8 EXPRESS YOURSELF

LISTENING

Recite and enjoy:

Let's Talk



I send a message with my phone,
Even when I'm all alone.
A computer helps me type and chat,
I even video call my cat!
TV gives me news each day,
While radios talk in their own way.
Letters travel slow, but sweet,
With stamps and names so nice and neat.
All these ways to talk and share,
Show someone, somewhere, we care!







PRACTICE

UNIT 8

A. Recognise the repeated sound in the following phrases from the poem. Speak more words with the same sound:

a. nice and neat
b. someone, somewhere

B. Recite the poem aloud. Clap when you hear the sound ૫, ૮, and ક. Write how many times you hear each sound:

૫ - ૮ - ક -

C. Recite the poem aloud. Write any two words with the given sounds:

લ - _____ , _____

સ - _____ , _____

મ - _____ , _____

Listen to the story:

How the Camel got his Hump

In the beginning of the world, everything was new. The animals lived in harmony with humans, working together. There was Camel who lived alone in the desert because he didn't like doing any work.

He ate dry sticks and thorns. He responded to anyone who spoke to him with just one word: "Humph!"

On a Monday morning, Horse came by with a saddle on his back and said, "Camel, O Camel! Come, work like the rest of us." But Camel only said, "Humph!" So the Horse left.

Next, Dog arrived carrying a stick. He asked Camel to fetch and carry loads like the others. Again, Camel just said, "Humph!" and Dog walked away.

Finally, Ox came and said, "Camel, O Camel! Come and plough the land." Camel replied with the same "Humph!" and Ox also left.



Camel refused to work so the other animals had to do extra chores until Thursday.

Tired and frustrated, they called a meeting near the desert's edge. Camel showed up, still chewing his cud. He laughed at them, said "Humph!" again, and walked off.

The animals decided to complain to the Djinn, who was in charge of all deserts. Horse explained, "There is a creature in the desert with a long neck and long legs. He has been lazy since Monday." The Djinn agreed that this was unacceptable and promised to take action.



The Djinn found Camel near an oasis, staring at his reflection and eating grass. He asked Camel why he refused to work while others were doing more because of him. But Camel only replied, "Humph!"

So the Djinn waved his hand, and suddenly, Camel's back puffed up into a big hump. Camel asked what had happened. The Djinn explained. Camel hadn't worked for three days. The hump would store food for three days. Now Camel could go without eating for three days and still work.

From that day on, Camel worked like the others — and he still carries that hump today.

PRACTICE

A. Write 'True' or 'False':

1. Camel loved to work with other animals. _____
2. Horse, Dog, and Ox each asked Camel to help them. _____
3. Camel always replied with "Humph!" whenever someone spoke to him. _____
4. The Djinn gave Camel a hump so he could live without sleep for three days. _____
5. Camel was excited to see his hump at first. _____

B. Answer the following questions:



1. Who went to Camel first?
2. What did Camel say to each animal?
3. Why were the other animals angry with Camel?
4. Is it alright to talk to others the way Camel did? Why?
5. Give another title for the story.

Discuss in the class. You may use your mother tongue.

- Why do you think the Camel chose to live in the desert?
- What lesson do you think the Camel learnt?
- What should you do if someone talks to you rudely?

READING

Recite and enjoy:

Sounds and Smiles

We speak with words, we laugh and sing,
Kind voices make the friendship ring.
A soft "hello," a cheerful tone,
Can make us feel we're not alone.

We look with eyes, we smile and grin,
Our faces show what's deep within.
A happy face or frown can say,
What words sometimes just can't display.

A little hug, a high five too,
A pat can say, "I care for you."
When someone holds your hand just right,
It makes your heart feel warm and light.

We share a snack, we taste and munch,
We laugh out loud while we eat lunch.
A smell of cake or yummy treat,
Can bring back times that were so sweet.

We talk in ways, not just with sound,
In looks, in touch, and smells around.
With all our senses, we connect,
To show our love and give respect!

UNIT 8

PRACTICE

A. Select the most appropriate options:

1. What can a soft "hello" do? _____
   a. make us feel lonely
   b. hurt our feelings
   c. make us feel we're not alone
   d. make us sleepy
2. What do our faces show? _____
   a. what we had for lunch
   b. what someone else feels
   c. what's deep within
   d. nothing important

3. What action says "I care for you"? _____

a. shouting b. a pat

c. turning away d. ignoring someone

4. What can smells bring back? _____

a. new books b. past memories

c. bad dreams d. rainy weather

5. We show love and respect _____

a. by talking loudly b. by giving money

c. with all our senses d. through tests

B. Write 'True' or 'False':

1. Words are the only way we communicate. _____
2. A cheerful tone can make someone feel less alone. _____
3. A high five can mean "I care about you." _____
4. The poem says touching is rude. _____
5. The poem teaches that using all senses helps us connect. _____

C. Rate the titles of this poem:

Sounds and Smiles	☆
The Language beyond all Languages	☆
More than Words	☆
Not only Words	☆

Discuss in the class. You may use your mother tongue.

