

ACTIVITY - 7

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

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

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

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



ACTIVITY - 8

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

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

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

Why is it?

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

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

Why is it?

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

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

ACTIVITY - 9

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

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

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

ACTIVITY - 10

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

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





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

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

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

What did your classmates say is important about their drink ?

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

UNIT-4

Exploring Poetry

ACTIVITY - 1

Read aloud and enjoy the poem 'LIFE'

'LIFE'

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

Life is a kite
Ready to fly
In the air.

Life is music
If you know
The notes to play.

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

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

- By Ms. Esther Samuel.



ACTIVITY - 2

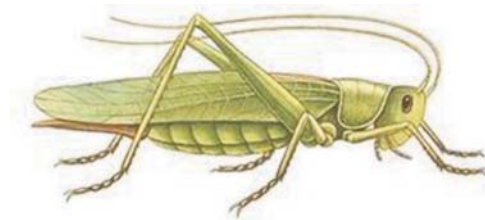
Visit a park and identify birds, insects, trees and flowers. Note the details below.

Birds	Insects	Trees	Flowers

ACTIVITY - 3

On The Grasshopper and The Cricket

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



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



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

-John Keats.

ACTIVITY - 4

Match A with B.

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



ACTIVITY - 5

Answer the following questions with reference to the poem.

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

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

3. "..... he takes the lead
In summer luxury."
Who is 'he'?

ACTIVITY - 6

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

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

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

Work in a group to list five examples of personification.

ACTIVITY - 7

Fun with language:

Complete the following ladder with the clues given below.

(1) E _ _ _ H (2)

—

—

—

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

—

—

(5) T _ _ _ S (6)

—

—

(7) G _ _ _ S

Clues:

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



ACTIVITY - 8

Rhyming words:

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

1. Sun _____
2. Lone _____
3. Shrill _____
4. Weed _____

ACTIVITY - 9

Know your surroundings:

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

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

ACTIVITY - 10

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

UNIT-5

Exploring Values

ACTIVITY - 1

Homework



Puzzle time

	12	

	13	

	14	

	15	

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



ACTIVITY - 2

Study:

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

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

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



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

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

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

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

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

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

“How much does Rama want for his mangoes?”

“Fifteen annas”, replied Swaminathan.

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

“Four”.

“What is the price of four mangoes?”

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



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

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

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

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

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

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

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

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

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

ACTIVITY - 3

Match 'A' with 'B'.

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

ACTIVITY - 4

Work in pairs. Answer the following questions orally.

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



ACTIVITY - 5

Work individually and write the answers in your notebook.

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

2. Why did father think Swami was an idiot?

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

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

5. “It was plain sailing after that”.

(a) What was plain sailing?

(b) After what was it plain sailing?

ACTIVITY - 6

Fill in the blanks in the table given below :

The following examples may help you.

Examples:

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

Noun	Verb	Adjective
_____	_____	determined
_____	remarked	_____
_____	_____	simple
_____	thought	_____
_____	_____	hesitant

ACTIVITY - 7

Change the following sentence into reported speech:-

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



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

ACTIVITY - 8

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

RAJ FRUIT MART

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

**To,
Shanker**

Invoice No : 8181/A

Date : 27 / 6 / 12

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

For Raj fruit Mart

Write dialogue here.

ACTIVITY - 9

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

Are they all priced the same? _____

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

Names of mangoes	Their prices



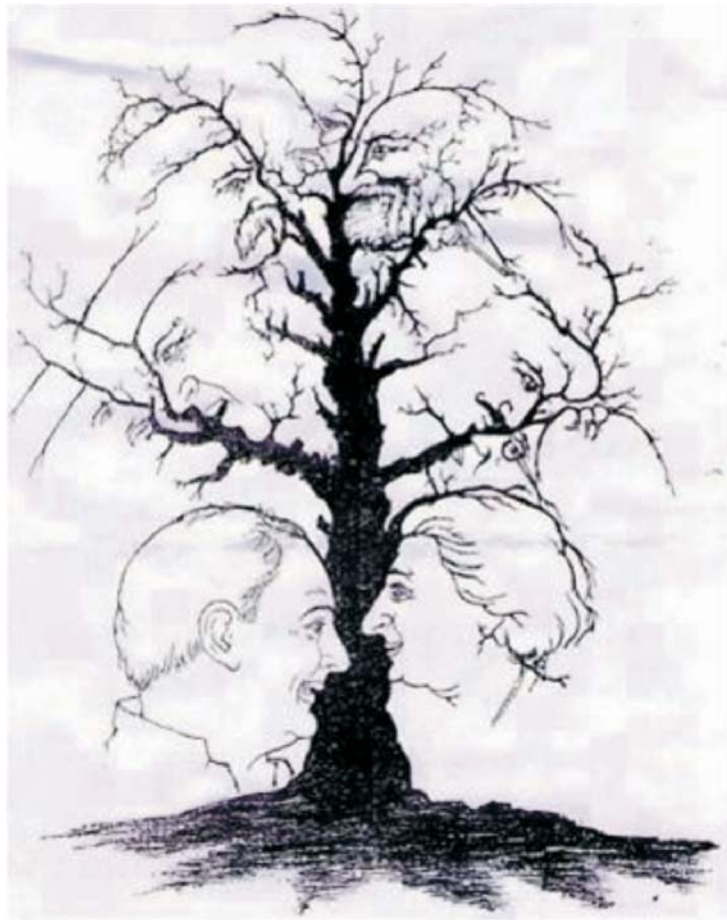
Finally write a paragraph stating the facts you have discovered after visiting a market.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT-6

