UNIT 8

A Day in the Life of an Indian Fighter Pilot

Z4G2B7

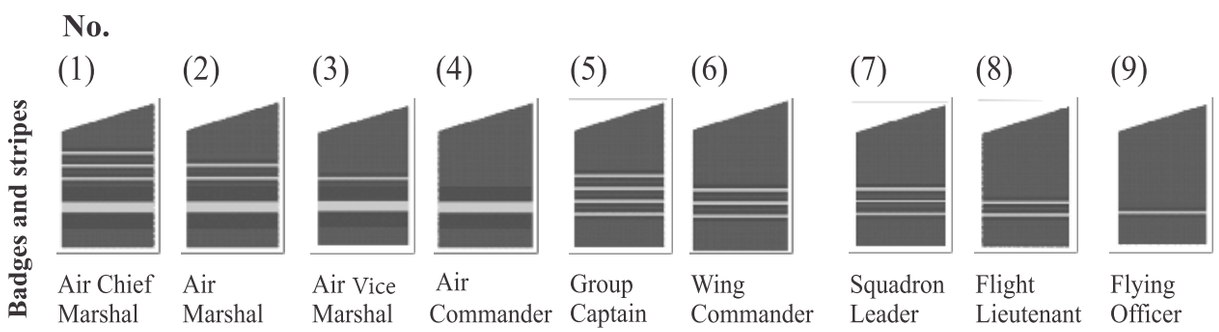
Pre-task

(A) Recite and understand the message of the poem with the help of your teacher.

Due to brave hearts
brave souls
The brave and the bold
Who braved the enemy
and braved the cold
We attained freedom
What should we do to retain this freedom?
To remain free; should be our goal to remain free
Free; should be our souls.
Free from the fear of doubt,
Free from reel of or rout,
Free from the fear of loss,
Free from the fear of effect and cause.
Free to thank each one
Who made us free.
Each one who created history
Let's remember each one.
Each one who sacrificed his being
To attain and retain our freedom.

• Now write five sentences to show your respect and gratitude for the soldiers.

(B) Read the information about the Indian Air Force.



Source: Bharat Rakshak.com

Read



MiG 21

It is 5 O'clock on a cold February morning. Wing commander K. S. Suresh steps into a staff car that will take him to an air base of India's western sector. The black car passes through barrack type houses and stops at an Air Force security gate. A uniformed guard recognizes Suresh and salutes him smartly. Behind the gate stand MiG of IAF squadrons, each under a different commander. K. S. Suresh, called as Kukee, commands 321 squadron.

At 5.20 am Kukee is in a flight planning room. There are maps and identification charts on the walls. Today's order for Kukee is : an air strike at Batala, Punjab, at 7.00 am. He will lead a two plane formation against "enemy" 17th Armored Brigade of a hostile country.

This mission is assigned by Command Headquarters. Wartime conditions are practised as actually as possible. On this day Kukee is too busy to worry about the risks. He calls the Meteorological officer to get the weather report: thick clouds at 550 meters, visibility 5 kilometers, a haze at 400 meters, west wind at 15 kph, and slight air disturbance. Now marker pens, rulers, protractors and compasses are waiting for him on a long wooden table. Kukee takes out a map from the shelf and chalks out the path and speed of the plane. In one hour the mission is planned. Then he goes to another room and discusses the target with an army officer. Squadron leader "Bundle" Tyagi is present there. He is Kukee's wingman on this trip. During these exercises, rank means nothing.

Only twenty minutes are left before engine starting time. Kukee grabs helmet, oxygen mask and head set, and walks to the servicing station. There he examines forms certifying that every part in the plane has been checked. Then he walks around the plane to check for leaks, loose panels and pins. There are none, so he climbs into his seat, connects his oxygen supply and radio. Next he pulls out a safety pin from the seat, and then becomes 'Live'. If he pulls the cord, the seat with a parachute will rocket 200 meters out of the aircraft in less than a second. Finally, the last compulsory check before take off. It is called TAFFLOHP trim, air pressure, air brakes, ailerons, flaps, fuel instruments, oxygen, hydraulics and pneumatics.

Now he begins to taxi. On the runway, wingman Tyagi joins him in another MiG 21, which is a

single seater fighter plane. Take off permission received, the two pilots accelerate the runway. Their wing tips are just some centimetres apart. They lift off at 360 kph and soon climb up and get 950 kph. It is 6.45 am, 15 minutes before their time on Target.

At 6.55 am they reach their first check point a village named Mirthal down on the earth. Kukee begins to time his target. As they rise up to 450 meters Tyagi's plane rocks violently due to air bumps. "A bit bumpy here," says Tyagi on radio. "Breakfast may come up before the bomb goes down," Kukee Jokes. Two Hunters appear far to the right as "enemy" planes. They turn away and vanish.

There are clouds all around. The earth has disappeared too. The MiGs are fast approaching the target. Now both the planes dive below the clouds, their planes are flying lower. Kukee sees the target, an "enemy" tank and he releases the bomb.

This is a perfect opportunity to rehearse attack procedures and bomb aiming. At the time of firing automatic camera captures the action. The two planes circle, then come down on another target, a bridge. There is a strong wind therefore they releases the bombs earlier, but with accurate calculation. "We have got it right," they say. Visibility has become worse. "Let's go home," says Kukee.

Back at the base, they report to the army man. He admires them," Commanders, your planes were in the right place at the right time. You have given effective support to the Army."

Like every Indian fighter pilot Kukee Suresh does several hundred hours of flying in a year. Generally, two daytime flights and one night sortie. This means that more than half of his working hours are devoted to flying, mission planning and reporting. For the rest of time, 41 year old Kukee is an attack instructor, an air combat leader and a teacher of accurate weapon delivery techniques. He also sees that all the pilots in his squadron maintain this proficiency. Every few years, a pilot is 'rested' for a year or two at a desk job.

The Wing commander of 321 squadron K. S. Suresh is proud of IAF; so is IAF.

(by Paul Watched in Readers Digest – 75 years selection of articles)

Glossary

barrack a building for soldiers to live in **protractors** instrument used to form a semi circle **vanish** disappear **recognizes** to be able to identify **compass** હોકાયંત્ર, device to find direction **releases** sets free ,goes **identification** process of identifying **procedures** order of way of doing things **hostile** showing strong dislike or enmity **ailerons** hinged part of a wing of an aircraft **accurate** free from error **assigned** gave someone something to do **hydraulics** of water moving through pipes **squadron** a unit of an air-force **pneumatic** operated by air under pressure **opportunity** a chance **visibility** the distance you can see **combat** fighting between armed forces **take off** start to fly **to taxi** to move slowly along the ground before taking off or after landing **desk job** a piece of furniture like table with drawers where you sit to read, write or work **chalk out** make a sketch of **proficiency** ability to do something well because of training and practice **haze** fog(ધુમ્મસ) **meteorology** હવામાનશાસ્ત્ર **meteorological officer** હવામાનખાતાનો અધિકારી

Vocabulary

V. 1 Choose the most appropriate meaning for the underlined words.

1. A uniformed guard knows Suresh and salutes him.
   (a) recognizes (b) admires (c) misses (d) known
2. The mission is charged by Command Headquarters.
   (a) expelled (b) dismissed (c) assigned (d) in charge
3. The enemy planes turn away and disappear.
   (a) go up (b) go back (c) vanish (d) reappear
4. The MiGs are fast approaching the aim.
   (a) mark (b) target (c) sign (d) point

V. 2 Match A with B. Write the number from 'A' in the boxes .

A	B	
1. buildings for soldiers to live in	hostile	
2. a unit of an air force	enemy	
3. a person in command	compass	
4. an instrument for measuring angles	barrack	
5. an instrument containing a pointer which shows the direction	accurate	
6. having to do with a military enemy	squadron	
7. reaching an intended target	commander	
8. a person who is hostile to you	protractors	

V. 3 With the help of a dictionary, learn the meaning of the words and also list the sentences from the text wherein these words are used.

hostile, accelerate, supply, identification, due to, release, procedure, accurate, maintain, visibility

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

V. 4 Complete the sentences with the help of the words given in the brackets.

[rested for, assigned by, goes down, due to, waiting for]

1. I am _____ you.
2. Tyagi's plane rocks violently _____ air bumps.
3. The mission is _____ HQs.
4. Breakfast may come up before the bomb_____ .
5. A pilot is _____ a year or two at a desk job.

