

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક  
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# English

(First Language)

## Standard 7

(First Semester)



### PLEDGE

India is my country.

All Indians are my brothers and sisters.

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

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



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### Preface

A major change has been introduced in the curriculum of primary education and in the whole educational system in view of RTE-2009 and NCF 2005. These changes are mainly about our understanding of particular subjects and the process of education. The main goal of this new curriculum is to develop creativity, critical thinking, logical and analytical abilities in the child. In this textbook the activities are organized in such a manner that the active participation is followed by discussion and reflection on it. This teaching material will make students to work individually as well as in small and large groups. This text book is an instrument that helps construct knowledge, and is not to be seen as an object of knowledge. It is hoped that this textbook will facilitate the teaching-learning process and make it enjoyable.

We have received constant help and guidance in the formulation of the new syllabus, the curriculum and the textbooks from Hon. Principle Secretary (Education) and Hon. Principle Secretary (Primary Education).

We have received valuable cooperation of UNICEF and H M Patel Institute of English Training and Research during this whole process. The core group members of the respective subjects have also supported us in this process.

The textbooks of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standards have been prepared in view of the suggestions given by subject experts and teachers. We have made an attempt to prepare error free textbooks. However, we would welcome suggestions for any corrections, if necessary.

**With all good wishes.**

**Dr. T. S. Joshi**

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## FUNDAMENTAL DUTIES

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

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

\*Constitution of India : Section 51-A.

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# Introduction

All human beings learn language under the right conditions. In order to learn language, it is well-known that learners must encounter language they can understand and then must use that language to make their own meaning. This book aims to support the teacher in creating these necessary conditions. The design is created to make lesson planning easy for teachers. Each activity is complete and requires no additional preparation.

The content in this book is designed to hold the learners' interest so that language can be noticed and produced. The teacher is never responsible for testing content. Rather, the teacher will be facilitating opportunities for students to discuss content in order to process language meaningfully. Readings are kept short and simple so that students can read and understand on their own, without the teacher reading to them or translating. Because they do not need to test content, teachers may simply enjoy the interesting readings along with the students. Language tasks generally have no "right" answers. They are designed to be open-ended, to stimulate more critical thinking, and to encourage more production of language. Because these sections are designed for open learning, not testing facts, teachers can focus on helping students feel comfortable using language and on stimulating students' thinking.

For each story, article, or poem, teachers should allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. When students don't know a word, the teacher should stimulate more language production and encourage collaborative learning, by first, encouraging students to ask other classmates if they know the unfamiliar word. If the text is the right level for the class, someone in the class will likely be able to share knowledge of the word with others. In this way, the entire vocabulary of the class will be raised with little effort and teacher time while the students naturally are encouraged to speak in the target language. When students check with each other and share knowledge of vocabulary, the teacher's job is much easier and the students gain autonomy. Finally, the teacher need only spend a moment teaching the one or two words that no student in the class knows.

Teachers can easily implement the language tasks by remembering to focus on helping students to understand the questions and instructions, NOT in helping them to answer. For example, if a child does not know how to answer a question, asking "Which characters in the story speak?" The teacher can best encourage noticing and producing language by focusing on the question and the text, not on the answer. The teacher may help the student understand the question: "What does the question say? How many characters were in the story? How do we know someone is speaking in a story?" The teacher may direct the students to look more carefully at the text: "Let's look more carefully at the text. Does anyone speak in the first line? What about the second line?" The teacher may facilitate collaboration and production by encouraging students to interact. "Ask your partner who speaks first in the story? Ask the classmate behind you who speaks second?" Throughout the text, remember that tasks are designed to be open-ended, to stimulate more critical thinking, and to produce more language.

In traditional teaching, there has sometimes been an overemphasis on assessment and correction. This book aims to give students plenty of time to learn before any testing begins. Teachers are encouraged to repeat or expand activities and to wait until they observe increased production from students before attempting to assess progress. Teachers may find prepared revision and assessment items as well as additional activities and some video demonstrations of certain activities on the textbook website at [onlinetextbook.info](http://onlinetextbook.info).





# UNIT-1

## Exploring Symbols

### ACTIVITY - 1

Rabindranath Tagore was born in Calcutta in 1861. He is the poet who wrote India's national anthem, and he won the Nobel Prize in Literature in 1913. Tagore started to write poetry when he was only eight years old and he published his first poem when he was only sixteen. For this Tagore did not use his real name. He used a pen name, 'Bhanu Simha', meant "Sun Lion".



If you publish a story or poem, what "pen name" would you choose? You can make your name as silly or as serious as you wish.

Share your pen name with your classmates. Fill in the chart with interesting pen names you hear in your class.

Some Pen Names from My Classmates			
Classmate's Name	Pen Name	Classmate's Name	Pen Name

2

Of all the new pen names you heard in your classroom, which pen name did you think was most interesting?

## ACTIVITY - 2

Read the poem carefully to yourself. Mark any word that you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the poem.



### New Words?

### Where the Mind Is Without Fear

Where the mind is without fear and  
the head is held high;

Where knowledge is free;

Where the world has not been  
broken up into fragments by  
narrow domestic walls;

Where words come out from the  
depth of the truth;

Where tireless striving stretches its  
arms towards perfection;

Where the clear stream of reason  
has not lost its way into the dreary  
desert sand of dead habit;

Where the mind is led forward by  
thee into ever-widening thought  
and action-

Into that heaven of freedom, my  
Father, let my country awake.

- RABINDRANATH TAGORE



**Match the words in column A and with their meanings given in column B.**

A	B
Fragments	to labour hard
Striving	cheerless
Dreary	pieces broken off or detached from a complete portion
Domestic	without rest or sleep
Tireless	a waterless or isolated area or land
Desert	related to family affairs

### ACTIVITY - 3

Look carefully at “Where the Mind Is Without Fear”. The poet is talking to someone. What words help you to understand whom the poet is talking to?

The subjects of the first three lines of the poem are underlined below

Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not been broken

4

What's the subject of the fourth line?



The poem says, “Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit”

What is “lost” in this line of the poem?

#### ACTIVITY - 4

Adjectives are words that describe nouns. Nouns are words that name people, places, things, and ideas.

**Look carefully at the poem and underline ALL the adjectives you find.**

How many adjectives did you find? Write the number here.

---

Compare your number to numbers your classmates wrote. Which classmate wrote the largest number? Write that classmate's name and the number of adjectives here.

My classmate, named \_\_\_\_\_, found the most adjectives. S/he found \_\_\_\_\_ adjectives.

Look carefully at the adjectives your classmate found. Which adjectives did your classmate find that you missed? Write them here.

---

If you found the most adjectives in your class,  
C O N G R A T U L A T I O N S !

**Help your classmates to understand all the adjectives in the poem!**





### ACTIVITY - 5

This unit is called “Exploring Symbols.” A symbol is a word, image, or object that represents something else, just as “Sun Lion” represented (stood for) Tagore and your pen name represents you. Symbols are very common in poetry and stories. Tagore used them often. In the line

“Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit”

Tagore tells us that “reason” is a “stream”. Tagore thinks of reason as if it is a stream. The stream is a symbol for reason. What is another line where we see that Tagore uses a symbol in this way?

Tagore wrote India's national anthem and is very much loved. There are many other symbols of India that are also loved by her people. Consider the national bird, tree, game, fruit, etc. Think about the national emblem or flag. Think about colours or animals that are beloved in India.

**Work together as a group to make a list of at least 10 “symbols of India.”**


Compare the list that your group made with other lists. Did other classmates think of symbols that you did not?

## ACTIVITY - 6

As a class, compare all the lists that were made in activity 6 to make a new list that ranks five symbols according to your group's favourite. Ranking means to put in order. Rank the symbol that is your group loves most as first, the next favourite is second.... The least favourite of the five will be last. Use any items from any list.

My group ranks these five symbols according to preference:	
1.	Favourite
2.	
3.	
4.	
5.	Least Favourite

Remember that a symbol is something that represents, or “stands for”, something else. For example, the colour green in India's flag does not ONLY mean green. It also “stands for” fertility. Why does green have this meaning? People will have different answers to this question. Maybe green stands for fertility because it is the colour of the plants that come up every spring, the colour of fertile land that grows our food.

