

# PRAGATI-5

2018-2019

## ENGLISH

Class-VIII



**NOT FOR SALE**



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## PREFACE

Session 2018-19 started with extensive work on foundational skills of students being done in classes of Delhi Government schools. We hope it served to support, assist and strengthen the language foundation of our learners. Learning Outcomes as envisioned by SCERT have formed a basis of these foundational skills.

Pragati 5 is an attempt to develop listening, speaking, reading and writing skills along with vocabulary and grammar, thus covering all contents of the syllabus as well as learning outcomes. Pragati 5 also aims to help learners learn from various resources through activity-based learning approach. The activities given in Pragati 5 will be useful in the planning and execution of joyful teaching learning processes in our classrooms.

## **NOTE FOR THE TEACHERS**

- ❖ The activities based on content are suggestive in nature.
- ❖ Teachers are advised to modify the activities (as and when required) according to the class size, learning levels and other specific needs of the learners.
- ❖ Language enrichment activities will ensure that our learners get adequate practice of grammatical concepts based on syllabus along with all the four essential language skills namely listening, speaking, reading and writing.
- ❖ Teachers may lead the learners towards development of thinking skills and critical analysis of content along with enhancement of their cognitive abilities.

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1.	<b>The Tsunami</b>	<b>1-22</b>
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4.	<b>Bepin Choudhury's Lapse of Memory</b>	<b>56-69</b>
5.	<b>This is Jody's Fawn</b>	<b>70-83</b>
6.	<i>The Duck and the Kangaroo</i>	<b>84-98</b>

## Grade wise Learning Outcomes- English

<b>Class 1</b>	<ol style="list-style-type: none"><li>1. Responds to the questions asked about them and their family in their home language.</li><li>2. Recites very short poems in chorus with other classmates after teacher.</li><li>3. Identifies characters of stories heard with their images.</li><li>4. Mimics sound of animals and actions and phrases related to the characters of stories heard.</li><li>5. Names objects related to everyday life such as some common fruits, vegetables, animals, birds, insects, colours, shapes, kitchen items etc.</li></ol>
<b>Class 2</b>	<ol style="list-style-type: none"><li>1. Recites short poems with actions.</li><li>2. Responds to comprehension questions related to stories in one word/phrase, orally in home language or in English.</li><li>3. Identifies characters of the stories heard.</li><li>4. Mimics actions and phrases related to the characters of the stories heard.</li><li>5. Expresses feelings in one word in response to a real life situation or simulated (e.g. happy, sad, angry etc.)</li><li>6. Understands and responds to simple phrases related to greetings.</li><li>7. Uses simple words (e.g. big, small, colour) to describe objects.</li><li>8. Understands pronoun words (he/she/me/you) and can use them while speaking, learning to do so indirectly through conversations with teacher rather than knowing that they are learning pronouns.</li><li>9. Copies words and sentences correctly in notebook with appropriate spacing.</li></ol>

<b>Class 3</b>	<ol style="list-style-type: none"> <li>1. Recites simple poems with gestures in English, in chorus with other classmates as well as individually.</li> <li>2. Listens and follows simple instructions for routine tasks in school.</li> <li>3. Read simple familiar sentences with understanding.</li> <li>4. Orally describes everyday objects in very short sentences.</li> <li>5. Writes two three sentences about objects of everyday life in guided format.</li> <li>6. Recalls few characters from stories heard and can write the names of the characters with pictures.</li> </ol>
<b>Class 4</b>	<p>In addition to class 3:</p> <ol style="list-style-type: none"> <li>1. Recites simple poems with expressions and intonation.</li> <li>2. Reads simple texts of four-five lines with understanding.</li> <li>3. Guesses meaning of unfamiliar words by reading them in context as well as by using dictionary.</li> <li>4. Speaks very short and simple phrases related to everyday life of school.</li> <li>5. Uses punctuation marks like full stop and question mark at appropriate places.</li> </ol>
<b>Class 5</b>	<p>In addition to class 3 and 4 :</p> <ol style="list-style-type: none"> <li>1. Speaks and writes four-five simple sentences about her/his feelings and likes and dislikes with the help of the teacher.</li> <li>2. Reads simple print in the surroundings (for example: advertisements on hoardings, newspapers, signposts etc.)</li> <li>3. Describes pictures in written form in four-five short and simple sentences with the help of given clues and structure.</li> </ol>
<b>Class 6</b>	<p>In addition to class 3, 4, and 5 :</p> <ol style="list-style-type: none"> <li>1. Reads very short story fluently and can answer in one word or sentence orally and in writing.</li> <li>2. Speaks and writes four to five simple sentences about friends and family in guided format.</li> <li>3. Writes words/very short sentences as dictated by the teacher.</li> <li>4. Draws simple and specific information from a simple text available in surroundings.</li> <li>5. Uses newly learnt vocabulary while speaking and writing.</li> <li>6. Refers dictionary to find meanings of unfamiliar words.</li> </ol>

<b>Class 7</b>	<p>In addition to the previous classes:</p> <ol style="list-style-type: none"> <li>1. Participates in small conversations based on familiar context.</li> <li>2. Responds to recall and comprehension questions from a short text.</li> <li>3. Speaks four to five sentences about immediate surroundings with teacher's help.</li> <li>4. Writes short paragraphs based on context in guided format.</li> </ol>
<b>Class 8</b>	<p>In addition to the previous classes:</p> <ol style="list-style-type: none"> <li>1. Identifies characters, main idea and sequence of events after listening and reading a simple short story of about 100 to 150 words.</li> <li>2. Orally describes given picture/ simple topic in four to five sentences.</li> <li>3. Writes simple letters in guided format.</li> </ol>

**SEMESTER WISE SYLLABUS 2018-19**  
**NISHTHA VIII**

MONTH	TEXTBOOK		LANGUAGE SKILLS	GRAMMAR/ VOCABULARY
	Honey Dew	It So Happened	Listening/Speaking/Reading/Writing	
July 2018 To September 2018	<p><b>Lesson :</b> The Tsunami</p> <p><b>Poem :</b> The Ant and the Cricket</p> <p><b>Poem :</b> The Last Bargain</p>		<p><b>Listening:</b> 1) Listening for specific information from any paragraph from the chapter 2) Listening and comprehension about any natural disaster</p> <p><b>Speaking Skills:</b> 1) Share your experiences related to any natural disaster. 2) Share experiences where you used classroom learning outside class. 3) Share sixth sense stories related to animals or humans.</p> <p><b>Reading Skills:</b> 1) Looking for information from a text on natural disaster 2) Short seen passage for comprehension followed by short answer questions</p> <p><b>Writing Skills:</b> 1) Guided paragraph on a given natural disaster 2) You are Tilly, write a letter to your Geography teacher thanking her/him for the lesson, which helped in saving you and your family's life.</p> <p><b>Listening Skills:</b> Listening for specific information from any stanza from a shared fable</p> <p><b>Speaking Skills:</b> Tell the class a similar story with a moral and having animals as main characters (fable).</p> <p><b>Writing Skills:</b> 1) Drawing and writing shared fables 2) Letter – Write a letter to your younger brother / sister encouraging him/ her to work hard in exams. 3) Paragraph on seasons</p> <p><b>Reading Skills:</b> Arranging the shared fable sentences in right sequence</p> <p><b>Listening Skills:</b> Listen and draw activity</p> <p><b>Speaking Skills:</b> 1) Share your likes, dislikes, ambitions and dreams 2) Role play</p> <p><b>Reading Skills:</b> 1) Understanding symbols</p> <p><b>Writing Skills:</b> Make a collage including symbols and qualities etc. on self</p>	<p><b>Grammar</b></p> <p>(1) Tenses – simple present, present continuous, simple past, past continuous (2) Transitive, Intransitive Verbs (3) Passive Voice (Identification of passive/ active voice and change the voice)</p> <p><b>Vocabulary</b></p> <p>(1) Arranging given set of words in alphabetical order. (2) Words related to nature, tsunami and movement of water.</p> <p><b>Grammar</b></p> <p>(1) Degrees of Adjectives</p> <p><b>Vocabulary</b></p> <p>(1) Mind map for writing fables (2) Poem based vocabulary – word meaning.</p> <p><b>Grammar</b></p> <p>(1) Articles(a, an, the) (2) Tenses – simple future, future continuous</p> <p><b>Vocabulary</b></p> <p>1) Arranging letters in right order to form words (as given in listen and draw activity) (1) Literal and symbolic meaning of the words</p>

<p>October 2018 to March 2018</p>	<p><b>Lesson :</b> Bepin Choudhury's Lapse of Memory</p> <p><b>Lesson :</b> This is Jody's Fawn</p> <p><b>Poem :</b> The Duck and the Kangaroo (seen comprehension)</p>	<p><b>Lesson-1:</b> How the camel got its Hump</p>	<p><b>Listening skills :</b>Text based listening comprehension  <b>Speaking skills:</b> (1)Sharing memories of a trip/picnic</p> <p><b>Reading skills:</b> Short unseen and seen passages for comprehension followed by short answer questions  <b>Writing skills :</b>  (1) Diary Entry – You recently attended a birthday party of a close friend. Write a diary entry in 60-80 words describing your experience.  (2) Write a letter to your friend giving him/her an idea of life in your city.  (3) Story writing</p> <p><b>Listening skills:</b> 1) Text based listening comprehension  <b>Speaking Skills:</b> Sharing home remedies for common ailments</p> <p><b>Writing Skills:</b> 1) Writing down home remedies for common ailments  2) Paragraph –Pet animal  3) You are a student of class VIII. Due to some unforeseen circumstances you missed your Unit test. Write a letter to the principal of your school requesting him/ her to allow you to reappear for the same giving reasons for your absence.  <b>Reading Skills:</b> Looking for specific information in an unseen passage</p> <p><b>Listening Skills:</b> Rhyming word dictation  <b>Speaking Skills:</b> 1) Share what would you pack in your bag, for a picnic/ a trip.  2) Poem recitation with appropriate expression, pronunciation and intonation  <b>Writing Skills:</b> 1) Make a list of what you would like to carry for a trip.  2)Write 2-3 sentences about something 'unusual' you want to do, no matter how improbable it might be (for e.g. walking on the moon, shaking hands with an octopus).</p> <p><b>Reading Skills:</b> Short unseen passage for comprehension followed by short answer questions</p> <p><b>Project work</b> ('How the Camel.....Hump'):  One of the following:-  1. Role Play  2. Character Sketch of main character  3. Picture Dictionary  4. Summarizing the Story</p>	<p><b>Grammar</b>  (1) Tenses – present perfect, past perfect  (2) Conjunctions(And, but, because, or, either....or, neither....nor, so.....that, as, when) Exercises in the form of Fill-ups</p> <p><b>Vocabulary</b>  Chapter specific vocabulary  <b>Idioms:</b> Given in the chapter and their meanings with reference to the context</p> <p><b>Grammar</b>  (1) Punctuation (Capitalization, full stop, comma, quotation marks, apostrophe, question mark, exclamation  (2) Prepositions-in, at, into, inside, outside, above, below, over, before, after, across, along, beside, besides, around, between, among, with, up, upon, on, to, towards, untill, for, during, for, since, from, beyond, by, behind, in front of  (3) Modals(Can, may, might, will, shall, should, must)</p> <p><b>Vocabulary</b>  (1) Pet, wild and farm animals – names, young ones, sound, place of living.  (2) Chapter specific vocabulary</p> <p><b>Revision of Grammar</b>  Tenses, Voice, Degrees of adjectives, Articles, Modals, Conjunctions, Punctuation, Prepositions</p> <p><b>Vocabulary</b>  (1) Rhyming words, - focus on blends and three letter words  (2) Poem specific vocabulary</p> <p><b>Literary Devices</b>  Concept of rhyme scheme</p>
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**Activity 2 : (Pair Activity)**

Look at the following pictures of Natural disasters and discuss with your partner what has happened in the pictures:



FLOOD



EARTHQUAKE



CYCLONE



LANDSLIDE



DROUGHT



TSUNAMI

**Natural Disaster: A natural event such as flood, earthquake, hurricane etc. that causes great damage or loss of life.**

**Activity 3: (Individual Activity)**

Match the disaster with their effects and what should be done:

<b>Disaster</b>	<b>It's effects</b>	<b>What we should do during the disaster.</b>
Earthquake	Huge waves of water hit the land and flood it.	Save water for essential uses.
Tsunami	No water, dry and cracked earth and no food.	Find cover or move to open ground.
Drought	Buildings shake and fall.	Move to a high and far place.
Cyclone/ Hurricane	Breaking and falling of rocks.	Move and stay on higher ground.
Flood	Heavy rains, strong winds leading to inland flooding and destruction.	Stay at home, switch off electricity and gas.
Landslides	Overflow of river water onto land.	Move away from the path of breaking rocks.

**Activity 4 : (Pair Activity)**

Select any one natural disaster from the pictures given in Activity 2 and in pairs write a paragraph about it. You may take help from the table given in activity 3.

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**Activity 5 : (Individual Activity)**



Listen to the interview of a Metrological expert, Mr J.C Chawla and fill in the missing information in the blanks given below:

**NOTE :** 'Listening text' on page 22 for the teacher to read aloud.

Floods happen when the water in rivers, lakes or the oceans rises above \_\_\_\_\_  
\_\_\_\_\_ and goes on to the land. Floods happen when there is a lot of rain  
\_\_\_\_\_. Some rivers \_\_\_\_\_  
\_\_\_\_\_ flood every year. When the floods go down there are lots  
of minerals in the ground. Many people can drown in floods. Every year people lose their \_\_\_\_\_  
\_\_\_\_\_. Dams can reduce floods.  
There are often flood warnings on \_\_\_\_\_.

**Activity 6 : (Individual Activity)**



Listen as your teacher reads out these words and repeat after her

Tsunami	Clinging	Hysterical	Abandoned
Island	Fainted	Frightened	Breeding
Earthquakes	Traumatized	Tourists	Shelter
Courage	Interviewed	Refuge	Enticed
Survival	Resort	Withstood	Possess
Archipelago	Triggered	Surge	Vibration
Tremors	Massive	Forewarned	Acute
Chaos	Swelling	Terrifying	Approaching
Confusion	Geography	Slammed	Dozen
Relief	Whirlpool	Coast	Perished
Helicopters	Volcanoes	Fled	Species
Daze	Landslides	Eyewitness	Carcasses
Recede	Scream	Accounts	Excited

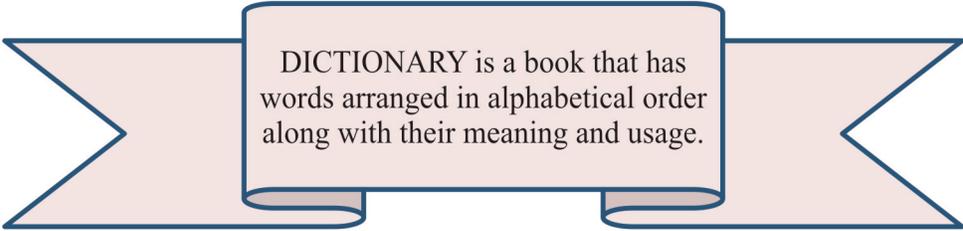
Now try to arrange these words as per the alphabets given in the boxes :

<b>Abandoned</b>	<b>Accounts</b>	<b>Acute</b>	<b>Approaching</b>
<b>Archipelago</b>	<b>C</b>	<b>C</b>	<b>C</b>
<b>C</b>	<b>C</b>	<b>C</b>	<b>D</b>
<b>D</b>	<b>E</b>	<b>E</b>	<b>E</b>

<b>E</b>	<b>F</b>	<b>F</b>	<b>F</b>
<b>F</b>	<b>G</b>	<b>H</b>	<b>H</b>
<b>I</b>	<b>I</b>	<b>L</b>	<b>M</b>
<b>P</b>	<b>P</b>	<b>R</b>	<b>R</b>
<b>R</b>	<b>R</b>	<b>S</b>	<b>S</b>
<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>S</b>	<b>S</b>	<b>T</b>	<b>T</b>
<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>
<b>V</b>	<b>V</b>	<b>W</b>	<b>W</b>

With the help of a **DICTIONARY** find the meaning of the words given on the previous page.

