

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

(First Language)

Standard 7

(First Semester)



PLEDGE

India is my country.

All Indians are my brothers and sisters.

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

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



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Preface

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

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

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

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

With all good wishes.

Dr. T. S. Joshi

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FUNDAMENTAL DUTIES

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom
- (c) to uphold and protect the sovereignty, unity and integrity of India
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage 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 the guardian, to his child, or a ward between the age of 6-14 years as the case may be.

*Constitution of India : Section 51-A.

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Introduction

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

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

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

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

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





UNIT-1

Exploring Symbols

ACTIVITY - 1

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



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

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

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

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

ACTIVITY - 2

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



New Words?

Where the Mind Is Without Fear

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

Where knowledge is free;

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

Where words come out from the
depth of the truth;

Where tireless striving stretches its
arms towards perfection;

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

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

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

- RABINDRANATH TAGORE



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

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

ACTIVITY - 3

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

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

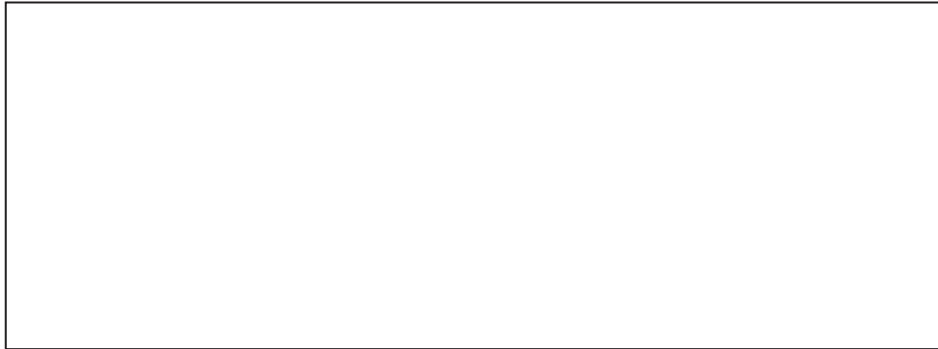
Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken

4

What's the subject of the fourth line?

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

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



ACTIVITY - 4

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

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

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

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

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

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

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

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





ACTIVITY - 5

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

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

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

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

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

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

ACTIVITY - 6

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

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

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

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



ACTIVITY - 7

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

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

My group decided the _____ is our favourite.

We liked the _____ best because _____.

My own favourite symbol is the _____.

I like the _____ best because _____.

To me, this is the symbol means _____
because _____.

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

ACTIVITY - 8

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

8

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

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

The Fox and the Rabbit

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

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

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

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

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

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

ACTIVITY - 9

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

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

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





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

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

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

ACTIVITY - 10

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

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

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

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

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

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

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

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

Think of some different objects that can symbolize these ideas:

A problem might be symbolized by a _____ or a _____.

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

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

Learning might be represented by a _____ because _____.

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

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

UNIT-2

Exploring Puzzles

ACTIVITY - 1

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



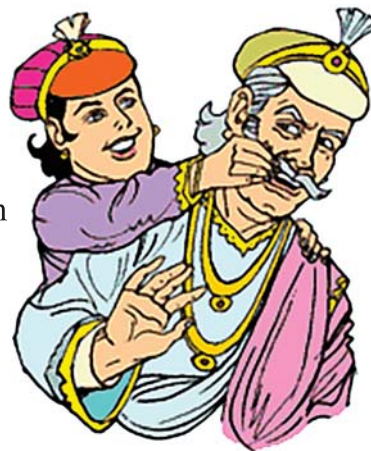
Emperor Akbar was a great and wise ruler and he had fine advisors in his court, but the wisest of these was Birbal. Whenever the Emperor thought of a difficult problem or puzzle, he turned to Birbal.

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

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

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

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



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

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

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

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

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

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

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

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

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



ACTIVITY - 2

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

Look at this example and answer the questions.

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

What did the courtiers assume?

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

ACTIVITY - 3

Read this old joke:

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

How is that possible?

Discuss the joke with your classmates.

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

How many people could not guess?

