not sing a song.

---

e. Radha did not drink coffee.

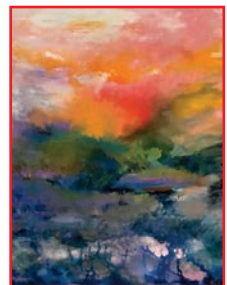
---

f. Harish did not paint a picture.

---

g. Did the boys fly kites?

---



h. Did you close the door?

\_\_\_\_\_

i. Did Kavita help you?

\_\_\_\_\_

j. The Prime Minister honoured Sachin Tendulkar.

\_\_\_\_\_

### 3. Future Indefinite Tense

**Rule :** will/shall + be + 3rd form of the verb

#### Examples :

**Active** : He will play two matches.

**Passive** : Two matches will be played by him.

**Active** : She will help me.

**Passive** : I shall be helped by her.



### Activity 8

**Change the active voice of the following sentences to passive voice:**

a. Manohar will solve the sums.

\_\_\_\_\_

b. You will miss your bus.

\_\_\_\_\_

c. The teacher will punish the boys.

\_\_\_\_\_

d. The doctor will examine the patient.

\_\_\_\_\_

e. The children will enjoy this game.

\_\_\_\_\_

f. You will join the party.

\_\_\_\_\_





g. He will not cook the food.

---

h. She will not wash the clothes.

---

i. Will they elect the President?

---

j. Will she speak the truth?

---

## Learning to Listen



### Activity 9

**Your teacher will read a passage on road safety. She/he will read the passage twice with a gap of 5 minutes. The passage explains some points regarding DO's and DON'Ts while driving. Make a list of DO's and DON'Ts (3-5 words only) while you listen to your teacher. Complete your points when you listen to her the second time. (Refer to Appendix I at page no. 168.)**

(The teacher must read the passage very clearly and slowly. She/he must also pause a little after each sentence.)

YOU MUST ALWAYS (Do's)	YOU MUST NEVER (Don'ts)

## Learning to Speak

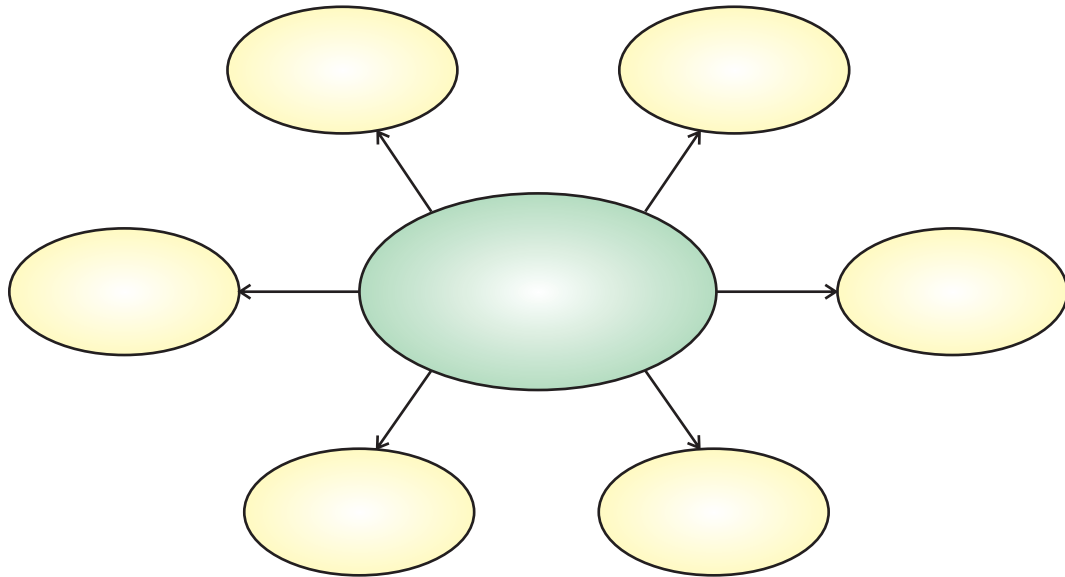


### Activity 10

It is very important for the people who ride two-wheelers to wear good and strong helmets. Discuss with your partner why people should wear helmets. You may also give examples of people whom you know were hurt because they did not wear a helmet.



You must make notes of what you will say in the space given below.



Now tell about the importance of helmets to your partner based on the notes you have made.

(The teacher must encourage at least 5 pairs to speak in front of the class.)

## Learning to Write



### Activity 11

**Picture description,**

**Describe what you see in the given picture. You can write about.**

**The vehicles involved in the accident**

- What could have happened before the accident?
- What caused the accident? (Choose one.)
  - jumping the red light
  - overtaking at the wrong place



- taking a wrong turn
- applying sudden brakes by one of the persons involved in the accident
- Whose fault was it? Why do you say so?


### Learning to use Language (Groupwork)



#### Activity 12

**Get into a group of 5 and write a dialogue among five people of a family- mother, father, daughter and son and a cousin who has come to visit your family.**

**Scenario :** Your family is planning to enjoy the day. Your mother and sister are interested in watching a cricket match at the stadium while your father is fond of cooking and wants to cook a good dinner for the family followed by watching a film on TV. The cousin wants to watch a film in the theatre.

Write a dialogue in which each of you will convince other members of the family that your plan is the best.

Once done, you will also practise speaking the same in your group.

(The teacher will randomly select two groups to present the dialogue before the class.)

## Giving and Responding to News

It is important to understand how to break good or bad news to someone. There are different ways to do so. There are some set expressions that may be used to break the news. Knowing these expressions helps us to become more fluent.

Giving news	
Good News	Bad News
<ul style="list-style-type: none"> <li>• I'm really pleased to tell you...</li> <li>• I've got a bit of good news to tell you..</li> <li>• I've got some good / brilliant / great / wonderful / splendid news for you...</li> <li>• You know what! I've got a bit of great news for you...</li> <li>• Great news for you...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm afraid I've got some bad news for you...</li> <li>• I'm sorry I've got a bit of bad news to tell you...</li> <li>• I really don't know how to say it but ...</li> <li>• I'm sorry to have to say this but ...</li> <li>• I really feel bad to have to say this, but ...</li> </ul>

There are also ways and expressions of responding to news.

Responding to news	
Good News	Bad News
<ul style="list-style-type: none"> <li>• That's great !/ Great news!</li> <li>• How fantastic !/ Oh, how wonderful!</li> <li>• What fantastic / good / brilliant / great / wonderful / splendid news!</li> <li>• That's good / brilliant / great / wonderful / splendid news!</li> <li>• Congratulations!/ Superb!</li> <li>• That's wonderful / Fantastic!</li> <li>• I'm glad to hear that!</li> </ul>	<ul style="list-style-type: none"> <li>• I'm awfully sorry that.../I'm sorry to hear that../I'm sorry to hear such terrible news.</li> <li>• Please, accept my deepest sympathy/ condolences.</li> <li>• I know how you must be feeling.</li> <li>• That must be awful.</li> <li>• Oh, dear !/Too bad !</li> <li>• That's awful / a pity / unfortunate!</li> </ul>



## Activity 13

Use five different expressions to break a piece of a good news and a bad news to your partner who will also respond in five different ways to the good news and the bad news.

(Pairwork)

Some ideas for the news you may break :

- Your friend has stood first in the test.
- Rohit Sharma has scored a century.
- India has won the cricket match against \_\_\_\_\_.
- Your father's operation has been a success.
- You have a new puppy at home.
- Your friend's sister is unwell.
- You have failed in the test in spite of working very hard.
- You have lost your wallet/ necklace/ suitcase.
- Your laptop suddenly stopped responding.
- You have lost your mobile phone.





## Lesson 11

## My Dear Soldiers

## Pre-reading

## Dictionary Reference : Learning New Words



## Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

defenders	border	deed	windy	scorching
sweltering	treading	marshes	surveillance	vibrate

## Reading

## Let us read the poem

## My Dear Soldiers

Oh! Defenders of borders  
 You are great sons of my land  
 When we are all asleep  
 You still hold on to your deed.  
 Windy season or snowy days  
 Or scorching sun's sweltering rays  
 You are there guarding all the time awake  
 Treading the lonely expanses as Yogis.