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**Activity 7: (Individual Activity)**

From the list of words given on the previous page identify the words related to **Sea and Ocean** and write below:

**Activity 8: (Individual Activity)**

Read the paragraph given below and answer the questions that follow:

Natural disasters are incidents of massive destruction caused by natural forces. They include earthquakes, floods, forest fires, avalanches, landslides and, of course tsunami. All of these calamities have struck mankind time and again leaving death & destruction in their wake. But are they really completely natural or do we humans also unknowingly contribute to them? Well, sadly, we do. Great damage is caused to the climate in times of wars. Even in peaceful times many of our thoughtless activities hurt our mother earth, thereby, increasing the chances of such tragedies. Each time we cut a tree, throw polythene or plastic into the drain or drive a polluting vehicle, we invite such natural disasters.

(a) What is a natural disaster?

Ans \_\_\_\_\_

(b) Why do they happen?

Ans \_\_\_\_\_

(c) How can we reduce their occurrence?

Ans \_\_\_\_\_

## WHILE- READING

### PART I

#### Activity 9: (Individual Activity)



Listen to the text being read and fill in the following details:

**NOTE :** Listen to paragraph 1 of part 1 of lesson 'Tsunami' on page 25 of Honey Dew

Ignesious worked as a \_\_\_\_\_.

He lived in \_\_\_\_\_.

He saw \_\_\_\_\_.

His \_\_\_\_\_ died.

His \_\_\_\_\_ were saved.

#### Activity 10 : (Individual Activity)

As you read Part I of the chapter, fill in the blanks:

- i) Support of a \_\_\_\_\_ (metal / wooden) piece helped Meghna and Almas float in the sea and save their lives.
- ii) \_\_\_\_\_ (Tremors/ Rain) came before the Tsunami.
- iii) The sea water \_\_\_\_\_ (rose/ receded) before coming back with a great force.

- iv) Almas family had gone to Portblair to celebrate \_\_\_\_\_.(New Year/Christmas)
- v) Meghna was brought to the shore by a \_\_\_\_\_.  
(helicopter / wave)

**Part II**

**Activity 11 : (Individual Activity)**

As you read the lesson try to fill in the blanks given below:

Tilly Smith came to  
celebrate Christmas at

\_\_\_\_\_

on \_\_\_\_\_



She saw that the sea rose slowly  
and \_\_\_\_\_

\_\_\_\_\_



Her Geography teacher had told  
that Tsunami can be caused  
by \_\_\_\_\_

\_\_\_\_\_.



She remembered that  
she had seen a video of

\_\_\_\_\_

in her \_\_\_\_\_ class.



Tilly became frightened and  
shouted at her family to \_\_\_\_\_

\_\_\_\_\_



The family took refuge in the

\_\_\_\_\_

\_\_\_\_\_

**Activity 12: (Pair Activity)**

With the help of your partner, write any five warning signs of Tsunami.

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**Part III**

**Activity 13: (Individual Activity)**

Read the passage given below and answer the questions that follow:

Before the giant waves slammed into the coast of India and Sri Lanka, wild and domestic animals seemed to know what was about to happen. They fled to safety. According to eyewitnesses accounts, elephants screamed and ran for higher ground; dogs refused to go outdoors; flamingoes abandoned their low-lying breeding areas; and zoo animals rushed into their shelters and could not be enticed to come back out.

a) What are the 'giant waves' called?

Ans \_\_\_\_\_

b) How do you think that the animals knew what was about to happen?

Ans \_\_\_\_\_

c) Find the antonyms of the following words from the passage-

i) dwarf \_\_\_\_\_

ii) go \_\_\_\_\_

iii) agreed \_\_\_\_\_

iv) after \_\_\_\_\_

## POST-READING

### Activity 14 : (Group activity)

Do you think animals have sixth sense? Have you heard any story of animals where they have used their sixth sense? What about humans? Do you know any instance where any human has used his or her sixth sense. In groups share sixth sense stories related to animals or humans.

### Activity 15: (Individual Activity)

Imagine that you are Tilly, write a letter to your Geography teacher thanking her for the lesson, which helped you in saving you and your family's life.

\_\_\_\_\_ (Date)  
\_\_\_\_\_ (Address)  
\_\_\_\_\_

Dear \_\_\_\_\_ ,  
How are you? I'm good and safe. I am writing this letter to \_\_\_\_\_. I was \_\_\_\_\_ time with my family in \_\_\_\_\_, when Tsunami struck. I could recognize warning signs of \_\_\_\_\_. This is all because of what I learnt through the \_\_\_\_\_ lesson you taught.  
I was able to save lives of my \_\_\_\_\_ members. Thanks a lot for your valuable lesson.  
Waiting to meet and thank you in person.  
Yours sincerely

\_\_\_\_\_

Thailand, Geography, thank you, Tsunami, family, spending
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## Activity 16: (Group Activity)

Sit in groups and choose one situational card , read it and discuss with your group members:

What would you do if you knew that a natural disaster is going to happen and you had only one day to live?

What natural disasters can happen where you live (In Delhi or in your home town) and why?

Have you watched any program on natural disaster on T.V? Where did it happen? How did it affect people?

Imagine it rained heavily. Your family is stuck in it. How will you help your family? Chalk out an action plan.

How can you save victims of a natural disaster?

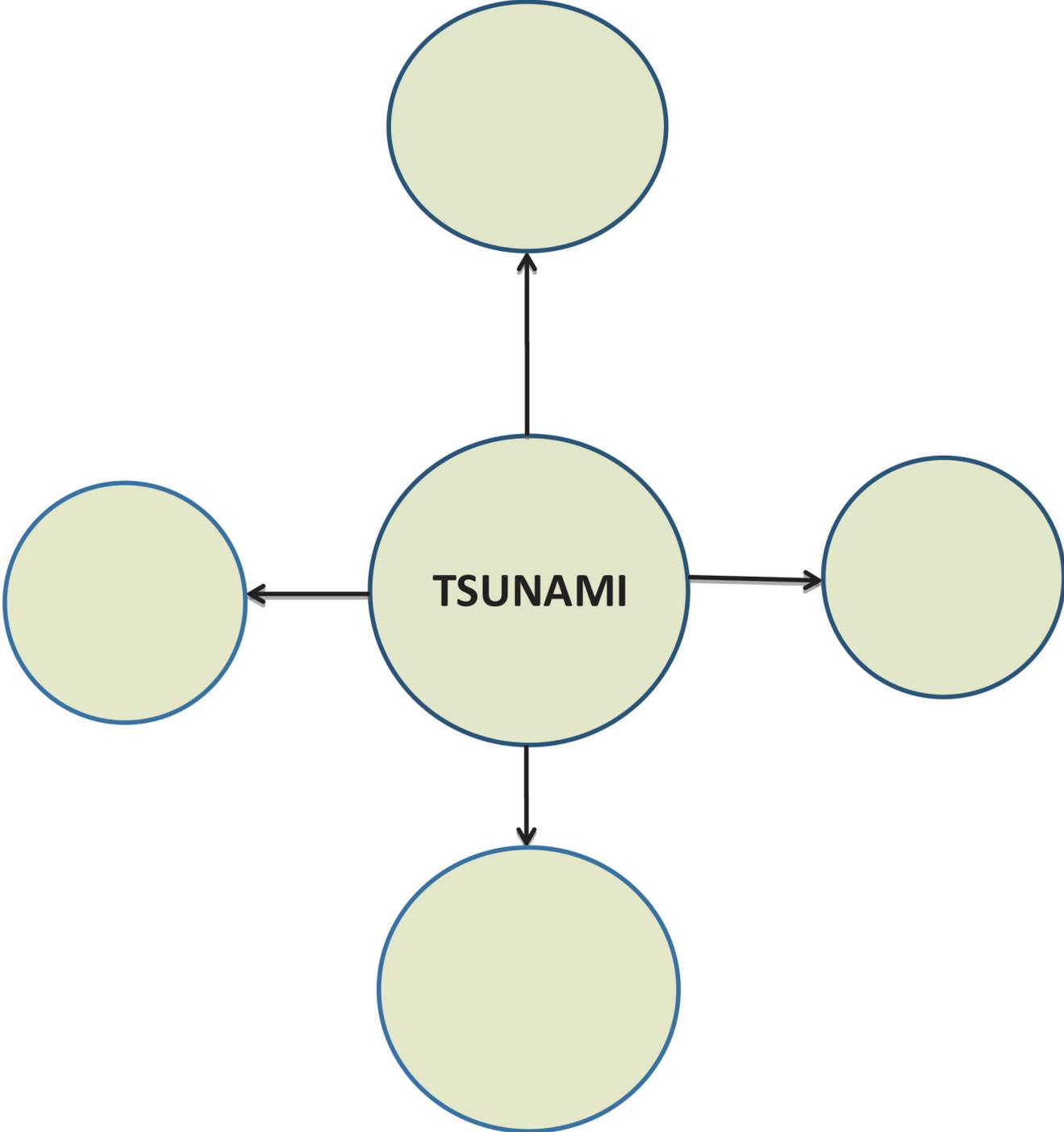
What are the things we should do to save ourselves in case of an earthquake?

Can you think of some problems which people face after a natural disaster?

Flood is predicted in your town, what steps will you take to prepare yourself to face the situation?

**Activity 17 :** (Individual Activity)

Now that you have read the chapter, write some related words to Tsunami that comes to your mind:



**Activity 18: (Individual Activity)**

Read the following text and underline the verbs used:

Every evening I go to my grandparents' house. My grandmother sits near the door. My grandfather waters the plants outside the house. They talk about me and eagerly wait for me to come. They are very happy to see me. Some of my friends also gather around the house. All of us help my grandfather in his work. We run towards the tap, fill the bucket and bring the water so that my grandfather can water the plants. I and my friends tell them about the games that we all play.

Now let's write the verbs used in the above passage:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**REMEMBER:** All the verbs that you have written are in **Simple Present Tense**. The verb used here is the base form of the verb. When 'he', 'she', 'it' are used as subject then we use '-s' or '-es' with the base verb as in the example 'he sings'. Whereas when 'I', 'we', 'you', 'they' are used as subject we use only the base form of the verb.

**Activity 19: (Individual Activity)**

Fill in the blanks with correct form of verb in simple present tense:

For e.g.- The waves hit the shore.(hit)

- 1) The peon \_\_\_\_\_ the bell. (ring)
- 2) He \_\_\_\_\_ his homework before going to play. (complete)

- 3) The Sun \_\_\_\_\_ in the East. (rise)
- 4) Sameer \_\_\_\_\_ to solve sums. (like)
- 5) The teacher \_\_\_\_\_ on the blackboard. (write)

Now TURN AND TALK to your partner and ask him about his daily routine and his habits. Write five lines about him.

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**Activity 20: (Individual Activity)**

Read the lines from the lesson and encircle the verbs:

Tilly started to scream at her family to get off the beach. “She talked about an earthquake under the sea, she got more and more hysterical,” said her mother Penny. “I didn’t know what a Tsunami was. But seeing my daughter so frightened, I thought something serious must be going on.”

The verb in the above text refers to the past time and tells us that the action happened in the past and therefore it is said to be in **Simple Past Tense**.  
We use second form of verb in Simple Past Tense, that is, ‘I sang’.

### Activity 21: (Individual Activity)

Let's see if you can change the tense of these sentences from simple present to simple past.

S . No.	Simple present	Simple past
Eg:	<i>Tilly is a ten year old school girl.</i>	<i>Tilly was a ten year old school girl.</i>
1.	They see the sea rising.	
2.	Almas sees a log of wood floating.	
3.	She climbs on it.	
4.	Sanjeev hears cries for help.	
5.	He jumps into the water.	
6.	Her father rushes to help him.	
7.	She wakes up to see herself in a hospital.	
8.	Many people believe that animals have sixth sense.	
9.	Tilly's parents take her away from the beach.	
10.	We talk about earthquakes.	

**Activity 22: (Individual Activity)**

Look around and find :

- 1) What is your teacher **doing**?
- 2) Which story book is your partner **reading** these days?
- 3) What are you studying in your English class today?

The question and answers show that the activity is in progression at the time of speaking. **Present continuous Tense** is used when talking about temporary situations at a particular point in time

**Activity 23: (Individual Activity)**

Match the pictures with the actions :

a) A cat is sleeping on the ground.



b) Kids are watching television.



c) Sanjay is praying to God.

d) Father is cooking food in the kitchen.



e) Swati is playing the drums.

f) Children are playing in the park.



g) Rahul is skipping the rope.

h) Neena is eating ice cream.

i) Mukesh is clicking a photo.



j) Shopkeeper is selling the dress.



### Activity 24: (Individual Activity)

Read the following text and underline the verbs used:

In the morning, when Rounak was going to her school, on the way she saw that the milkman was delivering milk, the newspaper boy was distributing newspapers, some people were walking and some were jogging in the park . Her other school mates were walking towards the school quickly. Renu ma'am was also rushing towards the school. On entering the school she found that Meenakshi aunty was sweeping the school ground. Children were rushing towards the school ground for morning assembly.

Now let's write the verbs used here

\_\_\_\_\_

\_\_\_\_\_

The verbs in the above text refer to the past time and tell us that the action was being performed in the past and was going on. These verbs are therefore said to be in the **Past Continuous tense**. The verb used here is, **was/were + base form + ing**.

 Now let us know something more about the verbs. First of all underline the verbs in the following sentences:

1. She felt an earthquake.
2. Family rushed out.
3. He never saw them again.
4. Her father had a petrol pump.
5. The family was sleeping.
6. A wave uprooted the tree.
7. Almas fainted.

Study the underlined verbs carefully. Sentences 1, 3, 4, 6 have **Transitive verbs**. All transitive verbs have a direct object after the verb, if we remove it, the meaning of a sentence would not be complete. Whereas in sentence 2, 5, 7 you do not have any direct object after the verb, still it has a complete meaning. These verbs are known as **Intransitive verbs**.

**Activity 25: (Individual Activity)**

Use a simple test to identify whether a verb is transitive or intransitive. Ask a question by using ‘what’ or ‘whom’ after the verb. If you get an answer, then it is a transitive verb, if you do not get any answer to the question then it is an intransitive verb. Now apply the test and do the following exercise and write Transitive verb or Intransitive verb in front of the sentence:

- (a) I bought a car *Transitive verb*  
(What did I buy?) \_\_\_\_\_
  
- (b) The baby smiled. *Intransitive Verb*  
(Whom did the baby smile at?) \_\_\_\_\_
  
- (c) This servant speaks French. \_\_\_\_\_
  
- (d) Hari seems tired. \_\_\_\_\_
  
- (e) Rani gathered roses. \_\_\_\_\_
  
- (f) The dog bit the boy. \_\_\_\_\_
  
- (g) The man laughed. \_\_\_\_\_
  
- (h) The Sun shines. \_\_\_\_\_
  
- (i) The sky grew dark. \_\_\_\_\_
  
- (j) She looks happy. \_\_\_\_\_

**REMEMBER:** Only transitive verbs can be changed into passive voice.

**Activity 26: (Individual Activity)**

Study the following lines from the lesson carefully.

1. Meghna was swept away.
2. Three children were saved.
3. They were both swept away.
4. Sixty visitors were washed away.
5. She was brought to Port Blair.
6. No animal carcasses were found.

The verb in all these sentences is “be” + “past participle”. These sentences are said to be in **Passive voice**.

Now study the pattern of change of voice in the given example and do the exercise given below:

1. A wave uprooted the tree. (active voice)

S                      V                      Ob.

The tree            was uprooted            by            a wave.  
Ob +            be + 3<sup>rd</sup> form of V +    by    +            S.

S – subject

V- verb

Ob - Object

2. A wave            swept away            Sanjeev’s wife.

S                      V                      Ob

Sanjeev’s wife    was swept away            by            a wave.  
Ob +            be+ 3<sup>rd</sup> form of V    + by    +            S.

**Activity 27: (Pair Activity)**

Work with your partner and change the following sentences into passive voice.

For e.g. *Sohan likes apple. (Active Voice)*

*Apples are liked by Sohan. (Passive voice)*

a) War destroys everything.

---

b) I ate a banana.

---

c) Mohan lost his watch.

---

d) Mother is cooking food.

---

e) The cat drank all the milk.

---

f) Grandma usually makes my lunch.

---

g) Suman gave me a box of chocolates.

---

h) Children broke the vases.

---

i) My brother will water the plants.

---

j) Anita gave me a pen.

---

## LISTENING TEXT



### Activity 5

Interviewer: What are floods?

J.C Chawla: The water in rivers, lakes or the oceans rises above its normal level and goes on the land.

Interviewer: Why do they happen?

J.C Chawla: Floods happen when there is a lot of rain or very strong winds .

Interviewer : Where do they happen?