- What are the non-verbal ways we can show care, mentioned in the poem?
- How does holding someone's hand make them feel?
- What does a smile or a frown tell others about us?
- What is the role of non-verbal communication in traffic control?
- Have you ever felt better after someone gave you a hug or a smile? Why?
- What are some other ways we can show care without speaking?

Read the story:

Gulliver in Lilliput

Gulliver was a sailor. He loved adventures. One morning, a terrible storm broke Gulliver's ship into pieces. He swam hard and reached the shore, exhausted and fell asleep on the sand.

When he woke up, he could not move. His arms, legs and even his hair were tied to the ground with many tiny ropes. He saw people around him who were only six inches tall. They had bright eyes. They wore red, yellow, and blue clothes with tiny hats. They carried small swords that looked like pins.

Gulliver was astonished to see such little beings, brave and standing like soldiers. These were the Lilliputians.



Suddenly, he felt movement on his chest. The tiny people were climbing over him. They spoke quickly in a language he did not know. They were pointing at him and waving their arms. Gulliver raised his hands carefully to show he meant no harm. The Lilliputians paused, looked at one another and nodded. They understood he was peaceful.

Soon Gulliver grew hungry. He touched his stomach and made a soft sound. The Lilliputians realized he needed food. Some of them ran off and returned with baskets of tiny loaves of bread and pots of milk. It was enough for their families, but only a mouthful for Gulliver.

They placed the food near his face. At first, they stepped back in fear as he opened his mouth wide. But Gulliver smiled, picked up the food gently and began to eat.

Then they started to talk in their language. "Look, he is eating our bread," said one. "He likes it!" said another. "Bring more! He is very big," shouted the third.

Gulliver nodded in thanks and pointed to the food and his mouth. The little and people laughed and hurried to fetch more. Soon he had eaten hundreds of their loaves and drunk many pots of milk.

Afterward, Gulliver rubbed his hands together, smiled and bowed his head. The Lilliputians clapped joyfully. They saw he was friendly and safe.

PRACTICE

A. Arrange these events in the correct order and write:



1. Gulliver was tied with ropes.
2. A storm broke Gulliver's ship.
3. Gulliver ate tiny loaves and milk.
4. Gulliver showed he was peaceful.
5. Lilliputians clapped for Gulliver.

B. Answer the questions:



1. What happened to Gulliver's ship?
2. Why could Gulliver not move his arms and legs?
3. How did he communicate that he was harmless?
4. The food was enough for their families but it was only a mouthful for Gulliver. Why?
5. How much food did he eat?
6. Why were the Lilliputians happy at the end?

C. Complete the sentences:

1. When Gulliver woke up, he found that _____ .
2. The Lilliputians understood Gulliver was peaceful when _____ .
3. Gulliver showed he was thankful by _____ .
4. The Lilliputians laughed when _____ .
5. After eating, Gulliver _____ .

D. Write real-life situations where these signs/actions are used:

1. Gulliver raised his hands carefully to show he meant no harm.
   Real life situation: _____
2. Soon Gulliver grew hungry. He touched his stomach and made a soft sound.
   Real life situation: _____
3. Gulliver nodded in thanks and pointed to the food and his mouth.
   Real life situation: _____

Discuss in the calss. You may use your mother tongue.

- Do you think the Lilliputians were right to tie Gulliver?
- Was Gulliver wise to show peaceful gestures instead of fighting?
- Do you agree with the Lilliputians' decision to feed Gulliver?
- Who showed more courage in this story—Gulliver or the Lilliputians?
- Imagine a giant alien came to India. What would our leaders do?

WRITING

A. Study the dialogue:

Teacher : Good morning, Ramesh. Where is your English book?
Ramesh : Good morning, ben. I am sorry, I forgot it at home.
Teacher : That is not good. How will you do today's lesson?
Ramesh : May I sit with my friend and share his book?
Teacher : All right but next time be careful.
Ramesh : Thank you, ben. I will remember.

