

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

# ENGLISH

(Second Language)

Standard 9



## PLEDGE

India is my country.

All Indians are my brothers and sisters.

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

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



**Gujarat State Board of School Textbooks**  
**‘Vidyayan’, Sector 10-A, Gandhinagar-382010**

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**Subject Advisor**

Dr. Rajendrasinh Jadeja

**Writers**

Dr. Mahendra Chotalia (convenor)

Dr. Kiran Chauhan

Shri Dinesh Patel

Shri Varahmihir Patel

Shri Dipak Joshi

Shri Mehul Bhal

Shri Jarjis Kazi

Shri Vishal Joshi

Shri Girish Vyas

**Reviewers**

Dr. Tejal Pandit

Smt. Sneha Patel Moss

Smt. Harita Raval

Smt. Nainisha Shah

Shri Dinesh Majithiya

Shri Ketan Joshi

Shri Fahimuddin Shaikh

Shri Hetal Khandwala

**Language Correction**

Dr. Piyush Joshi

**Artist**

Shri Kanu Patel

**Co-ordinator**

Dr. Krishna Dave

(Subject Co-ordinator: English)

**Preparation and Planning**

Shri Haren Shah

(Dy. Director : Academic)

**Lay-out and Planning**

Shri Haresh S. Limbachiya

(Dy. Director : Production)

**PREFACE**

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

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

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

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

**P. Bharathi** (IAS)

Director

Date :04-11-2019

Executive President

Gandhinagar

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## FUNDAMENTAL DUTIES

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

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

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# આ પાઠ્યપુસ્તક વિશે...

## વિદ્યાર્થીઓ માટે...

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

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

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

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

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

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

## શિક્ષકો, વાલી અને અન્ય સહાયકર્તાઓ માટે...

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

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

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

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

# UNIT 1

## CHEETAH'S TEARS

### Pre-task

#### (A) Read the passage.

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

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

#### (B) Read the information about the Zulu tribe.

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

#### Now write about the Zulu tribe.

You can begin like this:

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

.....

.....

.....

.....

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.....

.....

.....

## Read

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

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

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

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

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

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

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

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

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

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

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



### Facts about Cheetah :

**Height** : 100 cms

**Weight** : 65 kgs

**Weight at birth** : 300 gm.

**Age of maturity** : 2 years

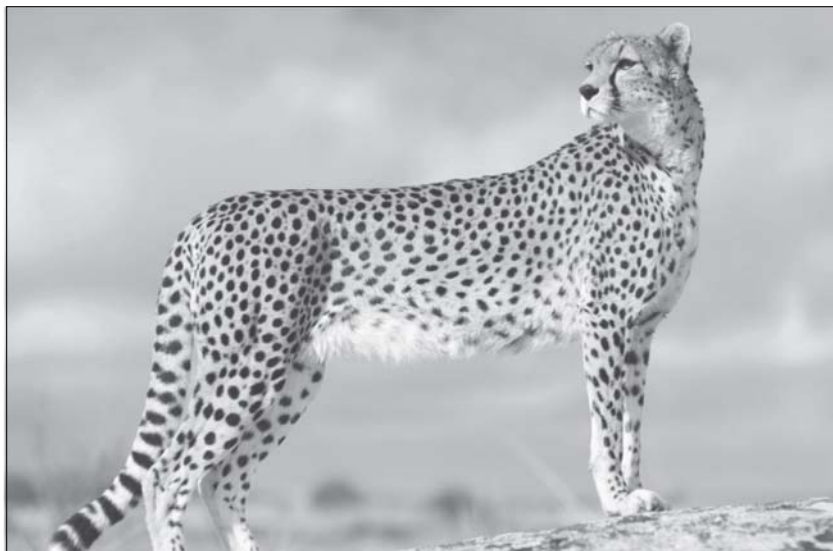
**Identification** : The cheetah has a lighter body and its legs are longer than the leopard's. It has isolated black spots whereas the leopard has clusters of spots.