**People have very different ideas about what symbols mean. What does your group think about their favourite symbol of India means?**





### ACTIVITY - 7

**Use this paragraph to help you write about the activities with symbols.**

My class looked at symbols of India. My group ranked these five symbols:

My group decided the \_\_\_\_\_ is our favourite.

We liked the \_\_\_\_\_ best because \_\_\_\_\_.

My own favourite symbol is the \_\_\_\_\_.

I like the \_\_\_\_\_ best because \_\_\_\_\_.

To me, this is the symbol means \_\_\_\_\_  
because \_\_\_\_\_.

**Share your paragraph by reading it aloud to someone who is not in your class.**

### ACTIVITY - 8

Just as poems have symbols and India has symbols, stories often have symbols, too. Many stories use animals as symbols. For example, many stories use the lion as a symbol of royalty. How many times have you heard that a lion is a king? Different people can give the same symbol for different meanings. For some people, cats symbolize long life, but other people might say black cats symbolize bad luck. In many parts of India, the cow is a symbol of many things for many people.

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**Read the story carefully to yourself. Mark any word that you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.**

**Think about what the animals in the story might be symbols of.**

## The Fox and the Rabbit

There was once a very clever fox who loved to brag of his cleverness. One day he said to the rabbit, "I am so clever," he said "that I know a hundred ways to escape enemies."

"Wow," the rabbit said. "I have only one, but it works well."

The fox said, "You should listen to me, I will teach you many, many more. You should know many ways to escape like I do."

Just at that moment, the fox and the rabbit heard the cry of a pack of hunters coming toward them.

Immediately, the rabbit leaped down his hole and was gone. He called back to the fox, "This is my plan. What are you going to do?"

The Fox thought first of one way, then another, then he thought of a better way, then he considered another way, and while he was thinking of all his clever choices, the hunters caught him up and he was soon carried off.

### ACTIVITY - 9

One way that we know that the fox and the rabbit are symbols is because they do not represent real foxes or rabbits. When something is not symbolic, when it only represents exactly what it is in real life and nothing else, we say it has its "literal" meaning. *Literal*, *literary*, and *literature* are all related to the word for *letters*, for words. The literal meaning of a word is its exact, factual meaning. For example, if your friend says, "I am dead tired", you know that your friend is not literally dead, because he is alive and talking to you! He is exaggerating. He is not using the literal meaning of the word "dead".

We know that the fox and the rabbit story is not *literally* about foxes and rabbits. Real foxes and rabbits do not have conversations about cleverness, at least, they don't have such conversations in English!

One way to think about the meaning of a symbolic story is to think about things in real life that are *like* the symbol in the story. What kind





of person might act the way the fox does? What kind of person or characteristic of a person might the rabbit represents? Is the rabbit clever or foolish? Is he brave or cowardly? In real life, what might behave the way the hunters do, coming in quickly and ending the conversation the way they do?

**Discuss these ideas with a group and work together to write the paragraph.**

Our group thinks that the fox symbolizes \_\_\_\_\_ because he is like \_\_\_\_\_ real life. The rabbit stands for \_\_\_\_\_ because he is like \_\_\_\_\_ in real life. The hunters might represent \_\_\_\_\_ because \_\_\_\_\_.

### ACTIVITY - 10

**Read the story to yourself. Mark any words you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.**

One night, Emperor Akbar dreamt that he had lost all his teeth, except one. The next morning he invited all the astrologers of his kingdom to interpret this dream.

After a long discussion, the astrologers prophesized that all his relatives would die before him.

Emperor Akbar was very upset by this interpretation and so sent away all the astrologers without any reward.

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Later that day, Birbal entered the darbar. Emperor Akbar related his dream and asked him to interpret it. After thinking for a while Birbal replied that the Emperor would live a longer and more fulfilled life than any of his relatives.

Emperor Akbar was pleased with Birbal's explanation and rewarded him handsomely.

Many people believe that their dreams have symbolic meaning, but people may interpret the symbols very differently. For example, many people dream of problems that they are having in life. But some people might think of their problem as a huge mountain that needs to be overcome. Another person might dream of a problem as a locked door that needs a key. Another might see a high wall as a symbol of a problem.

In the activity about the rabbit and the fox, you thought about ideas and people that could be symbolized by the rabbit and the fox. Now think about objects that might symbolize some ideas. Use ideas from your own thoughts or dreams or think about stories and poems you've heard.

**Think of some different objects that can symbolize these ideas:**

A problem might be symbolized by a \_\_\_\_\_ or a \_\_\_\_\_.

A solution to a serious problem \_\_\_\_\_ might be symbolized by a \_\_\_\_\_ or a \_\_\_\_\_.

Growing up might be symbolized by a \_\_\_\_\_ because it grows up very quickly or a \_\_\_\_\_ because it grows up very slowly or a \_\_\_\_\_.

Learning might be represented by a \_\_\_\_\_ because \_\_\_\_\_.

**Share your ideas with your classmates. Make a chart showing how many different symbols your classmates thought of.**

	Number of symbols
How many different objects did classmates think of to symbolize problems?	
How many different objects represented solutions?	
How many different objects stood for growing up?	
How many different symbols for learning did your class think of?	



## UNIT-2

### Exploring Puzzles

#### ACTIVITY - 1

Read the story to yourself. Mark any word you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.



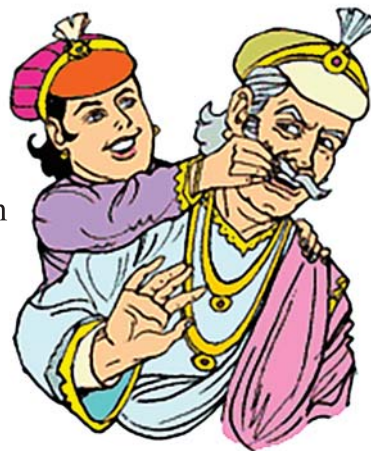
Emperor Akbar was a great and wise ruler and he had fine advisors in his court, but the wisest of these was Birbal. Whenever the Emperor thought of a difficult problem or puzzle, he turned to Birbal.

One pleasant evening in March, Akbar was strolling in his courtyard. He had just completed a successful military campaign in the east and he wanted a little amusement.

Suddenly, he turned to his courtiers and said, “Tell me, what should be the punishment for someone who dared to tweak your Emperor's moustache?”

The courtiers were shocked at the thought! Only the most foul criminal would dare to touch the king! Shahbaz Khan spoke up, “My lord, this villain should be mercilessly flogged to death.”

“Beheaded in full public view, Your Honour!” said Mulla-do-Piazza.





“The villain should be thrown down from the fort or be hanged!” said Shadi Shah.

“And you, Birbal? What punishment do you suggest for his offender?” asked the Emperor.”

“Shah Alam,” said Birbal calmly, “I would give him some sweets.”

The other courtiers gaped at Birbal. Had he gone mad? Sweets for such a crime! Surely this time Birbal was wrong!

Akbar frowned. “Did I hear you right, Birbal?” he said. “You consider giving sweets to be the right punishment for such a crime?”

“Only in this case, Your Majesty,” said Birbal humbly. “Because, who else but your beloved grandson would dare to take such a liberty with the king of kings?”

Akbar burst out laughing. “You are right again, Birbal! It was indeed that little rascal who tweaked my moustache this very evening!”

**Match A with B and make sentences using the words given in the table (A).**

A	B
Strolling	extremely surprised
Dumbfounded	tricked someone
To gaze	walking in a slow, relaxed way
Insolence	to get rid of
To discard	smiled in an unpleasant way
Outwitted	to look at someone in surprise with an open mouth
Smirked	rudeness





## ACTIVITY - 2

Birbal was able to solve the Emperor's puzzle because he thought clearly and realistically about the Emperor's question. He did not make assumptions. An assumption is something that is believed to be true without any evidence. Sometimes making an assumption is correct. For example, if your relative falls asleep very early in the evening, you might assume that he is tired and you might be right. But assumptions can be wrong and they can lead us to think incorrectly about problems.

**Look at this example and answer the questions.**

The courtiers heard the emperor's question, "Tell me, what should be the punishment for someone who dared to tweak your emperor's moustache?"

What did the courtiers assume?

Which lines in the story help you to know what the courtiers were thinking?