Climbing the heights or striding the valleys  
 Defending the desert guarding the marshes  
 Surveillance in seas and by securing the air  
 Prime of your youth given to the nation!!  
 Wind chimes of my land vibrate your feat  
 We pray for you brave men!!  
 May the Lord bless you all!!

*Dr APJ Abdul Kalam*

## Post-reading

### Vocabulary Expansion



### Activity 2

Write synonyms of the following words.

- a. very hot \_\_\_\_\_
- b. protect \_\_\_\_\_

Read the following pairs of words carefully.

1. **great** sons
2. **windy** season
3. **snowy** days
4. **scorching** sun

All the highlighted words are ‘**adjectives**’ and the partner words are ‘**nouns**.’ Sometimes adjectives can be changed to nouns. For example ‘beautiful’ is an adjective. The noun from the adjective ‘beautiful’ is ‘**beauty**’.



### Activity 3

Read the adjectives in the following table and write their nouns in the given space.

Sr. No.	Adjective	Noun
1	strong	
2	active	
3	rich	
4	wise	
5	loyal	

6	careful	
7	kind	
8	happy	
9	good	
10	faithful	

### Learning to Read and Comprehend



#### Activity 4

**Read the stanza and answer the questions that follow.**

**A.** Oh! Defenders of borders

You are great sons of my land

When we are all asleep

You still hold on to your deed.

Windy season or snowy days

Or scorching sun's sweltering rays

You are there guarding all the time awake

Treading the lonely expanses as Yogis.

a. Name the poet of the poem 'My Dear Soldiers'.

---

b. Who are being referred to as 'Defenders of borders' ?

---

c. How do these great sons serve their motherland ?

---

d. What kind of weather conditions do the soldiers have to face ?

---

**B.** Climbing the heights or striding the valleys

Defending the desert guarding the marshes

Surveillance in seas and by securing the air

Prime of your youth given to the nation!!



Wind chimes of my land vibrate your feat

We pray for you brave men!!

May the Lord bless you all!!

- a. Whom has the poem been addressed to?

---

- b. What do these great sons sacrifice for the nation?

---

- c. What is the intention of the poet?

---

- d. Explain: 'Wind chimes of my land vibrate your feat'.

---

## Learning Language

### Formation of Adverbs

A large number of adverbs are formed by adding '-ly' to certain adjectives.

1. Most of the adverbs formed this way are the Adverbs of Manner. For example:

S. No.	Adjective	Adverb
1	strong	strongly
2	faithful	faithfully
3	sincere	sincerely
4	quick	quickly
5	slow	slowly
6	neat	neatly
7	busy	busily
8	happy	happily
9	true	truly
10	severe	severely

2. Some adverbs have the same form as the corresponding adjectives. For example:

S. No	Adjective	Adverb
1	He put in a lot of <b>hard</b> work.	He worked <b>hard</b> .
2	I want <b>a little</b> sugar.	Please move <b>a little</b> .
3	He has <b>high</b> aims.	He aims <b>high</b> in life.
4	I want an <b>early</b> reply.	Please reply <b>early</b> .

3. Some adverbs are formed by combining a **noun** and a **qualifying adjective**. For example: **yesterday, otherwise, meanwhile, sometimes**.
4. Some adverbs are formed by adding a **noun** to 'a', 'be', and 'to', etc. For example: **today, abreast, ahead, besides**, etc.
5. Some adverbs are formed by combining 'a' or 'be' and an **adjective**. For example: **aloud, anew, behind, aloud, alone**, etc.
6. Some adverbs are formed from participles. For example: **wittingly, surprisingly, knowingly**, etc.
7. Some adverbs are formed in the following ways. For example:

1	one	once
2	two	twice
3	three	thrice
4	four	fourfold
5	many	manifold

8. There are several adverbs which are used together having been joined together with conjunctions to form **adverbial phrases**. For example:
  - a. by and by (within a short period)
  - b. again and again
  - c. far and wide
  - d. first and foremost
  - e. to and fro
  - f. off and on (occasionally) etc.



### Activity 5

**Change the following adjectives to adverbs.**

S. No.	Adjective	Adverb
1	bad	
2	angry	
3	fast	
4	bold	
5	brisk	
6	meek	

Sr. No.	Adjective	Adverb
7	nice	
8	soft	
9	fair	
10	clean	



## Activity 6

**In the following sentences, same words are used both as an adjective and as an adverb. Underline the word and write whether it is used as an adjective or an adverb.**

- You gave a beautiful presentation. 'beautiful' as an adjective
- Your work is beautifully presented. 'beautifully' as an adverb
- I get a monthly pay cheque. \_\_\_\_\_
- My company pays me monthly. \_\_\_\_\_
- She dressed elegantly. \_\_\_\_\_
- She looks very elegant in suit. \_\_\_\_\_
- That boy is so loud. \_\_\_\_\_
- That boy speaks so loudly. \_\_\_\_\_
- He is a gentle person. \_\_\_\_\_
- He hugged me gently. \_\_\_\_\_



## Learning to Listen (Pairwork)



## Activity 7

**You will tell your partner something that she/he doesn't know about you. You may talk about one of the following topics.**

- your pet
- yourself
- something you have bought
- a neighbour
- a place

While speaking, include two or three lies too. Take turns in speaking. The listener will listen carefully and note down in the notebook what she/he thinks is not 'true' or 'a lie'. When both of you have taken turns in speaking, you will tell your partner what you think was not true in his/her story.

**The teacher must go to each bench to ensure that students are using English. Alternatively, the teacher can give two stories with lies which they can read and the partner can point out the lies. (Refer to Appendix I at page no. 169.)**

### Learning to Speak (Pairwork)

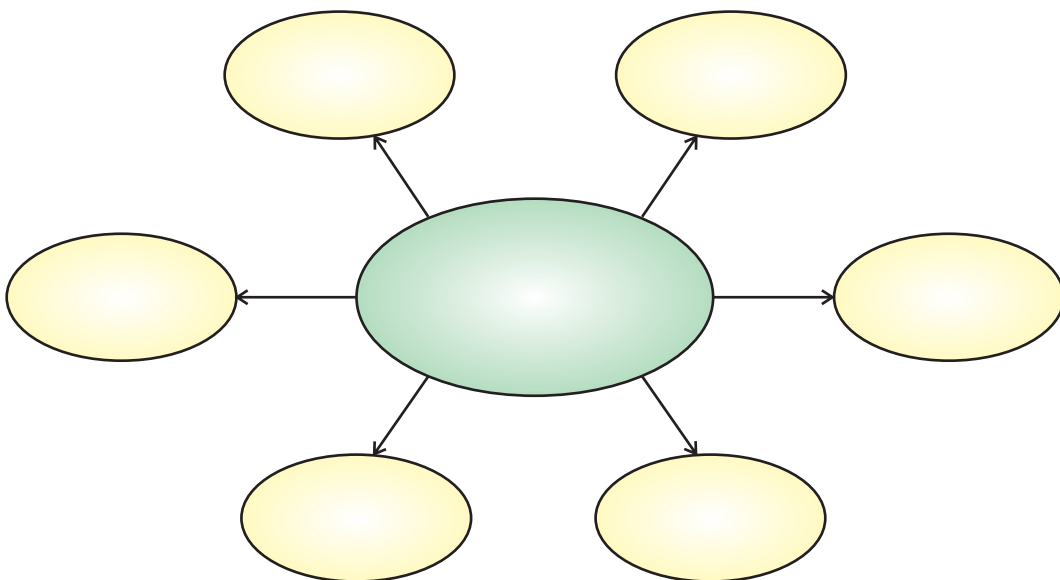
There are birds of prey that live on high mountains and trees. They have very good eyesight and can see things on the ground while flying in the sky. If they see something that they can eat, they dive like a thunderbolt to catch their prey.



### Activity 8

**Think of a wild animal or a bird that you like. Write its different qualities in the mind map given below. Take 2-3 minutes to do this work. You can use the following hints.**

- a. kind of bird or animal
- b. its appearance and size
- c. its habitat
- d. its eating habits - herbivorous/carnivorous
- e. some special quality
- f. usefulness of the animal/bird



Now speak for two minutes about the animal or the bird you have made notes on. You can refer to your notes while speaking.