V. 5 Number these words or phrases in order of the events as they appear in the text.

☐ air disturbance	☐ released the bombs	☐ vanish
☐ plane information	☐ seat belt	☐ comes fire
☐ security gate	☐ air bumps	☐ chalks out

Comprehension

C. 1 Complete the sentences.

(1) Commander Kukee consults the meteorological department to..... ……..

(2) At about six forty in the morning K.S. Suresh examines…….....….

(3) Kukee and Tyagi reach…….

(4) With accurate calculation both the pilots……. because there was …….

(5) Mr. Kukee devotes more than half of his…….....…….

(6) K.S. Suresh works as ……..... for the rest of time.

C. 2 Read the lesson carefully and fill the details about Commander Kukee's activities at the time given in the table.

Time of Commander Kukee's routine	Acitivities done by Commander Kukee
At 5:00 am	
At 5:20 am	
At 6:20 am	
At 6:40 am	
At 6:45 am	
At 6:55 am	

C. 3 Complete the dialogue between Commander Kukee and the Meteorological Officer which shows the weather report.

Commander Kukee : Hello. How are you? I am Commander Kukee.

Meteorological Officer : Fine sir. What can I do for you?

Commander Kukee : _____

Meteorological Officer : At 550 meters, sir.

Commander Kukee : And what about visibility?

Meteorological Officer : _____

Commander Kukee : How far is the haze?

Meteorological Officer : _____

Commander Kukee : _____

Meteorological officer : The speed of west wind is at 15 kph.

Commander Kukee : _____

Meteorological Officer : Yes, sir. There is a slight air disturbance.

Commander Kukee : _____

Meteorological Officer : Welcome, sir.

C. 4 Answer the questions.

(1) What does No 321 refer to?

(2) Where is K.S. Suresh at 5.20 a.m.? What is the order for him on that day?

(3) Write two or three sentences about the weather of the day.

(4) What is Mr. Tyagi called?

(5) What is the final compulsory check called?

(6) What does Kukee carry with him while walking to the servicing station?

(7) “A bit bumpy here”. Who says this? What does Kukee joke in reply?

(8) What do the army men say in praise of Kukee and Tyagi?

(9) What duties does K.S.Suresh perform for the rest of time?

(10) What precautions does Kukee take before the final take off?

(11) What are MiGs and Hunters? Write two to three sentences about each.

C. 5 Discuss the questions with your friends in a group and read your answer before the class.

- “The wing commander of 321 squadron K.S.Suresh is proud of IAF so is IAF.” What does this mean?
- Find out some information on 'Career with the Indian Army'.
- Would you like a career in Indian Army, Navy or Air Force? If yes, which one? Why?

Language Practice

L.1 Read this passage.

You must have heard of the famous swimmer Michael Phelps. Here is an imaginary interview with him. You will be surprised to know his daily diet.

Interviewer : Hello Michael! It is fortunate to have you here with us.

Michael : My pleasure.

Interviewer : So Michael, tell us at what age did you start swimming?

Michael : It must be when I was seven. Partly I was influenced by my elder sisters and partly it was a sort of outlet for my energy.

Interviewer : Did you ever think that you will become a world champion swimmer one day? Can you tell us how many medals have you won in Olympics?

Michael : Ahh! Frankly I actually did not think I would become a champion. But it feels good to have 22 Olympic medals in my bag.

Interviewer : That is indeed remarkable. It requires great strength and energy. Tell us about your diet and food habits. What keeps you fit?

Michael : I eat a lot actually. I usually take heavy breakfast with three fried egg sandwiches with a lot of cheese, salad, tomato, fried onions, and mayonnaise. I also drink two cups of coffee, and eat a five egg-omelette, one bowl of boiled corn, three slices of French toast with powdered sugar, and three chocolate chip pancakes.

Interviewer : That is indeed a heavy breakfast. What do you have in your lunch and dinner then?

Michael : In lunch I take 500 grams of pasta with tomato sauce, two large ham and cheese sandwiches with mayonnaise on bread, plus energy drinks. My dinner includes another 500 grams of pasta with sauce, a whole pizza of six or eight slices, and more energy drinks.

Interviewer : This is really too much!

Michael : Yes I know that. But my health experts and physicians say that I can probably eat to this extent because my body is able to burn that much calories which is faster than an average man.

Interviewer : Yes, I had read somewhere that Michael Phelps possibly consumes 12,000 calories each day. But it's required, I think, because the kind of exercise and training you are involved in for swimming requires great energy and stamina. Moreover, you are said to swim nearly 80 kilometers per week. And undoubtedly it requires great strength.

Michael : Well, that's true.

Interviewer : OK Michael! Thanks a lot for talking to us. You are truly an inspiration for youngsters.

Michael : My pleasure. Thank you.

- **Now write the answers in the column of 'Number' or 'Quantity'.**

Question	Number	Quantity
At what age did Michael Phelps start swimming?		
How many Olympic medals has Michael Phelps won?		
How many egg sandwiches does Michael eat in his breakfast?		
How much coffee does he take in his breakfast?		Two cups
How much pasta does he take in his lunch?		
How many calories does Michael consume in a day?		
How many kilometers does Michael swim in a week?	80	
How much boiled corn does Michael eat?		
How many slices of French toast does Michael eat ?		
How many chocolate chip pancakes does he eat ?		

L. 2 Ask these questions to your teacher. Your teacher will answer them.

- Where did you go on a picnic or a tour with the students of our school?
- How many students had come for the tour?
- Did you go by bus or by train?
- How long did it take to reach the place from our school?
- How many days did you stay there?
- Did you enjoy the tour?
- How many classes do you teach in a week?
- How far is your home from our school?
- How much time does it take to reach school from your home?

L. 3 Answer these questions in one or two words.

- How many glasses of water do you usually drink? _____
- How much milk does your family use in a day? _____
- How far is your home from school? _____
- How many brothers/sisters do you have? _____
- How many days in a week do you come to school? _____
- How many hours do you spend watching TV? _____
- How much do you weigh? _____

- How far is the railway/bus station from your home? _____
- How many players make a team in cricket? _____
- How long did you enjoy your summer vacation? _____
- How long did you stay out of town during summer vacation? _____
- How many months have 28 days? _____
- How many biscuits can you eat on an empty stomach? _____
- How much milk do you drink?_____
- How many chapattis did you eat yesterday? _____
- How many times have you travelled by plane? _____

Now work in pairs. Your partner will ask you these questions. Answer them in full sentence.

Example : Partner : Hello, Mayur. How much water do you drink?
You : I drink 8 glasses of water everyday.

L. 4 Form the questions using 'how many' or 'how much'.

1. _____ does this parcel weigh?
2. _____ does it cost by flight to Mumbai?
3. _____ sisters do you have?
4. _____ marks did you get in English ?
5. _____ people are you going to invite to your birthday party?
6. _____ days will you be on leave?
7. _____ milk do you drink everyday?
8. _____ time do you spend on playing harmonium in a day?
9. _____ rupees did you pay for this shirt?
10. _____ did you save this month?

L. 5 Frame a question for each of the answers. Use 'how many', 'how much', or 'how far', 'how long' for framing questions.

1. About 10,000 books are available in the library.
2. Only one person will have a chance to get scholarship.
3. 50 kg approximately.
4. Only 30 minutes are left to catch the train.
5. I will stay there for three nights and four days.
6. 45 kilometres.
7. We expect around 100 people for this function.
8. I generally have two glasses of milk a day.
9. I spend almost six hours every day on computer.
10. A bamboo can grow upto 91 cm per day.

L. 6 You are planning a tour with your family during the vacation. One of you will play the role of a travel agent and the other of a passenger. Work out your travel plan making an enquiry to the travel agent. The travel agent too will ask you a few questions regarding your plan. Clues are given in brackets. Work in pairs.