## ACTIVITY - 3

**Read this old joke:**

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A dad and his son were riding their bikes and crashed. Two ambulances came and took them to different hospitals. The man's son was in the operating room and the doctor said, "I can't operate on you. You're my son."

How is that possible?

**Discuss the joke with your classmates.**

How many people guessed the reason that the surgeon could not operate on the boy?

How many people could not guess?

How many people have heard the joke before?

If people do not know why the surgeon says, "he is my son." What assumptions are they making?

Assumptions that are incorrect and lead us to think wrongly are called, "false assumptions."

**ACTIVITY - 4**

Adapted From  
THE CANTERBURY PUZZLES AND OTHER CURIOUS  
PROBLEMS

By

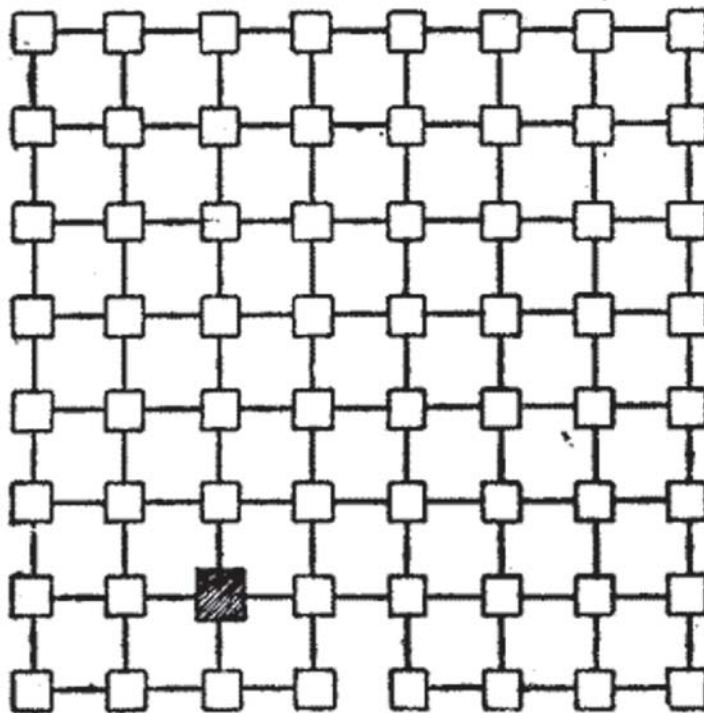
HENRY ERNEST DUDENEY Copyright 1907

Long ago there was an inn where pilgrims often stopped on their way to worship at a famous shrine. During the long evening as they rested from their journey, they would tell stories and sometimes amuse each other with games and puzzles. On one evening the company all turned to the pardoner:

**The Pardoner's Puzzle.**

The gentle Pardoner, who had just arrived very tired all the way from Rome begged to be excused; but the company would not spare him. "Friends and fellow-pilgrims," said he, "truly the puzzle I've made is a poor thing, but it's the best that I've been able to create. Blame my lack of knowledge of such matters if you don't like it." But his invention was very well received. He produced the accompanying plan, and said that it symbolized sixty-four towns through which he had to pass





during some of his pilgrimages. He said the lines connecting the “towns” represented roads. He explained that to solve the puzzle, one has to start from the large black town and visit all the other towns once, and once ONLY, in fifteen straight pilgrimages. He said the puzzle was to trace the route in fifteen straight lines with your pencil. He said you may end where you like, but note that a little road at the bottom has been omitted intentionally, and it is impossible to go that way.

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Read the story carefully to understand the instructions for solving the Pardoner's Puzzle. Work with a partner to understand the story and to solve the puzzle. Try to be the first in your class to solve it! If you finish quickly, go and help others to solve it, too!

## ACTIVITY - 5

**Read the story. Mark any word that you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.**

One day walking in the garden with Birbal and the other courtiers, Emperor Akbar bent to pick up a sharp stone. With it, he drew a line on the ground and said, "Birbal, make the line shorter." He paused and with a glint of mischief in his eyes, he said, "But don't touch it. Just make it shorter."

The courtiers looked at each other. Birbal surely couldn't do this, could he? Perhaps he would finally be outwitted.

But Birbal calmly bent down to pick up another stone. He quietly drew a second line below Akbar's. Everyone looked at the two lines. Akbar's line was clearly shorter than Birbal's!

---

There was a brief silence. Then Akbar smiled, "I thought I had outsmarted you this time, but you've done it again!"

## ACTIVITY - 6

Birbal did not make the line shorter than it was when Akbar first drew it, but he made Akbar's line shorter than his line. Akbar's line cannot be said to be short, it can only be longer or shorter than another line. "Short" is not an absolute concept. It is a relative concept. Akbar's line is shorter relative to Birbal's line. As we think about puzzles and problems, we want to be sure that our assumptions are correct. We also want to remember that many things cannot be described in absolute terms, they can only be described in relative terms.

A rich man may think that a dosa is very cheap, but a poor man will think a dosa is very costly. Cost is a relative concept.





During winter, you may feel that the weather is very cold, but the weather is probably very warm relative to the weather at the South Pole!

**Work with a partner or a group to decide which things on the list are relative concepts and which are absolute concepts. Mark the relative concepts with an R and the absolute concepts with an A.**

If you and your classmates disagree, try to think of examples to help explain your idea.

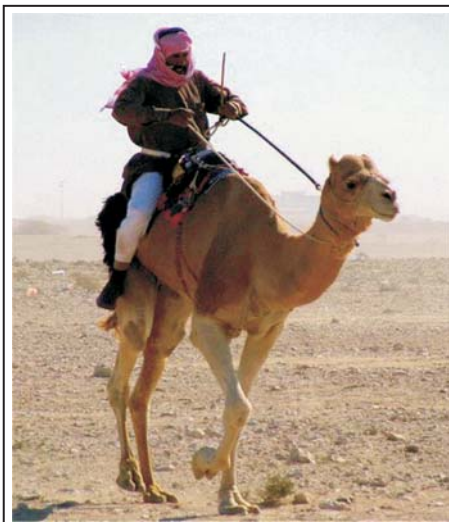
Concept	Absolute/Relative	Concept	Absolute/Relative
tall		dead	
rich		educated	
free		beautiful	

**Share your ideas with your classmates. Were there different ideas about the concepts in your class?**

### ACTIVITY - 7

The stories of Akbar and Birbal are often based on puzzles or jokes.