## Learning to Write

### Letter Writing

Letter writing is an important skill. We need to write letters in our daily life. It may be stated that these days people write emails more than letters. However, the art of writing letters and emails is the same though the format is different. Let us look at a complete letter written below:

**Write a letter to your younger brother congratulating him on his brilliant success.**

A 204 Rishi Apartments  
Sector 70  
SAS Nagar  
June 10, 20...

Dear Harnaaz

Heartiest congratulations on achieving brilliant success in your board examination! I just came to know about it and I am very happy. I hope you are also extremely happy to receive the news of your result. You have stood first in your state. It is the result of your hard work. I am really proud of you. Your parents must also be very happy. If you continue to work hard like this, you will be a successful person in life.

I wish you a lot of success in your future too.

Yours sincerely

Mankeerat



## Activity 9

Now, using the format of letter writing given earlier and the notes written by you in the mind map above, write a letter to your friend telling him/her all about the animal/bird you wrote about. At the end of the letter, you must write to your friend about why human beings should try to protect birds and animals from getting hunted by poachers.




# 12



## Lesson 12

# Marco Polo

### Pre-reading

#### Dictionary Reference : Learning New Words



### Activity 1

**Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.**

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

merchant	adventurous	explorer	caravan	fascinated
grandness	luxury	spy	translated	inspired

### Reading

#### Let us read

### Marco Polo

Marco Polo was a merchant and an adventurer. He travelled with his father and uncle from Venice (Italy) to China. Marco Polo spent 17 years in China before returning to Venice. Let us read and learn more about this adventurous explorer.

Long, long ago when there were no planes and trains, no cars and buses, people had to travel to other countries by ship or caravan. Marco Polo was one such traveller who went to many countries because he wanted to learn about the people, their food habits and their culture.



Marco Polo was born in Venice in 1254. When he was 17, he set out on his first voyage with his father, Niccolo and his uncle, Maffeo. He wanted to visit China to find out about the country and its people. It took him three years to reach China. Along the way he visited many great cities and saw many sites including the holy city of Jerusalem. He also saw the mountains of the Hindu Kush, Persia and the Gobi Desert. He met a lot of different people and had many adventures.

The wealth and luxury of the Chinese cities impressed Marco Polo. He was fascinated by the grandness and the greatness of Kublai Khan's court. It was nothing like he had experienced in Europe. The capital city of Kinsay was large but well organised and clean. The roads were wide. All this was well beyond anything he had experienced in Venice. Everything from the food to the people to the animals, like orangutans and rhinos, were new and interesting.

Marco Polo lived in China for many years and learnt to speak the local language. He travelled throughout China. He served as a messenger and spy for the emperor. He visited a lot of countries in Western Asia, North Africa and Southern Europe.

During these visits he learnt about different cultures, foods and people. He saw many places and things that nobody from Europe had ever seen before.

After travelling for twenty-four years, Marco along with his father and uncle decided to return to Venice. They had left home in 1271 and finally returned in 1295. A few years after returning home, Venice fought a war with the city of Genoa. Marco was captured and put in a Genoese prison. He was released from prison in 1299. He became a wealthy merchant. He married a lady named Donata Badoer and had three children. He died on 8 January 1324 at the age of 70 and was buried in the church of San Lorenzo in Venice.

It was in the prison that Marco met a well-known story writer. Marco narrated detailed stories of his journeys to the writer, who wrote all the stories in a book called *The Travels of Marco Polo*. It became a very popular book. It was translated into many languages and read throughout Europe. It is said that Christopher Columbus, another explorer was greatly inspired by the book. It is believed that he carried it along with him on his travels.

## Post-reading

### Vocabulary Expansion



#### Activity 2

**Make sentences of the idioms you have studied. (Teachers must help students make sentences.)**

English idioms, proverbs and expressions are an important part of everyday English. Idioms are a group of words established by usage and have a different meaning than is apparent from the words, e.g. over the moon, see the light. They come up all the time in both written and spoken English. Let us look at some idioms and their meanings.

S. No	Idiom	Meaning
1	beat around the bush	avoiding the main topic, not speaking directly about the problem
2	every cloud has a silver lining	be positive, even difficult times will lead to better days



S. No	Idiom	Meaning
3	actions speak louder than words	people's intentions can be judged better by what they do than what they say
4	add insult to injury	to further add to a loss with mockery or indignity; to worsen an unfavourable situation
5	the ball is in your court	it is up to you to take the next decision or step
6	blessing in disguise	something good that isn't recognized at first
7	cry over spilt milk	when you complain about a loss from the past
8	kill two birds with one stone	to achieve two things with one action
9	once in a blue moon	happens very rare
10	turn over a new leaf	to change one's behaviour usually in a positive way

### Learning to Read and Comprehend



#### Activity 3

Read the lesson and answer the following questions.

a. Who was Marco Polo?

---

b. When and where was Marco Polo born?

---

c. Why did Marco Polo visit so many cities?

---

d. Who accompanied Marco Polo during his visits ?

---

e. Which features of the Chinese cities impressed Marco Polo?

---

- f. How did he serve the Chinese Emperor?  
\_\_\_\_\_
- g. After how many years did Marco Polo return to Venice?  
\_\_\_\_\_
- h. What was the effect of the war between Venice and Genoa upon Marco Polo?  
\_\_\_\_\_
- i. Name the book that contains detailed stories about Marco's journeys.  
\_\_\_\_\_
- j. Who carried the book, 'The Travels of Marco Polo' along with him on his travels? Why?  
\_\_\_\_\_



### Activity 4

**Read the story and fill in the blanks.**

- a. Marco Polo set out on his first voyage at the age of \_\_\_\_\_ .
- b. He visited the holy city of \_\_\_\_\_ .
- c. He was released from the prison in \_\_\_\_\_.
- d. He was married to \_\_\_\_\_.
- e. Marco Polo passed away on \_\_\_\_\_ at the age of \_\_\_\_\_.



### Activity 5

**Imagine that you are a traveller. Write the experiences of your visit to any place in five sentences.**

## Learning Language

In the last chapter, we did Active and Passive voice of the Indefinite Tense. In this chapter we will do Active and Passive Voice of the Continuous and Perfect form of all the tenses i.e.

- a. Present Continuous Tense
- b. Past Continuous Tense
- c. Present Perfect Tense
- d. Past Perfect Tense
- e. Future Perfect Tense

## Present Continuous Tense

**Rule :** is/am/are + being +3rd form of the verb

### Examples :

- Active : He is telling a story.
- Passive : A story is being told by him.
- Active : She is not reading a book.
- Passive : A book is not being read by her.



### Activity 6

**Change the voice of the following sentences.**

- a. The leader is making a speech.

---

- b. They are playing hockey.

---

- c. Sudhir is telling a story.

---

- d. Randhir is cleaning his kitchen.

---

- e. The girls are making chairs.

---

- f. The workers are not repairing the road.

---

- g. We are not taking orders.

---

- h. I am not favouring you.

---

- i. Are they knocking at the door?

---

- j. Is he serving his country?

---



## Past Continuous Tense

**Rule :** was/were/ + being +3rd form of the verb

### Examples :

- **Active** : The boys were playing football.
- **Passive** : Football was being played by the boys.
- **Active** : The men were not repairing the road.
- **Passive** : The road was not being repaired by the men.
- **Active** : Was Meera singing a song?
- **Passive** : Was a song being sung by Meera?



### Activity 7

**Change the voice of the following sentences.**

- a. They were chasing the thief.

---

- b. The boys were making a noise.

---

- c. I was preparing my lesson.

---

- d. We were helping the poor.

---

- e. She purchased a book named 'The Patriot'.

---

- f. The children were not reading books.

---

- g. He was not closing his shop.

---

- h. The servant was not cleaning the room.

---



- i. They were stealing our books.

---

- j. Who was insulting the beggar?

---

### Future Continuous Tense

**Note :** Sentences belonging to this tense cannot be changed into Passive Voice.

### Present Perfect Tense

**Rule :** has/have + been +3rd form of the verb

#### Examples:

- **Active** : I have won the match.
- **Passive** : The match has been won by me.
- **Active** : He has not spoken the truth.
- **Passive** : The truth has not been spoken by him.
- **Active** : Has she read the letter?
- **Passive** : Has the letter been read by her?