B. Suppose the Lilliputians knew English language. Create dialogues between Gulliver and Lilliputians for the following situation:

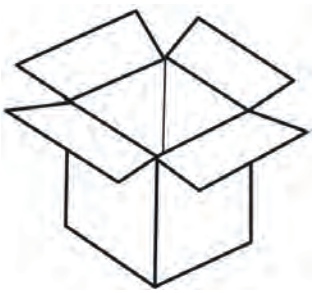
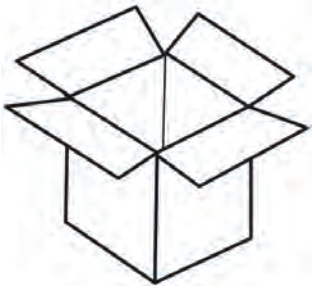
1. Gulliver communicates that he is harmless.
2. He is hungry.
3. Gulliver thanked them for food.

C. Prepare some dialogues with actual classroom situations.

D. You have made a phone call to one of your friends but due to network issue, the communication is disturbed. Frame the dialogue.

LANGUAGE FUNCTION

A. Study the table and complete it as per the given example:

Example	 Box 1 is small.	 Box 2 is small.	Box 1 is as small as Box 2
1.	 The blue truck is heavy.	 The red truck is heavy.	_____ _____ _____
2.	 Tree 1 is tall.	 Tree 2 is tall.	_____ _____ _____
3.	 Ball 1 is big.	 Ball 2 is big.	_____ _____ _____

4.	 The blue butterfly is beautiful.	 The yellow butterfly is beautiful.	_____ _____ _____

B. Fill in the blanks as per the given example. Frame the last sentence on your own:

Example: The blue bottle is as beautiful as the red bottle. (beautiful)

1. Riya is _____ her brother. (clever)
2. My brother is _____ my father. (tall)
3. The park is _____ the beach. (clean)
4. Rahul is _____ his best friend. (smart)
5. The last puzzle was _____ the first puzzle. (easy)
6. _____ . (happy)

C. Match 'A' with 'B' and write complete sentences:

A	B	Answers
1. He is as	a. beautiful as Megha	1 - c
2. My handwriting is as neat as	b. my sister's.	2 -
3. This blanket is as warm as	c. brave as a lion.	3 -
4. A cat is not so big as	d. the black one.	4 -
5. Mishty is as	e. a tiger.	5 -

Example: He is as brave as a lion.

D. Make sentences as the given example:

Example: Mayur is as busy as the bee.

as big as the elephant	as busy as the bee	as cute as the puppy
as beautiful as the peacock	as bright as the sun	as tall as the giraffe

E. Colour the most appropriate options and fill in the blanks:

1. This mountain is _____ than that one.

   a. high b. higher c. highest d. more high

2. The red dress is _____ than the blue one.

   a. brighter b. bright c. more bright d. brightest

3. Cheetahs run _____ than lions.

   a. fastest b. fast c. faster d. more fast

4. She sings _____ than her sister.

   a. sweet b. more sweetly c. sweetly d. sweeter

F. Study the table and complete it as per the given example:

Example	 The blue bag	 The red bag	The blue bag is smaller than the red bag.
1.	 The bungalow	 The hut	The bungalow is bigger than _____ .
2.	 The chair	 The sofa	The sofa is heavier than _____ .

3.	 Divakar	 Abhay	_____ taller than _____
4.	 The feather	 The pen	_____ lighter than _____
5.	 The building	 The mountain	_____ _____ _____

UNIT 8

G. Fill in the blanks as per the given example:

Example: The buffalo is <u>larger</u> than the rabbit. (large)