**Take this puzzle/joke and use it to write an Akbar and Birbal story.**

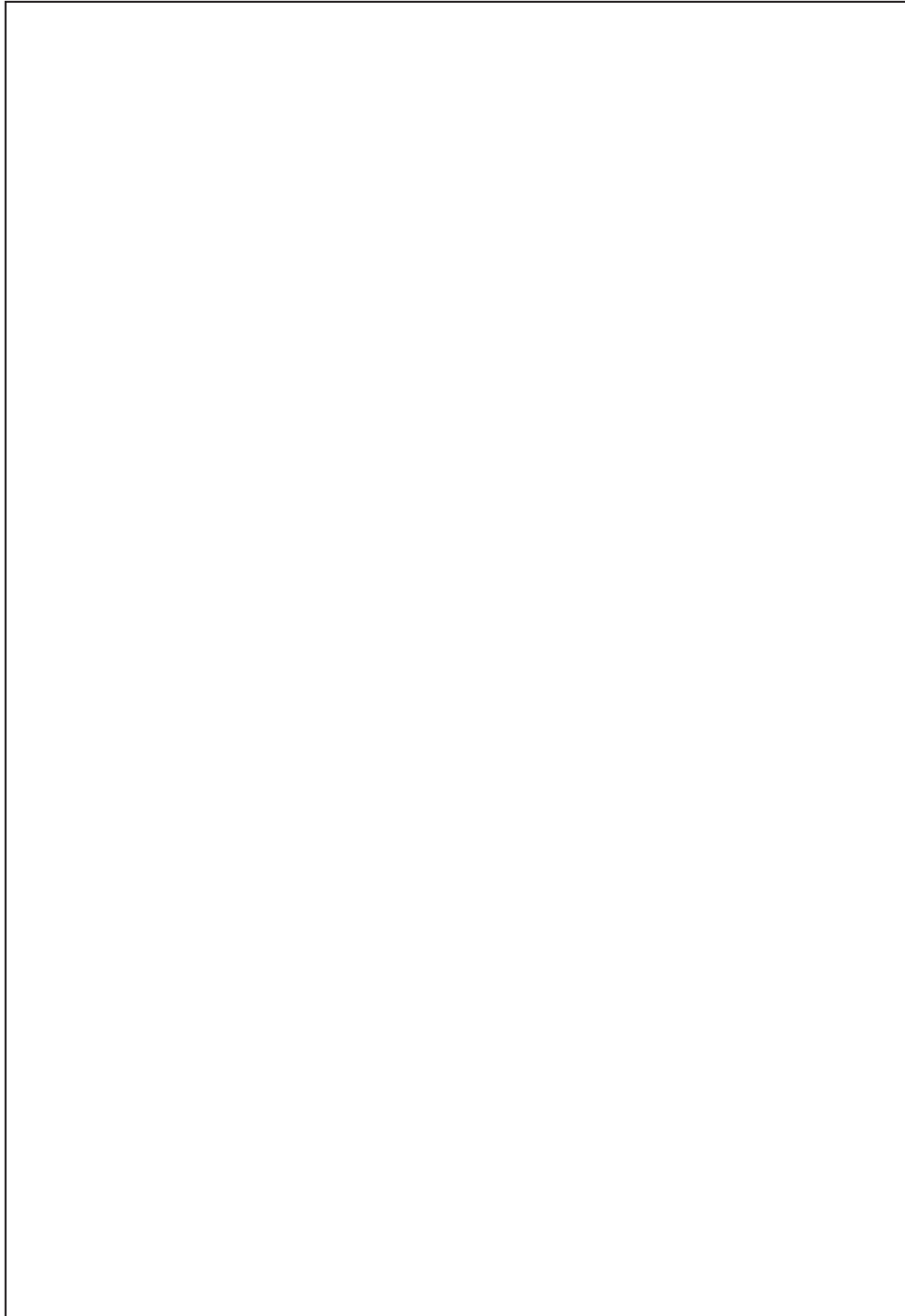


**Q: If a camel rider had gone three days ago and he left on Tuesday and came back on Tuesday, how is that possible?**

**A: The camel was named Tuesday!**

*Image is CC By 2.0, "Camel Rider in Qatar" by Pedronet.*

**Work with a partner or a group to write your own Akbar and Birbal story using a setting, dialogue, and description. Don't let the story end too quickly and don't forget the annoyed courtiers!**





## ACTIVITY - 8

### It's a Puzzle by Allan Ahlberg

My friend  
Is not my friend any more\  
She has secrets from me  
And goes about with Tracy Hacket

I would get her back,  
Only do not want to say so.  
So I pretend  
To have secrets from her  
And go about with Alice Banks

But what bothers me is,  
Maybe she is pretending  
And would like me back  
Only does not want to say so.

In which case  
Maybe it bothers her  
That I am pretending.  
But if we are both pretending,  
Then really we are friends  
And do not know it.

On the other hand,  
How can we be friends  
And have secrets from each other  
And go about with other people?

My friend  
Is not my friend any more,  
Unless she is pretending.  
I cannot think what to do.  
It is a puzzle.

Read the poem carefully. Mark any word you don't know and get help to understand or help others. There are four people mentioned in this poem. Who are they?

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In this poem there is no dialogue, but there is a story. Pretend that all four people in this story accidentally meet at a tea stall. Work in a group to write a dialogue that has each of the four characters speak. What would they say to each other? What would they talk about? You may decide to work on the entire dialogue together or you may assign



different characters to each group members and let each classmate decide what his/her character will say independently. When you are finished writing your dialogue, perform it for your class. Notice how many different dialogues can be created!

### The Puzzle at the Tea Stall

by \_\_\_\_\_

**Characters:**

#### ACTIVITY - 9

**Read the article carefully to yourself. Mark any word that you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea.**

#### Five Things We Still Don't Know

You may think that teachers, scientists, and doctors must know everything important that there is to know, but this is not true! The job of many teachers, scientists, and doctors is to do research, to learn more and more about the world. There are still many puzzles left to





solve and we need people to work on some of these questions. Some puzzles are very important to solve, like how we can make enough clean water for all the people in the world to have healthy lifestyle. Some things may not be quite that important; some things are just... puzzling.

**Here are some things we still don't know:**

1) Doctors and scientists are constantly working to solve medical problems so that people can live longer, healthier lives, but some mysteries aren't about deadly diseases. We still don't know why humans blush. Blushing seems to have no advantage to the human body.

2) Doctors, scientists, psychologists, theologians, and others have long been interested in our dreams, but we still do not why people dream. Recent research suggests it helps us deal with emotions.

3) In 1912, a manuscript was found that is believed to be from the years 1404 to 1438. It is filled with strange plants and drawings and writing. It is called the Voynich manuscript and it's language is completely unknown.

4) In 1977, researchers received a radio signal from a part of space that no human has ever been. The signal lasted 72 seconds and appeared to be intentional. It's known as the Wow! signal because the researcher on duty wrote "Wow!" on the printout that showed the signal. The signal has never been repeated or explained.

5) We still don't know very much about the deepest part of the ocean. The first dive to the deepest point, 7 miles below the surface, was only made last year. Oceanographers estimate that for every species of animal we know about in the ocean, there may be 3 or 4 that we don't know about.

**As you get older and learn more, what mysteries might you help solve?**

## ACTIVITY - 10

**Often, when we try to answer a big question, we need to find out the answers to a lot of smaller or simpler questions first. For example, scientists working on ways to provide people with clean drinking water might need to know a few things first:**

How much fresh water is in the ground?

How many people need access to the water?

What bacteria or pollution is affecting the water?

How much money is needed to clean the water?

How can the clean water be distributed to the people who need it?

Look again at the article, “Five Things We Still Don't Know.” With a group, pick the “mystery” that interests you most. Work with your group to think of five questions about the mystery that the researchers should try to answer as they try to solve the puzzle. Try to be specific in the questions and to think of which things the researchers might need to know in order to learn more.






## UNIT-3

# Exploring Advertising

### ACTIVITY - 1

**Read the article carefully. Mark any word you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.**

Adapted from FEBRUARY 11, 2013, 5:18 PM The New York Times article,

### **“How Advertising Targets Our Children”**

By Dr. PERRI KLASS

I would like my children to be aware about advertising. I would like them to grow up alert to the ways people try to sell them things. I think it is important for children to understand that sometimes people who want your trust are not really your friends.

Researchers have long studied the effects of ads on children. Studies show that advertising for things like cigarettes and alcohol does help push children and young people toward unhealthy behaviors, but it also shows that it is more difficult to protect children as advertisers use the Internet and social media.

Food advertising also raises issues. Children see ads for food on television, websites, social media, and mobiles. Many children play “advergames” online. These are games for children that are created by advertisers to promote products. And what are all these food ads selling to children? According to one study, the top four products are fast foods, sugared cereals, sugary drinks and candy.

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Dr. Thomas Robinson, a professor at Stanford University and a doctor at Lucile Packard Children's Hospital, has looked into childhood obesity and its links to screen time. In experiments with preschoolers, he told me, “We've found that even a 30-second advertisement of a new product can change a child's preference for brand.”

In one study, Dr. Robinson looked at the effects of branding by giving 3- to 5-year-olds two portions of identical foods, one set out on a McDonald's wrapper. The children were asked to point out which foods tasted better and, Dr. Robinson said, no matter what food we laid out on the wrapper, “overwhelmingly, for hamburgers, French fries, baby carrots, milk or juice in a cup, kids would point out the one on the McDonald's wrapper as tasting better.”

Up to the age of 7 or 8, researchers say children can't understand the nature of advertising — they can't identify that the advertisement is trying to persuade them.

What can parents do? Children are not going to completely give up TV or internet. With young children, the most important strategy is probably to cut down on screen time, and the number of messages that children take in, and to keep up with what they're seeing when they do watch TV or use the internet. But, according to Dr. Robinson, when a child asks for something, parents should not simply turn them down. They should help the child to recognize that they are being persuaded. Dr. Robinson suggests that parents respond, “Well, why do you want that? Where did you hear about it?” If the answer is that the child saw it on TV or on the Internet, “Why did they put out that message? Do you think they want you to buy it? Why would they want that?” Talk to your children about why people sell things. Help your children understand that sellers want to sell things, but buyers have to decide if they want to buy.