### Activity 8

**Change the voice of the following sentences.**

- a. She has torn my book.

---

- b. You have cheated everybody.

---

- c. We have said our prayers.

---

- d. Seema has written a poem.

---

- e. Kavita has missed the bus.

---

f. She has not stolen my camera.

---

g. The teacher has not scolded us.

---

h. I have not told the entire story.

---

i. Have you seen a zoo?

---

j. Has the teacher marked you absent?

---

### Past Perfect Tense

**Rule :** had + been + 3rd form of the verb

#### Examples:

- **Active** : The gardener had watered the plants.
- **Passive** : The plants had been watered by the gardener.
- **Active** : She had not told a lie.
- **Passive** : A lie had not been told by her.
- **Active** : Had our team won the match?
- **Passive** : Had the match been won by our team?



### Activity 9

**Change the voice of the following sentences.**

a. Abdul had lost his bag.

---

b. He had posted the letter.

---

c. She had made a frock.

---



d. I had learnt my lesson.

---

e. The gardener had watered the plants.

---

f. We had not plucked the flowers.

---

g. He had not killed the snake.

---

h. I had not seen a lion before.

---

i. Had you hidden the books?

---

j. Had our team won the match?

---



### Future Perfect Tense

**Rule :** will/shall + have + been + 3rd form of the verb

#### Examples:

- **Active** : They will have taken their lunch.
- **Passive** : Their lunch will have been taken by them.
- **Active** : I shall not have finished my work.
- **Passive** : My work will not have been finished by me.
- **Active** : Who will have done this?
- **Passive** : By whom will this have been done?



### Activity 10

**Change the voice of the following sentences.**

a. Radha will have said her prayers.

---

b. You will have bought a new house.

---

c. Gurpreet will have painted the doors.

---

d. They will have caught the train.

---

e. Nobody will have betrayed you.

---

f. The tiger will not have killed the deer.

---

g. I shall have taken my lunch.

---

h. Will the letter have been posted by him?

---

i. Will they have checked the accounts?

---

j. Will you have received the money?

---



Let's have a quick revision of Active and Passive voice rules using the table given below.

### From Active to Passive

Tense	Rule	Active Voice	Passive Voice
Present Indefinite	is/am/are + V3	My mother bakes cakes.	Cakes are baked by my mother.
Present Continuous	is/am/are + being + V3	My mother is baking cakes.	Cakes are being baked by my mother.
Present Perfect	has/have + been + V3	My mother has baked cakes.	Cakes have been baked by my mother.



Tense	Rule	Active Voice	Passive Voice
Past Indefinite	was/were + V3	My mother baked cakes.	Cakes were baked by my mother.
Past Continuous	was/were + being + V3	My mother was baking cakes.	Cakes were being baked by my mother.
Past Perfect	had + been + V3	My mother had baked cakes.	Cakes had been baked by my mother.
Future Indefinite	will/shall + be + V3	My mother will bake cakes.	Cakes will be baked by my mother.
Future Perfect	will/shall + have + been + V3	My mother will have baked cakes.	Cakes will have been baked by my mother.

## Learning to Listen



### Activity 11

**Listen to the announcements being made on a railway station and fill in the given blanks. (Refer to Appendix 1 at page no. 169.)**

#### Announcement 1

The announcement was to inform the travellers going to \_\_\_\_\_ that the \_\_\_\_\_ Express departing from \_\_\_\_\_ will now \_\_\_\_\_ from platform number \_\_\_\_\_ at \_\_\_\_\_ pm and not from platform number \_\_\_\_\_.

#### Announcement 2

a. What is the announcement about?

---

b. How is safety ensured?

---

c. Why are the travellers asked not to leave their luggage unattended?

---

d. What will the security service staff do with the unattended luggage?

---

- e. What are the travellers advised to do on finding a suspicious item?
- 
- f. What are the train passengers asked to do whilst waiting for the train?
- 

## Learning to Speak (Role Play - Pairwork)



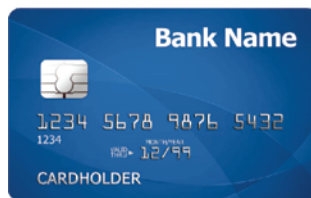
### Activity 12

**Scene: You are Aryan. Your mother needs money and asks you to get the money from an ATM. She gives you the security PIN along with the ATM card. When you reach the ATM, you forget the PIN. You try to take out the money using the wrong PIN. Your ATM card gets sucked by the machine.**

One of you will be Aryan and one will be a bank employee. Aryan will complain to the bank employee regarding the sucked ATM card and request the bank employee to return the card to him.

**You may use the following words/phrases**

- a. wanted to withdraw money
- b. inserted the card
- c. forgot the PIN
- d. account holder
- e. computerized machine
- f. block
- g. my mother's account
- h. sucked the card
- i. how long
- j. registered address
- k. two weeks



## Learning to Write



### Activity 13

**Study the figure below. It is a conversation between a travel agent and his client. Read all the sentences given in the bubbles and mark them with numbers from 1 to 18 in the order they should occur in a conversation.**



## Learning to Use the Language

In our everyday communication the most important element is asking/framing and answering questions. Asking questions is a skill that must be practised all the time. Look at the table below to understand how questions are framed grammatically.

Sentence ↓	Question →	Question word	Helping verb	Subject	Main verb	
<b>Simple Present</b>						
She <b>eats</b> pizza.			Does	she	eat	pizza?
		What	does	she	eat?	
They <b>live</b> in Vancouver.			Do	they	live in	Vancouver?
		Where	do	they	live ?	

Sentence ↓	Question →	Question word	Helping verb	Subject	Main verb	
<b>Simple Past</b> I <b>travelled</b> by bus They <b>went</b> home.		How Where	Did did did Did	you you they they	travel by travel? go? go	bus?  home?
<b>Simple Future</b> She will move next year.		When	Will will	she she	move move?	next year?
<b>Modals</b> We <b>can</b> order Chinese food. He <b>should</b> see a doctor.		What Who	can Can should Should	we we he he	order? order see? see	Chinese food?  a doctor?
<b>Present Perfect</b> He has <b>met</b> Jane.		Who	Has has	he he	met met?	Jane?
<b>Past Perfect</b> I had <b>visited</b> Mexico.		Where	Had had	you you	visited visited?	Mexico?
<b>Present Perfect Continuous</b> Seema <b>has been working</b> for a month.		How long	Has has	Seema Seema	been working been working?	for a month?
<b>Past Perfect Continuous</b> They <b>had been staying</b> at a hotel.		Where	Had had	they they	been staying been staying?	at a hotel?
<b>Future Perfect Continuous</b> I will be <b>washing</b> the car.		What	will  Will	you  you	be washing? be washing	  the car?



## Activity 14

**You are the monitor of your class and you have to introduce your new teacher to your class fellows. Make a list of questions that you will ask your teacher before you introduce him/her to the class. You can ask questions based on the given hints.**

- name of the teacher
- place she/he comes from
- subject she/he teaches
- why she/he was interested in that subject
- what her/his other interests are
- what her/his views are regarding environment/ global warming
- what she/he would like to do about it
- what she/he would like to do in the future

You must work in groups and prepare a written list of the questions. Also think of possible answers to the questions. After you have done that, you must practise the interview questions by playing the roles of the monitor and the new teacher and students.

- The monitor will introduce the teacher.
- The students will ask questions from the teacher.
- The teacher will answer the questions.



# Appendix - I

## (Listening Texts)

### Chapter 1 : Value of Money



#### Activity 13

##### Text (Listening) :

Birds are very important for human beings. They are friends of farmers because they eat the insects. If there were no birds, the insects would be crawling everywhere and would eat the crop. Let's know more about some common birds.

1. The first is Common Myna. Its size is 26 cms. It has a brown body, black head and yellow beak. Mynas are bold and aggressive and very noisy. Mynas are found around human habitation.
2. The Black Kite is comparatively a big bird. Its size is 40 to 60 cms. It has dark brown plumage with a forked tail. Like Mynas, Kites are found around human settlements in farms, cities, villages and at the forest edge.
3. Rock Pigeon is smaller. It is 33 cms. It is steel blue-grey with 2 broad wings, broad blackish band at tip of tail. Rock pigeons widely occur in cities.