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

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

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

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



### Glossary

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

### Vocabulary

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

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

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



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

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

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

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

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

**Example :**

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

**Comprehension**

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

**Example :** The female cheetah crawled silently, leapt and caught a deer.

How sad!

1. Edie decided to steal a cheetah-cub.

2. Edie threw his net over the cubs and caught them.

3. But alas! The mother cheetah could not find her young ones.

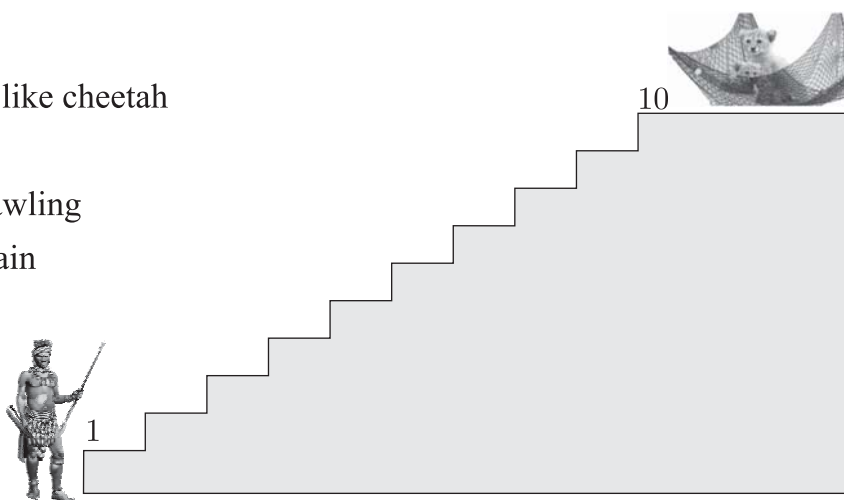
4. Shanno took the cubs on his shoulder and returned them to the mother.

5. Edie, by his wicked act, had brought dishonour to the whole Zulu tribe.

6. The Zulu hunters decided to drive Edie away from their village.

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

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



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



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



#### C. 4 Answer the questions.

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

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

Height	Weight	Age of maturity	Identification	Habitat	speed	food

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

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

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

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

### Language Practice

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

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

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

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



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

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

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

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

B: I was at my cousin's home.

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

B: I \_\_\_\_\_ in bed as it was Sunday.

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

B: Yes, I \_\_\_\_\_.

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

B: No, he \_\_\_\_\_. It \_\_\_\_\_ Jawaharlal Nehru.

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

B: No, he \_\_\_\_\_.

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

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

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

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

Q. Did you play football yesterday in the morning?

A. We played football yesterday in the morning.

Did > played  
play >

Q. Did Jay come late to school last Monday?

A. Jay came late to school last Monday.

Did > came  
come >

Q. Did you watch the movie last week?

A. I watched the movie last week.

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

1. \_\_\_\_\_ the yellow bird \_\_\_\_\_ a song yesterday morning?

The yellow bird \_\_\_\_\_ a song yesterday morning.(sang)

2. \_\_\_\_\_ you \_\_\_\_\_ my brother during recess?

I \_\_\_\_\_ your brother during recess.(saw)

3. \_\_\_\_\_ you hear the terrifying noise last night?

I \_\_\_\_\_ the terrifying noise last night.

Did < sing  
< sang

Did < see  
< saw



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

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



**Name of your friend:** \_\_\_\_\_


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

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

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

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

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

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

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

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

### Facts to know

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



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

What \_\_\_\_\_ (do) you do on the weekend?

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

How \_\_\_\_\_ (be) your weekend?

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

What \_\_\_\_\_ (do) you do on  
Saturday night?

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

Oh, nothing special. I \_\_\_\_\_ (stay) at  
home and \_\_\_\_\_ (study).

