



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.

- _____
- _____
- _____
- _____



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?

**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'?

- 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:

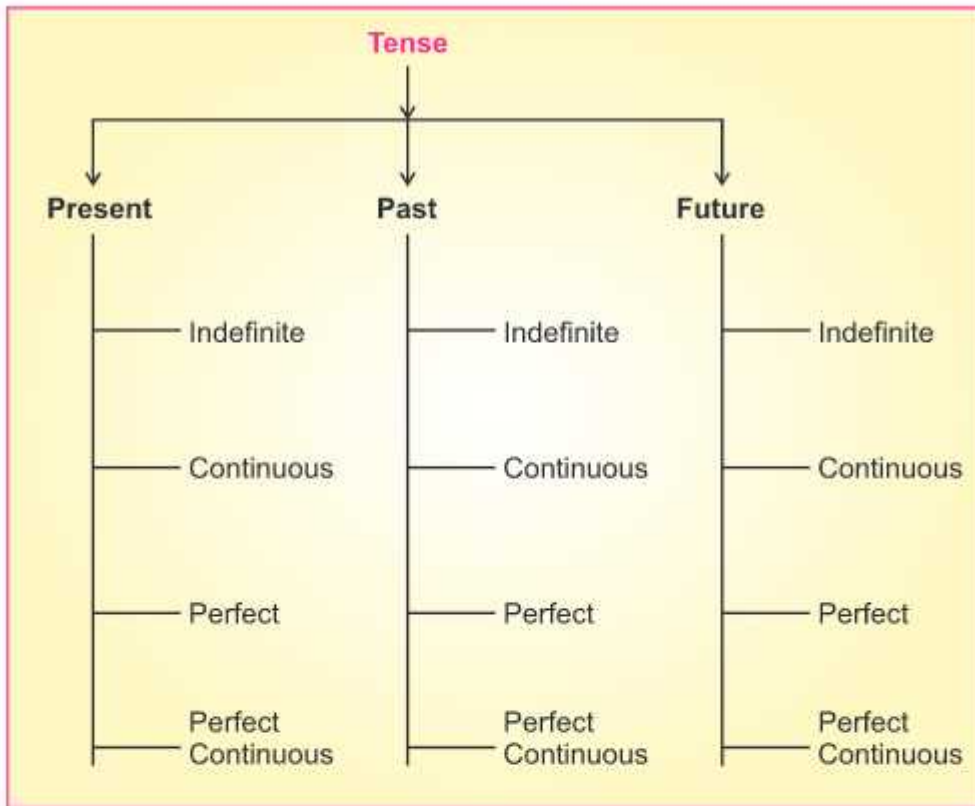
1. I helped my mother yesterday. (Simple Past or Past Indefinite)
2. I was helping my mother. (Past Continuous or Past Progressive)
3. I had helped my mother. (Past Perfect)
4. I had been helping my mother. (Past Perfect Continuous)

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.

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.