### Lesson 2 : The Earth Needs You



#### Activity 8

##### Text (Listening) :

##### Words

1. table
2. chair
3. desk
4. bench
5. bed
6. sofa
7. cupboard
8. settee
9. furniture (head word)

### Lesson 3 : The Aged Mother



#### Activity 8

**Text (Listening) :**

#### Dictation

#### The Lion and the Boar

It was a hot summer day. A lion and a boar reached a small water body for a drink. They began arguing and fighting about who would drink first. After a while they were tired and stopped for breath, when they noticed vultures above. Soon they realized that the vultures are waiting for one or both of them to fall, to feast on them. The lion and the boar then decided that it were best to make up and be friends than fight and become food for vultures. They drank the water together and went their own ways.

### Lesson 5 : Don't Quit



#### Activity 6

**Text (Listening) :**

#### The Titanic

The Titanic was a British passenger ship that sank to the bottom of the ocean during his first voyage. The ship was constructed during the 1900s by a transportation company known as White Star. With this they wanted to introduce a new set of luxury passenger ships that would transport wealthy people across the Atlantic Ocean. White Star finished building the Titanic in 1911. At that time it was the biggest ship that had ever been built. The Titanic was designed with safety compartments that could fill up with water if any issues occurred. For this reason, many people believed that the Titanic was unsinkable. In April 1912, the Titanic began its trip from England to the United States carrying over two thousand passengers. While at sea, the ship collided with an iceberg and began to overflow. The passengers and the crew evacuated the ship but there were not enough boats to save everyone. Out of 2000 passengers, only 705 survived. The sinking of the Titanic is one of the greatest tragedies of the 20th century.

## Lesson 6 : The Old Sage and the Brothers



### Activity 10

#### Text (Listening) :

Did you know that a Cheetah is the fastest animal in the world? It can reach a top speed of 114 kph. It is three times faster than the speed of a human. The Cheetah has a very beautiful coat for which people have been killing these beautiful animals. In India, the Cheetah has become extinct. In the world, it falls under critically endangered animals. Other endangered animals are tigers, cheetahs, black bucks and asiatic lions. We must protect these animals so that our environment remains balanced.

## Lesson 7 : The Punjab : A Glimpse



### Activity 8

#### Text (Listening) :

1. February
2. Wednesday
3. clothes
4. desk
5. library
6. suite
7. April
8. arithmetic
9. bear
10. plumber
11. cleanliness
12. creature
13. debris
14. depot
15. develop
16. hotel
17. photography
18. democracy
19. police
20. tortoise



## Lesson 8 : We who Love Books



### Activity 9

#### Text (Listening) :

#### Story

Once upon a time, there was a shepherd who bought a flock of sheep. He also had a dog who helped him to control his sheep. When the sheep grew up a little, the shepherd realised that these sheep just would not stop bleating. All day long, the sheep bleated "*Baaah baaah.*"

What a deafening sound they made; and they just ignored the shepherd's commands. He used all the means he could to get the sheep to listen to him and to his dog, but the sheep didn't care. Finally, seeing as the sheep wouldn't stop bleating, the shepherd decided to at least have some fun with it. He bought an enormous ear and transported it out to his fields on the back of his wagon. Surprisingly, on seeing the ear, they all stopped bleating to each other and began telling the ear all their woes and complaints. When the shepherd drove his wagon, the sheep would even follow him about, just so that they could carry on talking to the ear. And so it was, that the shepherd understood that even sheep have something to say and just want to be listened to.

## Lesson 9 : Charge for Love



### Activity 11

#### Text (Listening) :

#### Voicemail Message

Satish: Hello, this is Satish. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.

Mohan: Hi, Satish, this is Mohan Kumar calling from Bell Digital. Your colleague, Sandhya gave me your phone number. She said you can help me.

I wanted to give you some information about our new products. We would like to give a demonstration of our new products in your office. Could you please call me when you are back in the office? My phone number is 0-6-0-8- 6-5-2-7-8-2-0.

Also, can you please send me your e-mail? I would send you the new brochure of our company and information about our prices. My e-mail address is Mohan, that's M-O-H-A-N, dot K-U-M-A-R, at B-E-L-L hyphen D-I-G-I-T-A-L- dot com.

Thanks a lot. I look forward to hearing from you.

## Lesson 10 : Safety while Driving



### Activity 9

#### Text (Listening) :

#### Safety Tips for Driving

Safety is something that drivers should keep in mind at all times. After all, when you are operating a motorized vehicle, you have a responsibility to do your part to keep the roadways safe for yourself, other drivers, passengers and others who may be affected by traffic accidents.

1. You must always stay alert. Pay attention to your actions and those of the drivers around you when you are driving.
2. You should always wear your seatbelt. Not only are you more likely to get injured in an accident if you aren't wearing a seat belt, you can also be fined for failing to do so.
3. You must always follow traffic signals and pay close attention to and obey stop signs and traffic lights.
4. When you see a stop sign or a red light, it's important to stop, even if you think no other vehicles are coming.
5. You must never text and drive. It is never acceptable to write text messages when driving.
6. You must always avoid distractions. Changing CDs, using cell phones, eating and interacting with passengers are some examples of distractions that you should avoid when driving.
7. You must never drink and drive. Driving when you are under the influence of alcohol can be very dangerous for the driver and also for others on the road.
8. You must always give right of way. When other drivers have the right of way, be sure to give to them. Also, don't make the mistake of assuming that everyone else will yield to you.
9. You must always share the road. Remember that you are not the only driver on the road. An important safety tip that everyone needs to follow is the need to share the road with others graciously, recognizing that all drivers deserve to be treated with respect.

## Lesson 11 : My Dear Soldiers



### Activity 7

#### Text (Listening) :

#### Alternative Text 1

I have a pet. It is dog. It is small. But it is very greedy. It can eat one kilo of rice and twelve eggs for a single meal. It eats its rice with a spoon. When I come from outside, it jumps on me and talks to me in English. It scolds me if I reach home late. My father is very happy with my dog because it helps him in cleaning the house.

#### Alternative Text 2

I went to Simla for a vacation. It is a very big city. It is a very warm place. I went there on a ship. I did a lot of shopping there. I bought juices from there. I also bought an aeroplane from there and came home on that aeroplane. I keep the aeroplane in my garage and go to my school on my plane everyday.

## Lesson 12 : Marco Polo



### Activity 11

#### Text (Listening) :

#### Announcement 1

Attention please : This is an announcement to inform the travellers going to Jammu that the Patna Jammu Express departing from New Delhi will now depart from platform number 13 at 5: 23 pm and not from platform 10. Thank you!

#### Announcement 2

Your safety is very important to us. We have 24 hour CCTV recording in operation. Please do not leave your luggage unattended on the station. Luggage left unattended may be removed without warning or destroyed or damaged by the security services. If you spot any suspicious items, please call the staff of the Indian Railways. Whilst waiting for your train please stand back behind the yellow line. Thank you!