\_\_\_\_\_

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

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

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

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

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

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

### Gulliver's Travels

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

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

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

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

**Example :**

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

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

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

## Writing

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

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

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



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

You can begin like this:

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

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

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

Name	
Type	
Size	
Habitat	
Territory	
Life span	
Life	

### **BIG BIRDS**

Two ginormous birds - all flightless and now extinct.

#### **THE ELEPHANT BIRD**

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

#### **THE GIANT MOA**

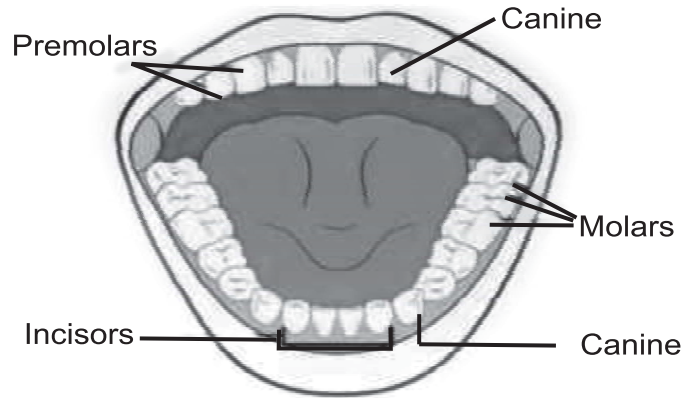
This huge bird from New Zealand was possibly the tallest ever to walk the earth. They reached 4m (13ft) in height, which is almost as tall as a double-decker bus. They were more lightly built, however, weighing up to 250kg (551lb).

## UNIT 2

# DENTAL HEALTH

### Pre-task

(A) Know your teeth.



Information about denture.

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

Now fill in the table.

	Incisors	Canines	Premolars	Molars
How many				
Where				
Use				

(B)



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

**Read**

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

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

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

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

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

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

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

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

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

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

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

**Ashokbhai** (startled) : A cavity?

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

**Ashokbhai** : I will be out of station tomorrow.

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

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

## II

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

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

**Sonia** : Much better.

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

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

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

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

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

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

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

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

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

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

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

**Sonia** : Would you tell me the reason, doctor ?

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

**Sonia** : Enamel coating ? What's that ?

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

**Sonia** : Molar ? What is it ?

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

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

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

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

**Dr. Sharma** : Oh ! Sure dear !

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

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

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

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





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



### Glossary

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

### Vocabulary

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

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### V. 3 Classify the words.

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

Types of teeth	Symptoms of teeth problem	Cure of teeth problems

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

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

### Comprehension

#### C. 1 Complete the table.

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

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

Dos	Don'ts

### C. 3 Answer these questions.

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

### Language Practice

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

##### My Robot's Skills

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

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

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

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

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

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

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

**Cards :**

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

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

**Example :** The sky is full of dark clouds.

It's going to rain.

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

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

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

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

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

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

**Examples :**

Guests **should** not disturb others.

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

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

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

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

Staff **can** have sick leave.

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

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

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

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

Mention rules.