J.C Chawla: Some rivers of India flood every year. When the floods go down there are lots of minerals in the soil. Good plants can grow later on .

Interviewer : How do they affect people?

J.C Chawla : Many people can drown in floods. Every year people lose their houses and furniture.

Interviewer : What can people do?

J.C Chawla : Dams can reduce floods. There are often flood warnings on the radio.



**Poem-1**  
**The Ant and the Cricket**  
(Adapted from Aesop's Fable)

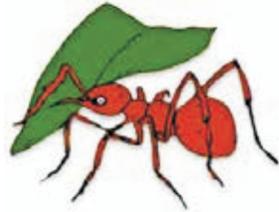


**PRE-READING**



**Activity 1: (Individual Activity)**

Listen to the fable 'The Ant and the Dove'



On the basis of your listening, fill in the blanks :

- (a) An \_\_\_\_\_ fell into a river.
- (b) A dove was sitting on a nearby \_\_\_\_\_.
- (c) The dove dropped a \_\_\_\_\_ into the river.
- (d) The hunter aimed his gun at the \_\_\_\_\_.
- (e) The ant bit the hunter on his \_\_\_\_\_.
- (f) The hunter cried in \_\_\_\_\_.

**Activity 2: (Group Activity)**

You have just heard a fable. A fable is story with a moral and has animals as characters. Now sit in your groups and share fables that you know.

**Activity 3: (Group Activity)**

Select any one story from your group. Draw the sequence of your story in the boxes given below:

1	2	3
4	5	6

Now in your groups write one sentence each for the pictures you have drawn:

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

**Activity 4: (Group Activity)**

Write each of the sentences on different slips of paper and share with another group. Now arrange the slips that you have got from the other group in correct sequence.

**Activity 5: (Individual Activity)**

Read the words given in Column A and match with the pictures of Column B:

COLUMN A

COLUMN B

(a) Cricket

(1)



(b) Summer

(2)



(c) Spring

(3)



(d) Home

(4)



(e) Cupboard

(5)



(f) Winter

(6)



(g) Leaf

(7)



(h) Ant

(8)



(i) Rain

(9)



(j) Grain

(10)



(k) Gay

(11)



**Activity 6: (Pair Activity)**

**Name of the season**

**Word/Phrases describing the season**

	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

**Activity 7 : (Individual Activity)**

Write a paragraph on your favourite season.

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**WHILE READING**

**Activity 8 : (Pair Activity)**

Listen to the poem and fill in the blanks given beside the pictures:

Ants are **working**.

---

Cricket is **singing**.

---



SUMMER SEASON

Ants \_\_\_\_\_

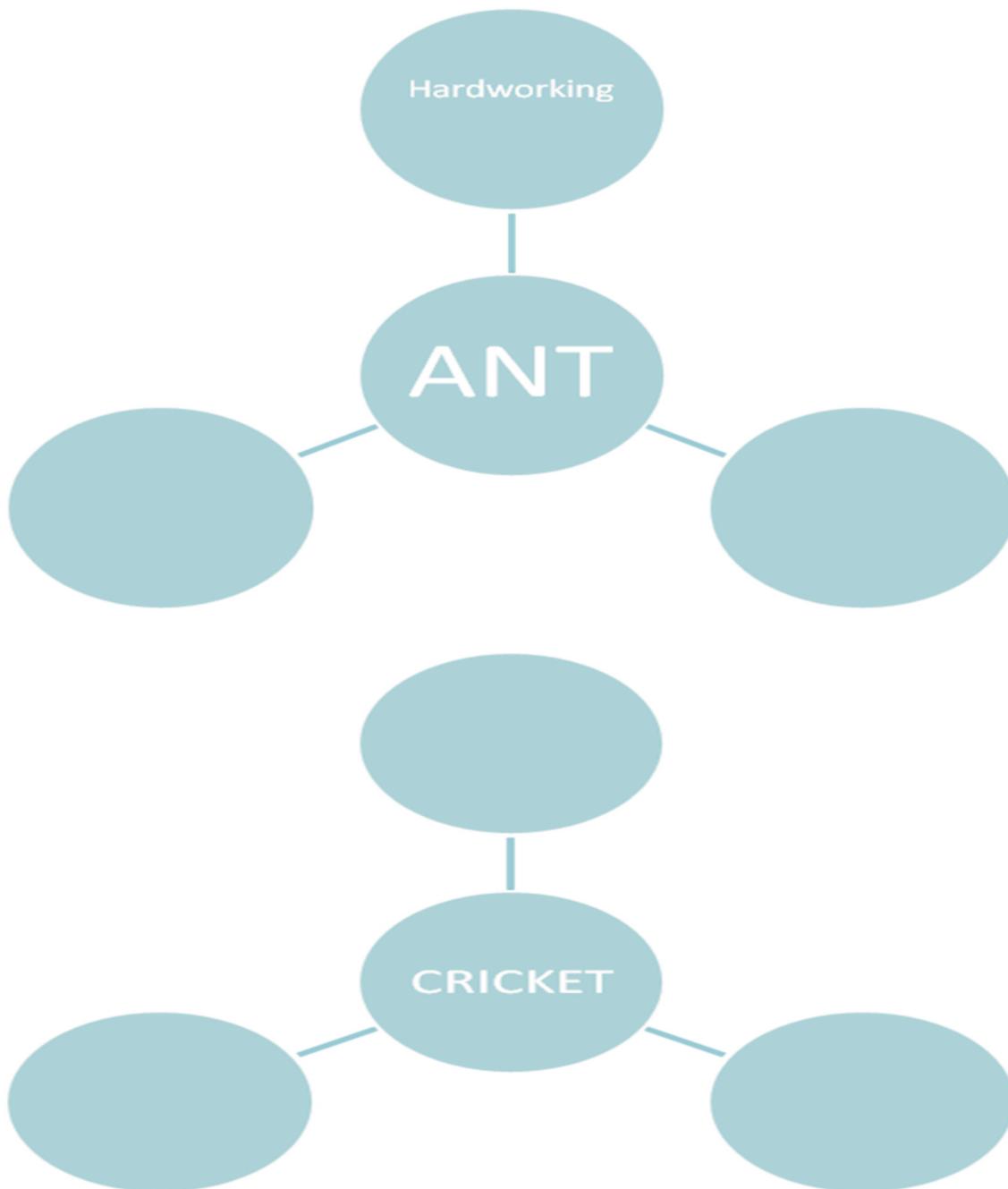
Cricket \_\_\_\_\_



WINTER SEASON

**Activity 9: (Pair Activity)**

Read the poem silently and fill the information in the bubbles as shown in the example:



Now discuss your answers with your partner.

## **POST READING**

### **Activity 10: (Group Activity)**

The poem has eight stanzas. Read the stanza given to your group. Discuss and write on a paper what you have understood about the stanza in your own words. (You can take help from your teacher)

Share with the class, what your group has written. You can write it on the board. Note down the sharing of all the groups in the following lines:

Stanza 1

---

---

Stanza 2

---

---

Stanza 3

---

---

Stanza 4

---

---

Stanza 5

---

---

Stanza 6

---

---

Stanza 7

---

---

Stanza 8

---

---

**Activity 11: (Individual Activity)**



Listen to the poem ‘The Ant and the Cricket’.

One word in each line has been changed. Underline the changed word and write the correct word in the space provided:

A silly old cricket, accustomed to sing

Through the cold, sunny months of gay summer and spring,

Began to complain when he found that, at school,

His cupboard was full, and winter was come.

Not a crumb to be lost

On the snow covered floor;

Not a tree could he see,

Not a leaf on a plant.

“Oh! What will become”, says the ant, “of me?”

A silly **young** cricket.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 12: (Pair Activity)**

What does the following expression mean? Select the most appropriate option:

**“Some crickets have four legs and some have two”**

Some crickets have four legs and more have two.

Some animals are four legged and some are two.

Some human beings are like cricket. They don't work hard and plan for the future.

**Activity 13:** (Individual Activity)

Fill in the blanks, taking help from the hint-box given below:

(a) ANT



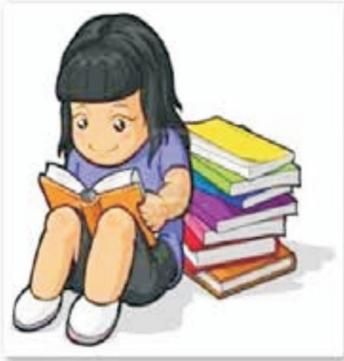
I work \_\_\_\_\_.  
I save \_\_\_\_\_.  
I keep that in a/an \_\_\_\_\_.

(b) FATHER



I work \_\_\_\_\_.  
I save \_\_\_\_\_.  
I keep that in a \_\_\_\_\_.

(c) STUDENT

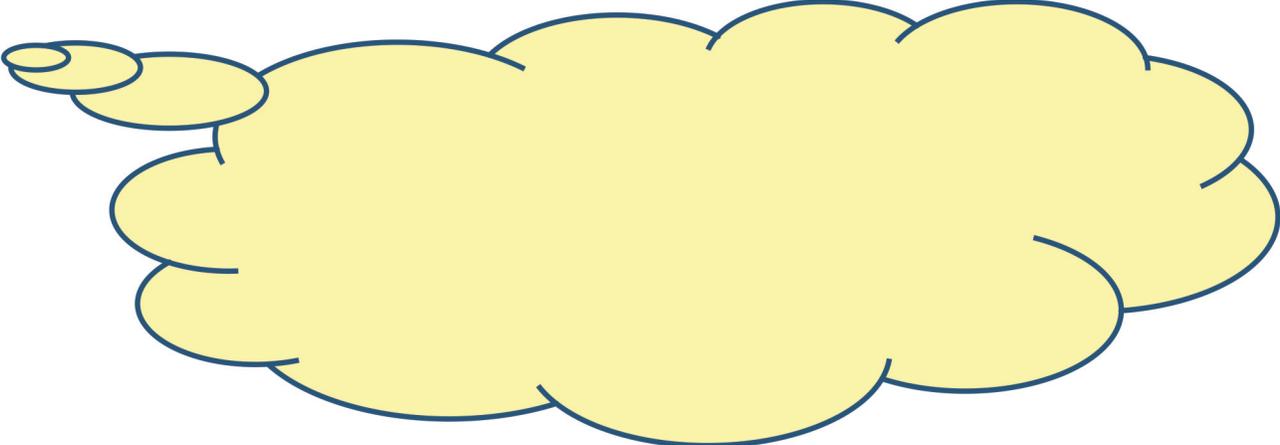


I work \_\_\_\_\_.  
I \_\_\_\_\_ daily.  
It helps me in \_\_\_\_\_.

Exams    Food  
Hard     Bank  
Study    Hole/Ant hill  
Money

**Activity 14:** (Individual Activity)

You had written some describing words for the ant and the cricket in Activity 9. The words which describe nouns are called adjectives. Find some more adjectives from the poem and write in the space given below:



**Activity 15: (Whole Class)**

Speak a sentence about any object that you have (bag, pencil, book etc.). Use a describing word to describe that object. For example:

- a) This is a big bag.
- b) This is a long pencil.



**Describing words are called Adjectives**

Adjectives used here are: **big and long**.

Now compare any two bags ,two pencils ,two books and two notebooks:

- a) Red bag is bigger than black one.
- b) Rohan’s pencil is longer than Mohit’s pencil.
- c) Mohan’s book is thicker than Sohan’s.

When two objects are compared, there is a use of **comparative** degree.

Now, let’s compare more than two objects:

- a) Blue bag is the biggest of all.
- b) Mohan’s pencil is the longest of all.
- c) Rohan’s book is the thickest of all.

When more than two objects are compared, we use **superlative** degree.

**Activity 16: (Individual Activity)**

Formation of Comparative and Superlative degree:

Now form degrees of adjectives as shown in given example:

Positive	Comparative	Superlative
Deep	Deeper	Deepest
Cold		
Large		
	Wiser	
Fine		Finest

Big	Bigger	Biggest
Fat		
Hot		
Sad		
Thin		
Dry	Drier	Driest
Ugly		
Happy		
Lazy		
Clumsy		
Hard-working		Most hard-working
Active	More active	Most active
Beautiful		
Faithful		
Useful		

Some adjectives are compared irregularly. **Learn** them by heart carefully:

Bad	Worse	Worst
Good	Better	Best
Little	Less	Least
Much	More	Most
Old	Older, Elder	Oldest, Eldest

Remember: **'Than'** is used after a comparative degree and **'the'** is used before a superlative degree

**Activity 17: (Individual Activity)**

Now try to fill in the blanks using correct degree of adjectives:

- (a) Wood is lighter than water. (light)
- (b) Lead is the \_\_\_\_\_ of all metals. (heavy)
- (c) Iron is the \_\_\_\_\_ of all metals. (useful)
- (d) This lesson is \_\_\_\_\_ than the last one. (difficult)
- (e) It was the \_\_\_\_\_ book I have ever read. (interesting)
- (f) This book is \_\_\_\_\_ than that one. (good)
- (g) Kolkata is the \_\_\_\_\_ city in India. (big)
- (h) Which is the \_\_\_\_\_ mountain in the world? (high)
- (i) Rohan is a \_\_\_\_\_ boy. (fat)
- (j) Your handwriting is \_\_\_\_\_. (good)

**Activity 18: (Group Activity)**

Now in groups of four, use any one of the item like bags, shoes, geometry boxes, lunch boxes, water bottles, ties etc to practice degrees of adjectives. Each of the group member can construct sentences using positive, comparative and superlative degrees in group. Each group will present it to the class.

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**Activity 19: (Individual Activity)**

Your younger brother/sister is studying in VII class. Write a letter encouraging him/her to work hard for upcoming exams. Complete it by filling the blanks with words given in the box below.

\_\_\_\_\_ (Date)

\_\_\_\_\_

\_\_\_\_\_ (Address)

\_\_\_\_\_

Dear \_\_\_\_\_

Hope this letter finds you \_\_\_\_\_. We all are fine too.

You are a dear sister/brother to me and I always wanted to \_\_\_\_\_ you for whatever you wanted to be. Since this is an \_\_\_\_\_ of your life, I wish that you give your hundred percent and you continue to \_\_\_\_\_. Just have \_\_\_\_\_, pursue your \_\_\_\_\_ with a great \_\_\_\_\_.

I wish you all the very best. I am sure that this time also you will make all of us \_\_\_\_\_. I have a strong belief in you and your \_\_\_\_\_. You should taste the \_\_\_\_\_ which you really \_\_\_\_\_.

Your loving sister/brother

\_\_\_\_\_

**Success, proud, important phase, in good health, dreams, dedication, rise, hard work, deserve, encourage, firm determination**

**Activity 20: (Individual Activity)**

Read the short story given below. Answer the following questions in brief.

**Once two friends called Harsh and Garv came to a city to earn money. They went to a rich merchant for a job. The merchant gave each of them a cane basket and pointing towards a well in his garden said, “Take these baskets and draw water**

from the well till dusk.”

Harsh thought it was foolish to draw water in a cane basket. So, he slept. On the other hand, Garv kept working. After few hours, when he drew the basket up, he saw some gold coins in the basket.

He took them to the merchant who rewarded him and gave him a job too.

(a) Why did the two friends go to the merchant?

---

(b) What work was given to them?

---

(c) What was foolish according to Harsh?

---

(d) What qualities did the merchant see in Garv?

---

Listening text: Story “The Ant and the Dove”



Once an ant fell into a river. It cried for help. A dove was sitting on a nearby tree. It saw the drowning ant. It picked a leaf and dropped it into the river. The ant got on to the leaf and reached the shore safely. The ant thanked the dove. Minutes later, a hunter came. He aimed his gun at the dove. The dove did not see him. The ant saw the hunter. It quickly came near the hunter and bit him on his foot. The hunter cried in pain and missed the aim. The dove flew away.

Moral of the story. If you do good, good will come to you.