From Ahmedabad…

Place	Bhopal	Mumbai	Goa	Delhi	Hyderabad
Distance in kms	590	520	1100	940	1140
Approximate Bus fare	₹ 885	₹ 780	₹ 1650	₹ 1410	₹ 1710
Approximate Train fare (II Class)	₹ 1180	₹ 1040	₹ 2200	₹ 1880	₹ 2280
Approximate travel time by bus	13 hours	10 hours	24 hours	20 hours	28 hours
Approximate travel time by train	12 hours	9 hours	20 hours	15 hours	22 hours

Travel agent (stay duration, hotel budget, number of travellers, etc.)

Passenger (distance/ time to reach destination, number of bus/train availability, bus/train fare, accommodation charges)

L. 7 Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use 'how many', 'how much', 'how long', 'how far' for framing questions.

Example : How much does it weigh? How long can it be used?

How many ingredients does it have? How much menthol does it contain?





L. 8 Look at the information boxes given below. Work in pairs. One person will frame questions and the other will respond. Use 'how many', 'how much', 'how long', 'how far' for framing questions.

Example : How much does the elephant weigh? How long does he live?

Facts about Indian Elephant Scientific name :Elephas Meximus Indicus Size (H) : 2m – 3 m (7ft – 10 ft) Weight : 3000 – 5000 kg Top speed : 43 km/h Average life span : 55 – 70 years Colour : Grey, Brown, Black Main prey/food : grass, fruits, roots little known facts : • Elephants can recognize themselves in the mirror • Worn out teeth will be replaced 6-7 times in a lifetime • Sleep 2-3 hours per day	**Facts about Fly** Scientific name : Diptera Size : 2.5-3cm (0.2-1.2 in) Top speed: Number of species : 2,40,000 Average life span : 25 days colour: Main prey/food : nectar, sap, blood Unknown facts : • A female fly can lay approximately 9000 eggs • A fly can beat its wings 200 times per second • Can fly at the speed of 5 miles per hour
Facts about Rhinoceros Scientific name : Rhinocerotidae Size : 1.3 -2.2 m Weight : 800 – 3500 kg Top speed : 48 km/h Average life span : 35 – 50 years colour : Brown, Grey, Black Main prey/food : grass, fruits, leaves Little known Facts : • Its horns are made of the same substance (called keratin) that makes our nails. • Longest measured horn was 4 feet and 9 inches long. • Have poor eyesight, but they have excellent sense of smell and hearing.	**Facts about Bat** Scientific name : Chiroptera Size (L) : 3 cm - 180 cm (1.2 in - 71 in) Weight : 2g - 1000g Top speed : 40 km/h Number of species : 1100 Average life span : 10 - 30 years colour : Brown, Black, Grey Main prey/food : Mice, Frogs, Fruit Unknown facts: • Just three species out of 1100 known species eat blood. • Some species of bat have excellent eyesight. • Other species use echo-location. • Bats can detect frequencies between 20 and 120 000 Hz (humans can hear only those from 20 - 20 000 Hz).

L. 9 Work in pairs. Ask upto ten questions to your partner with 'how many', 'how much', 'how far' and 'how long'. Try to know your partner better. Then tell about your partner to the class.

Example :

- For how many hours do you study in the evening?
- How much milk do you drink everyday?
- How far is your home from our school?
- How many trees are there? around your home?

Writing

W. 1 Look at this medium sized transport aircraft made in Russia. It is known as AN- 32. The capacity of this aircraft is to carry upto 39 airmen or a load upto 6 to 7 tonnes. The aircraft requires a crew of 5 people. It achieves the highest speed of 530km/hour with the power of its 2 turbo prop engines.



Now fill in the blanks with the help of the information about the aircraft.

This is _____ Aircraft of Indian Air Force. It has twin _____ engines. It is used as _____. It is imported from _____. There are five _____ and the plane can carry _____. It can carry a maximum load of _____. It can fly at a maximum speed of _____.

W.2 Write a paragraph on 'A Day in the Life of a Fire fighter'. Use the following points for your writing.

name of the fire-fighter, name of the fire-station, uniform, duty in emergencies, duty timings, daily preparations, attending phone calls, reaching the place of fire, saving people, hard duty, happiness for saving lives

W.3 Meet a police constable. (The teacher can invite a constable to the class.) Talk to him/her about his/her duty and daily routine. List five hardships that the police have to face.

Eg. Duty hours – not fixed – family life – training – risk

WHAT TO DO DURING AN EARTHQUAKE

Stay indoors, Stand away from windows, mirrors and other glass.
Take Shelter under a table or desk. This will protect you from falling objects and give you breathing space. Otherwise, standing in the corner of a room or in a doorframe is safest.
Lower-level floors are safer than higher ones, but getting in a lift or trying to run downstairs is dangerous.
If you are outside, lie flat on the ground away from tall trees and buildings.
If you are near the Sea, get to higher ground as a tidal wave may follow the earthquake.

UNIT 9

FRIEND FROM THE SKY

T4U7Q1

Pre-task

(A)Recite the poem.

Oh! What joy it is
To have friends like you
For giving me strength
The way you do.
For lifting me up
When I am feeling down,
And putting a smile on my face
When I'm wearing a **frown**.(anger)
Thanks for being there
And helping me grow,
Your friendship means a lot
This I'd like you to know.

-Mary E. Carpio

- **Mark true or false.**

  When we are down, what does a friend do?

1. wears a smile	T	F
2. gives strength	T	F
3. helps to develop us	T	F
4. plays with us	T	F

WHY IS THE SKY BLUE?

Light is made up of different 8 colours that we can see separately when we look at a rainbow. Some of these colours travel through air and dust quite easily, but blue light gets bounced around by molecules of air. So when you look up at the sky, you are really seeing miles and miles of blue light in the air. The sea appears to be blue because it reflects the sky.

(B) Read these sentences carefully. They describe your possible behaviour with your friends. The columns against each statement show the frequency of that behaviour. Put tick mark (√) to show YOUR OWN frequency. Count the tick marks and put total in each column.

No.	Statements	Always	Often	Sometimes	Never
1.	I defend my friends even when they are wrong.				
2.	I keep on changing my friends.				
3.	My friends care for me more than I care for them.				
4.	I insist that my friend does not keep relations with persons I dislike.				
5.	I send cards/ gifts to maintain my friendship.				
6.	I try to prove myself superior to my friends.				
7.	I stick to my plans even when my friends press me to change them.				
8.	I feel bad if my friends do not meet me every day.				
	Total				

- **Now multiply the total number of tick marks as under:**

  'Always' by 1,

  'Often' by 2,

  'Sometimes' by 3,

  'Never' by 4.

  Add up all the figures. It is your **Friendship Score.**

  Now evaluate your score as per the given score board.

  The score 26 and above is **EXCELLENT**,

  From 21 to 25 is **GOOD**,

  From 15 to 20 is **AVERAGE** and

  Below 15 means **YOU NEED TO IMPROVE YOUR BEHAVIOUR WITH YOUR FRIENDS.**

Read

It was a cool windy evening. There were sudden creaks as little branches of tree broke in the strong breeze and fell.

Reshma was sitting in the balcony of their flat on the first floor. She was watching children playing in the park. The children did not mind the strong breeze or the yellow leaves of neem tree falling on their heads. They were all enjoying their ball game.

"Reshma, come inside," called her mother from inside the house. "It is too cool and windy. You might catch a cold."

"Five minutes more, mummy." Reshma was also enjoying the game from the distance. Reshma loved to watch children shouting in excitement.

Reshma could not play. She could just sit in her wheelchair and watch the life outside from her balcony. She was fourteen years old and a spastic. [A spastic is a person who has no control over his/her hands and legs from birth.] Reshma could not walk, or even button up her shirt. But she could crawl and had learnt to use a spoon to eat and to handle her wheelchair. She went to a special learning centre. She was given speech therapy there. She also learnt some subjects and some exercises.