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

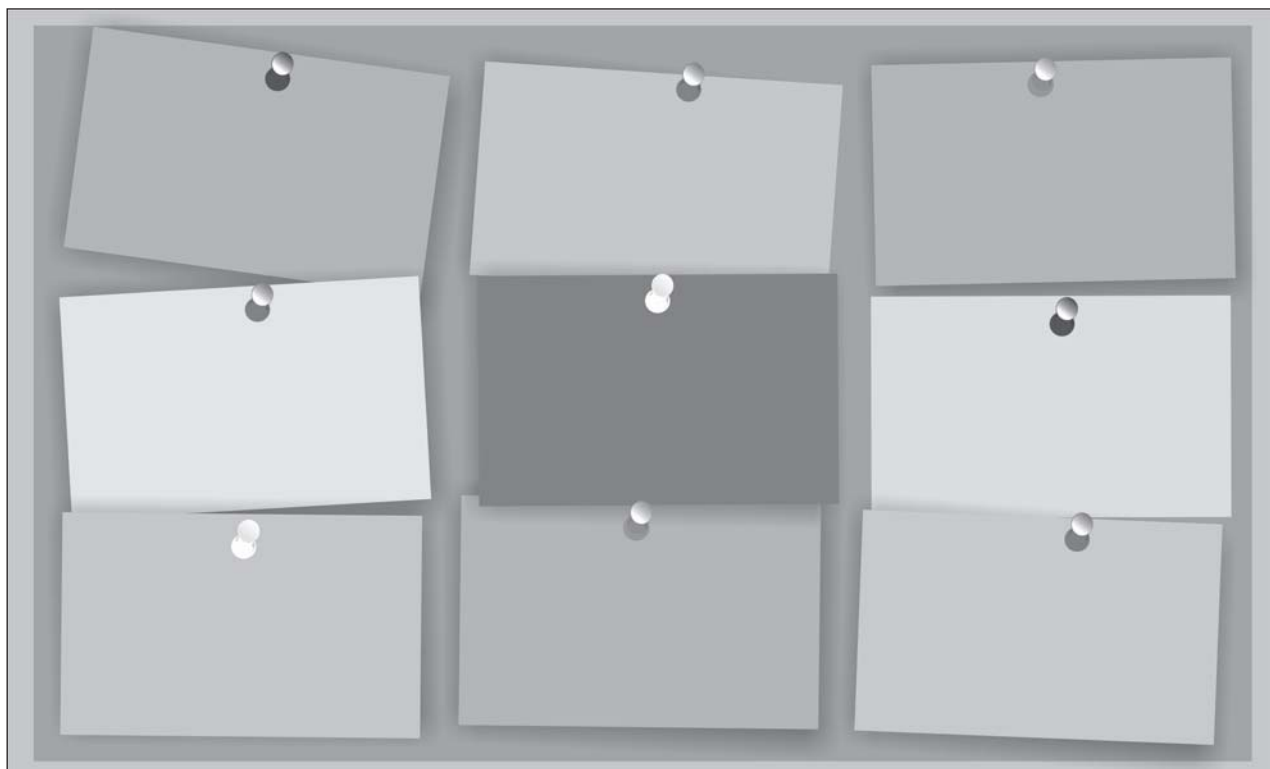
- Mention various alternatives.

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

- Give general details of the competition.

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

**Write the rules on the cards.**



## Writing

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

### Brushing



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



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



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



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



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



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

### For Example

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

(B) You should move \_\_\_\_\_

(C) You must not \_\_\_\_\_

2. (A) \_\_\_\_\_

(B) \_\_\_\_\_

3. (A) \_\_\_\_\_

(B) \_\_\_\_\_

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



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

**(Use the medical abbreviations list)**

**Dhanvantari Ayurved Hospital, Una**

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

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

**You can begin like this ...**

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

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

**You can begin like this ...**

Hello! I am a dental chair in \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### RIDDLES

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

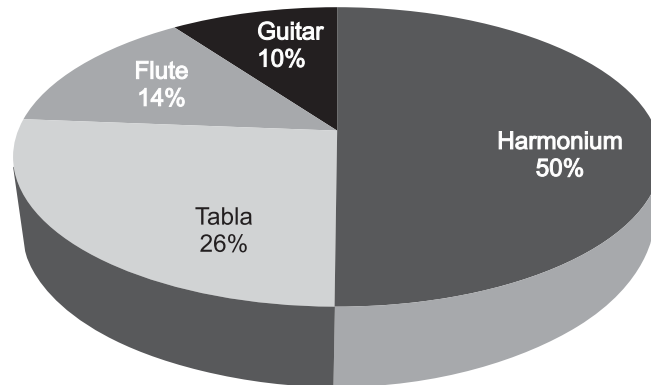
## UNIT 3

# MOHAN AND HIS VEENA

### Pre-task

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

Musical instrument liked by students



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

### Read

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

## Glossary

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

## Vocabulary

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

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

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

SendSave DraftDiscard

To:ajna3456@gmail.com

Cc:

Bcc:

Subject:Attending a music concert

Attachments:

Browse...