## Poem : The Last Bargain

Rabindra Nath Tagore

### PRE READING



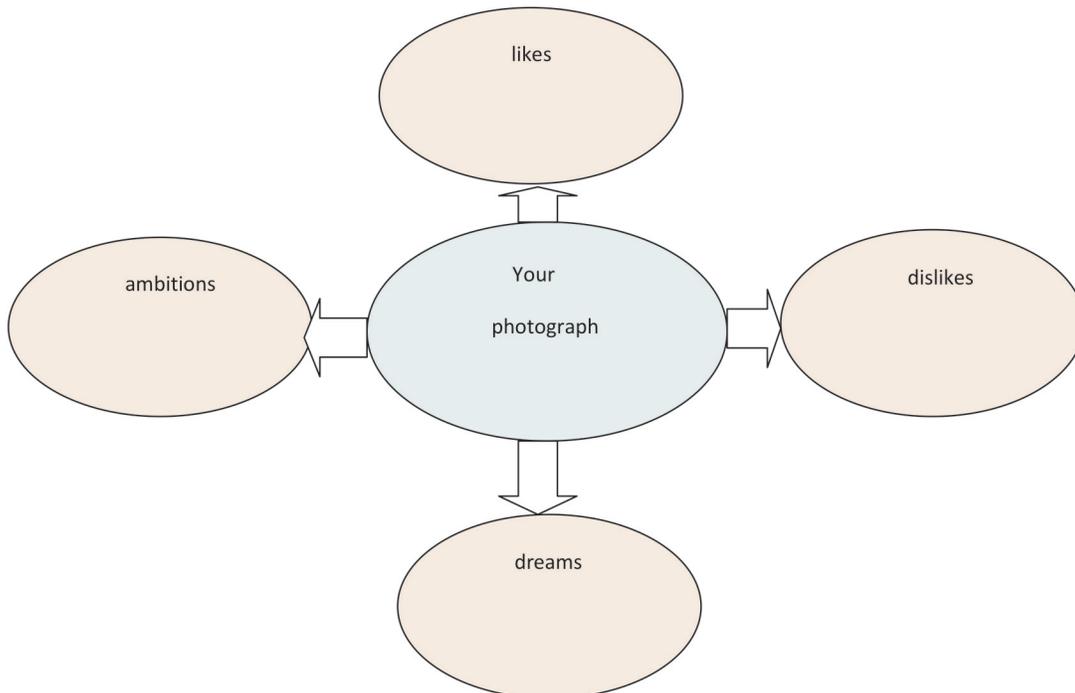
#### Activity 1: (Individual Activity)

Listen to the instructions carefully. Draw as you listen.

**NOTE :** Instructions for the activity are on page 55

#### Activity 2: (Individual Activity)

Write about your likes, dislikes, ambitions and dreams in following chart:



Now complete the following sentences:

- a) I like \_\_\_\_\_.
- b) I do not like \_\_\_\_\_.
- c) I want to \_\_\_\_\_ when I grow up.
- d) I wish to \_\_\_\_\_.

**Activity 3 :** (Pair Activity)

Share your likes, dislikes, dreams and ambitions with your partner.

**Activity 4:** (Individual Activity)



Look at the picture above and match the following:

- |          |            |
|----------|------------|
| <b>A</b> | <b>B</b>   |
| Man      | Customer   |
| Woman    | Product    |
| Oranges  | Shopkeeper |

**Activity 5: (Group Activity)**

In your groups discuss what is happening in the picture. Now write:

- a) The woman wants to \_\_\_\_\_ the oranges for Rs. 10.
- b) The shopkeeper wants to \_\_\_\_\_ the oranges for Rs. 15.
- c) They are \_\_\_\_\_ the price of oranges.

sell	buy	bargaining
------	-----	------------

**Activity 6: (Group Activity)**

Discuss in your groups about your own experiences related to bargaining something. Now fill details about those experiences in the chart given below:

I bargain .....

With Mother	• for more play time.
With sibling	
With Friends	
With Teachers	

**Activity 7 : (Individual Activity)**

Mishti has written the following paragraph before going to market. Read what she has written.

I will go to the market with my sister today. We will buy one litre milk, one packet of bread and half dozen bananas. I will need at least hundred rupees to buy all these things. One litre of milk will cost thirty rupees. One packet of bread will cost twenty rupees. How much will the bananas cost? If the banana seller will sell half dozen bananas for more than twenty rupees I will not buy bananas. I will try to bargain the price of bananas. I will buy half dozen bananas only for twenty rupees. I will get thirty rupees back. Then we will eat as many Golgappas as we can.



**Activity 9: (Individual Activity)**

Look at the following pictures. These pictures are symbols. Match them with the words they are related to:

	Recycle
	Cycle lane
	Cloudy day
	First aid
	Danger
	Do not honk
	Zebra crossing

**Activity 10:** (Pair Activity)

Read following words. What comes to your mind when you think about these words? Discuss with your partner and write in the table given below.

Flower	
Rain	
Bird	
Fire	
School	

The words that come to your mind are your own symbols for the given words. You will find some more symbolic words in the poem.

**WHILE READING**

**Activity 11:** (Individual Activity)

Listen to the poem being read by your teacher. As you listen to the poem, you may hear some words, the meaning of which you may not know. Underline such words. You will be able to guess their meaning in the next activity.

**Activity 12:** (Pair Activity)

Read the poem silently.

Now, with your partner, match the words with the meanings/pictures.

Stanza 1

Hire	
Stone paved road	
Sword	Nothing
Chariot	Employ
Nought	

Stanza 2

Wandered	
Crooked	
Pondered	Walk around
Weighed	

Stanza 3

Hedge	
Aflower	Faded, decrease in colour
Fair maid	 (fence, boundary)
Paled	Change to another form
Melted	Full (of flowers) 

Stanza 4

Glistened	Turning or changing irregularly
Sea waves	From now on
Waywardly	Came into mind
Shells	
Henceforward	Shone (shine)
Struck	

## POST READING

### Activity 13 : (Group Activity)

A sword is a weapon. In the poem, the word 'sword' is used as a symbol of power. Given below are some more symbols from the poem. Discuss in your group and think what do they mean:

- a) bag of gold \_\_\_\_\_
- b) smile \_\_\_\_\_
- c) tears \_\_\_\_\_
- d) nothing \_\_\_\_\_

### Activity 14 : (Individual Activity)

What is the speaker's last bargain?

Complete the following sentences with the help of words given in the box below:

The speaker's last bargain is with a \_\_\_\_\_. The child has \_\_\_\_\_ to hire him. He forgot about his \_\_\_\_\_ and \_\_\_\_\_ while playing with the child. Child's offer gave him \_\_\_\_\_. Earlier the king wanted to hire him with \_\_\_\_\_. The old man had offered him \_\_\_\_\_. The \_\_\_\_\_ had offered him short lived happiness. The speaker chose \_\_\_\_\_ over all other things.

sorrow	freedom	power	nothing	money	stress
		fair maid	child		

**Activity 15 :** (Pair Activity)

Read the poem and with your partner complete the following table:

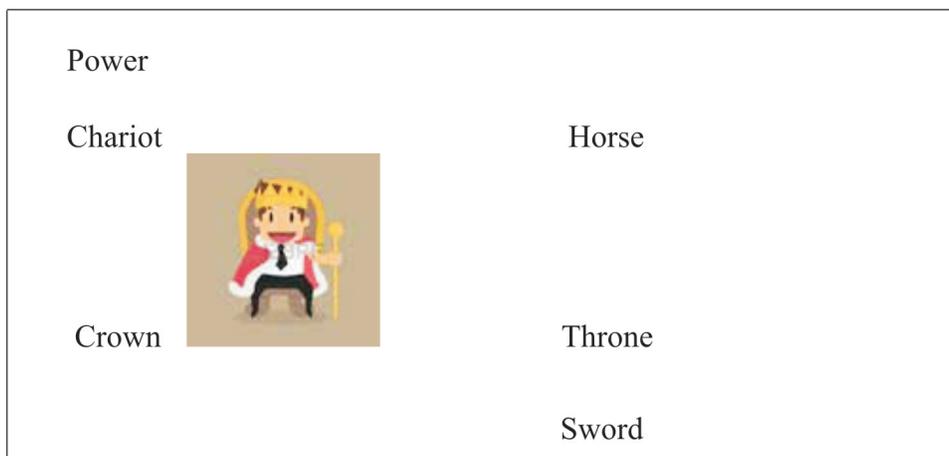
Poet	“Come and hire me”	
(a)King 	“ I will hire you with my power”  Speaker does not accept the offer.	
(b)Old Man 	“ _____ ”  Speaker _____ the offer.	
(c)Fair Maid 	“ _____ ”  Speaker _____ the offer.	
(d)Child 	Speaker _____ the offer.	

**Activity 16:** (Group Activity)

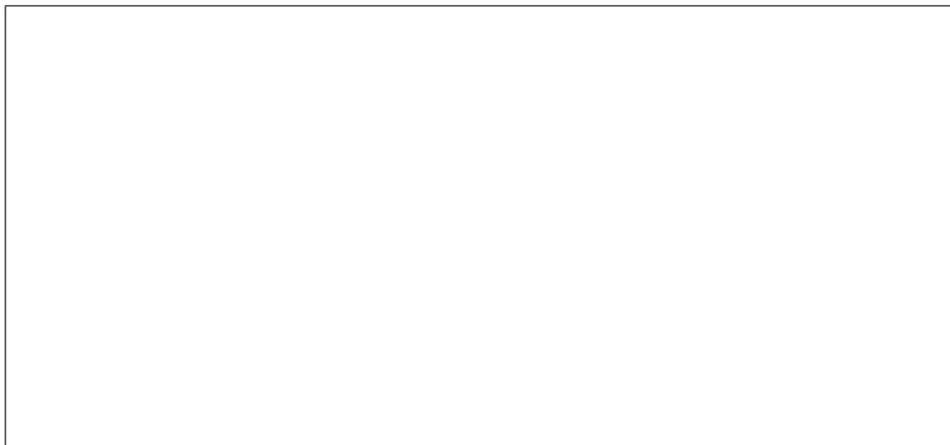
Divide yourselves in groups. Write dialogues for each character of the poem with the help of your teacher. You may also refer to activity 15. Act out the scenes from the poem.

**Activity 17 : (Individual Activity)**

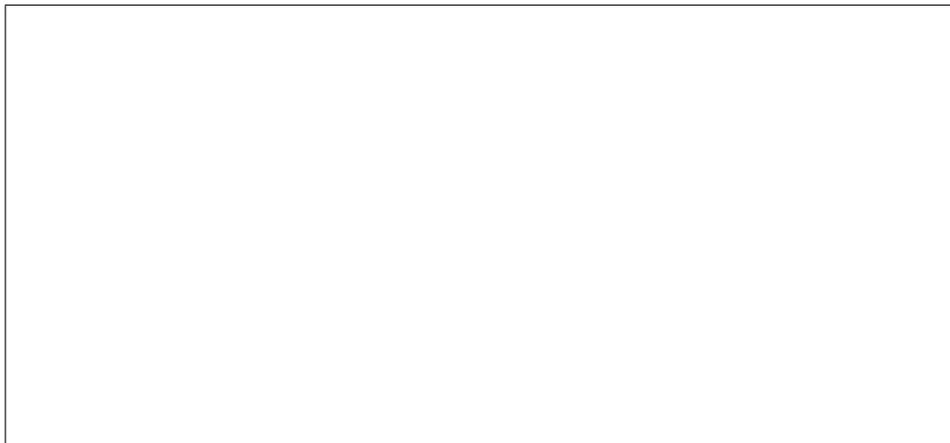
Given below is a collage on a king. It has words related to the king from the poem.



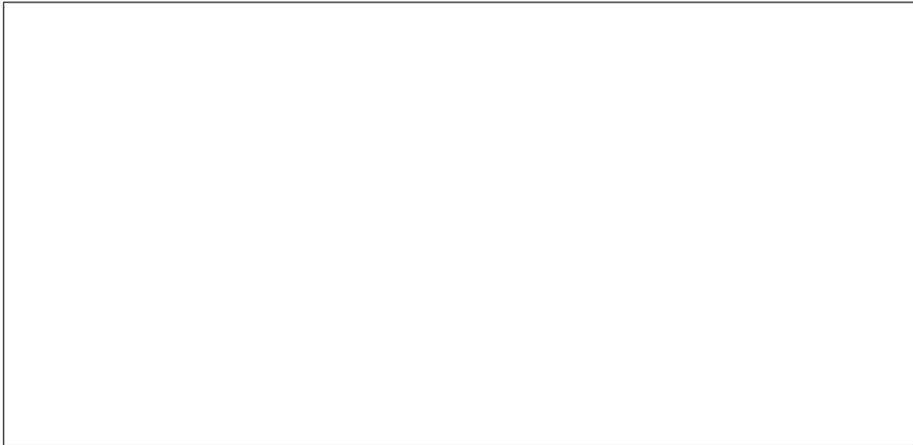
Create a similar collage on the old man.



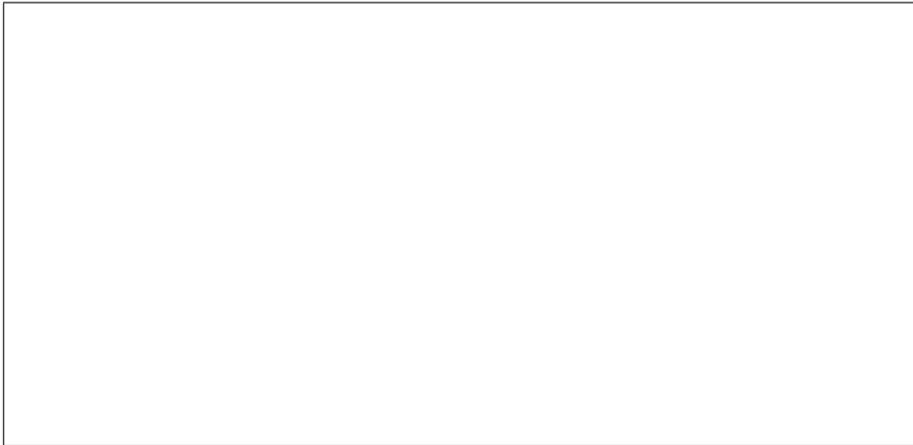
Create a collage on the fair maid.



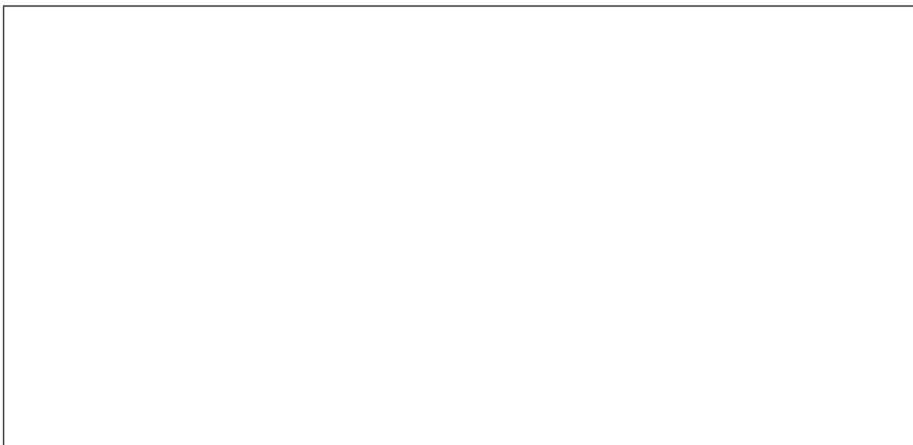
Create a collage on the man waiting to be hired.



Create a collage on the child.



Create a collage on yourself. Write words related to you. You may add some pictures also. Some words and pictures may be your own symbols. You may refer to the activity 2 to create the collage.



**Activity 18 : (Individual Activity)**

Arrange the letters to form meaningful words from the poem:

- 1. BAGARNI - \_ \_ \_ \_ \_
- 2. ROMNGNI - \_ \_ \_ \_ \_
- 3. HCATIRO - \_ \_ \_ \_ \_
- 4. ROCEODK - \_ \_ \_ \_ \_
- 5. ONYEM - \_ \_ \_ \_ \_
- 6. DENARG - \_ \_ \_ \_ \_
- 7. MISLE - \_ \_ \_ \_ \_
- 8. REATS - \_ \_ \_ \_ \_
- 9. DSAN - \_ \_ \_ \_ \_
- 10. HSLELS - \_ \_ \_ \_ \_

**Activity 19 : (Individual Activity)**

Read the paragraph given below and based on your understanding of the same, answer the questions that follow:

A king came up as I was waiting to be hired in the morning, but his power could not attract me and I turned his offer down. It was noon time when a rich old man approached me to get my service this time, but even his offer was not interesting enough and I politely refused it. The night passed and it was morning again. I saw a child. I was hired by the innocent offer of the child wanting me to join him in playing with shells.

- a) What does the king symbolize in the poem 'The Last Bargain'?

Ans \_\_\_\_\_

- b) What does the old man stand for?