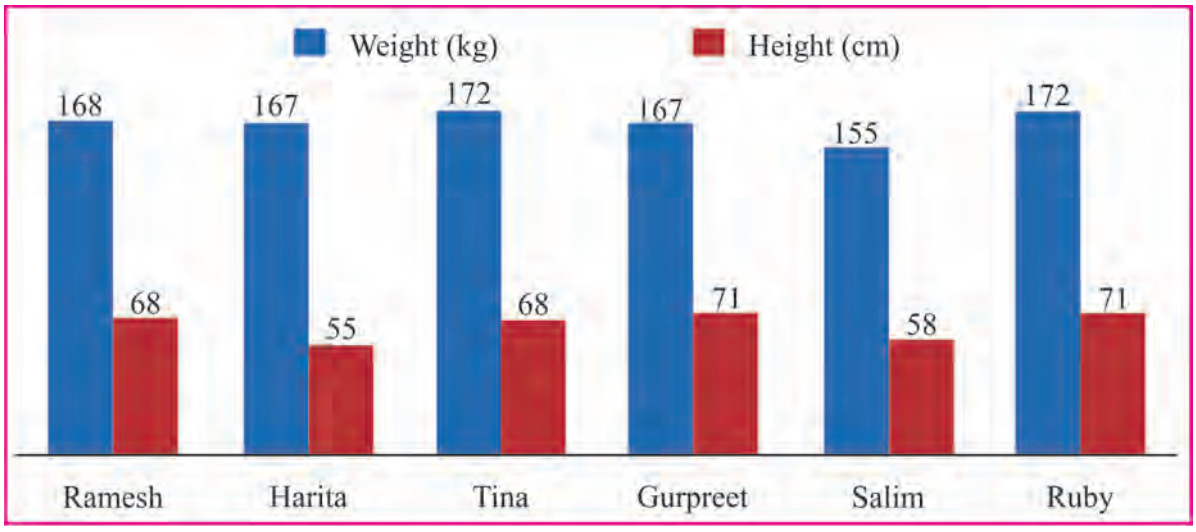
1. The giraffe is _____ than the zebra. (tall)
2. My bag is _____ than yours. (heavy)
3. The dog is _____ than the elephant. (fast)
4. The elephant is _____ than the deer. (big)
5. The rabbit is _____ than the cow. (small)

H. Make sentences as per the given example:

Example: Hetal is taller than Rita.

smarter than	younger than	slower than
cleverer than	brighter than	faster than

I. Study the graph and frame sentences as per the given examples:



Example: Gurpreet is as heavy as Harita.
Ruby is taller than Tina.

VOCABULARY

A. Find the given words from the grid and make meaningful sentences:

(djinn, fetch, trot, desert, sword, storm)

a	z	f	d	j	i	n	n
b	x	c	e	v	b	n	m
c	f	u	s	q	w	e	i
e	e	s	e	a	s	d	l
s	t	o	r	m	k	l	r
w	c	l	t	r	o	t	w
o	h	r	t	y	u	o	i
r	x	t	x	c	v	b	h
d	w	y	d	f	g	h	j

Example: The desert is beautiful

B. Write the words in reverse order. Find meanings from the dictionary and make meaningful sentences: 

Example: wow - wow

Meaning- to express surprised by something

Sentence: Wow! this is a beautiful garden.

1. noon
2. eye
3. radar
4. level
5. refer
6. deed

C. Study the example. Make new words using the same letters and make meaningful sentences: 

Example: thing- night - He ate too much last night.

1. act
2. post
3. tone
4. heart
5. silent
6. state

D. Fill in the blanks as per the given example:

Example: The water in the river was as clear as glass. (glass/mud)

The schoolbag is a rock when it is full. (rock/balloon)

1. The little girl sings like a _____ . (bird/storm)
2. The joke was funny so we _____ . (laughed/cried)
3. This pillow is as soft as _____ . (cotton/metal)
4. The baby laughed like _____ . (bells/thunder)
5. Wild animals live in the _____ . (jungle/city)

ACTIVITY

Let's play – "Telephone – Telephone":

શિક્ષક વિદ્યાર્થીઓને **Telephone- Telephone** game રમાડશે. તેના માટે વિદ્યાર્થીઓને circleમાં ઊભા રાખશે. શિક્ષક એક વિદ્યાર્થીના કાનમાં ધીમેથી એક વાક્ય કહેશે. તે વિદ્યાર્થી ત્યાર પછીના વિદ્યાર્થીને કાનમાં ધીમેથી તે જ વાક્ય કહેશે. આ રીતે બધા વિદ્યાર્થીઓ એક જ વાક્ય એક પછી એક વિદ્યાર્થીને કહેશે. છેલ્લે જે વિદ્યાર્થી હશે તે વર્ગમાં મોટેથી તે વાક્ય બોલશે અને શિક્ષક દ્વારા કહેવામાં આવેલ વાક્ય એ જ હતું કે કઈ અલગ બન્યું ? વાક્ય કેવી રીતે બદલાયું તેની ચર્ચા કરશે. નીચે જેવા વાક્યોનો ઉપયોગ કરી શકાય.

1. She sells sweet potato.
2. Can you clean the carpet?

SPEAKING

A. Study the pictures. Work in pairs and do as your teacher says:

શિક્ષક વિદ્યાર્થીઓને રોજિંદા જીવનમાં ઉપયોગમાં લેવાતા અને અન્ય sign languageના ઉદાહરણ પુરા પાડશે. ત્યારબાદ તેમને જોડીમાં વિભાજિત કરી 2 મિનિટમાં કેટલી sign languageની ઓળખ કરી શકે છે તે રમત રમાડશે. એક વિદ્યાર્થી અભિનય કરે અને બીજા વિદ્યાર્થી તે sign languageનો અર્થ કહેશે.