Reshma felt very lonely. She had no friends. All the neighbouring children were busy with their own schools and games. Reshma's favourite pastime was to watch the children playing in the street or the park.

Now the wind became stronger and the light became dim. But the children went on with their game. They were kicking a big red ball and jumping with the movement of the ball. Suddenly there was another ball among the players. A brown one. The girls started screaming and the boys shouted at the top of their voices. A brave boy bent down and touched the new ball. It suddenly flapped its wings and flew up. Before Reshma could understand anything, the new ball landed in her lap. Children waved at Reshma and continued with the game.

"Reshma, it's too much ! Now come inside," shouted her mother and came out in the balcony to take her daughter in the room. But she saw some movement in Reshma's lap and heard faint creaks." What is this ?" she cried.

"I don't know, mummy. It has just arrived." Reshma was puzzled. "It came from the sky," she showed the route of the ball with her frightened eyes.

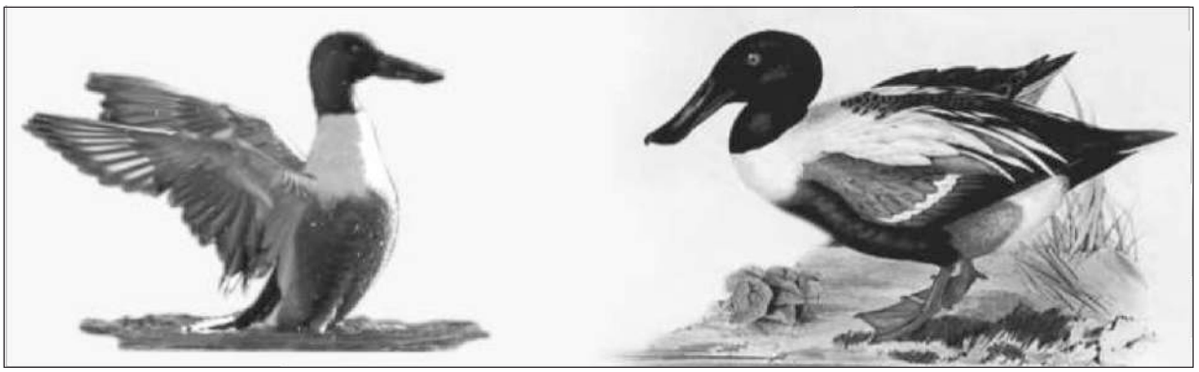
Mummy pushed the wheelchair into the room. Now they saw a scared bird with a big bill.

From Salim Ali's book 'Indian Birds' they found out that it was a duck, a shelter duck. Its beak was broad like a shovel. It had bright blue, white and brown feathers. At the moment it looked exhausted.

A shoveller is not a native Indian bird. But it migrates from the cold regions of Russia. This bird must have lost its way due to strong wind. In its efforts to join the flock, it got exhausted and fell in the park like a ball.

Reshma's mother tried to pick it up but it suddenly bit her hand. "Ouch!" She cried. The duck fluttered to the floor. It huddled in a corner of the room. All through the evening Reshma and her mother tried to feed the duck. They put breadcrumbs, nuts fruits and grains in front of it. But it did not touch any of them.

"Mummy, let's give him some rice and milk," suggested Reshma. Her mother mixed boiled rice, milk and sugar. She fed the bird with an ink filler. The shoveller liked it. His eyes brightened and he started fluttering his wings. But he could not fly.



"I know what his name is. It is Mitra, a friend." Reshma said. They took a basket and put some grass into it. It was Mitra's bed. Reshma kept the basket with her and slept peacefully. When she woke up, she looked at the basket. It was empty. Reshma cried loudly, "Mitra …Mitra where are you?" Her mummy and papa searched in the house and at last found him near the water tub in the bathroom.

At around 7.30 the doorbell rang. Reshma was feeding breakfast to the duck. Mummy opened the door. Reshma was happily surprised to see a group of children in uniform. "Aunty, can we see the bird?" they said. Mummy took them to Reshma's wheelchair. The children greeted Reshma with fresh smiles. They were thrilled to see the bird in Reshma's lap. "He is Mitra", Reshma introduced the new friend. "How lovely!" they said. They helped Reshma to hold the bird while Reshma fed him with an ink filler. They had to leave soon to catch the school bus. "We will be back in the afternoon, Reshma." "Oh, sure. Do come, we'll play with Mitra, he is so loving," said Bansi. "We will make him strong," said Kanu. "It is difficult to make new friends for Mitra because he is lame," said Anita.

After this incident, the neighbouring children became very friendly with Reshma. They could realize that Reshma must have felt bad because they did not play with Reshma.

Next day the children came in the evening. Anju had a thick book with her. "See, we can read all about ducks in this book. We want to make Mitra very strong. He should be able to fly."

"Mitra must have come here from a hundred kilometers," Reshma said.

"Not hundreds, thousands," corrected Anju. "And he must fly back thousands of kilometers to his home again."

"Yes, we will make him very strong." Reshma was delighted.

For the next ten days Mitra was treated like a royal guest. Everyone brought something for him. The

book was their kitchen guide for Mitra. They all caressed and played with him. Mummy had never seen Reshma so happy and hopeful.

Finally, the day of departure for their dearest friend arrived. Reshma's father took all the children and the duck to a nearby lake. The children lifted Mitra from Reshma's lap and gently put him in the water. It slowly started swimming. It shovelled the water with his broad beak. Children were happy to see the happiness of their friends. Suddenly Mitra disappeared. All stood worried, looking for him with wide eyes. And Mitra popped up from water with a small fish in his beak.

"Yeee....!" All cried and jumped with joy. "He has learnt it again." Children stood there for a long time watching Mitra.

The next day, Reshma went into the balcony to watch the children playing in the park. But there was no one ! Suddenly the doorbell rang, and all the children marched into the room.

"Aunty, please send Reshma to play with us in the park." they said. "We'll take her and bring her back safely in her wheelchair."

With the help of friendly hands Reshma was taken down the stairs to the park. From the balcony Mummy looked at the broad smile on her daughter's face brightened by the setting sun.

Reshma never had a reason to feel lonely again.

Glossary

windy climate with a lot of wind **screaming** give a piercing cry of fear **shelter** a structure built to give protection **creaks** make a harsh sound **flapped** moved, swung **exhausted** very tired **breeze** light wind **catch a cold** to have cold **excitement** state of strong emotion **faint** reel and fall down; **broad** wide **spastic** a person who is physically disabled **scared** alarm, frightened **brightened** more cheerful **crawl** move slowly on belly or knees **frightened** afraid, nervous, horrified **popped up** appeared suddenly **caressed** લાડ લડાવવું gently touched **bill** beak **shoveler** રંગીન બતક **migrate** move from one part of the world to another according to the season **shovel** a tool with a long handle and broad blade with curved edges(પાવડો)

Vocabulary

V. 1 Replace the underlined words with the words from the text. The first one or two letters of that word are given in the brackets to make your search easy.

Last Sunday I had nothing special to do. So I was sitting under a tree in a park. My thoughts were running free. Some children were <u>shouting</u>(sc……). Some were playing. An old man was sleeping under a tree while <u>the light ripples of air</u> (br……..) was pleasing me. Suddenly, a little bird <u>came</u> down (la……)on my shoulder . At first I was <u>afraid</u> (fr……..). then my eyes <u>sparkled</u> (br……). This incident brought <u>a big</u> (br…….)smile on my <u>tired</u> (ex…….) face.

V. 2 Underline the sentence with almost similar meaning to the main sentence.

1. Before Reshma could understand anything, the new ball landed in her lap.

- The new ball was on the land.
- The new ball came in her lap.
- The new ball was in her lap.
- Reshma had got a new ball in her lap.

2. Reshma was puzzled.

- Reshma had a problem.
- Reshma was confused.
- Reshma was very happy .
- Reshma was scared.

3. At the moment the duck looked exhausted.

- The duck looked dreadful.
- The duck was looking for a place to hide.
- The duck looked very tired .
- The duck seemed unhappy.