## Appendix - II

### (Translation)

1. ਆਪਣਾ ਬਸਤਾ ਖੋਲੋ। / अपना बस्ता खोलो। / Open your bag.
2. ਆਪਣਾ ਨਾਮ ਦੱਸੋ। / अपना नाम बताओ। / Tell your name.
3. ਗੱਲਾਂ ਨਾ ਕਰੋ। / बातें मत करो। / Do not talk.
4. ਬੁਰੀ ਸੰਗਤ ਤੋਂ ਬਚੋ। / बुरी संगत से बचो। / Avoid bad company.
5. ਵੱਡਿਆਂ ਦਾ ਕਹਿਣਾ ਮੰਨੋ। / बड़ों का कहना मानो। / Obey the elders.
6. ਕੂੜਾ ਨਾ ਖਲ੍ਹਾਰੋ। / कूड़ा मत बिखराओ। / Do not litter.
7. ਆਪਣੇ ਹੱਥ ਉੱਤੇ ਚੁੱਕੋ। / अपने हाथ ऊपर उठाओ। / Raise your hands.
8. ਕਦੇ ਝੂਠ ਨਾ ਬੋਲੋ। / कभी झूठ मत बोलो। / Never tell a lie.
9. ਆਪਣਾ ਕੰਮ ਪੂਰਾ ਕਰੋ। / अपना काम पूरा करो। / Complete your work.
10. ਆਪਣੀਆਂ ਗਲਤੀਆਂ ਸੁਧਾਰੋ। / अपनी त्रुटियों को सुधारो। / Improve your mistakes.
11. ਮੈਂ ਥਕਿਆ ਹੋਇਆ ਹਾਂ। / मैं थका हुआ हूँ। / I am tired.
12. ਉਹ ਮੂਰਖ ਨਹੀਂ ਹੈ। / वह मूर्ख नहीं है। / He is not a fool.
13. ਮੇਰੇ ਮਾਤਾ-ਪਿਤਾ ਜੀ ਅਧਿਆਪਕ ਹਨ। / मेरे माता-पिता जी शिक्षक हैं। / My parents are teachers.
14. ਅਸੀਂ ਭਾਰਤਵਾਸੀ ਹਾਂ। / हम भारतीय हैं। / We are Indians.
15. ਉਸਦੀ ਭੈਣ ਬਹੁਤ ਅਕਲਮੰਦ ਹੈ। / उसकी बहन बहुत बुद्धिमान है। / Her sister is very wise.
16. ਮੈਨੂੰ ਤੁਹਾਡੇ ਤੇ ਮਾਣ ਹੈ। / मुझे आप पर गर्व है। / I am proud of you.
17. ਪਾਣੀ ਸਾਫ਼ ਹੈ। / पानी साफ है। / Water is clean.
18. ਉਹ ਬਹੁਤ ਮਤਲਬੀ ਹੈ। / वह बहुत स्वार्थी है। / He is very selfish.
19. ਘਾਹ ਹਰੀ-ਭਰੀ ਹੈ। / घास हरी-भरी है। / Grass is green.
20. ਮੈਂ ਅੱਜ ਠੀਕ ਮਹਿਸੂਸ ਨਹੀਂ ਕਰ ਰਿਹਾ ਹਾਂ। / मैं आज अच्छा महसूस नहीं कर रहा हूँ। / I am not feeling well today.
21. ਮੈਂ ਰੋਜ਼ ਸਕੂਲ ਜਾਂਦਾ ਹਾਂ। / मैं रोज़ स्कूल जाता हूँ। / I go to school daily.
22. ਮੇਰੀ ਮਾਤਾ ਜੀ ਸਵਾਦੀ ਭੋਜਨ ਪਕਾਉਂਦੇ ਹਨ। / मेरी मां स्वादिष्ट भोजन बनाती हैं। / My mother cooks delicious food.
23. ਸਭ ਨੇ ਪਾਠ ਯਾਦ ਕਰ ਲਿਆ ਹੈ। / सभी ने पाठ याद कर लिया है। / Everyone has learnt the lesson.
24. ਮੈਂ ਆਪਣਾ ਜਨਮਦਿਨ ਮਨਾਇਆ। / मैंने अपना जन्मदिन मनाया। / I celebrated my birthday.

25. ਮੇਰੇ ਪਿਤਾ ਜੀ ਬਜ਼ਾਰ ਜਾਣਗੇ। / ਮੇਰੇ ਪਿਤਾ ਜੀ ਬਾਜ਼ਾਰ ਜਾਏਗੇ। / My father will go to the market.
26. ਪਰਮਾਤਮਾ ਮੇਰੀ ਮਦਦ ਕਰਣਗੇ। / ਭਗਵਾਨ ਮੇਰੀ ਮਦਦ ਕਰੇਗੇ। / God will help me.
27. ਉਹ ਤੇਜ਼ ਦੌੜ ਰਿਹਾ ਹੈ। / वह तेज़ दौड़ रहा है। / He is running fast.
28. ਚਪੜਾਸੀ ਘੰਟੀ ਨਹੀਂ ਵਜਾ ਰਿਹਾ ਹੈ। / चपड़ासी घंटी नहीं बजा रहा है। / The peon is not ringing the bell.
29. ਵਿਦਿਆਰਥੀ ਪੜ੍ਹ ਰਹੇ ਹੋਣਗੇ। / छात्र पढ़ रहे होंगे। / The students will be studying.
30. ਕਿਸਾਨ ਅਰਾਮ ਨਹੀਂ ਕਰ ਰਹੇ ਹੋਣਗੇ। / किसान आराम नहीं कर रहे होंगे। / The farmers will not be taking rest.
31. ਸੁਸ਼ੀਲ ਨੇ ਆਪਣਾ ਕੰਮ ਕਰ ਲਿਆ ਹੈ। / सुशील ने अपना काम कर लिया है। / Sushil has done his work.
32. ਮੇਰੇ ਅਧਿਆਪਕ ਨੇ ਕਾਪੀ ਚੈਕ ਕਰ ਲਈ ਹੈ। / मेरे शिक्षक ने कॉपी जाँच ली है। / My teacher has checked the notebook.
33. ਮੁੰਡਿਆਂ ਨੇ ਕੁਰਸੀ ਨਹੀਂ ਤੋੜੀ ਹੈ। / लड़कों ने कुर्सी नहीं तोड़ी है। / The boys have not broken the chair.
34. ਮੈਨੂੰ ਇੱਕ ਨੌਕਰੀ ਮਿਲ ਗਈ ਹੈ। / मुझे एक नौकरी मिल गई है। / I have got a job.
35. ਕਿਸੇ ਨੇ ਮੈਨੂੰ ਬੁਲਾਇਆ ਹੈ। / किसी ने मुझे बुलाया है। / Someone has called me.
36. ਮੋਹਨ ਨੇ ਇੱਕ ਗੀਤ ਗਾਇਆ ਹੈ। / मोहन ने एक गीत गाया है। / Mohan has sung a song.
37. ਕੁੜੀਆਂ ਜਮਾਤ ਵਿੱਚ ਚਲੀਆਂ ਗਈਆਂ ਹਨ। / लड़कियाँ कक्षा में चली गई हैं। / The girls have gone to the class.
38. ਪੁਲਿਸ ਨੇ ਚੋਰ ਨੂੰ ਨਹੀਂ ਫੜਿਆ ਹੈ। / पुलिस ने चोर को नहीं पकड़ा है। / The police has not caught the thief.
39. ਉਹ ਇਸ ਸਾਲ ਪਾਸ ਨਹੀਂ ਹੋਇਆ ਹੈ। / वह इस वर्ष पास नहीं हुआ है। / He has not passed this year.
40. ਮੇਰੇ ਚਾਚਾ ਜੀ ਨੇ ਮੈਨੂੰ ਤੋਹਫ਼ੇ ਵਿੱਚ ਇੱਕ ਘੜੀ ਦਿੱਤੀ। / मेरे चाचा जी ने मुझे उपहार में एक घड़ी दी। / My uncle gave me a wrist watch as a present.
41. ਉਸਨੇ ਸੱਚ ਨਹੀਂ ਬੋਲਿਆ। / उसने सच नहीं बोला। / He did not speak the truth.
42. ਮੈਨੂੰ ਉਸ ਦਿਨ ਬੁਖਾਰ ਸੀ। / मुझे उस दिन बुखार था। / I had fever that day.
43. ਅਸੀਂ ਡਾਕਟਰ ਨੂੰ ਬੁਲਾ ਲਿਆ ਸੀ। / हमने डॉक्टर को बुला लिया था। / We had sent for the doctor.
44. ਬੁੱਢੇ ਆਦਮੀ ਨੇ ਇੱਕ ਘਰ ਬਣਾਇਆ। / बूढ़े आदमी ने एक घर बनाया। / The old man built a house.
45. ਅਸੀਂ ਬਹੁਤ ਮਜ਼ਾ ਕਰ ਚੁੱਕੇ ਸੀ। / हम बहुत मज़ा कर चुके थे। / We had enjoyed a lot.
46. ਸੁਧਾ ਨੇ ਖੇਡ ਖੇਡੀ। / सुधा ने खेल खेला। / Sudha played a game.
47. ਮੇਰੀ ਸਹੇਲੀ ਨੇ ਮੇਰੀ ਮਦਦ ਕੀਤੀ। / मेरी सहेली ने मेरी मदद की। / My friend helped me.