How many people have heard the joke before?

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

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

ACTIVITY - 4

Adapted From
THE CANTERBURY PUZZLES AND OTHER CURIOUS
PROBLEMS

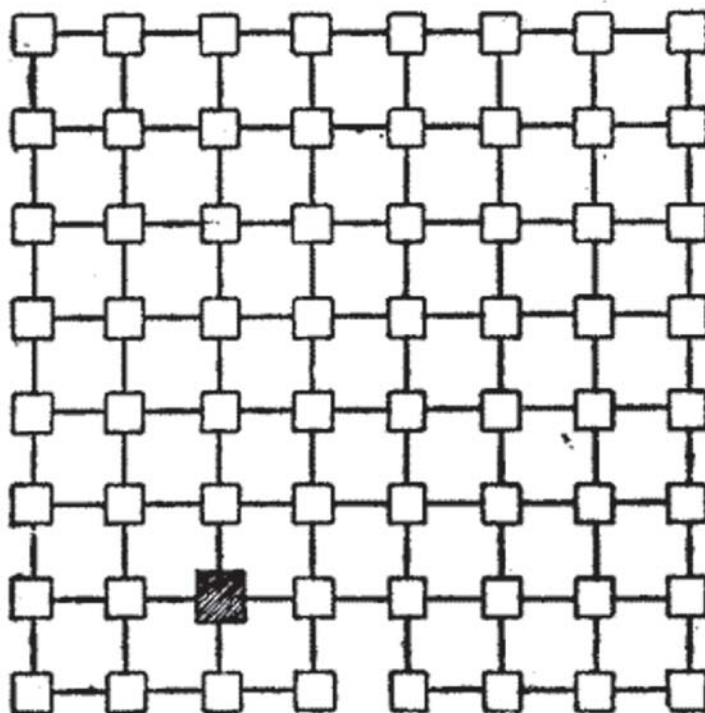
By

HENRY ERNEST DUDENEY Copyright 1907

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

The Pardoner's Puzzle.

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



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

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

ACTIVITY - 5

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

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

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

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

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

ACTIVITY - 6

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

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

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

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

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

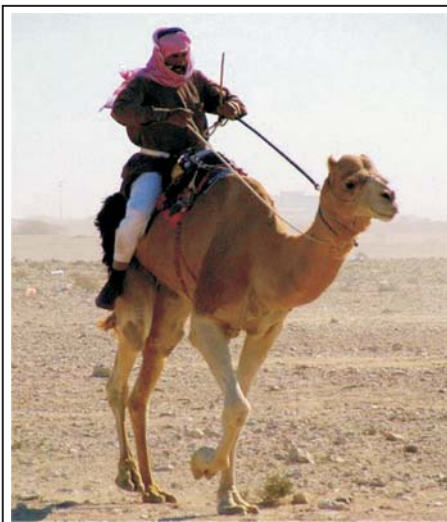
Concept	Absolute/Relative	Concept	Absolute/Relative
tall		dead	
rich		educated	
free		beautiful	

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

ACTIVITY - 7

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

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



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

A: The camel was named Tuesday!

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

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





ACTIVITY - 8

It's a Puzzle by Allan Ahlberg

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

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

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

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

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

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

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

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

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

The Puzzle at the Tea Stall

by _____

Characters:

ACTIVITY - 9

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

Five Things We Still Don't Know

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



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

Here are some things we still don't know:

- 1) Doctors and scientists are constantly working to solve medical problems so that people can live longer, healthier lives, but some mysteries aren't about deadly diseases. We still don't know why humans blush. Blushing seems to have no advantage to the human body.
- 2) Doctors, scientists, psychologists, theologians, and others have long been interested in our dreams, but we still do not why people dream. Recent research suggests it helps us deal with emotions.
- 3) In 1912, a manuscript was found that is believed to be from the years 1404 to 1438. It is filled with strange plants and drawings and writing. It is called the Voynich manuscript and its language is completely unknown.
- 4) In 1977, researchers received a radio signal from a part of space that no human has ever been. The signal lasted 72 seconds and appeared to be intentional. It's known as the Wow! signal because the researcher on duty wrote "Wow!" on the printout that showed the signal. The signal has never been repeated or explained.
- 5) We still don't know very much about the deepest part of the ocean. The first dive to the deepest point, 7 miles below the surface, was only made last year. Oceanographers estimate that for every species of animal we know about in the ocean, there may be 3 or 4 that we don't know about.