4. They were thrilled to see the bird in Reshma's lap.

- They were very much excited to see the bird.
- They felt astonished to see the bird.
- They were afraid to see the bird.
- They were sad to see the bird.

5. The children marched into the room.

- The children walked away from the room.
- The children ran into the room.
- The children entered the room.
- The children walked into the room.

6. They all caressed and played with the duck.

- Some children touched the duck with love.
- All the children became friend of the bird.
- Children liked the company of the bird.
- Children showed their liking by moving their hands on the duck and playing with it.

V. 3 Complete the dialogue using the words from the bracket. Then read out in pairs.

(spastic, dim, flap, windy, frightened)

A: Munna, how do you feel if you see a fierce dog approaching/ coming to you?

B: I'll be ……..

A: What would you call the person who has no control over his legs and hands?

B: I would call him/ her ……..

A: Can you see the duck in the pond?

B: No, I can't.

A: Why can't you see the duck?

B: Because it is …….. light here.

A: It's the monsoon time. It is raining heavily now.

B: Yeah. It is …… too.

Comprehension

C. 1 Read these sentences and write your response to the sentences.

(responses:'Oh! It's so sad!', 'Wow!', 'Bravo!', 'Awsome!', 'Ouch!', 'That's great!')

(1) Reshma could neither play nor move about herself. ____

(2) Reshma was a spastic yet she could use a spoon to eat. ____

(3) Reshma had no friend and so she felt lonely. ____

(4) The bird bit Reshma's mother on her hand so she cried. ____

(5) The eyes of the bird brightened and he started fluttering his wings. ____

(6) Reshma and her friends treated the bird like a royal guest. ____

(7) "Yee!" He has learnt to fly again. ____

(8) Reshma never had reason to feel lonely again. ____

C. 2 Here is a dialogue between Reshma and her mother but it is jumbled up. Arrange the whole dialogue in a proper (logical) order and read it out in the class. First, middle and last lines are given as answers. Work in pairs.

Mother : Reshma, come inside, please. It's quite cold outside.

Reshma : Yes, mummy. What shall we do now?

Mother : Now, see. How happy he looks!

Reshma : Five minutes more, mummy!

Mother : But, where will you keep him, dear?

Reshma : I don't know mummy. He has just arrived.

Mother : Let's feed him with care. But what should we feed him with?

Reshma : Let's give him some rice and milk.

Mother : OK. But, take good care of the bird and feed him regularly.

Reshma : Yes, Mom! I will call him 'Mitra'. I will play with him.

Mother : Oh! What's this in your lap, Reshma?

Reshma : I will keep him in a basket in my room, mummy.

Mother : It looks scared and hungry.

Reshma : **Oh! Yes mummy. Thank you very much.**

C. 3 Read the text and find out who says to whom and what. Complete the table. Work in pairs.

Speaker (Who)	What	Listener (To whom)
Mother	It's too cold and windy and you might catch a cold.	Reshma
	Reshma, it's too much.	
Reshma		
		Mitra
	I know what his name is.	
The group of children		

C. 4 Make a list of the sentences from the text describing what Reshma can do and what Reshma can't do.

Reshma can do	Reshma can't do

C. 5 Read the sentences and then find out the sentences of the same meaning from the text.

(1) Reshma was unable to move around.

(2) The children continued playing even though it grew dark.

(3) The bird looked completely tired.

(4) 'Mitra'- the bird looked very happy and started flapping his wings.

(5) Reshma's parents looked for the bird in the house.

(6) All the children entered the room.

C. 6 Number the sentences in proper order of the story.

- ☐ Mother felt very happy when she saw Reshma's smiling face.
- ☐ Reshma suggested her mummy to feed the bird with some rice and milk.
- ☐ Reshma very happily decided to keep the bird with her in her room.
- ☐ Reshma looked worried when she didn't find the bird in the basket.
- ☐ Reshma fed the bird with an ink filler.
- ☐ Reshma was a bit scared to see the bird in her lap.
- ☐ Mitra caught a fish.
- ☐ Children played with the bird.
- ☐ Reshma's father took the bird to the lake.

C. 7 Answer the questions in one sentence.

(1) What was Reshma doing?
(2) Who is called a spastic?
(3) What was Reshma's favourite pastime?
(4) What landed in Reshma's lap?
(5) Name the things Reshma and her mother put before the bird to feed it.
(6) Name the book written by Salim Ali.
(7) From where does the shoveller migrate?
(8) With what did Reshma prepare Mitra's bed?
(9) Why according to Anita, is it difficult for Mitra to make new friends?
(10) What could the children realize after they became friendly with Mitra?
(11) What did Mitra learn again?
(12) What did the children promise Reshma's mother?

C. 8 Answer the questions in two or three sentences.

(1) How old was Reshma? What could she not do?

(2) Why did Reshma feel lonely? What was her favourite pastime?

(3) Describe the bird in your words.

(4) What efforts did Reshma and her mother make to feed the bird?

(5) What name did Reshma give to the bird? Where did she keep it at night?

(6) How was Mitra treated for the next ten days?

(7) "Reshma never had reason to feel lonely again." Why?

- Discuss with your friends and present your ideas in the class.
- Have you ever come across an injured bird/animal? How did you help it?

Language Practice

L. 1 Read the conversation and observe the underlined words.

The doctor : How are you now? You look quite well <u>yet</u> much worried! Why?

The patient : Oh! No. I am well <u>but</u> there is a problem, Sir!

The doctor : I see. Tell me the problem.

The patient : <u>Although</u> I can walk steadily, sometimes I feel weak.

The doctor : You should take special diet <u>so that</u> you can be healthy again.

The patient : What kind of diet, Sir?

The doctor : You may take <u>either</u> fruits <u>or</u> fruit juice daily. Start from today.

The patient : Sir, I like fruit juice <u>but</u> I never like eating fruits.

The doctor : It's upto you now. You can take <u>either</u> fruits <u>or</u> vitamin pills.

The patient : No sir, not at all. I will start taking fruits from today <u>so that</u> I can recover my health early.

The doctor : <u>Although</u> it seems everything normal, you should not take it easily.

The patient : You are right, sir. I usually take care <u>yet</u> sometimes I am careless about my food. <u>But</u> I will take much care. Thank you.

L. 2 Study the underlined words from the above conversation. Classify them into three given categories understanding the meaning of the sentence.

Alternatives/options	contrast	Reason and Purpose
Eg : either…or	**Eg** : yet	**Eg** : so that

L. 3 Work in pairs. Read the table. Column A shows the reasons for some actions and column B has the results of the actions. Match them properly.

A (reason)	B (result)
This sum is rather difficult It is raining It was a severe earthquake He was a lazy boy He belonged to a poor family We started early	so that we might not miss the train. so all the students can't do it. so he couldn't buy new clothes. therefore you should take an umbrella with you. so tall buildings collapsed. therefore everyone hated him.

L. 4 (A) Join the pairs of sentences choosing the proper conjunction from the bracket.

(1) She fell down from the fifth step. She did not hurt herself. (yet, so)

(2) The doctor tried his best. He could not save the patient. (or, but)

(3) They wanted good governance in the state. They elected an honest candidate in the election. (although, therefore)

(4) You can select a red pen. You can select a blue pen. (so that, either...or)

(5) Turn the lights off. We can sleep. (so, or)

Write some more sentences using the words 'so that', 'either- or', 'neither- nor', 'but', 'though', 'although'.

(B) Narrate the condition of the rural area where the terrible flood has just washed away everything. Make sentences using "so", "so that" and "therefore".

_____

_____

_____

_____

_____

_____

L. 5 Read the sentences and mark true or false. If you find it false, rewrite it correctly.

(1) He is so clever that he does not know anything. T F

_____

(2) Although Ramesh played well, the team lost the match. T F

_____

(3) Would you take ice-cream but cold drinks? T F

_____

(4) The birds flew away therefore the gun was fired. T F

_____

(5) Sushant is younger but he can climb the tree quickly. T F

_____

L. 6 Select the table and try to make sentences using relevant conjunctions. Write down your sentences and ask your teacher to correct them if incorrect. Then read aloud in the class.