48. ਬਿੱਲੀ ਨੇ ਦੁੱਧ ਨਹੀਂ ਪੀਤਾ। / ਬਿਲਲੀ ਨੇ ਦੂਧ ਨਹੀਂ ਪਿਆ। / The cat did not drink milk.
49. ਸੋਨੂੰ ਨੇ ਤੈਨੂੰ ਧੱਕਾ ਨਹੀਂ ਮਾਰਿਆ। / ਸੋਨੂ ਨੇ ਆਪਕੋ ਧਕਕਾ ਨਹੀਂ ਦਿੱਤਾ। / Sonu did not push you.
50. ਦਾਦੀ ਨੇ ਚੰਗੀ ਕਹਾਣੀ ਸੁਣਾਈ। / ਦਾਦੀ ਨੇ ਅੱਥੀ ਕਹਾਣੀ ਸੁਣਾਈ। / The grandmother told a good story.
51. ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ ? / ਆਪ ਕਹਾਣੀ ਰਹਿੰਦੇ ਹੋ ? / Where do you live ?
52. ਤੁਸੀਂ ਝੂਠ ਕਿਉਂ ਬੋਲਿਆ ? / ਆਪ ਨੇ ਝੂਠ ਕੀ ਬੋਲਾ ? / Why did you tell a lie ?
53. ਤੁਸੀਂ ਆਪਣੀ ਛੁੱਟੀ ਕਿੱਥੇ ਬਿਤਾਈ ? / ਆਪਨੇ ਅਪਣੀ ਛੁੱਟੀ ਕਹਾਣੀ ਬਿਤਾਈ ? / Where did you spend your holiday ?
54. ਜਮਾਤ ਵਿੱਚ ਕੌਣ ਸੀ ? / ਕਲਾਸ ਮੇਂ ਕੌਣ ਥਾ ? / Who was there in the class ?
55. ਤੁਹਾਡਾ ਪੱਕਾ ਮਿੱਤਰ ਕੌਣ ਹੈ ? / ਆਪਕਾ ਬਿਯੋਭਿਤ ਮਿੱਤਰ ਕੌਣ ਹੈ ? / Who is your best friend ?
56. ਅਧਿਆਪਕ ਨੇ ਕੀ ਪੜ੍ਹਾਇਆ ? / ਅਧਿਆਪਕ ਨੇ ਕੀ ਪੜ੍ਹਾਇਆ ? / What did the teacher teach ?
57. ਉਸਨੇ ਜਵਾਬ ਕਿਉਂ ਨਹੀਂ ਦਿੱਤਾ ? / ਉਸਨੇ ਉਤਰ ਕੀ ਨਹੀਂ ਦਿੱਤਾ ? / Why did he not give the answer?
58. ਤੁਸੀਂ ਕਿੱਥੇ ਜਾ ਰਹੇ ਹੋ ? / ਆਪ ਕਹਾਣੀ ਜਾ ਰਹੇ ਹੋ ? / Where are you going ?
59. ਤੁਸੀਂ ਰੌਲਾ ਕਿਉਂ ਪਾ ਰਹੇ ਹੋ ? / ਆਪ ਸ਼ੋਰ ਕੀ ਮਚਾ ਰਹੇ ਹੋ ? / Why are you making a noise ?
60. ਤੁਸੀਂ ਕਦੋਂ ਆ ਰਹੇ ਹੋ ? / ਆਪ ਕਦ ਆ ਰਹੇ ਹੋ ? / When are you coming ?
61. ਤੁਸੀਂ ਕਿਤਾਬ ਕਦੋਂ ਪੜ੍ਹ ਰਹੇ ਸੀ ? / ਆਪ ਪੁਸਤਕ ਕਦ ਪੜ੍ਹ ਰਹੇ ਥੇ ? / When were you reading the book?
62. ਤੁਸੀਂ ਕੱਲ੍ਹ ਕੀ ਕਰ ਰਹੇ ਸੀ ? / ਆਪ ਕਲ ਕੀ ਕਰ ਰਹੇ ਥੇ ? / What were you doing yesterday ?
63. ਤੁਸੀਂ ਕੰਮ ਕਦੋਂ ਕਰੋਗੇ ? / ਆਪ ਕਾਮ ਕਦ ਕਰੋਗੇ ? / When will you do the work ?
64. ਉਹ ਪ੍ਰਸ਼ਨ ਕਿਵੇਂ ਹੱਲ ਕਰੇਗੀ ? / ਵਹ ਪ੍ਰਸ਼ਨ ਕੈਸੇ ਹਲ ਕਰੇਗੀ ? / How will she solve the question ?
65. ਤੁਸੀਂ ਹੁਣ ਕਿੱਥੇ ਜਾਉਗੇ ? / ਆਪ ਅਬ ਕਹਾਣੀ ਜਾਓਗੇ ? / Where will you go now ?
66. ਉਹ ਪਾਰਟੀ ਤੇ ਕਿਉਂ ਨਹੀਂ ਆਵੇਗੀ ? / ਵਹ ਪਾਰਟੀ ਮੇਂ ਕੀ ਨਹੀਂ ਆਏਗੀ ? / Why will she not come to the party ?
67. ਕੀ ਤੁਸੀਂ ਜਵਾਬ ਲਿਖ ਲਿਆ ਹੈ ? / ਕੀ ਆਪਨੇ ਉਤਰ ਲਿਖ ਲਿਆ ਹੈ ? / Have you written the answer?
68. ਕੀ ਉਸਨੇ ਪਾਠ ਯਾਦ ਕਰ ਲਿਆ ਹੈ ? / ਕੀ ਉਸਨੇ ਪਾਠ ਯਾਦ ਕਰ ਲਿਆ ਹੈ ? / Has she learnt the lesson?
69. ਉਸਨੇ ਆਪਣਾ ਘਰ ਕਿਉਂ ਵੇਚ ਦਿੱਤਾ ? / ਉਸਨੇ ਅਪਣਾ ਘਰ ਕੀ ਬੇਚ ਦਿੱਤਾ ? / Why did he sell his house?
70. ਕੀ ਉਹਨਾਂ ਨੇ ਮੈਚ ਜਿੱਤ ਲਿਆ ਸੀ ? / ਕੀ ਉਹਨਾਂ ਨੇ ਮੈਚ ਜਿੱਤ ਲਿਆ ਥਾ ? / Had they won the match ?
71. ਉਹ ਪਰੀਖਿਆ ਵਿੱਚ ਕਿਸ ਤਰ੍ਹਾਂ ਪਾਸ ਹੋ ਗਿਆ ? / ਵਹ ਪਰੀਖਾ ਮੇਂ ਕਿਸ ਤਰ੍ਹਾਂ ਪਾਸ ਹੋ ਗਿਆ ? / How did he pass in the examination ?
72. ਕੀ ਮੈਂ ਅੰਦਰ ਆ ਸਕਦਾ ਹਾਂ ? / ਕੀ ਮੈਂ ਅੰਦਰ ਆ ਸਕਦਾ ਹੂੰ ? / May I come in ?
73. ਕੀ ਮੈਂ ਬਾਹਰ ਜਾ ਸਕਦਾ ਹਾਂ ? / ਕੀ ਮੈਂ ਬਾਹਰ ਜਾ ਸਕਦਾ ਹੂੰ ? / May I go out ?

74. ਕੀ ਉਹ ਤੈਰ ਸਕਦੀ ਹੈ ? / क्या वह तैर सकती है ? / Can she swim ?
75. ਕੀ ਹੁਣ ਮੈਂ ਜਾ ਸਕਦਾ ਹਾਂ ? / क्या मैं अब जा सकता हूँ ? / May I go now ?
76. ਸਾਨੂੰ ਭੋਜਨ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਆਪਣੇ ਹੱਥ ਧੋਣੇ ਚਾਹੀਦੇ ਹਨ । / हमें अपने हाथ भोजन से पहले धोने चाहिए ।  
/ We should wash our hands before having food.
77. ਮੈਨੂੰ ਹੁਣ ਸੌਣਾ ਚਾਹੀਦਾ ਹੈ । / मुझे अब सोना चाहिए । / I must go to sleep now.
78. ਕਿਰਪਾ ਕਰਕੇ ਪੇਜ ਪਲਟੋ । / कृपा करके पृष्ठ पलटो । / Please turn the page.
79. ਮਿਹਨਤ ਕਰੋ ਨਹੀਂ ਤੇ ਤੁਸੀਂ ਫੇਲ ਹੋ ਜਾਉਗੇ । / परिश्रम करो नहीं तो तुम फेल हो जाओगे । / Work hard lest you should fail.
80. ਸ਼ਾਬਾਸ਼ ! ਤੁਸੀਂ ਬਹੁਤ ਵਧੀਆ ਕੀਤਾ । / शाबाश! आपने बहुत बढ़िया किया / Well done !