Ans \_\_\_\_\_

- c) Why does the narrator finally accept the offer of the child?

Ans \_\_\_\_\_

**Activity 20 : (Individual Activity)**

- (a) In the poem “**The** Last Bargain” you come across phrases like ‘in **the** morning’, ‘**an** old man’, ‘**the** fair maid’, ‘**the** dark’, ‘**the** sun’, ‘**the** sea waves’, ‘**a** child.’

All highlighted words in the above phrases are articles. You have already studied articles **a, an, the** in Class VI & VII. Now let us practice and know something more about these articles.

- (b) Use of ‘A’ and ‘An’

Write the names of things of your home. Use ‘a’ or ‘an’ before their names.

Eg: A table

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

‘A’, ‘An’ are indefinite articles.  
‘A’ is used before singular nouns and the noun begins with a consonant (b, c, d, f...z) sound.  
‘An’ is used before singular nouns and the noun begins with a vowel (a, e, i, o, u) sound.

**Activity 21:** (Individual Activity)

Read the following text and notice the use of 'The'.

Once there was a hermit. He lived in a hut in a jungle. People from far off places came to meet the hermit and seek his advice.

Mount Everest is the highest peak.

Rohit is the best student in the class.

The Ganges is a holy river of India.

The English people defeated the French.

'The' is a definite article. 'The' points out some particular person or thing.

Now fill in the blanks with suitable article 'a', 'an' and 'the'

- a) \_\_\_\_\_ Himalayas are situated in the north.
- b) I am \_\_\_\_\_ school student.
- c) My grandparents go to \_\_\_\_\_ temple every morning.
- d) \_\_\_\_\_ lion is the king of the jungle.
- e) Sachin Tendulkar was awarded \_\_\_\_\_ Bharat Ratna in 2014.
- f) Rahul is \_\_\_\_\_ understanding person.
- g) I ate \_\_\_\_\_ banana and \_\_\_\_\_ ice-cream yesterday.
- h) My clothes are kept in \_\_\_\_\_ wooden almirah.

**Activity 22:** (Individual Activity)

Rohan, a student of Class VII, has some future plans. Let's read what he has to say:

"I am learning to read and write Hindi under Mission Buniyad. This year I will not go to my hometown. I will stay in Delhi in summer vacations. I will go to school regularly and learn Hindi. I will work hard and in the month of July, will be able to read all my books fluently.

Throughout the narration, Rohan uses future indefinite tense (will+first form of verb) to talk about his future planning of study under Mission *Buniyad*.

Share with your partner, your future plans as to how you will improve your speaking and reading skills of English language. After sharing your thoughts, write a few lines in the space provided below.

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**Activity 23:** (Group Activity)

In your groups discuss and write what program you will present on Annual day in your school. Write and make a group presentation in the class.

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**Activity 24 :** (Individual Activity)

Rohan has come back. Let's read what he shares with us this time:

We will be playing football match tomorrow in the evening at Talkatora Stadium. All our friends will be there watching the match and cheering us. We will be having an after match party tomorrow night.

The verbs used in the above text refer to the future time and tell us about the actions that will be performed in the future; that is something that has been arranged or planned. These verbs are therefore said to be Future Continuous Tense.

Future Continuous Tense = subject + will be + (base form)ing.

Now fill in the blanks with the correct form of verb using future continuous tense:

- a) The children \_\_\_\_\_ to the computer lab in the next period. (go)
- b) Our guests \_\_\_\_\_ late for dinner. (arrive)
- c) Today, James \_\_\_\_\_ a new song. (sing)
- d) The painter \_\_\_\_\_ the boundary wall in the evening. (paint)
- e) Nargis \_\_\_\_\_ her new uniform tomorrow. (wear)
- f) Suresh \_\_\_\_\_ the floor after some time. (clean)
- g) I \_\_\_\_\_ my grandparents next week. (visit)
- h) Sushma's grandfather \_\_\_\_\_ the guests. (welcome)
- i) My mother \_\_\_\_\_ my bag for picnic tomorrow. (pack)
- j) Salim \_\_\_\_\_ the notebooks from all the children. (collect)



Draw the picture of a child.

The child is sitting on ground.

The child is playing with sand.

A water bottle is kept on left of the child.

Some sticks are kept on the right of the child.

## Tongue-twisters



 <p>Red lorry, yellow lorry</p>	<p>I scream you scream we all scream for ice cream</p> 
<p>Fresh fried fish, fish fresh fried, fried fish fresh, fish fried fresh</p> 	 <p>She sells seashells by the seashore</p>
 <p>Three free throws</p>	<p>Give papa a cup of proper coffee in a copper coffee cup</p> 

Practice saying the above given tongue twisters with your partner and have fun.

## Lesson : Bepin Choudhury's Lapse of Memory

Satyajit Ray

### Pre reading

#### Activity 1: (Pair Activity)

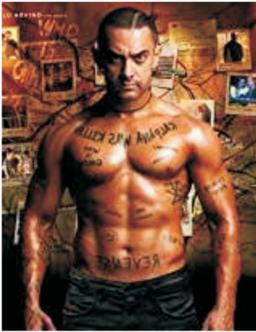
Share with your partner your memories of any last trip/ picnic you had.

What if you forget everything? Discuss.

#### Activity 2: (Group Activity)

Sit in your groups and talk about any movie/ TV serial, where somebody forgets about the events that happened in his/her life.

Now write the name of the movie/ serial below:



a) Ghajini

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

Can you recall why that actor forgot about the past events? Discuss in your groups.

#### Activity 3 : (Individual Activity)

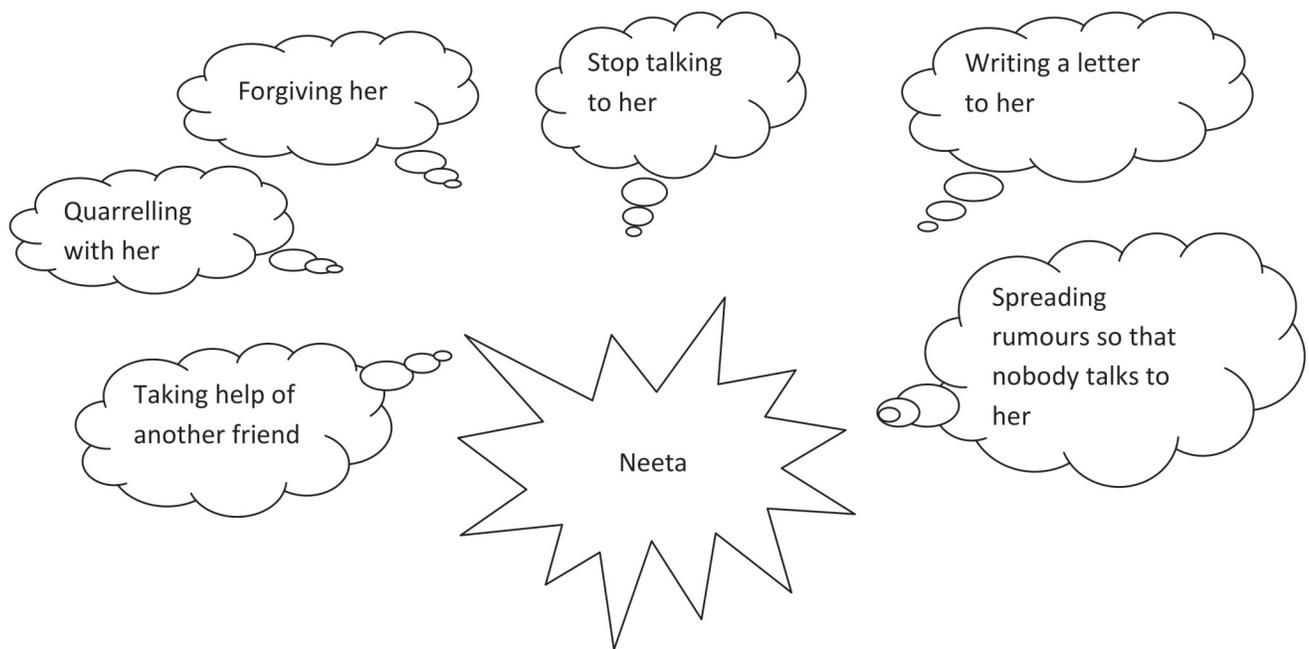
There are some words related to memory in this puzzle, find and encircle them:

Vague	Forget	Pleasant
Memory	Fond	Long
Bad	Bitter	Remember
Good	Past	Old

A	B	M	E	M	O	R	Y	F	C	T	U	F	G
D	G	F	U	H	B	B	A	D	L	U	K	R	P
F	H	S	O	B	P	Y	P	B	K	H	B	G	R
C	F	H	G	R	H	Z	N	V	N	P	R	N	E
G	O	Y	F	H	G	X	T	G	N	L	D	K	M
V	N	R	B	D	R	E	K	U	G	E	T	L	E
F	D	W	T	F	G	N	T	T	T	A	J	O	M
T	Y	F	N	J	H	M	I	S	F	S	A	N	B
B	I	T	T	E	R	E	K	V	V	A	C	G	E
J	H	J	J	K	A	T	P	A	D	N	E	K	R
N	G	A	E	U	B	Y	A	G	S	T	Y	G	A
I	M	O	D	Y	C	S	S	U	W	O	V	O	F
Y	G	L	O	I	W	H	T	E	T	L	L	L	S
L	T	U	S	D	X	J	W	B	N	M	P	D	C

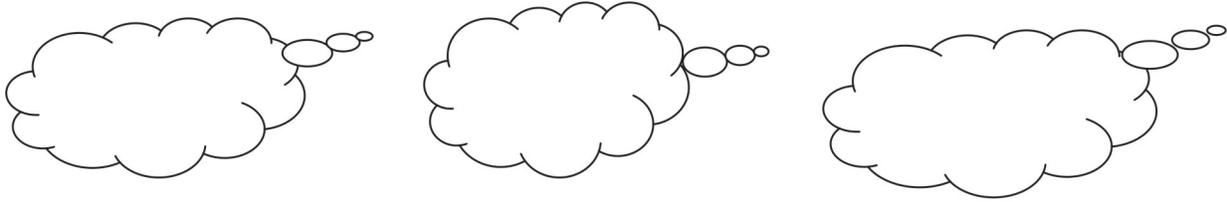
**Activity 4: (Group Activity)**

Neeta was not well, so she could not attend her school for some days. Now exams are very near but her friend refused to share notes with her. Neeta became very angry. She thought about:



Which of the above actions, in your view, are positive (P) and negative (N). Colour the 'P' action bubbles yellow and the 'N' action bubbles green.

Now discuss in your groups, why do you think so, can there be other options, write in the given below bubbles?



**WHILE READING**

**Part I**

**Activity 5: (Individual Activity)**

**NOTE:** Listen to paragraph 1 of part 1 of the lesson 'Bepin Choudhury's Lapse of Memory' and answer the questions that follow:



Q1. Which shop was visited by Bepin Choudhury every Monday ?

Ans \_\_\_\_\_

Q2. How many books did he purchase at a time?

Ans \_\_\_\_\_.

Q3. What kind of books did he like to buy?

Ans \_\_\_\_\_.

Q 4. What kind of person was Bepin Choudhury ?

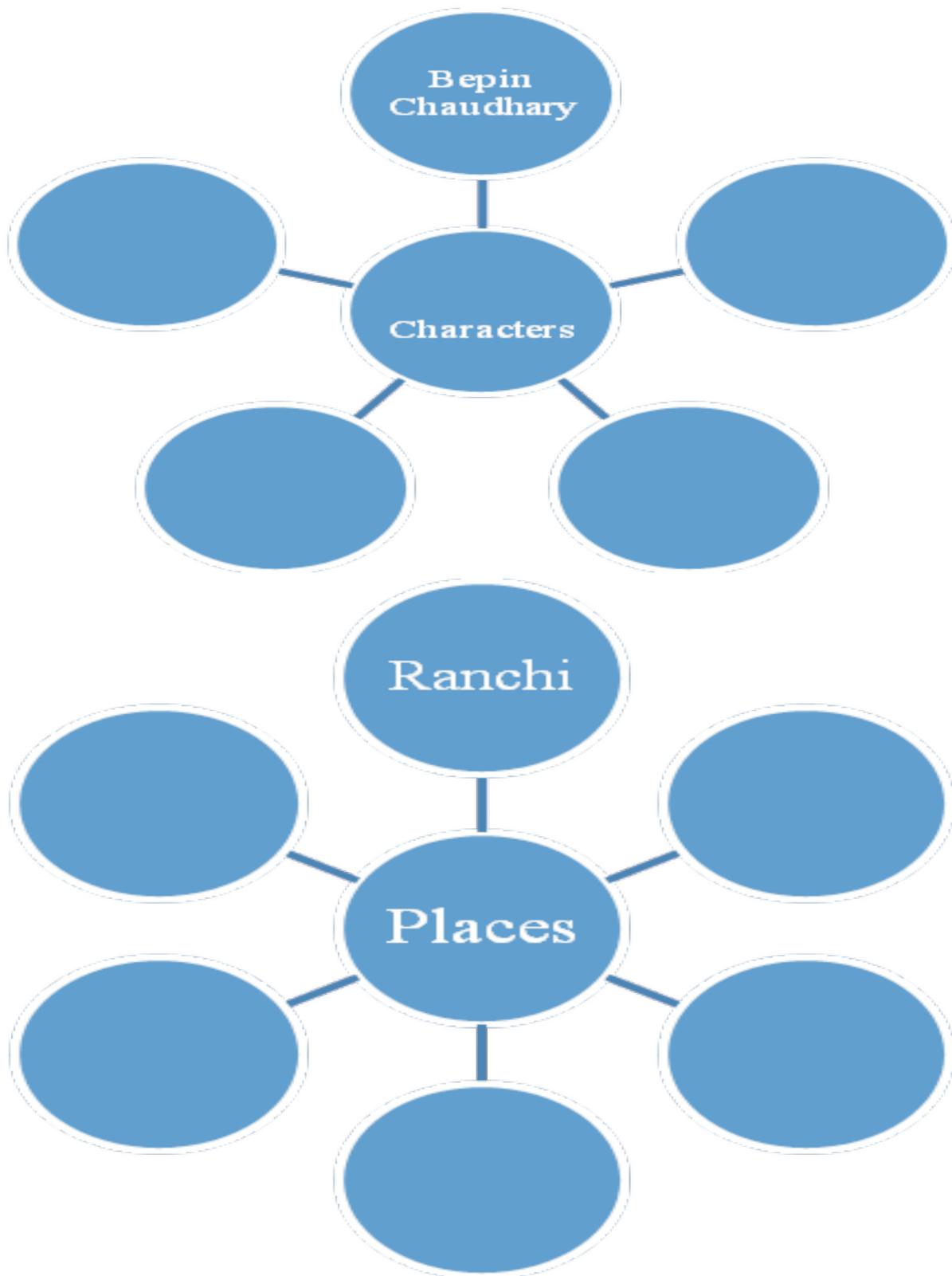
Ans \_\_\_\_\_.

Q 5. Who was observing Bepin Choudhury?

Ans \_\_\_\_\_.

**Activity 6: (Individual Activity)**

While you read, think and fill in the required information:



★ Don't forget!! As you go ahead keep writing the names of the places and the characters in the above given spaces.

## Part II

### Activity 7: (Individual Activity)

Read the paragraph given below and answer the questions that follow:

Bepin Babu's car was safely parked in Bertram Street by the lighthouse cinema. He told the driver as he got into the car, "Just drive by the Ganga, will you, Sitaram?" Now he regretted having given so much attention to the intruder. He had never been to Ranchi. It was unlikely that he would forget such an incident which took place only six or seven years ago.

a) Where was Bepin Babu's car parked?

---

b) What instruction did he give to his driver as he sat into the car?

---

c) Which place had he never been to?

---

d) Find the antonym of the word 'remember'?

---

### Activity 8: (Individual Activity)

Fill in the blanks with the help of appropriate conjunctions given in the box:

- a) Manoj and Gaurav are brothers.
- b) He is intelligent \_\_\_\_\_ not hardworking.
- c) Complete your assignment \_\_\_\_\_ you will be penalized.
- d) He tried hard \_\_\_\_\_ could not reach there.
- e) \_\_\_\_\_ the child has lost a rupee, he is crying.

but      as      and      because      when      either-or      or      neither-or

★ Underline any 10 sentences in chapter 4, which have conjunctions in them. Check with your partner to see the different examples.