• either....or • neither.....nor • or	tea-coffee chocolates-biscuits bus-train mobile-computer apple-banana	_____ _____ _____ _____ _____
• but • yet • although	poor-honest old-hard working tired-walked fast ill-cheerful wealthy-unhappy	_____ _____ _____ _____ _____

Example: 1. Would you like tea or coffee?
2. Although he is poor, he is very honest.
3. I like neither tea nor coffee.

Writing

W. 1 Write about your visit to the school for the blind. Work in pair.

- •Which school did you visit?
- •When did you visit it?
- •With whom did you go? How?
- •What did you see there?
- •What activities were the blind students doing?
- •How were they given training?

W. 2 Suppose you are Mitra - the bird that had fallen into Reshma's lap. Narrate the story in your words.

You can start like this: I was migrating towards the south and was flying over the beautiful land of Gujarat. Suddenly there was a storm and I lost my way…..

W. 3 Tie a blindfold over your eyes. Keep it for about an hour. Try to do all your routine work in that condition. Don't try to peep or cheat. Now write a paragraph about what you felt and experienced.

W. 4 Frame a story from the given points. Also include the moral of the story.

Two friends- one fat and the other thin- went into jungle- saw a bear coming there- both ran- the thin climbed a tree- the fat couldn't- slept on ground pretending to be dead- bear came near- sniffed him- the bear went away- second friend came down- asked- what did the bear say?-the fat one said: "never trust such a friend who runs away in difficulty."

The heart of a sparrow beats about 100 times in a minute. Sparrows never walk. They hop.

UNIT 10

ECOLOGY FOR PEACE

Q7S2X8

Pre-task

(A) Write your ideas in this table. Work in pairs.

Detail	Importance in our life
Trees	
Birds	
Butterflies	

(B) Discuss this statement in group and present the main points to the class.
IF WE SAVE NATURE, SHE WILL SAVE US.

(C) Sing these lines in chorus. Write their meaning in brief.

(a) ઈશનું રાજ્ય છે આખું, જે જે આ અવની વિષે, _____

ત્યાગીને ભોગવી જાણો, મા વાંછો ધન અન્યનું. _____

(b) सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामया। _____

सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखमाप्नुयात्॥ _____

Read

The Vedas(વેદ) sing about oneness of man and nature. The idea expressed in ancient texts have universal value. We have always tried for preservation and prosperity of all the species including mankind on this earth.

The Atharv Veda gives us a great idea: **यत्र विश्वम् भवति एकः नीडः**। It means the whole world lives as one single unit like a nest. All the living beings have the same right to live and thrive. This can be achieved through co-living only. We are the birds of the same nest. We may wear different skin, different clothes, speak different languages, believe in different religions, belong to different cultures - yet we share the same home: our earth ! Born on the same planet, covered with the same sky, gazing at the same stars, breathing the same air, we must learn to progress and prosper together happily or perish together miserably.

Our idea of peace does not mean just a state of ' no-war', neither it is limited just to men or countries and communities. But it embraces the whole nature and the whole creation. Let's try to understand

this *shanti mantra* from the same Atharv Veda:

ॐ द्यौ शान्तिः अंतरिक्ष शान्तिः पृथिवीः शान्तिः
आपः शान्तिः औषधय : शान्तिः वनस्पतङ्गः शान्तिः ।
विश्वदेवाः शान्तिः ब्रह्मः शान्तिः शान्तिरेव शान्तिः
सा मा शान्तिरेधि शान्तिः शान्तिः शान्तिः ।।

May there be peace in heaven, peace in space, peace on earth.
May there be peace in trees, peace in vegetation and plants.
May there be peace in our gods and in entire creation.
May there be peace everywhere and be it only peace.
That peace, I pray, embrace my being!

This mantra warns us not to disturb nature, not to abuse, pollute or destroy our surroundings upto the heaven. In trying to master and get benefit of our ecology, we are simply destroying ourselves, our own nest. True peace will prevail only when man lives in peace with nature, divine forces and ultimately himself. How can we do this ?

The wise rishi or seer of Ishavasy Upanishad gives us a wonderful advice:

इशावास्यम् इदं सर्वं यत् किंचित् जगत्यां जगत्।

तेन त्यक्तेन भुंजीथाः मा गृध् कस्यस्विद्धनम्॥

The rishi says: everything animate or inanimate that is within the universe is enlivened by the supreme power. One should therefore, accept only these things necessary for oneself. This quote must be enjoyed by renouncing it. Moreover one must not snatch away what belongs to or is required by others. The whole creation is filled with the presence of God.

This is a message against the animalistic greed of human beings. We should not, like a vulture, keep others away from having what we actually don't need. Gandhiji also said: 'There is enough on this earth for everybody's need, but not sufficient for one's greed.' As the crown of creation, man must protect and not exploit and consume other animals. If man stopped destroying animals, trees or other aspects of nature, our world would become less violent and thus a peaceful abode for all.

Mahavir Swami preached *Ahimsa*(non violence) to that extent that all Jain Sadhus put a cloth on their mouth, drink boiled water and do not take food before sunrise and after sunset for not destroying even bacteria. Mahavir Swami believed that we should not disturb or hurt even a stone for a selfish purpose. Rishis believed that every matter in the universe is living. There is nothing like non living. Every thing is in a process of evolution. This was the realism of our ancient seers.

Mahakavi Kalidas has written a play: *Abhijnan Shakuntalm*. In a scene, King Dushyant of Bharatvarsh enters the Ashram of Rishi Kanva. He is in his chariot, chasing a deer for hunting. Two disciples of Kanva see him and immediately ask him not to shoot his arrows at the deer.

न खलु न खलु बाणः संनिपात्योऽस्मिन्।

मृदुनि मृगशरीरे पुष्पराशाविवाग्निम् ॥

They said: O King don't shoot, please, don't shoot the arrow at the tender body of this deer. It is as bad as putting fire on the heap of flowers.

This shows that Ahimsa was very much in the blood of ancient people and it became the tradition of Indian culture.

Our culture has given us a heart as big as this earth; we have a global heart. Ancient wisdom teaches the world a true philosophy of universal peace and harmony.

Glossary

ecology balance of environment, science of environmental harmony **ancient** of very old times, પ્રાચીનકાળનું **prosper** get enriched **species** race, પ્રજાતિ **thrive** prosper **perish** get destroyed **creation** અસ્તિત્વ **embrace** include **abuse** spoil, misuse **animate** living beings **enliven** reside **renounce** give up **snatch** take away **greed** desire to have more **crown** topmost **abode** home **preached** taught **evolution** ઉત્ક્રાંતિ **seer** visionary, દ્રષ્ટા **chase** run after **disciple** student, શિષ્ય **tender** soft

Vocabulary

V. 1 Tick mark the nearest meaning.

1. chase	☐run fast	☐follow to catch	☐ walk behind someone	☐overtake
2. Philosophy	☐religion	☐talking big	☐wisdom	☐thinking on life related ideas
3. prosperity	☐improve quality	☐save	☐enrichment	☐proper development
4. embrace	☐touch	☐improve	☐love	☐accommodate
5. vegetation	☐plants and trees	☐grass	☐vegetable plants	☐crop in the field
6. renounce	☐reproduce	☐renaming	☐saying no to something	☐announce

V. 2 Fill in the blanks using the words in the bracket.

(ancient, species, snatch, greed, evolution, abode)

1. Midas had a _____ for collecting money.
2. Patan is an_____ city.
3. Gir forest is an_____ of lions.
4. Beware of monkeys, they might _____ eatables from your hand.
5. Man as a_____ has the same place on this earth as other species have.

V. 3 Answer these questions using one or more words from the glossary.

1. Why does man have more responsibilities than other species?
2. Through what process do inanimate things become animate beings?
3. What will bring peace to man?
4. What type of leaves do the trees have in the spring?
5. Which aspect is most important for creating and maintaining peace on the earth?
6. Why should we be grateful to our rishis?