In our information-rich world, we need to know the messages children are receiving, and help them understand what the world is trying to sell them.





### New Words

promote  
childhood obesity  
screen time  
brand  
strategy  
persuade

In this article, who is PerriKlass? Who is Dr. Thomas Robinson?

Both doctors talk about children. Which doctor talks about his own children?

### ACTIVITY - 2

Work with a partner or a group to list popular advertising slogans. What product are they trying to sell?

Slogan	Product

Choose the slogan that you feel is most interesting. Advertisers use slogans to make their customers feel in ways that will make them want to buy. How does the slogan you chose make you feel?

Share your idea with your classmates. How many different feelings did your classmates write about?

### ACTIVITY - 3

The article “How Advertising Targets Our Children” says that advertising tries to persuade people and in the activity above we talked about advertisers using feelings to persuade people.

In the article “How Advertising Targets Our Children,” DrKlass is also trying to persuade his readers. What does Dr. Klass want to persuade his readers to think and do?

Dr. Klass uses more than feelings to persuade. He also uses evidence from scientific research. Look very carefully at the article. List all the facts and ideas that come from research.

Share your ideas with classmates. Did others find facts that you missed?

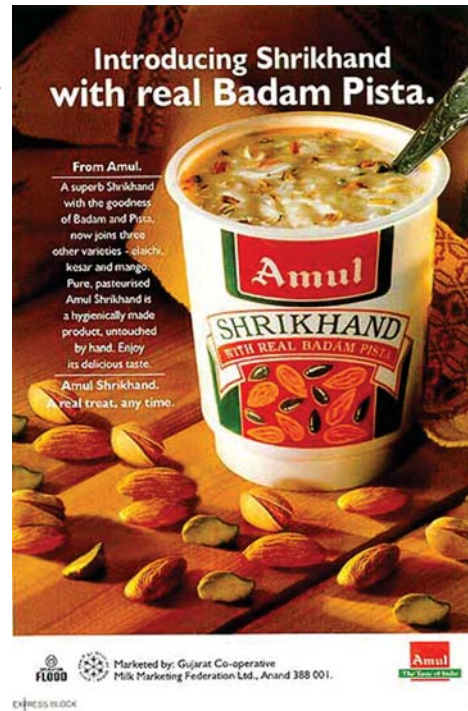




### ACTIVITY - 4

**Discuss the questions as a class. Listen to the answers of your classmates.**

1. Who paid for this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?
4. Do you think that the advertiser achieved the goal?



Classmates will have different opinions about question 4. How many classmates think that the advertisement worked well for the advertiser? In other words, they would want to buy the product.

How many think that the advertisement did not work or they would not want to buy the product or idea?

**Use the paragraph below to help you write about this activity.**

In my class we looked at an advertisement for \_\_\_\_\_. It was created and paid for by \_\_\_\_\_. It is trying to persuade \_\_\_\_\_ to \_\_\_\_\_. My classmates had different opinions of the effectiveness of this advertisement. \_\_\_\_\_ classmates thought the advertisement worked. They would want to buy the \_\_\_\_\_. \_\_\_\_\_ classmates thought the advertisement did not work. They would NOT want to buy the \_\_\_\_\_. I think \_\_\_\_\_.



### ACTIVITY - 5

Discuss the questions as a class. Listen to the answers of your classmates.



1. Who paid for this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?
4. Do you think that the advertiser achieved the goal?

Classmates will have different opinions about question 4. How many classmates think that the advertisement worked well for the advertiser? In other words, they would agree with the idea of the ad.

How many classmates think that the advertisement did not work or they would not agree with the idea?

Use the paragraph below to help you write about this activity.

In my class we looked at an advertisement for \_\_\_\_\_. It was created and paid for by \_\_\_\_\_. It is trying to persuade \_\_\_\_\_ to \_\_\_\_\_. My classmates had different opinions of the effectiveness of this advertisement. \_\_\_\_\_ classmates thought the advertisement worked. They would agree with the idea that \_\_\_\_\_. \_\_\_\_\_ classmates thought the advertisement did not work. They would NOT agree that \_\_\_\_\_. I think \_\_\_\_\_.



## ACTIVITY - 6

Verbs are words that show action or doing. For example, the verb “grow” means “to become larger.” English has many phrasal verbs. Phrasal verbs need a small word (a preposition) with them to make their meaning. For example, ““grow” means “to become larger” but “grow up” means “to mature.”

Look at the article “How Advertising Targets Our Children” carefully. Find phrases where the preposition seems to be part of the verb. Underline these phrases. How many phrasal verbs did you find?

Compare your number to numbers your classmates wrote. Which classmate wrote the largest number? Write that classmate's name and the number of phrasal verbs here.

My classmate, named \_\_\_\_\_, found the most phrasal verbs. S/he found \_\_\_\_\_ phrasal verbs.

**Look carefully at the phrasal verbs your classmate found. Do you agree that they are all correct? Which phrasal verbs did your classmate find that you missed? Write them here.**

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If you found the most phrasal verbs in your class,  
C O N G R A T U L A T I O N S !

**Help your classmates understand all the phrasal verbs in the article!**

## ACTIVITY - 7

**Try this common type of activity. Choose the correct option to replace the explanation in bracket.**

1. Parents need to ( take care of ) \_\_\_\_\_ their children.  
(a) Look at  
(b) look for  
(c) look after
2. My son says he will ( stop ) \_\_\_\_\_ telling lies.  
(a) Give over  
(b) give up  
(c) give in
3. I'll call the shop to ( discover ) \_\_\_\_\_ the price of the product.  
(a) Bring out  
(b) find out  
(c) call out
4. You must ( return ) \_\_\_\_\_ the library books after reading.  
(a) Give back  
(b) pay for  
(c) take in

Now you try to be the teacher! Choose one of the phrasal verbs from your list in the activity on phrasal verbs and write a fill-in-the-blank question like the one above. Give your fill-in-the-blank to a classmate to try out. Try out some of the questions that your classmates made.

Discuss all the fill-in-the-blank questions that the class made. Are any of them confusing? Work together to improve them. Gather all the best fill-in-the-blank questions to provide good practice using phrasal verbs. If possible, share the class fill-in-the-blank questions with another class in your school.



## ACTIVITY - 8

From Advertising Poem: Isn't it funny? Why is it?

Written by Douglas Galbi on June 17, 2012, filed in category economics of attention

By 1923, U.S. newspapers and magazines were promoting advertising with a text that is now called the Advertising Poem.

Why is it?

A man wakes up after sleeping  
under an advertised blanket,  
on an advertised mattress,  
pulls off advertised pajamas,  
bathes in an advertised shower,  
shaves with an advertised razor,  
brushes his teeth with advertised toothpaste,  
washes with advertised soap,  
puts on advertised clothes,  
drinks a cup of advertised coffee,  
drives to work in an advertised car,  
and then, refuses to advertise,  
believing it doesn't pay.

Later when business is poor,  
he advertises it for sale.

Why is it?

The poem “Why is it?” is an advertisement.

1. Who paid for or created this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?

## ACTIVITY - 9

**Work with a partner or a group to create an advertisement.**

You are a team of advertisers for a big soft drink company. You want to make a new drink to sell to HOUSEWIVES. Decide together what the drink will be like and how you will advertise it. Some qualities that you might consider are Taste, Price, Health Benefits, Diet, Color, Caffeine, Carbonation, Non-Carbonation, Type of Bottle, or another quality that you and your partner think of.

What is important to housewives? Why would housewives buy your drink? What will you say in your ad to convince housewives to buy your drink? Discuss these questions together, then agree on a name and slogan for your drink. Draw an advertisement here, then make a short presentation to the class where you try to sell your drink to the other classmates.

## ACTIVITY - 10

**Share your ad for a soft drink with the class. Listen to the ads of other classmates, then work in pairs or groups to discuss these questions.**

Pretend that you are a housewife. What is important to you?





Discuss the importance of the following qualities in a soft drink and rank them in order of importance. 1 being the most important and 10 being least important.