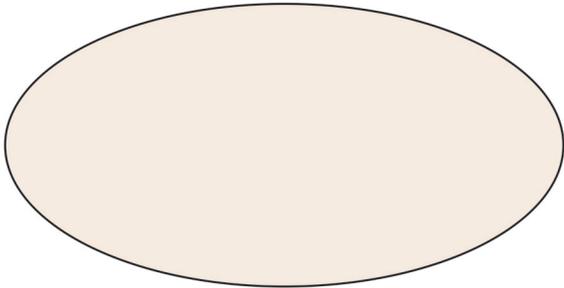
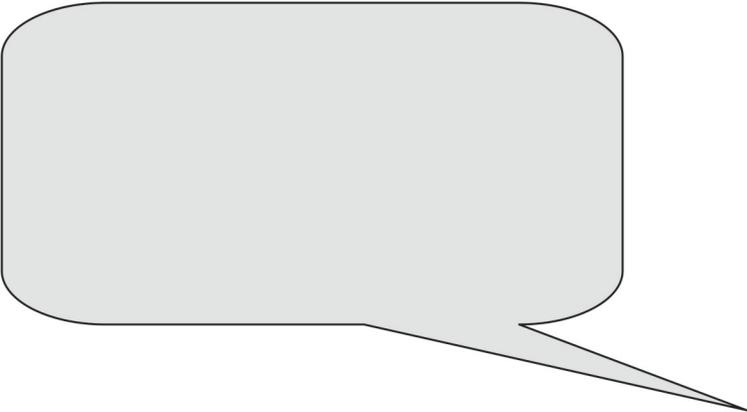
**Remember: Conjunction is a word which join words or sentences together. More explanation on this is given, towards the end of the chapter.**

**Part III**

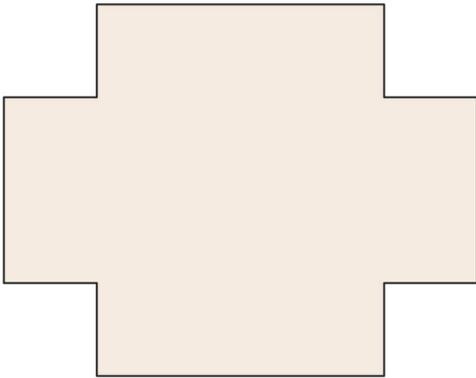
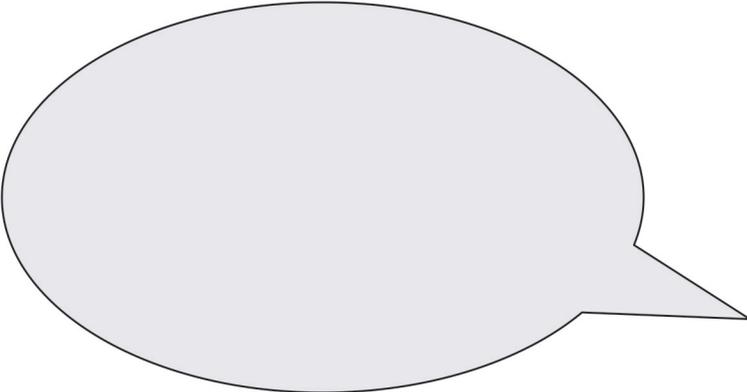
**Activity 9 : (Individual Activity)**

Draw imaginary pictures of Chunilal and Dr. Chanda in the given shapes and write down their reaction in the provided dialogue box

Chunilal



Dr. Chanda



## Part IV

### Activity 10: (Group Activity)

Who was right, Chunilal or Bepin Choudhury? Discuss in your groups, why do you think so? Write down in the provided space:

Once you have written it down, share your group's view with the whole class.

## POST READING

### Activity 11: (Pair Activity)

In column A some idioms are written. With the help of your partner match them with their correct meanings in column B.

Column A (Idioms)	Column B (Meaning)
a) Going nuts	Regained consciousness
b) Getting into people's hair	Appearing at a place where one is not welcome
c) Turning up like a bad penny	Interfering in someone's matter and annoying them
d) Didn't beat about the bush	Going mad/crazy
e) Came around	Coming straight to the point



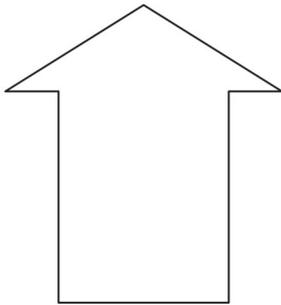
There are some more idioms in the chapter. Let's see if you can find them on your own. Write them in the space given below. Try to look for their meaning also from dictionary. You may take help from your teacher. Later on compare it with your partner. (Peer assessment)

Idioms	Meaning
a)	
b)	
c)	

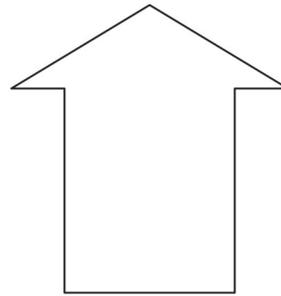
**Activity 12 (Pair Activity)**

Look at the qualities (adjectives) given below and in the given space write which qualities will suit Bepin Choudhury and which will suit Chunilal.

Bepin Choudhury

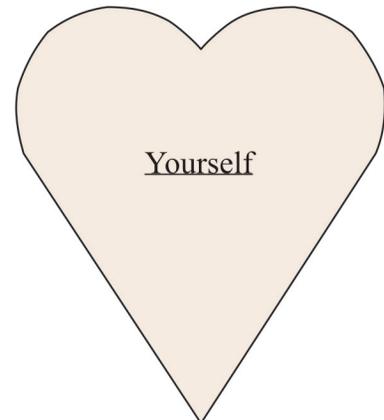
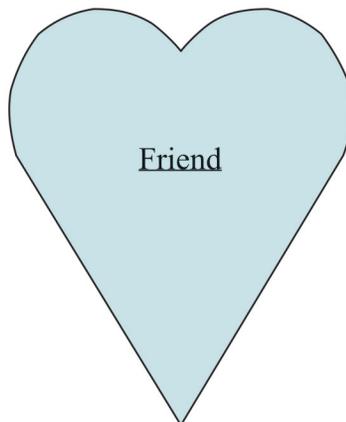
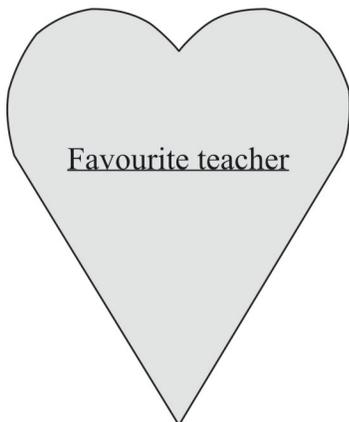


Chunilal



Hardworking, imaginative, tireless, witty, affluent, conscientious

Now let's think about the people mentioned below and write a few adjectives for them:



**Activity 13: (Individual Activity)**

Match the following sentences in column A to B (Past form to present perfect tense)

Column A	Column B
a) I visited Ranchi yesterday.	I have visited Ranchi recently.
b) Bepin Babu bought five books.	You have stayed in a Bungalow
c) You stayed in a Bungalow.	Bepin Babu has bought five books till now.
d) Bepin Babu spoke rudely to his friend.	Bepin Babu has spoken rudely to his friend before.

**Activity 14: (Individual Activity)**

Shilpa/ Siddhu recently attended a birthday party of a close friend. After coming back home she/he wrote a diary entry describing his/her experience. While writing she/he forgot the form of the verb to be used. Help them complete their diary entry by selecting the correct option:

\_\_\_\_\_ (Day and date)

I \_\_\_\_\_ (reach / reached) Mishi's/ Ravi's home at 7 o'clock. All of my friends \_\_\_\_\_ (were / was) already there. Everybody \_\_\_\_\_ (were / was) looking nice. We \_\_\_\_\_ (give/ gave) gifts to him/her. We \_\_\_\_\_ (begin / began) with games like musical chair and \_\_\_\_\_ (pass / passed) the parcel. It \_\_\_\_\_ (was /were) real fun. His/ her mother had \_\_\_\_\_ (made / make) tempting eatables for us. His/ her birthday cake also \_\_\_\_\_ (look / looked) very delicious. Mishi / Ravi \_\_\_\_\_ (cut /cut) the cake and we all \_\_\_\_\_ (sang / sing ) the birthday song for him/ her. After the snacks we \_\_\_\_\_ ( get / got) our return gifts. Then we \_\_\_\_\_ (click / clicked) a few photographs. It \_\_\_\_\_ ( were / was) a wonderful party. I will never \_\_\_\_\_ (forgot / forget) it.

**Activity 15:** (Individual Activity)

You are Deepti/Amir, you have recently moved to a different city. Write a letter to your friend giving him/her an idea of life there. Complete it by filling the blanks using words given in the box below:

Dear Rupinder/Brijesh,

How are \_\_\_\_\_? Hope you are doing \_\_\_\_\_. I am also happy here and wanted to share with you about the \_\_\_\_\_ in this city.

It is a very small city, calm and cool. There is no \_\_\_\_\_ like in a big city. Air is \_\_\_\_\_ without any pollution; there is \_\_\_\_\_ of water and no noise \_\_\_\_\_. Unlike the \_\_\_\_\_, it is full of greenery. There is no \_\_\_\_\_ of milk and there are \_\_\_\_\_ vegetables. People are \_\_\_\_\_ and connected with each other.

The only thing that we lack here is that there is no \_\_\_\_\_ power supply and not many shopping malls. Rest of the facilities are good.

How are uncle and aunty? Please \_\_\_\_\_ my regards and love to Sarthak and Amarjeet.

Your loving friend

\_\_\_\_\_ 

fine, pure, pollution, friendly, you, scarcity, continuous, metropolis, hustle and bustle, fresh, plenty, convey, life

**Activity 16: (Individual Activity)**

A prank is a childish trick. Lets read the incident written below. You will need to complete it by filling the blanks using the options provided in the star below:

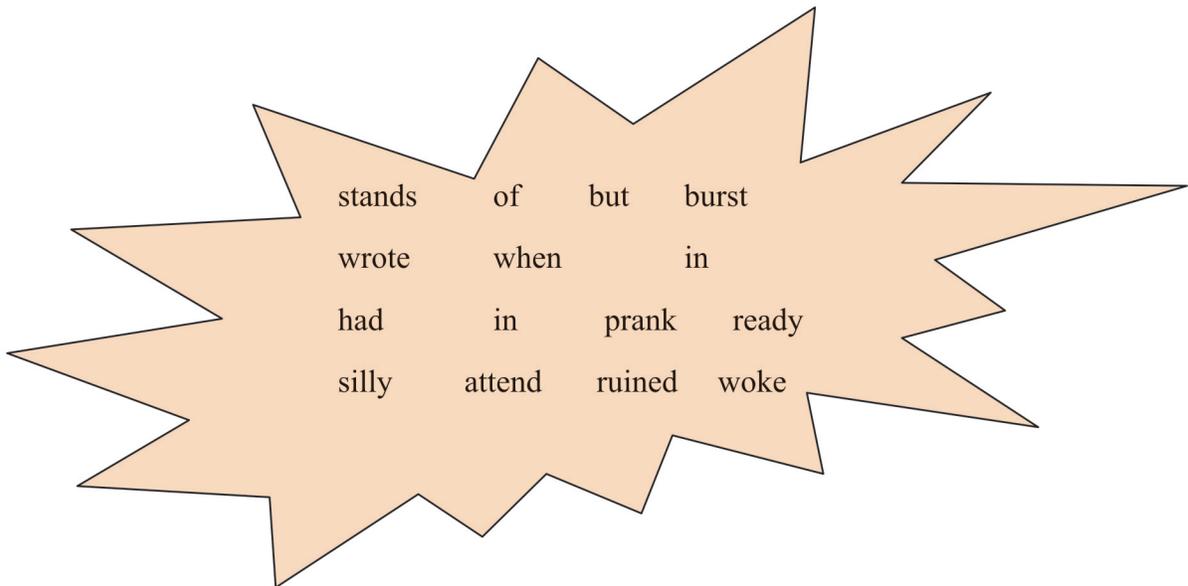
**A classic family prank**

Last year \_\_\_\_\_ I was in VII class, it was **April fool's** day on Saturday. Rizwan, my 10-year-old brother had the day \_\_\_\_\_ for PTM. But I had to \_\_\_\_\_ the school.

I thought of playing a \_\_\_\_\_ on him, with my parents in it. In the morning I \_\_\_\_\_ a remark in his diary that, 'The PTM \_\_\_\_\_ cancelled due to 'low attendance' and he is supposed to attend the school.' It was a \_\_\_\_\_ excuse but we still went on with it. My father \_\_\_\_\_ him up, diary in his hand, claiming he'd found it \_\_\_\_\_ his school bag.

Rizwan was confused \_\_\_\_\_ my father moved quickly, giving him uniform to get ready. He got up feeling bad and in a few minutes was \_\_\_\_\_ to go.

Outside home when he was about to sit \_\_\_\_\_ the rickshaw, my father \_\_\_\_\_ out laughing and yelled, "April Fool". Rizwan was mad that we \_\_\_\_\_ his chance to sleep in. The joke was ultimately on me, though; I still \_\_\_\_\_ to go to school.



Now sit in groups and share any of your own prank stories.

**Activity 17: (Individual Activity)**

Given below are a few pictures, think of weaving a story around them as characters, It could begin like this—A hunter caught a mongoose in a net. There was a mouse living nearby in a hole, he saw the mongoose.....



**Activity 18: (Individual Activity)**

Read the given paragraph and answer the questions that follow.

Ram Kumar loved to travel. And he would usually travel to ancient places. Once he decided to go to Mount Abu, with his two friends. This place is very famous internationally for its temples. They reached there early in the morning and rested for some time in a hotel before they started sightseeing. Suddenly Ram Kumar felt that he had already been to this place before also, but could not remember when, if at all. This feeling is called déjà vu.

a) What is Ramkumar’s hobby?

---

b) Where did he go with his two friends?

---

c) What did he feel when visiting that place?

---

d) Find the antonym for the words ‘late’ and ‘infamous’.

---

e) Can you recall the name of few famous religious places?

---

### Activity 19: (Individual Activity)

You have already studied the use of Present, Past and Future tenses in their indefinite and continuous form. Now let's extend your knowledge of tenses.

Study the following lines from the lesson carefully.

- "Have we met before?" asked Bebin Babu.
- "I have never been to Ranchi."
- Bebin Babu had never been to Ranchi.
- He had been at the point of going several times but never made it.
- It was impossible to tell when the injury had happened.
- You had lost your wife.
- This had never happened in twenty five years.

All underlined verbs in the sentences are in perfect form.

In sentences (a) and (b) Present Perfect Tense is used. It means action was completed in the present and if it was completed in past, it has its link in the present.

Verb form used is has/have + 3<sup>rd</sup> form of verb (past participle).

Sentences (c) to (g) are in Past Perfect Tense. It means action was completed sometime in the past. The verb used is had + 3<sup>rd</sup>.form of verb



Let's check once again:

- When I reached home, my father \_\_\_\_\_ already \_\_\_\_\_ (arrive).
- When I reached the school, the bell \_\_\_\_\_ already \_\_\_\_\_ (ring).
- Ms. Leela has two sons. Both \_\_\_\_\_ (leave) for abroad today.
- I \_\_\_\_\_ (never be) to the USA.
- I \_\_\_\_\_ (get) the report only now.
- The population of India \_\_\_\_\_ (increase) after 1947.
- The garden \_\_\_\_\_ (yield) lots of apples this year.
- Amarjeet \_\_\_\_\_ (win) medal in high jump when he was in XII class.
- The tortoise \_\_\_\_\_ (reach) the destination before the hare arrived.



After completing the work, compare and cross check the answers.

### Activity 20: (Group Activity)

Imagine that your fourth period is going on. You have already studied in three periods. In your small groups discuss what you have done and what homework you have got in first three periods. (Use only present perfect tense.)

After discussion one child from each group has to present it to the class.



### Let's know more about 'Conjunctions'

Study the following sentences:

- a. Back home, Bebin Babu lay down **and** tried to gather his wits together.
- b. Bebin Babu felt it was not he **but** this man who was making mistake.
- c. **As** he got into the car, he told the driver to drive by the Ganga.
- d. It was impossible to tell, **when** the injury had occurred.
- e. There were sandwiches in his Tiffin box **but** he didn't eat them.
- f. You can stay **or** leave.
- g. He will succeed **because** he works hard.
- h. He walked fast **so that** he could catch the train.
- i. **Either** Radha **or** Mohan can join group no. 5.
- j. **Neither** Mohan **nor** Radha can join group no. 4.