Comprehension

C. 1 Write A if you agree or DA if you do not agree with these statements.

1. Real peace means absence of war on this earth. ☐
2. To become happier, we should collect and consume as much as we can. ☐
3. According to our ancient rishis, nothing is lifeless in this universe. ☐
4. We will thrive only if we take care of ecology. ☐
5. Kalidas wanted to kill a deer with his arrow. ☐
6. Together we progress or together we perish. ☐

C. 2 Answer these questions.

1. What are the universal values mentioned in this text?
2. How can giving up lead to peace?
3. What should we not do to make this earth a peaceful home for all?
4. What do you like about Indian culture?
5. How do the Jain sadhus take care of the smallest of living beings?
6. Write three things you will try not to do according to this text.

C. 3 Explain these ideas in three to four sentences.

1. All the living beings have the same right to live and thrive.
2. That peace, I pray. Embrace my being.
3. There is enough for everyone's need but not for their greed.
4. We have a global heart.

Language Practice

Krina is asked by her teacher to describe her family members. Read the description and notice the words highlighted.

Krina's sister

Krupali is my elder sister. I love her a lot. She is as **beautiful** as a film star. She is 18 years **old**. She has just passed her 12th Board exams. She is of **medium height**. She has got **short brown hair**. She has got a **diamond-shaped** face. Her **large blue eyes** make her more **attractive**. She always carries a smile on her face that makes her look **pretty**. She is good at making friends as she is **talkative**, **cheerful** and **outgoing (**મિલનસાર**)**. Although she is **friendly** with everyone, she doesn't like people who are **critical** for her actions.

Krina's mother

The most **loving** person in my life is my mother, Geeta. She is a home maker. She is a **middle aged** woman in her forties. Even at this age she looks **beautiful**. She is **tall** and **thin**. I like her **thick, long straight black** hair. She is very **kind** and **easy going**. She always talks with people **politely**. She is a **responsible**, **dependable** and **patient** woman. She is the closest person to me in my life.

Krina's brother

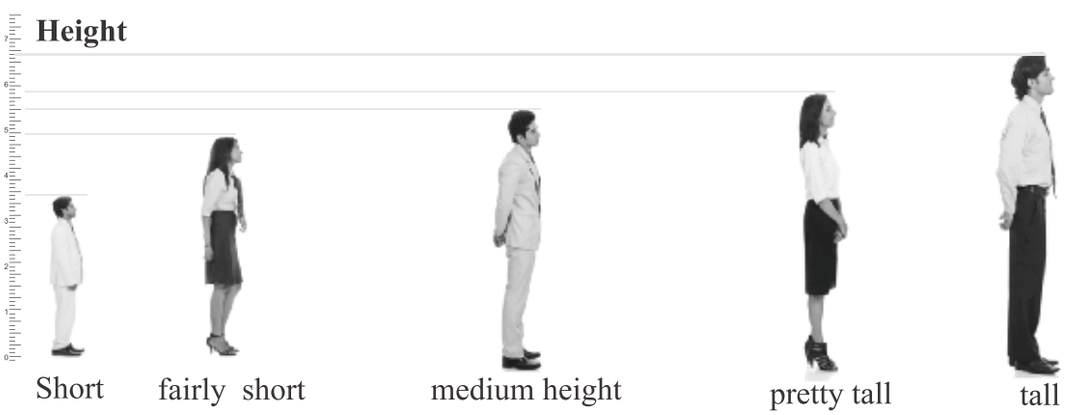
Krutarth is my younger brother. He studies in 9th class. He is **fairly short** and slightly **overweight**. His **round face** makes him look **cute**. He is fond of changing his hair styles. Earlier he had long hair but nowadays he keeps **crew cut** style. Although he is **fashionable**, he is **shy** by nature. He loves **painting** and he is **creative** too. He is very **possessive** about his things. At the same time he is **lazy** too, especially in his homework.

L. 1 Now list out the words used to describe 'physical features' and 'other qualities'.

Physical features	Other qualities

L. 2 Study the words and expressions used to describe people in the table below.

Age	young, middle aged, elderly, old, teenager, adult, in his/her early/mid/late 20s (30s, etc.)
Height	short, fairly short, medium or average height, pretty tall
Body	fat, plump, overweight, thin, skinny, slim, sturdy, well-built,muscular
Hair	dark, red, blond (light coloured), long, short, straight, curly, shoulder-length, bald, ponytail
Face	round, long, oval, freckled (spotted)skin
Skin	fair, dark, pale, light, chocolate coloured
Eyes	dark, big, slanted (ત્રાંસી), almondshaped, thick eyelids, blue / green



Hair	PICTURES		
			
Dark / long	straight/ shoulder length	curly	bald

- **Work in pairs. Describe yourself and your partner using at least five expressions mentioned above.**

I	My partner

L. 3 Read the conversation.

Neha : Hello! I am looking for someone. His name is Anurag.

Information counter : Well, what does he look like?

Neha : He's pretty tall, with short hair. And he generally wears kurta.

Information counter : Ok. And how old is he?

Neha : He's about 40, I guess.

Information counter : Does he wear glasses?

Neha : Yes, he does. He also keeps moustache and beard.

Information counter : Oh, it must be Patil sir then. He will be around the Water Projects section.

Neha : Thank you. I'll go and look for him.

L. 4 Answer the questions in one or two words.

1. How old is your brother / sister / mother / father? _____
2. What does s/he look like? _____
3. How tall is s/he? _____
4. What colour is her/his hair? _____
5. How long is her/his hair? _____

6. Does s/he wear glasses? _____
7. Does he have a moustache? _____
8. Does he keep beard? _____
9. What sort of clothes does s/he prefer to wear? _____
10. What does s/he do? _____

L. 5 Sit with any of your classmates and write 7 to 10 questions about him/her. Then take turns asking and answering the questions. Write a note on your partner.

Example : How tall is Jignesh? Ans: He is 5' tall.

_____
_____
_____
_____
_____
_____
_____
_____

L. 6 Make a list of some qualities and habits of your English teacher at class VIII. Write a paragraph on that teacher using the words you have enlisted.

_____
_____
_____
_____
_____
_____
_____
_____
_____

L. 7 Here is an example of a passage on 'My Best Friend'. Read it and then write a passage about your 'best friend'.

My Best Friend

I think I am lucky because Sunil is my friend. He is 14 years old. He lives in the same town. He is my neighbour and we are classmates. — General information

He is of medium height and well-built. He has black curly hair. He has got a round face with black eyes. He has a pointed nose and small mouth. — Physical description

He is helpful, caring and honest. He tries his best to help others in problems. We have the same interests and tastes. I think as time goes by, our friendship will be deeper and stronger. — Qualities and relationship

Writing

W. 1 Look at these pictures and frame a story based on them. Use the words and phrases given below them. Give a proper title to the story. Work in pairs.



Lion – under a bush – swarm of mosquitoes – lion's boasting about his strength – mosquitoes' warning – lion's challenge – mosquitoes' attack – lion's attempts to kill them – mosquitoes bite continuously – lion jumping up and down – lion unable to fight – extremely tired – urged the mosquitoes to let him go – take pity on the lion – fly away.

W. 2 Discuss in groups of five on 'Unity in Diversity – the Essential Characteristic of India'. Write a paragraph on it. You may use the following words, phrases, ideas.

Differences in languages, religions, communities, castes, creeds, regions and yet live as Indians.

REM (RAPID EYE MOVEMENT)

70 to 90 minutes after you fall asleep you start dreaming. Your eyes move about, your brain becomes very active, and your breathing rate and blood pressure rise; your muscles relax so much that your body seems unable to move. Most dreams that last six to ten minutes, are more common; any nightmares you might have usually come towards morning.

UNIT 11

VALLEY OF FLOWERS

P1C4E1

Pre-task

(A) Read this information.

1. **Sanctuary :** A wildlife sanctuary is a protected area, where limited human activity is allowed. The ownership of this type of protected area can be in the hands of either a government or in any private organization provided the regulations are governed by the government. Inside a wildlife sanctuary, the hunting of animals is completely prohibited. Additionally, the trees cannot be cut down for any purpose. Rights of land can be of people. People can graze their animals in a sanctuary. A sanctuary can be upgraded to a National Park.
2. **National Park :** A national park has a defined boundary, through which no person can get into the park without permission. Only permitted persons can enter a national park. The visitors can observe the park by a vehicle which routes through defined trails and they cannot get out of the vehicle for any reason. Right of land don't belong to people. People cannot graze their animals in a national park. A national Park cannot be degraded to a sanctuary.