Attach More Files

Hi Anjana,

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

Rushil

SendSave DraftDiscard

### V. 3 Underline the word with the nearest meaning.

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

### Comprehension

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

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

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

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

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

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

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

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

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

**C. 5 Answer the questions.**

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## Language Practice

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

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

Yes. This happened in Hyderabad.

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

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

<b>Action</b>	standing					
<b>Manner</b>	eagerly					

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

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

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

B. The students are reading in the library silently.

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

badly	smartly	dangerously
angrily	secretly	kindly

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

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

never	always	usually
occasionally	often	sometimes

A: What do you do on Sunday?

B: Nothing much. I \_\_\_\_\_ sleep until 9:00.

A: Do you go to bazaar on Saturday evening?

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

A: Do you drive to school?

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

A: What do you do after class?

B: I \_\_\_\_\_ talk with friend or I \_\_\_\_\_ go home.

A: Do you like new friends?

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

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

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

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

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

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

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

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

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

### Words for action:

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

### Words of manner:

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

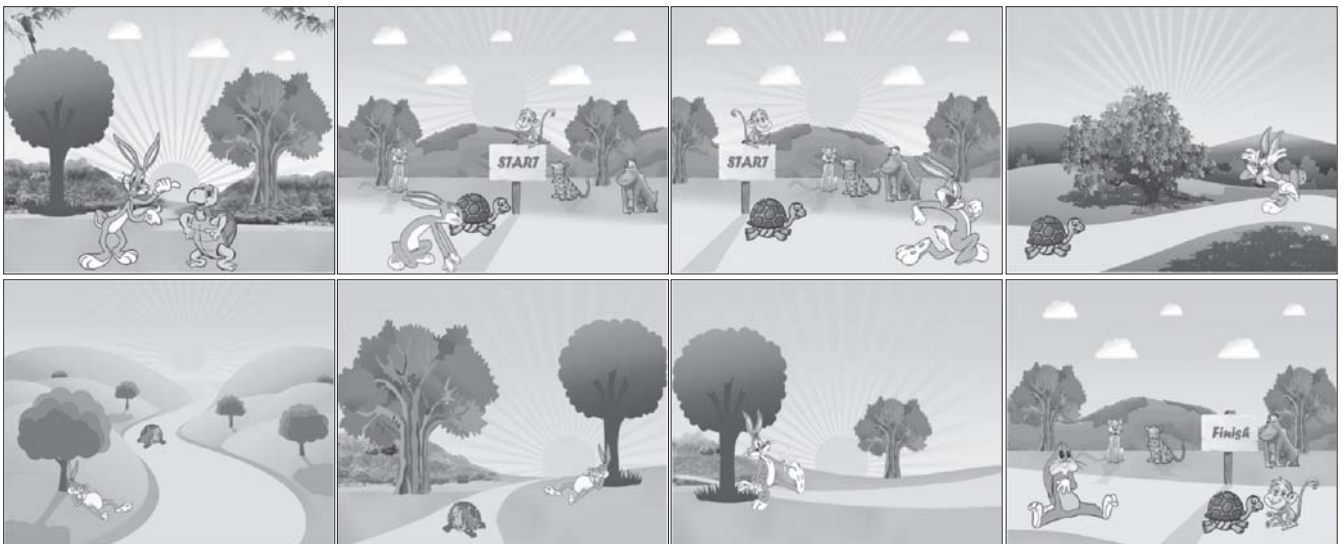
**Eg:** Teacher: What is s/he doing?