Student-1 : What does it mean? (હાથ જોડીને namaskarનો અભિનય કરતાં...)

Student-2 : It means "namaskar".

Good luck	
Call	
Nice	
Namaskar	
Victory	

B. Read the dialogues and enact them as your teacher says:

શિક્ષક વિદ્યાર્થીઓને 3 જૂથમાં વિભાજિત કરશે. દરેક જૂથને એક-એક sceneના પાત્રો સોંપશે. 10-15 મિનિટની તૈયારીનો સમય આપશે અને વારાફરતી એક-એક જૂથ એક-એક sceneનો roleplay કરશે.

(Long ago, in the beginning of the world, animals worked for humans. But one animal didn't want to work. It was the camel.)

Scene - 1

Man : Hello, Horse! Hello, Dog! Hello, Ox! Time to work!

Horse : Yes, Man. I will carry people.

Dog : I will help in hunting.

Ox : I will pull the plough.

Man : Where is Camel?

Horse : He is sitting in the desert.

Dog : He does nothing!

Ox : He only says "Humph!"

(The Horse went to the Camel.)

Horse : Camel, come and work like us.

Camel : Humph!

Dog : Come on, Camel. Work is fun.

Camel : Humph!

Ox : If you don't help, we must work more.

Camel : Humph!

(The animals went to the Man.)

Scene - 2

Horse : Man, the Camel does not help us.

Dog : He only says "Humph!"

Ox : That's not fair!

(The Man told the Djinn.)

Man : Djinn, the Camel is lazy!

Djinn : Don't worry. I'll talk to him.

(The Djinn went to the Camel.)

Scene - 3

Djinn : Why don't you work?

Camel : Humph!

Djinn : You said "Humph!"? Then take this!

(POOF! A big hump grew on the Camel's back!)

Camel : What is this?

Djinn : That is your "Humph!" Now you will work with your hump.

Camel : But how?

Djinn : Your hump stores food. You can work for three days without eating.

(And from that day, the Camel worked –with his humph on his back.)

DO IT YOURSELF

Visit the shopkeeper and ask him/her some questions. Prepare a dialogue based on it:

(You can ask questions like this - What is the price of 1 kg wheat flour?.....)

You: _____

Shopkeeper: _____

You: _____

Shopkeeper: _____

You: _____

Shopkeeper: _____

You: _____

Shopkeeper: _____

GLOSSARY

alone - એકલું
nice and neat - સુંદર અને સુઘડ
hump - ખૂંધ
harmony - સંવાદિતા
thorns - કાંટા
saddle - પલાણ
carrying - ર
fetch - લાવવું
refused - ના પાડી
chores - ઘરના કામ
edge - સરહદ
chewing his cud - વાગોળવું
plough - ખેતર ખેડવું
frustrated - હતાશ
creatures - જીવો
reflection - પ્રતિબિંબ
waved - હલાવ્યો
puffed up - ફૂલેલું
carries - વહન કરે છે
djinn - જીન
lazy - આળસુ
agreed - સહમત થયા
unacceptable - અસ્વીકાર્ય
oasis - રણદ્વીપ
staring at - એકીટશે કોઈ સામે જોવું
suddenly - અચાનક
cheerful tone - આનંદી અવાજે
grin - હસવું
frown - ગુસ્સો દેખાડવો
munch - ચાવવું
yummy - સ્વાદિષ્ટ
senses - ઇન્દ્રિયો
rude - તોછડું
non-verbal - અશાબ્દિક
sailor - નાવિક
adventures - સાહસિક યાત્રા
terrible - ભયંકર
storm - વાવાઝોડું
shore - કિનારો
exhausted - થાકેલો
arms - હાથ
swords - તલવારો
astonished - આશ્ચર્યચકિત
quickly - ઝડપથી
paused - થોભ્યા
nodded - હકારમાં માથું હલાવ્યું
peaceful - શાંતિપૂર્ણ
hungry - ભૂખ્યું
stomach - પેટ
realized - ભાન થયું
loaves - બ્રેડના મોટા ટુકડા
mouthful - કોળિયો
hurried - ઉતાવળ કરી
rubbed - ઘસ્યું
bowed - નમન કર્યું
joyfully - ખુશીથી
harm - નુકસાન
alien - પરગ્રહવાસી
trot - દોડવું