Rank #	Quality
	Taste
	Price
	Health benefits
	Diet
	Color
	Caffiene
	Carbonation
	Non-Carbonation
	Type of Bottle
	Other _____

**Use one of the ads presented by another group of classmates to answer the following questions:**

What did your classmates say is important about their drink ?

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Did the “advertiser” understand what is important to you as a “housewife”? Would you and your partner buy the drink sold by your classmates? Why or why not?

## UNIT-4

### Exploring Poetry

#### ACTIVITY - 1

Read aloud and enjoy the poem 'LIFE'

#### 'LIFE'

What is Life?  
Life is a tree  
That grows well  
With love and care.

Life is a kite  
Ready to fly  
In the air.

Life is music  
If you know  
The notes to play.

Life is a road  
With twists and turns  
On its way.

What is Life?  
Life is  
What you make it  
Your way.

- By Ms. Esther Samuel.





## ACTIVITY - 2

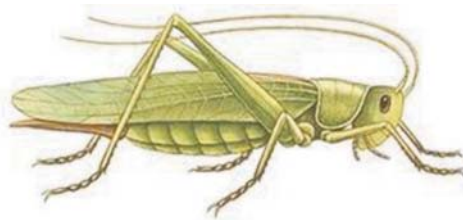
Visit a park and identify birds, insects, trees and flowers. Note the details below.

Birds	Insects	Trees	Flowers

## ACTIVITY - 3

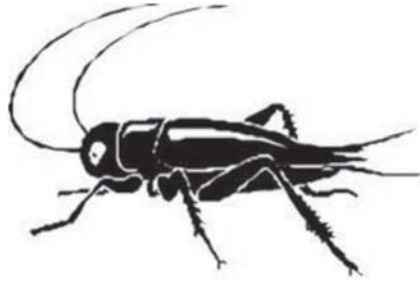
### On The Grasshopper and The Cricket

This is a poem on nature. In it, the grasshopper and cricket act as symbols suggesting life. Read the poem and notice how 'the poetry of earth' keeps on through summer and winter in a never-ending song.



The poetry of earth is never dead:  
When all the birds are faint with the hot sun,  
And hide in cooling trees, a voice will run  
From hedge to hedge about the new-mown mead,  
That is the grasshopper's - he takes the lead  
In summer luxury – he has never done  
With his delights, for when tired out with fun  
He rests at ease beneath some pleasant weed.





The poetry of earth is ceasing never:  
On a lone winter evening when the frost  
Has wrought a silence, from the stone there shrills  
The cricket's song, in warmth increasing ever,  
And seems to one in drowsiness half lost;  
The grasshopper's among some grassy hills.

**-John Keats.**

#### ACTIVITY - 4

**Match A with B.**

A	B
Faint	feeling sleepy
Ceasing	comes through loud and clear
Wrought	brought about
Drowsy	weak
Shrill	stop existing or happening



### ACTIVITY - 5

Answer the following questions with reference to the poem.

1. What happens when all the birds are faint in the heat of the sun?

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2. When can one hear the cricket's song?

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3. “..... he takes the lead  
In summer luxury.”

Who is 'he'?

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### ACTIVITY - 6

**Personification:** The entire poem is a good example of the poetic device, personification, where objects or animals have human qualities.

**e.g:** The poetry of earth is never dead.

Here, the poetry is personified as to having the human quality of dying.

**Work in a group to list five examples of personification.**

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## ACTIVITY - 7

### Fun with language:

Complete the following ladder with the clues given below.

(1) E \_ \_ \_ H (2)

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—

—

(3) S \_ \_ \_ \_ R (4)

—

—

(5) T \_ \_ \_ S (6)

—

—

(7) G \_ \_ \_ S

### Clues:

1. There is life on the planet \_\_\_\_\_ .
2. The North-Eastern part of India is full of \_\_\_\_\_ .
3. Woolens is to winter, as cottons is to \_\_\_\_\_ .
4. When we are sick, we need to \_\_\_\_\_ .
5. \_\_\_\_\_ help in keeping the surroundings pure.
6. Sing a \_\_\_\_\_ of six pence.
7. The \_\_\_\_\_ is always green on the other side of the fence.





### ACTIVITY - 8

**Rhyming words:**

**Give as many rhyming words as you can for the following.**

1. Sun            \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_
2. Lone           \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_
3. ShriII        \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_
4. Weed         \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_

### ACTIVITY - 9

**Know your surroundings:**

**Who am I? Also show my pictures as you recognize me.**

1. I am a large brown insect that is sometimes found in warm places or where food is kept.  
Answer: \_\_\_\_\_
2. I am a small insect which bites and sucks blood of the people, sometimes also causing Malaria.  
Answer: \_\_\_\_\_
3. I am a type of a beetle producing light from my body.  
Answer: \_\_\_\_\_
4. I am an insect with long, black legs and I jump high into the air and make a vibrating sound.  
Answer: \_\_\_\_\_
5. I am a bright coloured insect with long, thin body and two sets of wings.  
Answer: \_\_\_\_\_

### ACTIVITY - 10

**Make a greeting card, with beautiful pictures of birds, insects, flowers and trees.**

# UNIT-5

## Exploring Values

### ACTIVITY - 1

#### Homework



Puzzle time

	12	

	13	

	14	

	15	

Can you put the numbers 1 to 8 in each of square so that each side adds up to the middle number?



## ACTIVITY - 2

### Study:

Swaminathan sat in father's room in a chair, with a slate in his hand and pencil ready. Father held the arithmetic book open and dedicated, "Rama has ten mangoes with which he wants to earn fifteen annas. Krishna wants only four mangoes. How much money will Krishna have to pay?" Swaminathan gazed and gazed at this sum, and everytime he read it, a new thought came to his mind. His mouth began to water at the thought of mangoes.

"Have you done the sum?" father asked, looking over the newspaper he was reading.

"Father, will you tell me if the mangoes were ripe?" father watched him for a while and smothering a smile remarked: "do the sum first. I will tell you whether the fruits were ripe or not afterwards.



Swaminathan felt utterly helpless. If only father could tell him whether Rama was trying to sell ripe fruits or unripe ones. Of what use would it be to tell him afterwards? He felt strongly that the answer to this question contained the key to the whole problem. It would be unfair to expect fifteen annas for ten unripe mangoes.

“Father, I cannot do the sum, Swaminathan said, pushing away the slate.”

“What is the matter with you? You can't solve a simple problem in simple proportions?”

“We are not taught this kind of thing at school”.

“Get the slate here. I will make you give the answer now”. Swaminathan waited for a miracle to happen. Father studied the sum for a second and asked: “What is the price of ten mangoes?”

“Fifteen annas, of course, “Swaminathan thought, but how could it be the price? Was it the right price? And then he was not sure whether the mangoes were ripe or not. If they were ripe, fifteen annas shouldn't be an unfair price. If only he could get more light on this point.

“How much does Rama want for his mangoes?”

“Fifteen annas”, replied Swaminathan.

“Very good. How many mangoes does Krishna want?”

“Four”.

“What is the price of four mangoes?”

Father seemed to be delighted in torturing him. How could he know? How could he know what that fool Krishna would pay?





“Look here, boy. I have half a mind to thrash you. What have you in your head? Ten mangoes cost fifteen annas. What is the price of one? Come on if you don't say it...”

His hands took Swaminathan's ear and gently twisted it. Swaminathan could not open his mouth because he could not decide whether the solution could be found by addition, subtraction, multiplication or division. The longer he hesitated the more violent the twist was becoming. In the end when father was waiting with a scowl for an answer, he received only a squeal from his son.

“I am not going to leave you till you tell me how much a single man costs at fifteen annas for ten”.

What was the matter with father? Swaminathan kept blinking. Where was the urgency to know its price? Anyway if father wanted to know so badly, instead of harassing him, let him go to the market and find it out.

Father admitted defeat by declaring: “One mango costs fifteen over ten annas. Simplify it”.

Here he was being led to the most difficult part of arithmetic fractions.

“Give me the slate, father. I will find out”. He worked and found out at the end of fifteen minutes: “The price of one mango is three over two annas.” He expected to be contradicted any moment.

But father said, “very good, simplify it further.” It was plain sailing after that. Swaminathan announced at the end of half an hour's agony: “Krishna must pay six annas,” and burst into tears.