Student: S/he is reading.

Teacher: How is s/he reading?

Student: S/he is reading silently/loudly.

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



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

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

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## Writing

### W.1 Write a paragraph on ‘My Hobby’.

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



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

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



Veena



Guitar



Mohan Veena

### DAYS OF THE WEEK

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

Sunday	Day of the SUN
Monday	Day of the MOON
Tuesday	TRY'S day (Try is the Norse god of war; like the Roman god MARS)
Wednesday	WODEN'S day (Woden, or Odin, was identified with MERCURY)
Thursday	THOR'S day (Thor, the god of thunder, was identified with JUPITER, the god of Jove)
Friday	FREYA'S day (the goddess Freya is the Norse equivalent to the Roman VENUS)
Saturday	SATURN's day

## UNIT 4

# CALL OF THE HILLS

### Pre-task

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

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

-John Keats

#### Now mark true or false.

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

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

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

##### Work in Pairs.

##### You can begin like this ...

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

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

**Mithu:** Ok. I will call you Sweetu.

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

**Mithu:** \_\_\_\_\_

**Sweetu:** Will you come with me in the forest?

**Mithu:** What will we do in the forest?

**Sweetu:** \_\_\_\_\_

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

Now what will happen? \_\_\_\_\_.

## Read

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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



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

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

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

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

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

### Glossary

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

## Vocabulary

### V.1 Put these words in the paragraph.

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

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

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

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

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

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

## Comprehension

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

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

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

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

- (2) Abbuchacha was full of joy.

- (3) My Chandani will always live with me.

- (4) Chandani began to love the hills.

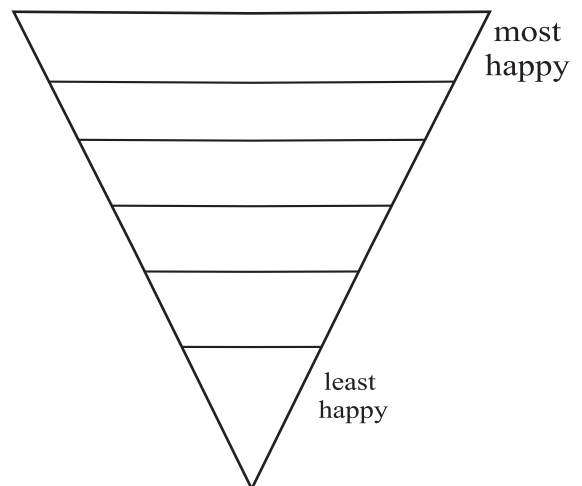
- (5) Abbukhan shut Chandani in a small room.

- (6) The sun rose in the east.

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

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

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



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

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

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

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

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

**Language Practice**

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

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

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



**Emotions Wheel**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

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

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

**Conversation 1**

**Rahim** : Look, that's Mehul over there !

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

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

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

**Mehul** : Oh dear! What a pity!

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

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

**Rahim** : What a good idea! Come on!

**Conversation 2**

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

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

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

**Rina** : I love it, but sorry for today.

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

**Rina** : Hmm. What about Gujarati food?

**Sakshi** : Oh, I like it a lot.

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

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

### Conversation 3

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

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

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

**Nupur** : Thank you so much. Here you are.

**Udit** : Well, what about celebration?

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

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

**Nupur** : See you, bye.

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

**Taslim** : \_\_\_\_\_

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

**Vishva** : \_\_\_\_\_

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

**Rubina** : \_\_\_\_\_

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

**Keval** : \_\_\_\_\_

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

**Prapti** : \_\_\_\_\_

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

**Krupal** : \_\_\_\_\_

**Now, read this dialogue aloud with your partner.**



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

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

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

**(disgusted, joyous, excited, sad, happy )**

- I feel \_\_\_\_\_ when there is rain.
- I feel \_\_\_\_\_ when someone is crying.
- I feel \_\_\_\_\_ at the fun fair.
- I feel \_\_\_\_\_ to greet new people.
- I feel \_\_\_\_\_ when someone lies.