All the highlighted words are conjunctions.

▪ **Conjunctions join the words:**

- You **and** I.
- Sad **but** hopeful.
- Tea **or** coffee.
- Poor **but** honest.

▪ **Conjunctions join the sentences:**

- The boy was there **and** his mother was there.
- Vignesh has a red Tiffin box **and** Lata has a blue one.
- Vignesh walked fast **but** his sister walked slow.
- You can note it down **or** click a picture of it.
- He is rich **but** miser.
- **As** he reached the window to get a ticket, it was closed.

### LISTENING TEXT



**Activity 5** : Read paragraph I of part I on page 60 of Honey Dew

## Lesson : This is Jody's Fawn

Marjorie Kinnan Rawlings

### PRE-READING:

#### Activity 1: (Individual Activity)

Listen to the story and answer the questions that follow-

#### Chandan and Sheru



NOTE : Story on page no 83

Q. Choose the correct option-

(a) How old was Chandan when his father gifted him a puppy?

i) nine years old

ii) six years old

iii) ten years old

iv) eight years old

(b) Who was Chandan's pet?

i) Kitty

ii) Naseem

iii) Sheru

iv) Tommy

(c) Naseem had a pet \_\_\_\_\_

i) cow

ii) cat

iii) puppy

iv) dog

(d) Chandan realized that animals need \_\_\_\_\_

i) love and attention

ii) gifts

iii) hatred

iv) milk

(e) Which of the following did Chandan not do with Sheru?

i) groomed him

ii) took him for a walk

iii) fed him with milk and bread

iv) beat him up

(f) Suggest a synonym for 'groomed' -

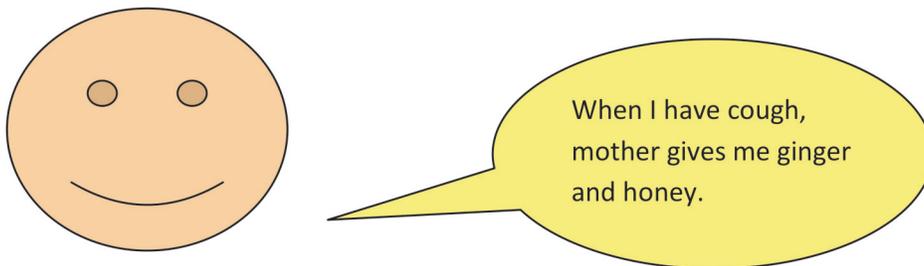
i) studied

ii) brushed

iii) walked

iv) fed

**Activity 2: (Group Activity)**



Sonu has shared a home remedy for treating cough.

Sit in groups and share home remedies for common ailments.

**Activity 3: (Group Activity)**

Fill the information shared in your groups in the table given below:

Common Ailment	Home Remedy

**Activity 4: (Group Activity)**

Read the names of animals written in box below. Re-write them in correct place.

Ox	peacock	deer	cow	vulture	snake		
dog	elephant	sparrow	cat	bear	lion	doe	parrot

**Domestic animals**

---

---

---

**Wild animals**

---

---

---

**Birds**

---

---

---

**Activity 5:** (Individual Activity)

Write a paragraph on your favourite or pet animal.



You can include following details about the animals:

Name of the animal	Colour	Skin: furry or smooth
Teeth: sharp or blunt	Living place	Eating habits

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## **WHILE READING**

### **Activity 6: (Pair Activity)**

**Partner read the lesson.** Together with your partner choose and encircle the word from given options which is closest in meaning to the word given on the left.

- |                        |            |             |            |
|------------------------|------------|-------------|------------|
| (a) <b>Anxiously</b> - | Restlessly | Fearlessly  | Carelessly |
| (b) <b>Draw out</b> -  | Push       | Pull        | Take out   |
| (c) <b>Starve</b> -    | Happy      | Hungry      | Hasty      |
| (d) <b>Scared</b> -    | Helpful    | Skillful    | Fearful    |
| (e) <b>Blame</b> -     | Accusation | Celebration | Function   |

### **Activity 7: (Individual Activity)**

Answer these questions, while you read the story ‘This is Jody’s Fawn’.

- (a) Who was left alone after its mother’s death?

---

- (b) Who was bitten by a rattle snake?

---

- (c) Did Jody’s father give him permission to get the fawn home?

---

### **Activity 8: (Individual Activity)**

When you are reading the story, look for the sequence in which these incidents appear. Put the appropriate serial number in the provided triangles.

Jody went to the forest in search of the fawn.



Jody's father was bitten by a snake.



Fawn became Jody's pet.



Jody found the fawn in the forest.



A doe was killed and her liver was used to save Jody's father.



### **POST-READING**

#### **Activity 9: (Individual Activity)**

You are a student of class VIII. Due to some unforeseen circumstances you missed your Unit test. Write a letter to the principal of your school requesting him/ her to allow you to reappear for the same giving reasons for your absence.

The Principal

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

Sir/ Madam

Subject: \_\_\_\_\_

With due respect, \_\_\_\_\_

\_\_\_\_\_

Yours sincerely

\_\_\_\_\_

**Activity 10 :** (Pair Activity)

Pictures of young ones of some animals are given with names. You have to identify and name these animals, their sounds and their shelters from the box given below the pictures.

 <p>Kid</p>	 <p>Pup</p>
 <p>Kitten</p>	 <p>© Can Stock Photo Calf</p>
 <p>Cub</p>	 <p>Colt</p>
 <p>Duckling</p>	 <p>© Can Stock Photo Lamb</p>
 <p>Owlet</p>	 <p>Fawn</p>

Animal	Sound	Shelter
Tiger	Roars	Liar
Duck	Quacks	Pond
Owl	Hoots	Trees
Deer	Bleats	Forest
Goat	Bleats	Pen
Horse	Neighs	Stable
Sheep	Bleats	Barn
Cat	Meows	House
Dog	Barks	Kennel
Cow	Moos	Shed

**Activity 11: (Individual Activity)**

Read the given passage and answer the questions that follow:

A little girl went to a pet store to buy a kitten. There were four lovely kittens. She noticed another kitten that had lost one of its legs. Nobody was willing to buy it but she bought that kitten. On being asked by the shopkeeper why she had bought that particular kitten she answered, "I want that kitten because I can feel its pain. I will give her lots of love." At first the shopkeeper did not understand but when the girl began to walk away, he noticed she was walking with an artificial leg. He understood what she had meant.

1) Why did the little girl go to the pet store?

Ans \_\_\_\_\_

2) Why was nobody willing to buy that particular kitten?

Ans \_\_\_\_\_

3) Little girl bought the lame kitten. What quality can you see in this act of hers?

Ans \_\_\_\_\_

4) Kitten is the young one of which animal and what is its shelter called?

Ans \_\_\_\_\_

**Activity 12: (Pair Activity)**

Study the following lines from the lesson and carefully notice the use of punctuation marks in the lines:

Jody said, “How are you feeling, Pa?”

Penny said, “I am proud of you, boy, the way you kept your head & did what was needed.”

The punctuation marks like: quotation marks, question mark, full stop, apostrophe, exclamation marks act as road signs for the readers.

- (a) **Capitalization**-Used for pronoun “I”, beginning of a sentence, months & days of a week and names of people or things or places, names of newspapers and magazines.
- (b) **Comma (,)** - Used to indicate a pause, to set off a phrase or to separate items in a series.
- (c) **Apostrophe (’)** - Used to show possession or to represent missing letter in contractions.
- (d) **Quotations Marks (“ ”)** - Used to show what someone said.
- (e) **Question Mark (?)** - Used to show when someone asks a question.
- (f) **Exclamation mark (!)** - Used after an interjection, a statement that expresses strong emotion or an urgent command.

Now rewrite the following sentences by using appropriate punctuation marks.

(a) he dared not alarm it

---

(b) he started away slowly

---

(c) he wanted to fondle it to run and romp with it.

---

(d) mill Wheel said come on boys. we have got to get riding

---

(e) what a beautiful sight

---

(f) hurrah I have stood frst in my class

---

(g) rameez Meeta rohan & Sukhwinder went to watch a movie

---

(h) is this ahmeds book

---

**Activity 13: (Individual Activity)**

Study the following lines from the story with special attention to the underlined words:

“Jody then went to the kitchen. The fawn wobbled after him. A pan of morning’s milk stood in the kitchen shelf. The cream had risen on it. He skimmed the cream into a jug. He poured the milk into a small gourd. He held it out to the fawn.”

All the underlined words here are prepositions.

A preposition connects a noun or pronoun to another word in the sentence, showing the relationship between them.

Study the following chart carefully:

Prepositions	Function	Examples
At, after, before, during, for, by, about, until, since, on	To show time	<ul style="list-style-type: none"><li>• I reached the station at 6.30 a.m. to wait for the train.</li><li>• During the Christmas week holidays, we went to Shimla.</li><li>• I arrived at Rahul’s house before dinner time.</li></ul>
Over, across, through, to, from	To show direction	<ul style="list-style-type: none"><li>• They rowed across the river in the small boat.</li><li>• The girls ran from the car into the house with the bags of grocery.</li></ul>
In, on, into, behind, near, between, beside, under, above	To show place	<ul style="list-style-type: none"><li>• She sat behind me throughout the talk on time management.</li><li>• The cat was under my chair now.</li><li>• Shally is standing between Ali and Rekha.</li></ul>

By, with	To show manner	<ul style="list-style-type: none"> <li>• They came to my house by bus.</li> <li>• He lifted the table with all his strength.</li> </ul>
Of	To show quantity	<ul style="list-style-type: none"> <li>• He added a teaspoon of salt to the soup.</li> <li>• She put a scoop of ice-cream in her bowl.</li> </ul>

**Activity 14: (Individual Activity)**

Meeta has lost her new set of sketch pens. Can you suggest some places where she could have kept them (using prepositions). One example is given:

- (a) In her cupboard
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

**Activity 15: (Pair Activity)**

MARK YOUR CALENDAR (Preposition of time)

In the given calendar for the month of October fill all the Sundays & Saturdays with real or imaginary events that took place or will happen. Then turn and talk to your partner about what you did or will be doing at what time. Use the preposition of time from the above given chart.

<b>OCTOBER 2018</b>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Activity 16: (Individual Activity)

These are some sentences taken from the lesson. Read them carefully paying attention to the underlined words.

- (a) Penny Smith said, “I can never forget them.”
- (b) Pa, the fawn may be out there.
- (c) If, I can find the fawn.....
- (d) “Tell your Ma”, I said , “you can go.”
- (e) Will you help me find him?
- (f) If the fawn was dead or could not be found, he could not have his disappointment seen.

All the highlighted words are Modals. Let’s know more about their form, meaning and usage.

- Modals are verbs that help in expressing ability, possibility, request, prayer, seeking permission, advice, etc.
- Use first form of verb after using modal.

#### Can

- (a) Richa can read advance story in Hindi. (Ability)
- (b) Can I take your pen? (Seeking permission informally)
- (c) Yes, you can. (Giving permission)

#### Could

It is past tense of ‘can’.

- (a) Richa could read advanced story in Hindi when she was in class sixth.
- (b) Could you read the letter for me? (request)
- (c) I wish I could go on a long holiday with my family. (To make a wish)

#### May

- (a) May I go out for water? (to seek permission in a formal way)
- (b) Yes, you may. (to give permission)
- (c) He may come today. (strong possibility)

- (d) May you live long! (Wish or prayer)
- (e) May God bless you! (wish or prayer)
- (f) We eat so that we may live. (to express purpose)

### Might

'Might' is the past form of 'may' but it has following uses in present too.

- (a) It might rain tonight. (less possibility)
- (b) She might agree to your proposal. (less possibility)
- (c) She might leave in the evening.

### Will

- (a) He will come tomorrow. (simple future)
- (b) Will/would you like to have a cup of tea? (request)
- (c) Will/would you open the door, please? (request)

### Shall

In future tense in place of 'shall' we use 'will' with 'I' and 'We' too as in 'I'll' and 'We'll'.

The other uses of 'shall' are:

- (a) He shall do it. (command)
- (b) You shall report to me tomorrow. (command)

### Should

It is used to give advice or suggestion.

- (a) Ekta you should wear full sleeve shirt, as it is quite cold.
- (b) You should follow traffic rules.
- (c) You should cross the road from the zebra crossing.

### Must

It is also used to give advice but firm advice.

- (a) You must follow traffic rules. (strong advice)
- (b) You must pay your school fee in time, otherwise you will be penalized.

**Activity 17: (Pair Activity)**

Turn and talk to your partner about the skills you have. Later write about two skills that you have and two skills that your partner has. Your sentences will look like these:

I can \_\_\_\_\_.

I can \_\_\_\_\_.

My partner can \_\_\_\_\_.

\_\_\_\_\_.

**Listening text (Chandan and Sheru)**



On his tenth birthday Chandan's father gifted him a sweet little puppy. Chandan named the puppy 'Sheru'. Sheru loved to play with Chandan. But Chandan was very careless by nature. He did not take care of Sheru. Sheru stopped drinking milk and lost interest in playing. Chandan become worried and thought what had happened to Sheru. Next day Chandan went to his friend Naseem's house. Naseem has pet cat, 'Kitty'. Chandan saw Naseem and the cat playing with each other. Kitty was very energetic and looked happy. Chandan saw how Naseem took care of his cat. He fed the cat and gave milk to it in a bowl. Chandan had never done that before. He realized that animals need love and attention. He immediately went back home and pampered Sheru. He took him for a walk, groomed him and fed him bread and milk. Once again Sheru became cheerful and played with Chandan. Chandan really enjoyed the company of Sheru.

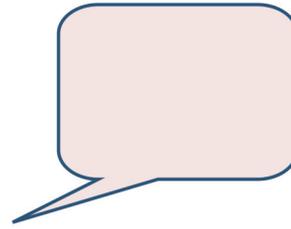
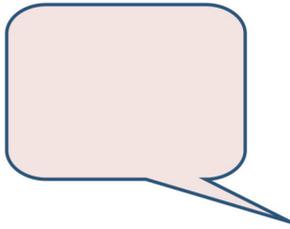
**Poem 4 : The Duck and the Kangaroo**  
**Edward Lear**



**PRE-READING**

**Activity 1: (Pair Activity)**

Suppose you are going on a trip or picnic. What would you pack in your bag? Share with your partner.



**Activity 2: (Individual Activity)**

What would you like to pack in your bag while going for a trip or picnic? Write in the box below:

Trip	Picnic

**WHILE-READING**

**Activity 3:**

Poem recitation



**Activity 4:** ( Individual Activity)



Listen to the poem and note down all the pairs of rhyming words:

- |                                |                        |
|--------------------------------|------------------------|
| 1. _____ <i>kangaroo</i> _____ | _____ <i>too</i> _____ |
| 2. _____                       | _____                  |
| 3. _____                       | _____                  |
| 4. _____                       | _____                  |
| 5. _____                       | _____                  |
| 6. _____                       | _____                  |
| 7. _____                       | _____                  |
| 8. _____                       | _____                  |
| 9. _____                       | _____                  |
| 10. _____                      | _____                  |

**POST-READING**

**Activity 5: (Pair Activity)**

A Duck sitting on Kangaroo is something which is unusual.

Do you want to do something unusual? Share with your partner. Write at least three unusual things that you want to do.