From- “Swami And Friends” by R.K. NARAYAN



### ACTIVITY - 3

Match 'A' with 'B'.

A	B
- gazed	- to become easy
- smothering	- to go against
- to feel strong about	- troubling
- miracle	- an angry expression on the face
- idiot	- beat
- thrash	- someone who is not good for anything
- scowl	- the happening of something unbelievable or unexpected
- harassing	- to be sure of something
- contradict	- trying to smile
- plain sailing	- looked fixedly

### ACTIVITY - 4

Work in pairs. Answer the following questions orally.

1. "We are not taught this kind of thing at school." Why do you think swami said the above sentence?
2. Why did father think Swami was an idiot?
3. How did father "make" Swami give the answer? Do you think he helped Swami in arriving at the correct answer?
4. Why did Swami burst into tears in the end?
5. "It was plain sailing after that".
  - (a) What was plain sailing?
  - (b) After what was it plain sailing?



### ACTIVITY - 5

**Work individually and write the answers in your notebook.**

1. We are not taught this kind of thing at school.” Why do you think swami said the above sentence?

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2. Why did father think Swami was an idiot?

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3. How did father “make” Swami give the answer? Do you think he helped Swami in arriving at the correct answer?

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4. Why did Swami burst into tears in the end?

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5. “It was plain sailing after that”.

(a) What was plain sailing?

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(b) After what was it plain sailing?

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### ACTIVITY - 6

Fill in the blanks in the table given below :

The following examples may help you.

Examples:

Noun	: ability	Noun	: decision
Verb	: enable	Verb	: decide
Adjective	: able	Adjective	: decisive

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
_____	_____	determined
_____	remarked	_____
_____	_____	simple
_____	thought	_____
_____	_____	hesitant

### ACTIVITY - 7

Change the following sentence into reported speech:-

1. “What is the matter with you? You can't solve a simple problem in simple proportions?” asked father.
2. “Father, I cannot do the sum,” Swaminathan said; pushing away the slate.
3. “You seem to be an idiot. Now read the sum carefully”, said father.

4. Father roared, “I am not going to leave you till you tell me how much a single mango costs at fifteen annas for ten.”
5. Father admitted defeat by declaring : “One mango costs fifteen over ten annas”. Simplify it.

### ACTIVITY - 8

**Shanker's father has given him Rs. 50/-. The three friends decide to go to the market place and spend it. The shop keeper gives them the following bill. Shanker has to report to his father how he spent the money. Write a dialogue between Shanker and his father giving an account of the money spent.**

## RAJ FRUIT MART

15, Fruit Market, Manekchowk, Ahmedabad – 1. Phone : 2224281

To,  
Shanker

Invoice No : 8181/A

Date : 27 / 6 / 12

Particulars	Rate	Amount
Mangoes 2 kgs	12 Rs./kg	Rs 24.00
1 rubber ball		Rs 13.00
3 Ice pepsi sticks	2 Rs. Each	Rs 6.00
3 Toffees	2 Rs. each	Rs 6.00
Rupees Forty Nine Only		Rs. 49.00

For Raj fruit Mart

Write dialogue here.

### ACTIVITY - 9

Visit a market place and find out the different varieties of mangoes available and their price.

Are they all priced the same? \_\_\_\_\_

Find out the reason(s) for the difference in their price.

Names of mangoes	Their prices



### ACTIVITY - 10

**Finally write a paragraph stating the facts you have discovered after visiting a market.**

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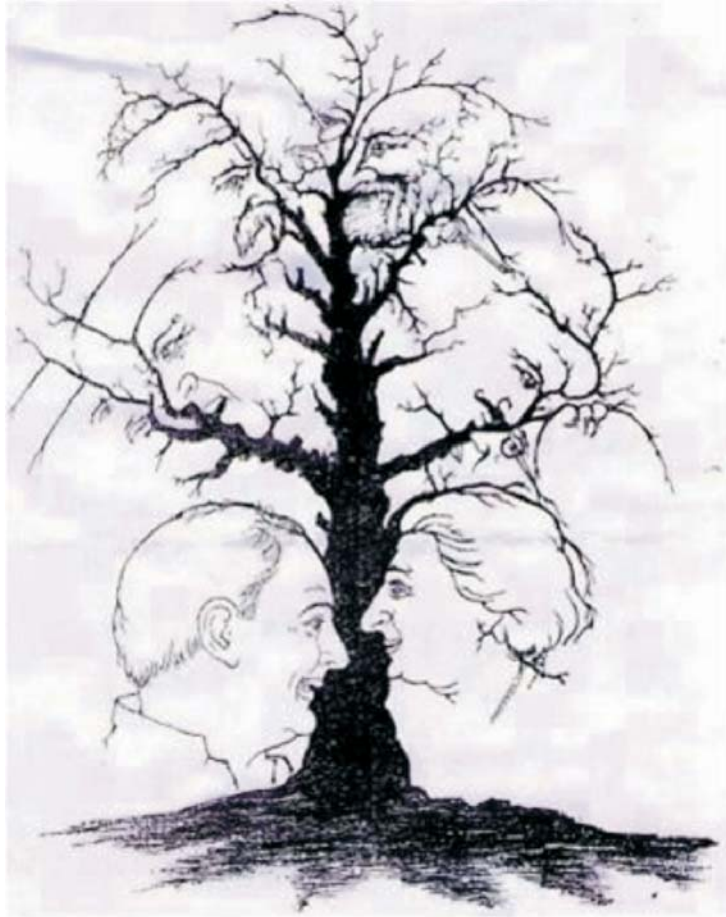
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## UNIT-6

# Exploring Patriotism

### ACTIVITY - 1



How many faces do you find in this picture?

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Can you identify them?

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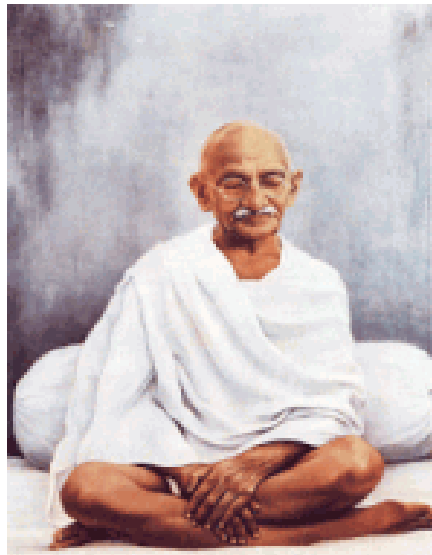
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## ACTIVITY - 2

### The Making of the Mahatma

Gandhiji became associated with the social life of Indians in South Africa since his arrival there in 1893. Can anyone act against one's own nature or escape being a plaything in the hands of Fate? Gandhiji had gone to Africa with professional motives. But as must have been the design of Destiny, his twenty one year's stay in South Africa became the preparatory period that equipped him with the



perseverance and moral strength to emancipate society from the forces of untruth and violence with the spiritual antidote of truth and non-violence. It was a life of pure dedication: for, not once in twenty one years did he ever project himself as one who was after fame or one asserting himself as the author of events.

### Unwelcome Visitor

#### (An excerpt from My Experiments with Truth):

The port of Natal is called Durban, and also as the Port Natal. Abdulla Sheth had come to receive me. As the ship reached the quay and the people of Natal came on board to meet their friends, I realised that Indians were not quite respected there. I noticed a kind of rudeness in the behaviour of the people who knew Abdulla Sheth. It hurt me. He took me home and gave me the room next to his. Abdulla Sheth's literacy level was low, but his knowledge through experience was immense. He had a sharp intellect, and was conscious of it. He had learnt sufficient English for conversation through practice. He





managed all his work with that kind of English. He was proud of Islam. He was fond of discussing philosophy. On the second or third day he took me to see the court of Durban. He made me sit next to his lawyer in the court. The Magistrate kept looking at me. He asked me to take off my turban. I refused to take it off and left the court. As my luck would have it, there was a battle here as well. Abdulla Sheth did not like that suggestion. He said, “If you make that change now it will be misunderstood. Those who want to wear the turban of their country will have a hard time. Moreover, you look elegant with the turban of our country. You'll look like a waiter if you wear an English cap.” Those words had worldly wisdom, also patriotism, and to an extent, a little conservatism too. I wrote a letter to a newspaper about the incident in defence of me and the turban. My turban was extensively discussed in the newspaper. I hit the headlines as “Unwelcome Visitor”, and within three-four days, without any effort, I got publicity in South Africa. Some took my side; some severely criticized me for my rudeness. My turban survived almost till the end.