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

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

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









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

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

**(B) Answer the questions.**

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

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

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

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

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

### Writing

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

**Pet Dog** : Hi, how are you?

**Stray Dog** : Hello, I'm fine. And you?

**Pet Dog** : I'm fine too. Thank you.

**Stray Dog** : Why aren't you seen?

**Pet Dog** : My master doesn't allow me to go out alone.

**Stray Dog** : But I am free to go anywhere any time. By the way, how does your master treat you?

**Pet Dog** : Oh, nicely! I am fed well. I am bathed twice a day. I have my own kennel house with a cosy soft bed. I miss no comfort.

**Stray Dog** : (Pointing to his neck) What is that round your neck? And what are those marks of?

**Pet Dog** : It's a belt and the marks round the neck are of a chain. My master ties me with the chain during day time or whenever we go out.

**Stray Dog** : Oh really?

**Pet Dog** : Yes, but come to my master's house. We shall enjoy a ride in his car this evening.

**Stray Dog** : Sorry, friend. I may not be getting enough food or any comforts. But I am a free creature. I love my freedom. I don't want to lose it at any cost.

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

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

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

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

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

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

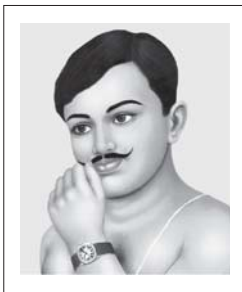
And there we yet will meet, my bird,  
Though far I go from you  
Where in the light outpoured, my bird, (છલકાયો)  
Are love and freedom too.

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

The main idea of the poem is \_\_\_\_\_.

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

**OR Write a paragraph on chandrashekhar Ajad.**



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

**Interesting Facts**

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

## UNIT 5

# RANI KI VAAV

### Pre-task

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

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

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



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

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



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

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

T	F
---	---

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

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


### Read

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

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



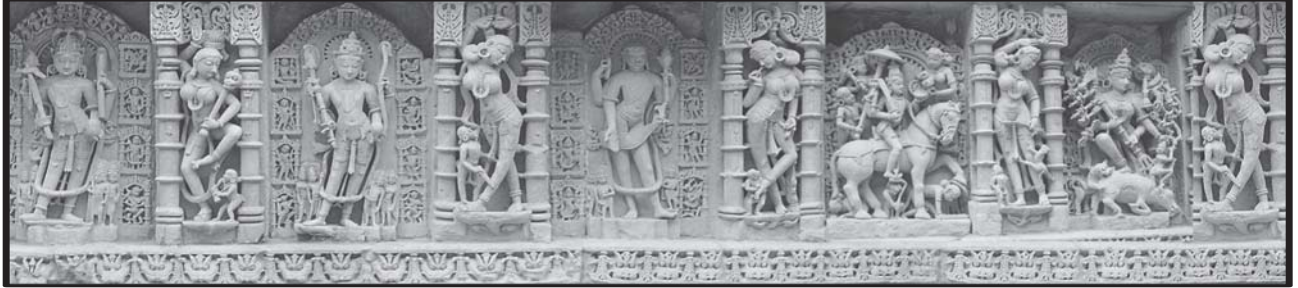
Queen's stepwell or Rani ki Vaav is a seven storeyed structure. This East facing stepwell is 64 meters long, 20 meters wide and 27 meters deep. Each sculpture, passage, pillar and pavilion in this magnificent structure has enchanting carvings. On its side walls there are around 800 sculptures.

