

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is ....

**Call 1098... because some numbers are good !!**

*They Change lives !!*



**CHILDLINE 1098...** a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation Supported by Ministry of Women & Child Development

if you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

- ☞ Not blame yourself
- ☞ Tell someone whom you trust
- ☞ You can also inform National Commission for protection of Child Rights through the POCSO e-box.



POCSO E-Box available at [NCPCR@gov.in](mailto:NCPCR@gov.in)



8

# MY ENGLISH COMPANION



ਸਮੱਗਰ ਸਿੱਖਿਆ ਅਭਿਆਨ

ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੇ ਸਾਰੇ

ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



PUNJAB SCHOOL EDUCATION BOARD



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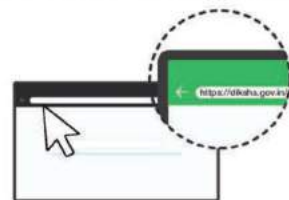
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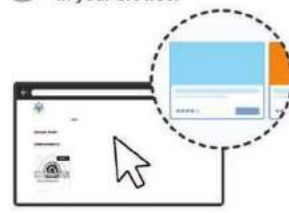
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## TRAFFIC SIGNS

### 1. MANDATORY SIGNS

STOP	GIVE WAY	STRAIGHT PROHIBITION NO ENTRY	PEDESTRIAN PROHIBITED	HORN PROHIBITED
NO PARKING	NO STOPPING OR NO STANDING	SPEED LIMITED	RIGHT HAND CURVE	LEFT HAND CURVE
RIGHT HAIR PIN BEND	LEFT HAIR PIN BEND	NARROW ROAD AHEAD	NARROW BRIDGE	PEDESTRIAN CROSSING
SCHOOL AHEAD	ROUND ABOUT	DANGEROUS DIP	HUMP OR ROUGH	BARRIER AHEAD

### 2. CAUTIONARY SIGNS

Right Hand Curve	Left Hand Curve	Right Hair Pin Bend	Left Hair Pin Bend	Right Reverse Bend
Left Reverse Bend	Steep Ascent	Steep Descent	Narrow Road Ahead	Road Widthness Ahead
Narrow Bridge	Slippery Road	Loose Gravel	Cycle Crossing	Pedestrian Crossing
School Ahead	Men At Work	Cattle	Falling Rocks	Ferry

### 3. INFORMATORY SIGNS

PUBLIC TELEPHONE	PETROL PUMP	HOSPITAL	FIRST AID POST	EATING PLACE	LIGHT REFRESHMENT	RESTING PLACE
THOROUGH ROAD	THOROUGH SIDE ROAD	PARK THIS SIDE	PARKING LOT SCOOTER & MOTOR CYCLE	PARKING LOT CYCLE	PARKING LOT CARS	



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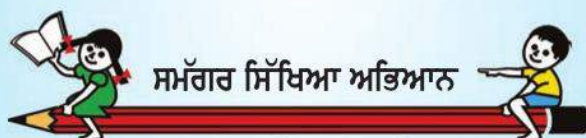


PUNJAB SCHOOL EDUCATION BOARD

# MY ENGLISH COMPANION

(An Integrated Course)

**FOR CLASS – VIII**



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ



**PUNJAB SCHOOL EDUCATION BOARD**

**Sahibzada Ajit Singh Nagar**



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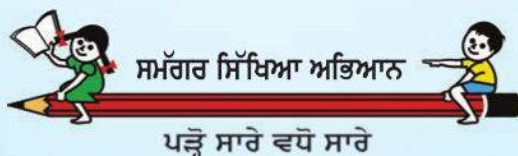
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ਸਿੱਖਿਆ ਅਤੇ ਭਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਰਾਲਾ

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## ***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**  
**Author**



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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

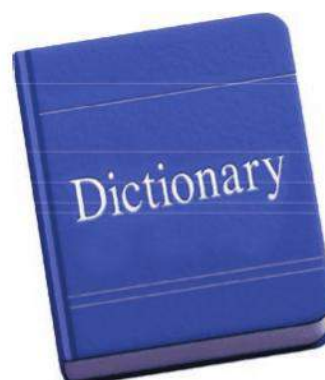
### Vocabulary Expansion



#### 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 ?

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## 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** : \_\_\_\_\_

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

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

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

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

**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		

# 2



## 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.

- 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)