Exploring Patriotism

ACTIVITY - 1



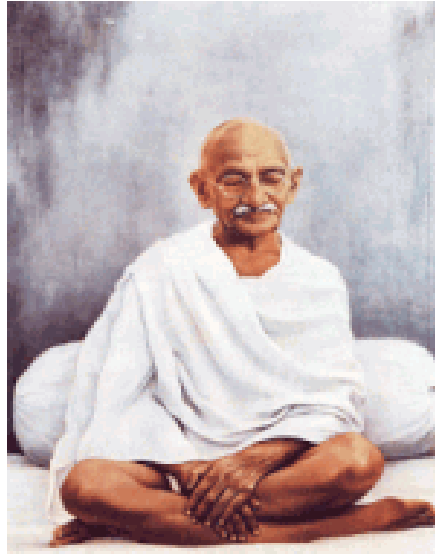
How many faces do you find in this picture?

Can you identify them?

ACTIVITY - 2

The Making of the Mahatma

Gandhiji became associated with the social life of Indians in South Africa since his arrival there in 1893. Can anyone act against one's own nature or escape being a plaything in the hands of Fate? Gandhiji had gone to Africa with professional motives. But as must have been the design of Destiny, his twenty one year's stay in South Africa became the preparatory period that equipped him with the perseverance and moral strength to emancipate society from the forces of untruth and violence with the spiritual antidote of truth and non-violence. It was a life of pure dedication: for, not once in twenty one years did he ever project himself as one who was after fame or one asserting himself as the author of events.



Unwelcome Visitor

(An excerpt from My Experiments with Truth):

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



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



ACTIVITY - 3

Match 'A' with 'B'.

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

ACTIVITY - 4

Answer the following questions.

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

2. “Those words had worldly wisdom, also patriotism, and to an extent a little conservatism too.”
 - Who is the person being referred to as wise, a patriot and a conservative?_____

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

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

4. Tick the correct option:-

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

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





ACTIVITY - 5

How well do you know Mahatma Gandhi?

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

ACTIVITY - 6

Fill in the blanks:

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

ACTIVITY - 7

Where's the good word:

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

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

ACTIVITY - 8

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

For Example: *early*

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

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

1. Immense

As an adverb: _____

As an adjective: _____



2. Sharp
As an adverb: _____
As an adjective: _____
3. Proud
As an adverb: _____
As an adjective: _____
4. Fond
As an adverb: _____
As an adjective: _____
5. Hard
As an adverb: _____
As an adjective: _____

ACTIVITY - 9

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

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

How long have you been working in this field?

For how long have you been in this locality?

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ACTIVITY - 10

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

Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on topics you've read about in your textbook. You may visit the textbook website, www.onlinetextbook.info for more activities.

Formative Assessment

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

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

A few assessment samples are included in the Revision section of this text. Teachers can download more free, printable assessment items on www.onlinetextbook.info.

Revision

ACTIVITY - 1

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

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

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

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

The group decided that _____ is their favorite subject.

They probably liked _____ best because _____.

The group's least favorite subject is _____ because _____.

My favourite subject is _____ because _____.

ACTIVITY - 2

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

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

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

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



ACTIVITY - 3

Read the paragraph below. Underline all the phrasal verbs.

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

How many phrasal verbs did you find? _____

ACTIVITY - 4

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

She **can** speak different languages.

She opened the **can** of flour.

ACTIVITY - 5

Choose the correct option and fill in the blanks.

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

ACTIVITY - 6

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

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

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Notes

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