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

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



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



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

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

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

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

## Glossary

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

## Vocabulary

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

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

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

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

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

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

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

## Comprehension

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

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

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

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**C. 2 Answer the questions.**

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

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

Names of gods	Names of goddesses

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

**Language Practice**

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

**Who is Stronger?**

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

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

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

(Adapted from Aesop's fables)

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

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

**Now read the sentences.**

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

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



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

**Example:** Iron is cheaper than Gold.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

A	B
stronger	weaker
harder	
smaller	
warmer	
lighter	

**Now Fill in the blanks using the appropriate words repeatedly.**

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

**L.5 Frame two sentences for each pair.**

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

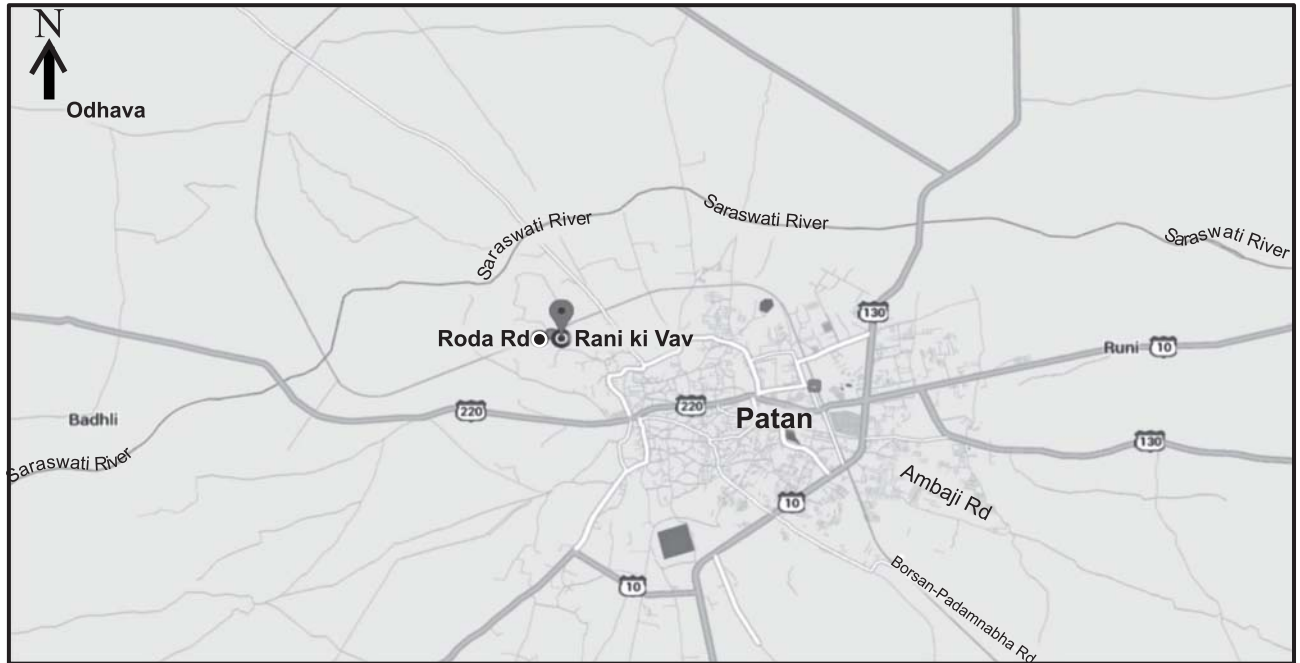
1. Easy making tea \_\_\_\_\_  
 Easier making lemon juice \_\_\_\_\_
2. Difficult tabla \_\_\_\_\_  
 More difficult guitar \_\_\_\_\_
3. Expensive gold \_\_\_\_\_  
 platinum \_\_\_\_\_
4. Wide street \_\_\_\_\_  
 road \_\_\_\_\_
5. Interesting story \_\_\_\_\_  
 movie \_\_\_\_\_
6. Cold Shimla \_\_\_\_\_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

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

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

## Writing

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



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

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

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

### I FEEL THE NEED, THE NEED FOR SPEED

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