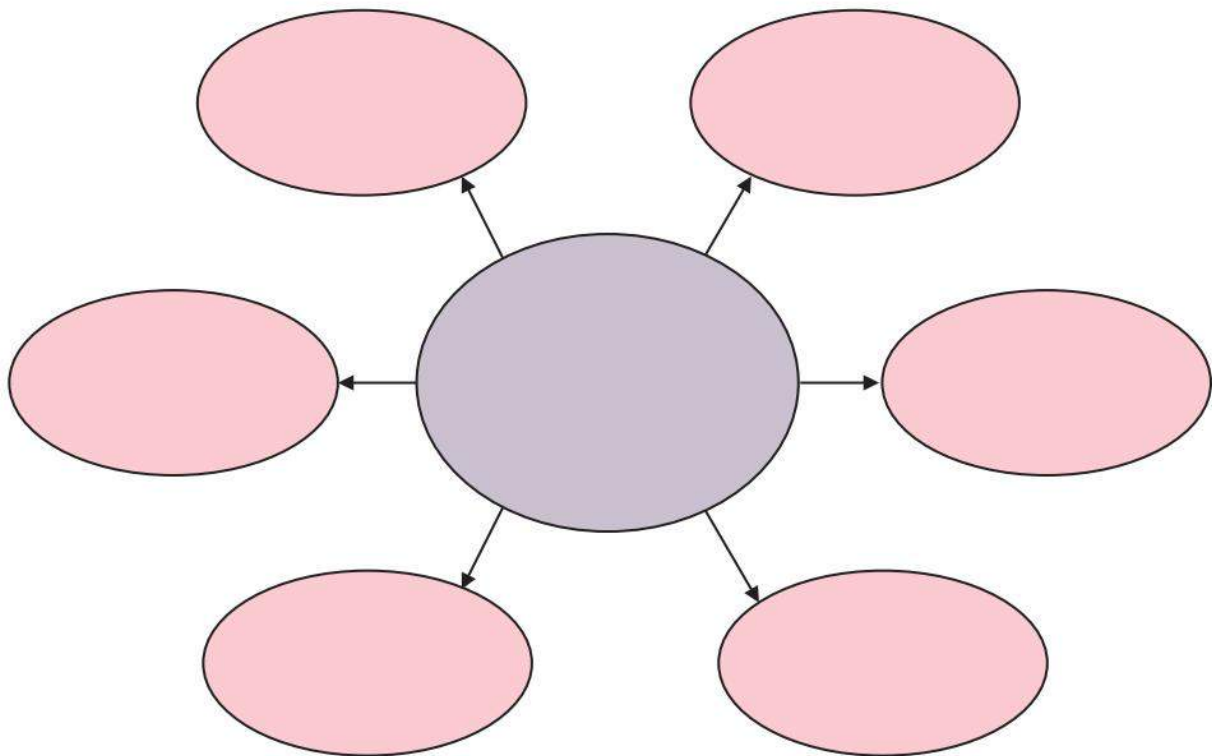


### Activity 8

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.**






# 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 ?

---



#### 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 (:)
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  
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

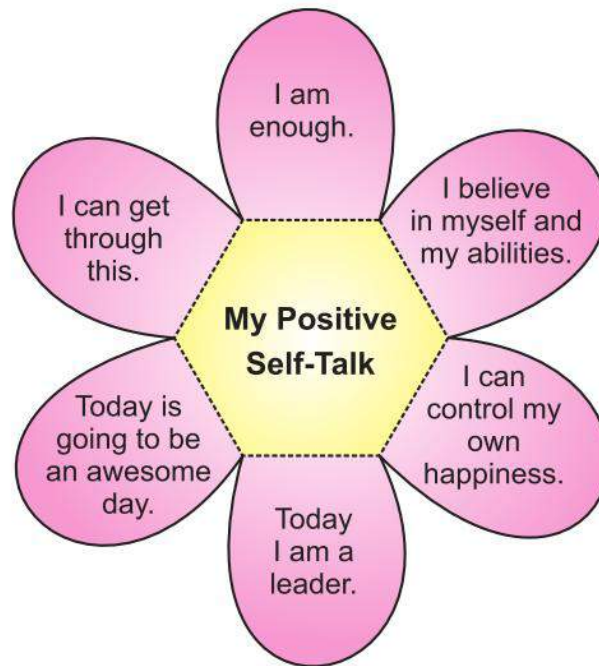



## Learning to Use the Language (Pairwork)



### 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.






# 6

## 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.

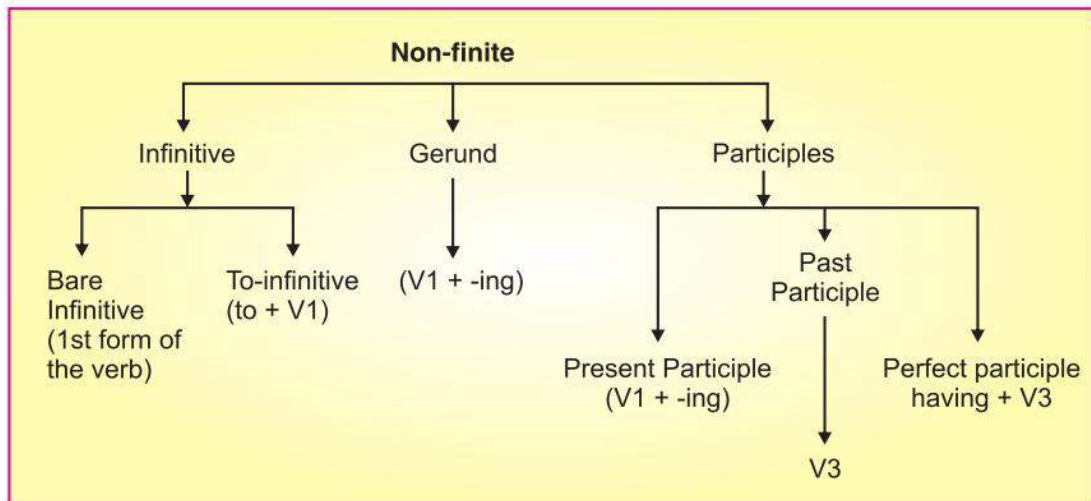
In the examples above, 'to eat' does not change even when the other verb 'want' keeps changing according to number, person or tense. Therefore, 'to eat' is a non-finite verb.

## 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