### ACTIVITY - 3

Match 'A' with 'B'.

A	B
quay	- set free, especially from legal, social, or political restrictions
literacy	- the tendency to preserve old customs.
philosophy	- possessing the skill of reading and writing.
magistrate	- a landing place built along a coastline.
conflict	- the love for one's country.
elegant	- graceful in appearance.
patriotism	- a low ranking judicial officer.
conservatism	- the principles underlying all knowledge
emancipate	- inner struggle.

### ACTIVITY - 4

Answer the following questions.

1. Why did Gandhiji feel that Indians were not respected in Durban?

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2. "Those words had worldly wisdom, also patriotism, and to an extent a little conservatism too."

- Who is the person being referred to as wise, a patriot and a conservative?

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- Which quality do you think this person possesses?  
Give reasons for your answer.

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3. Justify the title “Unwelcome Visitor.” Do you think Gandhiji was really an unwelcome visitor in South Africa? Why/Why not?

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4. Tick the correct option:-

- Gandhiji left the Court because
- He felt disgraced in removing his turban.
- He was embarrassed to remove his turban in public.
- He refused to take off his turban as it would be a sign of tolerating disrespect for his custom.

5. If you were in Gandhiji's place, what would you have done on being asked to remove your turban? Why?

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### ACTIVITY - 5

**How well do you know Mahatma Gandhi?**

**Write ten interesting facts about Gandhiji's life. You can use your school library or internet for collecting information.**

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### ACTIVITY - 6

**Fill in the blanks:**

- (i) Though his lit \_\_\_\_\_ level was low, he was very wise.
- (ii) Pat \_\_\_\_\_ like Sardar and Gandhiji are not born every day.
- (iii) On the second day he \_\_\_\_\_ (to go) to see the court of Durban.
- (iv) We must never \_\_\_\_\_ any injustice but we must always show \_\_\_\_\_ for others' beliefs. (to tolerate)

## ACTIVITY - 7

Where's the good word:

F	O	N	D	T
R	Q	O	R	I
Q	U	A	Y	A
H	T	D	B	S
S	N	P	E	C
T	H	I	N	K

- (i) A place for ship to dock - \_\_\_\_\_
- (ii) The opposite of polite - \_\_\_\_\_
- (iii) Buy is to bought as \_\_\_\_\_ is to thought.
- (iv) I have a sweet tooth. I am very \_\_\_\_\_ of sweets.
- (v) To begin - \_\_\_\_\_

## ACTIVITY - 8

Make Sentences of your own using the following words first as an adverb and then as an adjective.

For Example: *early*

As an adverb: We must make it a habit to get up *early* in the morning.

As an adjective: The *early* bird catches the worm.

1. Immense

As an adverb: \_\_\_\_\_

As an adjective: \_\_\_\_\_





- 2. Sharp  
As an adverb: \_\_\_\_\_  
As an adjective: \_\_\_\_\_
- 3. Proud  
As an adverb: \_\_\_\_\_  
As an adjective: \_\_\_\_\_
- 4. Fond  
As an adverb: \_\_\_\_\_  
As an adjective: \_\_\_\_\_
- 5. Hard  
As an adverb: \_\_\_\_\_  
As an adjective: \_\_\_\_\_

**ACTIVITY - 9**

**Interview a social worker in your locality to find out about the problems faced by the people living in your area. Prepare a questionnaire for the interview. Start with the following questions, then add a few of your own**

May I know your good name Sir/Ma'am?

How long have you been working in this field?

For how long have you been in this locality?

**ACTIVITY - 10**

**Write about the experiences you had when you visited a place you had never been to before.**

## Helpline

### *Going Beyond the Textbook*

*Use the internet or library resources to collect more information on topics you've read about in your textbook. You may visit the textbook website, [www.onlinetextbook.info](http://www.onlinetextbook.info) for more activities.*

## Formative Assessment

Throughout the use of this textbook, the goal is to encourage students to notice and produce language so that they move from a novice stage of comprehension to an intermediate stage of production. Throughout the book, the teacher's focus is on facilitation of the activities. The teacher facilitates by continually supporting students in understanding the text and questions. The teacher is never responsible for teaching the content of the lessons or for eliciting certain answers from students. Assessment should reflect this goal. Where possible, assessment should be conducted via interview or via open ended essay questions so that teachers and parents can see that students are becoming more and more proficient in producing language at an intermediate level.

The key to assessment using this design is to assess what students would know how to DO after they have accomplished the language tasks in the book. Remember that the goal in using this design is never to test content. Students will certainly learn from the content, but the content is merely there to be interesting and to give students something to focus on while learning to use the target language.

A few assessment samples are included in the Revision section of this text. Teachers can download more free, printable assessment items on [www.onlinetextbook.info](http://www.onlinetextbook.info).

# Revision

## ACTIVITY - 1

One group discussed school subjects and made this chart to show their favourites.

Our group ranked these five subjects according to preference:	
1. English	Favourite
2. Science	
3. Computer Skills	
4. Maths	
5. History	Least Favourite

Use the paragraph below to write about the chart. You will need to INVENT your own reasons for why the group might have chosen their favourite, and you need to add your OWN favourite.

The group that made this chart talked about their favourite subjects. They ranked these five subjects:

The group decided that \_\_\_\_\_ is their favorite subject.

They probably liked \_\_\_\_\_ best because \_\_\_\_\_.

The group's least favorite subject is \_\_\_\_\_ because \_\_\_\_\_.

My favourite subject is \_\_\_\_\_ because \_\_\_\_\_.



## ACTIVITY - 2

In the poem “It's a Puzzle,” by Allan Ahlberg, you find these lines:

My friend  
Is not my friend any more  
She has secrets from me  
And goes about with Tracy Hacket  
  
I would get her back,  
Only do not want to say so.  
So I pretend  
To have secrets from her  
And go about with Alice Banks

In the poem, the poet is talking about an old friend, but he also has a new friend, named Alice Banks. IMAGINE and write a dialogue between the poet and Alice Banks. Will the poet tell about his old friend? Will he share secrets? What will Alice say? Write at least eight lines of dialogue. Make sure that both characters speak.





### ACTIVITY - 3

**Read the paragraph below. Underline all the phrasal verbs.**

What can parents do? Children are not going to completely give up TV or internet. With young children, the most important strategy is probably to cut down on screen time, and the number of messages that children take in, and to keep up with what they're seeing when they do watch TV or use the internet. But, according to Dr. Robinson, when a child asks for something, parents should not simply turn them down. They should help the child to recognize that they are being persuaded. Dr. Robinson suggests that parents respond, "Well, why do you want that? Where did you hear about it?" If the answer is that the child saw it on TV or on the Internet, "Why did they put out that message? Do you think they want you to buy it? Why would they want that?" Talk to your children about why people sell things. Help your children understand that sellers want to sell things, but buyers have to decide if they want to buy.

How many phrasal verbs did you find? \_\_\_\_\_  
\_\_\_\_\_

### ACTIVITY - 4

**Read the following sentences. "Can" is used in both the sentences. How are they different from each other?**

She **can** speak different languages.

She opened the **can** of flour.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ACTIVITY - 5

**Choose the correct option and fill in the blanks.**

1. Her \_\_\_\_\_ was firm. (decide, decision, deceive)
2. Ankit is not \_\_\_\_\_ to finish this work. (enable, able, ability)
3. She looks very \_\_\_\_\_. (thought, thoughtful, think)
4. It was a \_\_\_\_\_ task. (simplify, simple, simplification)
5. Vaibhav is very \_\_\_\_\_.  
(determine, determination, determined)

## ACTIVITY - 6

**Here are a few quotes from Gandhiji. Choose the quote that interests you most and explain what you think it means.**

1.	“A man is but the product of his thoughts. What he thinks, he becomes.”
2.	“Live as if you were to die tomorrow. Learn as if you were to live forever.”
3.	“Whatever you do will be insignificant, but it is very important that you do it.”

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