## **Appendix - III**

### **(Teachers' Resources)**

#### I. Letters

**1. Suppose you're Manjul. You live at 1806, 34D Chandigarh. Write a letter to your uncle requesting him to buy you a bicycle on your birthday.**

1806 Sector 34 D  
Chandigarh  
November 11, 20....

Dear Uncle

Thank you very much for your letter. You have asked me about the gift I wanted on my birthday. I was overjoyed to receive your letter as it shows your love for me.

This birthday, I would like to get a bicycle. All my friends have nice bicycles and every morning they ride together. When they talk about it I feel that I should also be a part of that group. It will give me good exercise and an opportunity to be with my friends. This gift will be useful as I can also go to school on my bicycle.

Thank you once again.

Yours lovingly  
Manjul

**2. Suppose you are Arnab. You live at 8 Lodhi Road Complex near Jawahar Lal Nehru Stadium, New Delhi. Your friend Niranjan has met with an accident. Write a letter to your friend to enquire about his condition.**

8 Lodhi Road Complex  
Near Jawahar Lal Nehru Stadium  
New Delhi  
March 26, 20\_\_

Dear Niranjan

I have just come to know that you have met with an accident. I was shocked to hear about your accident and came to know that you have fractured your ankle. The fracture in the ankle generally takes six weeks to heal. So be very careful with your foot. You must take diet full of calcium as it is very important for you. Please be very regular with your medicines. You must also go for physiotherapy after the plaster is removed. It is very important. I can understand the pain you must be going through as I also had ankle fracture once and it took me a lot of time before I could walk properly.

Take care and be very careful about your health.

Yours sincerely  
Arnab



## Practice Exercise

1. You are Pardeep Kumar. You study in Yadavindra Public School, Mohali and live in its hostel. Write a letter to your father informing him about the school trip to the Science Museum and that you need to pay ₹ 1000 to the School for the same within a week. In the letter you should tell him to deposit ₹ 1000 in the School Bank Account. The account number and the name of the bank is the same in which he deposits your school fee.
2. Write a letter to your friend telling him/her about what steps you are taking to stay safe from Covid-19.
3. Write a letter to your cousin to tell him about the new mobile phone that you are going to buy.

## II. Notices

### How to write a Notice

A notice is an information regarding some thing about to happen or that has happened. It is usually a kind of advance order/request/warning meant for compliance and information. Important points to be kept in mind while writing notices.

1. The language of a notice should be impersonal and objective.
2. 'I' and 'you' should not be used in a notice.
3. It must contain complete information. The purpose of the notice should also be clear.
4. The order of presentation should be clear and to the point. The date of writing the notice should also be mentioned on it.
5. The content should carry all the information e.g. the time, venue, date, agenda , etc.
6. It must carry the name and designation of the person issuing the notice.
7. The word limit, if specified, should be adhered to.

### Format of a Notice

<b>NAME OF SCHOOL / ORGANISATION</b>	
<b>NOTICE</b>	
<b>DATE</b>	<b>HEADING/TITLE</b>
	<b>CONTENT</b>
<b>SIGNATORY</b>	

Given below are some examples of notices the likes of which students can be expected to write.

### Notice for a Lost Item

You have lost a bag in your school. Write a notice about the loss giving the particulars of the bag. Also announce a reward for the finder.

#### GOVERNMENT HIGH SCHOOL .....

##### NOTICE

October 12, 20..

##### LOST! LOST! LOST!

This is to inform all the students that I lost my bag yesterday in the school premises during the recess period. It is a blue colour bag with leather straps. It has some books and important papers. Anybody who finds it should contact the undersigned. She/he will be suitably rewarded.

Jyoti Singhania

Roll No 16

Class 8 B

### Notice for Sports Day

You are Akshay Khanna. You are the Sports Captain of your school. Your school is organising sports day in a week's time. Write a notice for students to be put up on the notice board to inform them about the date, time and venue of the sports day in 50 words.

#### GOVERNMENT SENIOR SECONDARY SCHOOL .....

##### NOTICE

February 29, 20..

##### ANNUAL SPORTS DAY

The Annual Sports Day of the school is going to be held on 5th and 6th March. Students who wish to participate in any event should give their names to the undersigned by 3rd March positively. The list of the events will be put up in the sports room by 2nd March.

Akshay Khanna

Sports Captain

### Practice Exercise

1. You have found a purse lying in one of the school grounds. Write a notice asking the owner of the purse to contact you.

2. Your school is organising a trip to Delhi and Agra. You are the Secretary of the tour organising committee. Draft a notice asking the students to give their names to you.
3. You are the captain of your school house. Your school is organising an inter-house debate competition. Draft a notice inviting the participants to give you their names within a week.

### III. Newspaper Headlines

This section is meant to give the students practice in reading newspaper headlines with an ability to guess the content in the article. The students are expected to explain the newspaper headlines in 10 - 15 words in the form of complete sentences, here are a few examples:

1. **Headline :** PM Leaves for Texas  
**Explanation :** The Prime Minister has left for Texas.
2. **Headline :** India Beats Australia in the Finals  
**Explanation :** India defeated Australia in the World Cup finals and won the tournament.
3. **Headline :** Cyclone Hits Odisha; Hundreds Killed  
**Explanation :** A Cyclone hit Odisha. Hundreds of people were killed.
4. **Headline :** Gold Rises Further  
**Explanation :** The price of gold in the market has increased again.
5. **Headline :** PM Launches New Education Policy  
**Explanation :** The Prime Minister has launched a New Education Policy.

### Practice Exercise

**Explain the following newspaper headlines in 10- 15 words each.**

1. Government Fills 300 Posts of Teachers
2. Tsunami Hits Japan
3. Student Held for Stealing Mobile Phone
4. People Educated on Road Safety
5. Senior Party Member Quits
6. Husband Gets RI in Dowry Case
7. Earthquake Rocks Nepal
8. Defence Minister Reaches Moscow
9. 14 Year Old Claims to Have Cured Covid
10. CM Calls for Education Reform in Punjab

## IV. Stories

### Destiny of a Donkey

A gardener had a donkey to load his flowers on him and go around to sell them. One day, the donkey thought that his master made him overwork. So he went to the Lord and said, "My present master makes me overwork. So please change my master. The Lord sent him to a potter. His condition was even worse there. The potter loaded earthen pots on him and went around selling them in the market. Being tired, the donkey again went to the Lord and requested him to change his master again. But now the Lord was very angry with him. He sent him to a butcher. The butcher saw the donkey and said, "Your skin will yield good leather." Listening to the butcher, the donkey wept for his foolishness.

**Moral :** Wherever you are at present is the best place for you.

### The Moneylender and his Purse

Once a village moneylender lost his purse. He announced a reward of one hundred rupees to the person who found it and returned it to him. A poor farmer found it. It contained one thousand rupees. The farmer was poor and needy but at the same time, he was an honest man. He went to the moneylender and returned the purse to him. The moneylender opened the purse and counted the money in it. It was one thousand rupees. Then he said to the farmer, "You are a smart fellow. You have taken your reward beforehand. The farmer angrily asked, "What do you mean?" The moneylender said, "I mean what I say. The purse contained eleven hundred rupees. But now there are one thousand rupees in it. This means that you have already taken the reward money from the purse. The farmer said, "I have not taken any money from the purse." Let us go to the Sarpanch and settle the matter. So they went to the Sarpanch. The Sarpanch heard both the parties. He felt sure that the moneylender was dishonest. He asked the moneylender. "Are you sure that your purse contained eleven hundred rupees?" The moneylender said, "Yes, Sir." And the Sarpanch gave away the purse to the farmer.

**Moral :** A wrong doer has to pay a heavy price for his wrong act.