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

ACTIVITY - 10

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

How much fresh water is in the ground?

How many people need access to the water?

What bacteria or pollution is affecting the water?

How much money is needed to clean the water?

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

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



UNIT-3

Exploring Advertising

ACTIVITY - 1

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

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

“How Advertising Targets Our Children”

By Dr. PERRI KLASS

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

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

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

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

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

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

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

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



New Words

promote
childhood obesity
screen time
brand
strategy
persuade

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

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

ACTIVITY - 2

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

Slogan	Product

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

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

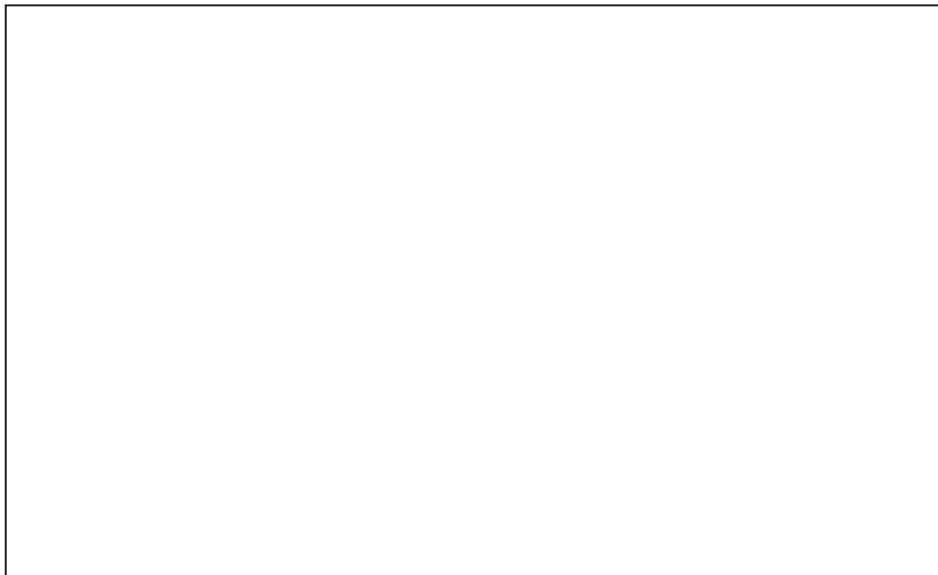
ACTIVITY - 3

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

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



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



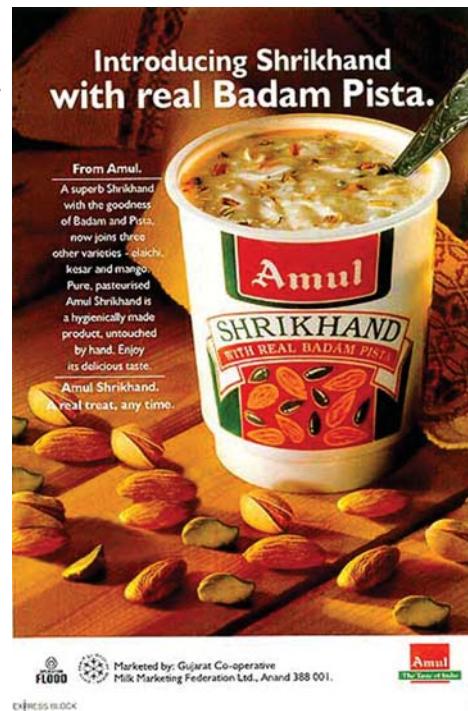
Share your ideas with classmates. Did others find facts that you missed?



ACTIVITY - 4

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

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



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

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

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

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

ACTIVITY - 5

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



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

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

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

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

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



ACTIVITY - 6

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

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

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

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

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

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

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