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**Activity 6: (Group Activity)**

The Duck told Kangaroo that she got bored of living in a pond. So she wanted to go on a trip. What do you do when you get bored? Share in your group. Write in the box below, what you all do when you get bored:

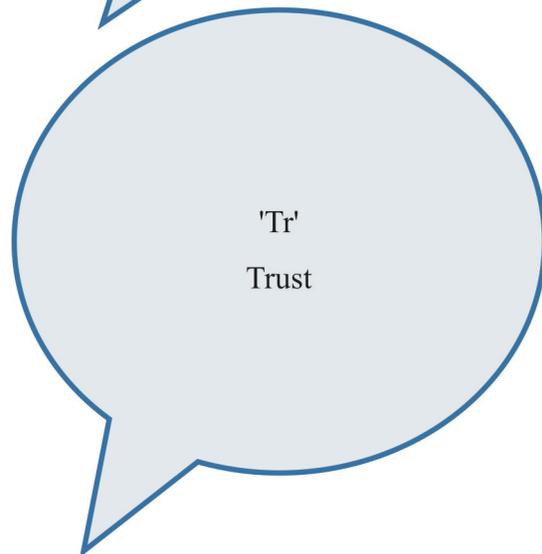
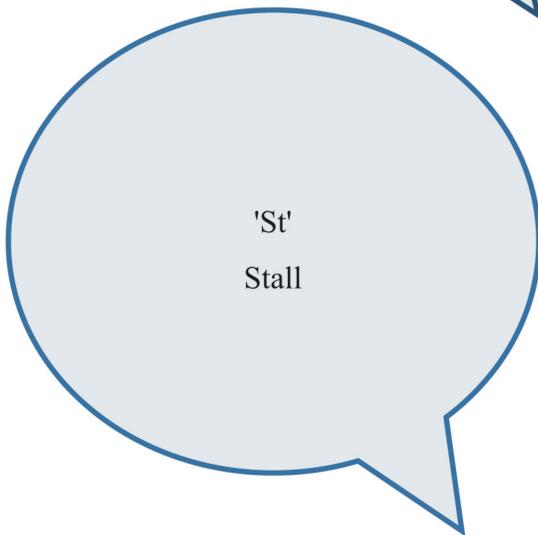
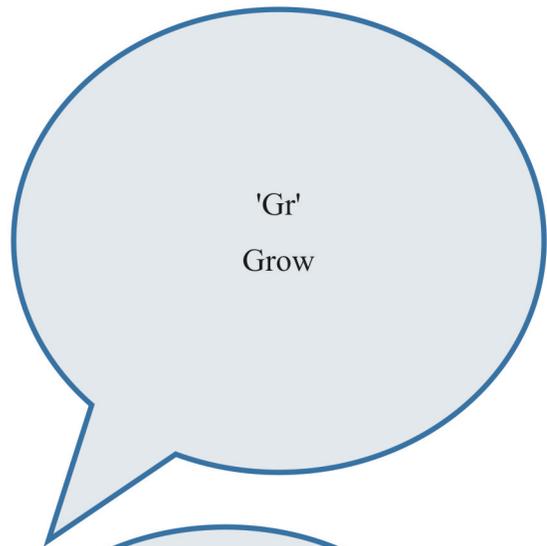
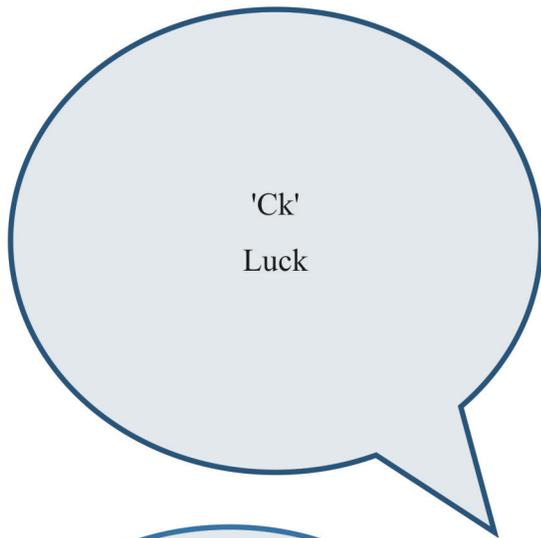
<u>Name</u>	<u>Activity done to remove boredom</u>

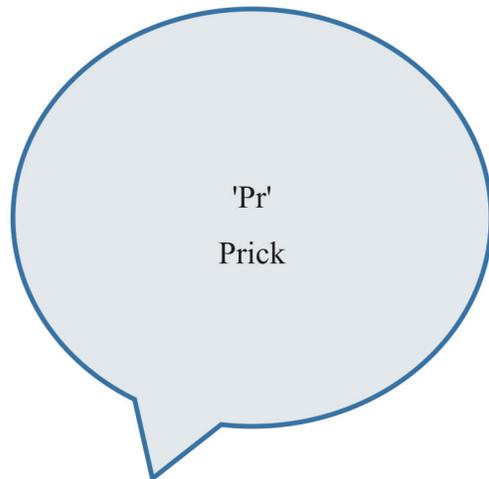
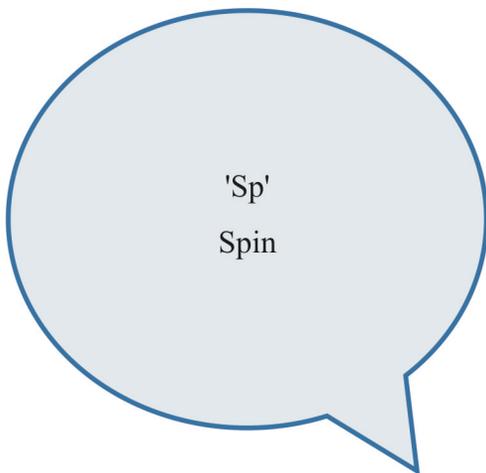
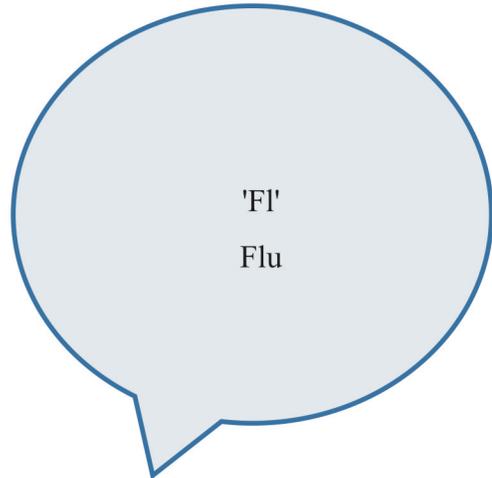
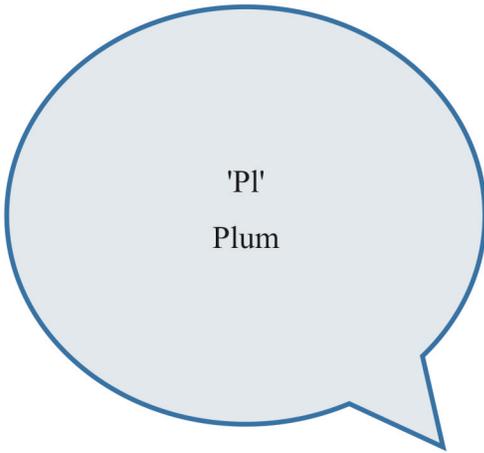
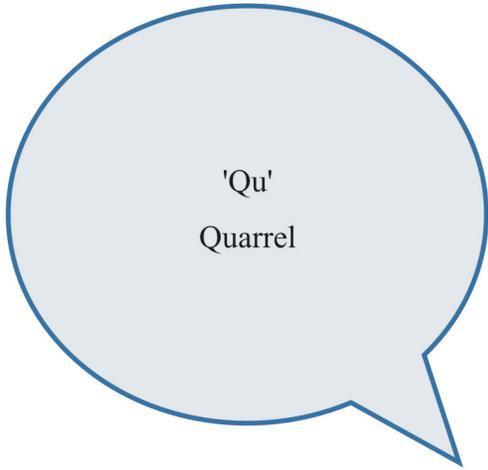
**Activity 7: (Individual Activity)**

Read these words (you can take your teacher's help) and note the blended sounds.

Duck	Gracious	Stop	The	Back
Quite	Still	Nothing	Quack	Whole
Through	Please	This	Requires	Reflection
There	Speak	Unpleasantly	Probably	Rocks
Thought	That	Completely	Worsted	Socks
Cloak	Smoke	True	Steady	Three

Put the words, related to the sounds in the bubbles given below. You can add your own too!





'Sh'  
Shell

'Cl'  
Close

'Sm'  
Smog

Think  
'Th'  
That

★ Differentiate between the sound of '**Th**' in **Think** and **That**.

**Activity 8: (Individual Activity)**

Rhyming scheme of the poem ‘The Duck and the kangaroo’ is given below. Try to understand it with the help of your teacher.

<i>Poem</i>	<i>Rhyming scheme</i>
<i>Said the Duck to the Kangaroo,</i>	<i>A</i>
<i>Good gracious! How you hop!</i>	<i>B</i>
<i>Over the felds and the water too,</i>	<i>A</i>
<i>As if you never would stop!</i>	<i>B</i>
<i>My life is a bore in this nasty pond,</i>	<i>C</i>
<i>And I long to go out in the world beyond!</i>	<i>C</i>
<i>I wish I could hop like you!’</i>	<i>A</i>
<i>Said the Duck to the Kangaroo.</i>	<i>A</i>
<i>‘Please give me a ride on your back!’</i>	<i>D</i>
<i>Said the duck to the Kangaroo.</i>	<i>A</i>
<i>‘I would sit quite still, and say nothing but “Quack,”</i>	<i>D</i>
<i>The whole of the long day through!</i>	<i>A</i>
<i>And we’d go to the Dee, and the Jelly Bo Lee,</i>	<i>E</i>
<i>Over the land, and over the sea; -</i>	<i>E</i>
<i>Please take me on a ride! O do!’</i>	<i>A</i>
<i>Said the Duck to the Kangaroo.</i>	<i>A</i>
<i>Said the Kangaroo to the Duck,</i>	<i>F</i>
<i>‘This requires a little reflection;</i>	<i>G</i>
<i>Perhaps on the whole it might bring me luck,</i>	<i>F</i>

<i>And there seems but one objection,</i>	<i>G</i>
<i>Which is, if you'll let me speak so bold,</i>	<i>H</i>
<i>Your feet are unpleasantly wet and cold,</i>	<i>H</i>
<i>And would probably give me the roo-</i>	<i>A</i>
<i>Matiz!' said the Kangaroo.</i>	<i>A</i>
<i>Said the Duck, 'As I sat on the rocks,</i>	<i>I</i>
<i>I have thought over that completely,</i>	<i>E</i>
<i>And I bought four pairs of worsted socks</i>	<i>I</i>
<i>Which fit my web-feet neatly.</i>	<i>E</i>
<i>And to keep out the cold I've bought a cloak,</i>	<i>J</i>
<i>And every day a cigar I'll smoke,</i>	<i>J</i>
<i>All to follow my own dear true</i>	<i>A</i>
<i>Love of a Kangaroo!'</i>	<i>A</i>
<i>Said the Kangaroo, 'I'm ready!</i>	<i>E</i>
<i>All in the moonlight pale.</i>	<i>K</i>
<i>But to balance me well, dear Duck, sit steady!</i>	<i>E</i>
<i>And quite at the end of my tail!'</i>	<i>K</i>
<i>So away they went with a hop and a bound,</i>	<i>L</i>
<i>And they hopped the whole world three times round;</i>	<i>L</i>
<i>And who so happy, - O who,</i>	<i>A</i>
<i>As the Duck and the Kangaroo?</i>	<i>A</i>



NOTE: At the end of each stanza 'AA' is repeated, this is poetic beauty. Try to find out **Rhyming scheme** of other poems in your book- **HONEY DEW**.

**Activity 9:** ( Individual Activity)

The lines given below are from the poem 'The duck and the Kangaroo'. Please read carefully and answer the questions that follow.

**Said the Kangaroo, 'I'm ready!**

**All in the moonlight pale,**

**But to balance me well, dear Duck, sit steady!**

**And quite at the end of my tail!'**

(1) Identify the main characters of the poem.

---

(2) Where were they going?

---

(3) Can you guess at what time did they decide to go on a ride ?

---

**Activity 10:** (Individual Activity)

Read the short story given below and answer the questions that follow.

Penguins are birds with black and white feathers, but they cannot fly. One such little penguin named Pingu lived in Antarctica. It was frozen all around him. No land could be seen, only snow. He longed for summers, lying down soaking up the sun. One day he found a snowman named Polly who was dancing and singing, "Oh! How I love the sunshine, I know you are mine. I eat ice cream, as big as a dream. I will visit you again, when I am in Spain." Pingu got excited. He too wanted to see summer in Spain, but he could not fly. He asked Polly, "Can we be friends? I will update you in black and white trends. We will travel together, if you make fly my feather." Polly agreed. Both of them flew far and high. Suddenly something fell in Pingu's eye. As he rubbed his eyes and opened them....Oh!....He woke up from his sleep.

(a) What was the weather like in Antarctica?

Ans \_\_\_\_\_

(b) Pingu longed for \_\_\_\_\_.

(c) Where did the snowman Polly see summers?

Ans \_\_\_\_\_.

(d) What did they plan for?

Ans \_\_\_\_\_.

**Activity 11: (Individual Activity)**

Underline the sentence with the correct preposition as per the pictures given.

	<p>a) The balloon is behind the table.</p> <p>b) The balloon is above the table.</p> <p>c) The balloon is in the table.</p>
	<p>a) Divya is jumping in the water.</p> <p>b) Divya is jumping on the water.</p> <p>c) Divya is jumping into the water.</p>

**Activity 12: (Individual Activity)**

Complete each sentence by changing the verb given in the ( ).

(a) My mother \_\_\_\_\_ (cook) breakfast every morning.

(b) I \_\_\_\_\_ (play) Badminton with my friends last Sunday.

(c) I will be \_\_\_\_\_ (go) to the market tomorrow.

(d) It will \_\_\_\_\_ (rain) tomorrow.



**Activity 16: (Individual Activity)**

Rewrite the sentences using correct **conjunctions**.

- (a) Neither I like \_\_\_\_\_ I want to play football.
- (b) Sonia watches a lot of theatre \_\_\_\_\_ she is a good actor herself.
- (c) Kapil likes painting \_\_\_\_\_ cricket equally.
- (d) Shobha aunty left school \_\_\_\_\_ she was fifteen years old.
- (e) Raina loves swimming \_\_\_\_\_ she is scared of water.

**Activity 17: (Individual Activity)**

Use appropriate modals to complete the sentences.

- (a) Don't phone the teacher now. She \_\_\_\_\_ be having lunch.
- (b) I ate too much and felt sick. I \_\_\_\_\_ not have eaten so much.
- (c) Anshu was standing outside the cinema. She \_\_\_\_\_ be waiting for someone.
- (d) You've signed a contract. It \_\_\_\_\_ not be changed now.

**Activity 18: (Individual Activity)**

Change the voice after identifying (Active or Passive).

- (a) I need some help.  
\_\_\_\_\_
- (b) The room was being cleaned by Esha.  
\_\_\_\_\_
- (c) Your uncle teaches us English.  
\_\_\_\_\_
- (d) Sell off this bicycle.  
\_\_\_\_\_

**Activity 19: (Individual Activity)**

Re write the sentences as directed:

(a) I ate my dinner. (Present Continuous)

---

(b) I am leaving my books here. (Future Continuous)

---

© I will be driving in town. (Past perfect)

---

(d) Sudhi plays football. (Past Continuous)

---

**Activity 20: (Individual Activity)**

Write the correct prefix or suffix from the box to complete the sentence.

(a) Being \_\_\_\_\_ (care) in following traffic rules can lead to accidents.

(b) My mother likes to \_\_\_\_\_ (arrange) the furniture of the drawing room frequently.

(c) It is \_\_\_\_\_ (polite) to speak loudly on a mobile phone.

(d) We should wear \_\_\_\_\_ (comfort) clothes every day.

---

**dis**

**im**

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**less**

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## PICTURE DESCRIPTION (Speaking/Writing activity)

If you are asked to describe a photo or a picture, here is some language you can use:

What is in the picture?

*In the picture I can see ...*

*There's / There are ...*

*There isn't a ... / There aren't any ...*

Say what is happening with the present continuous

*The man is ...ing*

*The people are ...ing*

*It's raining.*

Where in the picture?

*At the top/bottom of the picture/ In the middle of the picture / On the left/right of the picture / next to/ in front of / behind near / on top of / under...*

If something isn't clear

*It looks like a ...*

*It might be a ...*

*He could be ...ing*

*Maybe it's a ...*

Let us try to describe this picture using the clues given above (in simple sentences): **(IN PAIRS)**



*In the picture, I can see a family sitting together. The people are reading books. In the middle of the picture there is a dog. It might be their pet. (Now, extend the description by using the clues given above)* \_\_\_\_\_



Things that we need to keep in mind when we speak about pictures:

**Do**

- Look at your picture carefully .
- Think for a while.
- Speak about the picture.
- Use the language given above.

**Don't**

- Don't if you don't find suitable words.
- Don't distracted.
- Don't if your mind goes blank. Take a deep breath, look at the picture and start again.

Try to describe the pictures given below: **(IN GROUPS)**



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Here a comparative discussion can also be facilitated by the teacher. **(WHOLE CLASS)**