(B) Fill in the missing information.

Sanctuary or National Park	Name	Location and how to reach from Ahmedabad Total kilometers (in bracket)
Lion	Gir Forest	By bus (327 kms)
Tiger	Ranthambhor (Rajasthan)	By bus (650 kms)
Bear		
Blackbuck		
Dolphin		
Birds		
Marine animals		

(C) Read this poem.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A Poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

- William Wordsworth

Now say whether these statements are true or false.

1. The poet was moving in a daffodil park.	T	F
2. The poet looked at the flowers from the sky.	T	F
3. All the daffodils were dancing on the bank of lake.	T	F
4. He saw flowers on the hills of the Himalayas.	T	F
5. One thousand daffodils were dancing together.	T	F
6. The sight of dancing daffodils delighted the poet.	T	F
7. The poet's heart also started dancing.	T	F

(D) Draw the flower you like most. Why do you like it?

I love _____

I love this flower because _____

_____

_____

_____

Read





Imagine yourself standing at the height of 14000 feet in the west Himalayan range. All around you and as far as your eyes can see, there are flowers and flowers ! Emerald mountains, green meadows, white clouds and colourful patches of flowers create a dreamlike panoramic view. What place is this ? Can you guess ?

It is a vibrant and splendid national park hidden in the Himalayas. This alluring place is known as the Valley of Flowers. A vast area of 87.5 square kilometres and a huge variety of alpine flowers make this place colourful for nature lovers, botanists and photographers.

The Valley of Flowers is located near Ghaghariya town in Chamoli district of Uttarakhand. It is about 300 kms north of Rishikesh, near Badrinath. There is a motorable road upto Govindghat and from there the track of this Valley starts.

This place was little known to outside world due to its remote location. In 1931, it was discovered accidentally by three British mountaineers. They lost their way while returning from a successful expedition. Theycame down to this beautiful valley searching for a way out from the mountains in the Himalayan range. Stunned by the variety and colours of the flowers, they named it as the 'The Valley of Flowers'. Thereafter, renowned mountaineers, trekkers and botanists started pouring in. Writers and poets have written essays, travelogues and poems on the enchanting beauty of this place. This Valley was declared as a National Park in 1982 and in 1988 it was included in the World Heritage Sites. Interestingly, there is a reference about this place in the Ramayana. In the battle between Ram and Ravan, Laxman was struck with an arrow shot by Meghnad, the son of Ravan. Laxman became unconscious; Ram called Sushen, the vaidya of Ravan. They

prescribed sanjeevani- a miraculous medicinal plants found only on the Himalayas, far away from Shrilanka in the north part of Bharat Varsha. Hanuman flew to that place and brought the sanjeevani along with the hill. That place was the Valley of Flowers! Many Indian yogis have come here and sat for long years in meditation. Such legends are associated with this wonderful place.

'Nanda Devi and Valley of Flowers National Park' is the official name of this site. It is designated as a centre of plant diversity. The Forest Research Institute, in 1992, recorded 600 species of angiosperms(Magnolya, a flower plant) and 30 pteridophyts(unrolling fern) in the valley surrounding. The botanists discovered 58 new plants. Many of these species are globally threatened. In 1988, 31 species of rare and endangered categories were identified in this park. Local village people are found to use 45 medicinal plants. Brahmkamal is the most famous flower for medical use and as a religious offering to the Goddesses-Nanda Devi and Sunanda Devi. The dominant family in the Valley of Flowers is Asteraceae(family of sunflower) with 62 species! Other beautiful flowers are: Vajradanti Ajwayan, Blue poppies, Kanphuliya, Sallampanja, Banfsa, Balsam, Bariti, Haldiphool etc.

The park is rich in fauna. A total of 13 species of mammals are recorded and all of them are rare or endangered. There are snow leopards, grey langurs, Himalayan black bears, red foxes, Himalayan weasels, musk deer,ghorals, thars, bharals or blue sheep, flying squirrels etc. Moreover 114 species of birds are seen in this park. The main attractions are: Himalayan vultures, yellow and red billed choughs, koklass pheasants, monal pheasants, yellow-nape wood peckers, blue throated barbets and snow pigeons. There are several varieties of reptiles, butterflies and other insects too.

The Valley remains covered with thick blanket of snow during winter. It is in full bloom during July, August and September. This is the best time to explore the splendour of this magnificent place. Pushpawati riverbed is spread 6km in the Valley. Its water bifurcates the Valley into two parts.

Dewdrops on flowers, the rhythmic sound of water, rich flora and fauna, and delightful breeze of cool air are waiting for you. Listen to the call of the Valley and the dream of walking through this Valley with your friends.

Glossary

range chain, a line of hills **emerald** a bright green gem પોખરાજ **meadows** fields of grass and flowers **patches** spots, small areas **panoramic** a vast view **vibrant** lively with bright colours **splendid** beautiful and impressive ભવ્ય **alluring** very attractive **alpine flower** flower growing on high mountains પર્વતીય પ્રદેશનું ફૂલ **trek** long difficult journey on foot **remote** distant, difficult to reach **expedition** journey with a particular purpose **stunned** astonished, સ્તબ્ધ **pouring in** coming in large number **travelogue** પ્રવાસ વર્ણન **enchanting** magically pleasant **heritage** વારસો **healer** one who cures, a doctor **miraculous** giving unbelievable effect ચમત્કારિક **legend** old time popular stories, myth **designated** named by authority **diversity** variety **botanist** a person who studies the science of plants વનસ્પતિશાસ્ત્રી **threatened** at risk **endangered** in danger of **dominant** major, wide spread **fauna** wild life **flora** plant life **mammals** સસ્તન પ્રાણીઓ **pheasant** a long tailed brightly coloured bird કુકડા જેવું પક્ષી **barbet** a coloured tropical bird ઉષ્ણકટિબંધનું એક પક્ષી **magnificent** splendid **bifurcates** divides into two parts

Vocabulary

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

(enchanting, travelogue, alluring, stunned, miraculous, panoramic)

Once we visited a natural park. We were _____ when we saw a _____ view of nature. It was really _____. The flowers were so _____ that we can't avoid touching. It has a _____ effect on me that I wrote a _____ on it.

V. 2 Here is a list of words. Find out the sentences in which they are used and understand their meanings.

Vibrant, splendid, alluring, enchanting, miraculous, diversity, magnificent

Comprehension

C. 1 Check these facts about the Valley of Flowers [VF]. Mark true or false.

1. The VF is a National Heritage Park.	T	F
2. The VF is a very interesting place for the botanists.	T	F
3. Hanuman brought sanjeevani plant from the VF.	T	F
4. The Govindghat is the gateway of the VF.	T	F
5. The river Pushpavati is 6kms long.	T	F
6. We can see the snow leopards and the snow pigeons in the VF.	T	F
7. The plants and flowers in the VF are just for beauty.	T	F
8. Diwali vacation is a suitable time for trekking in the VF.	T	F

C. 2 Complete the table using information from the text.

WELCOME TO THE VALLEY OF FLOWERS

Official name	
Location	
Area	
Important dates	**1.** **2.** **3.**
Flowers	
Wild life	
Months for visit	
Major attractions	

C. 3 Answer these questions.

1. Why is the beauty of VF called 'dreamlike'?
2. What tempts photographers to VF?
3. How would you reach the VF from Ahmedabad?
4. What is the connection between the VF and the Ramayan?
5. How did the VF get its name?
6. Why are plants and flowers in the VF important?
7. Make a list of phrases describing the beauty of the VF.

C. 4 Draw a picture of the VF on a drawing sheet using different colours. Arrange the exhibition of such pictures collected from the students of your class.

Language Practice

L. 1 Read the conversations given below.

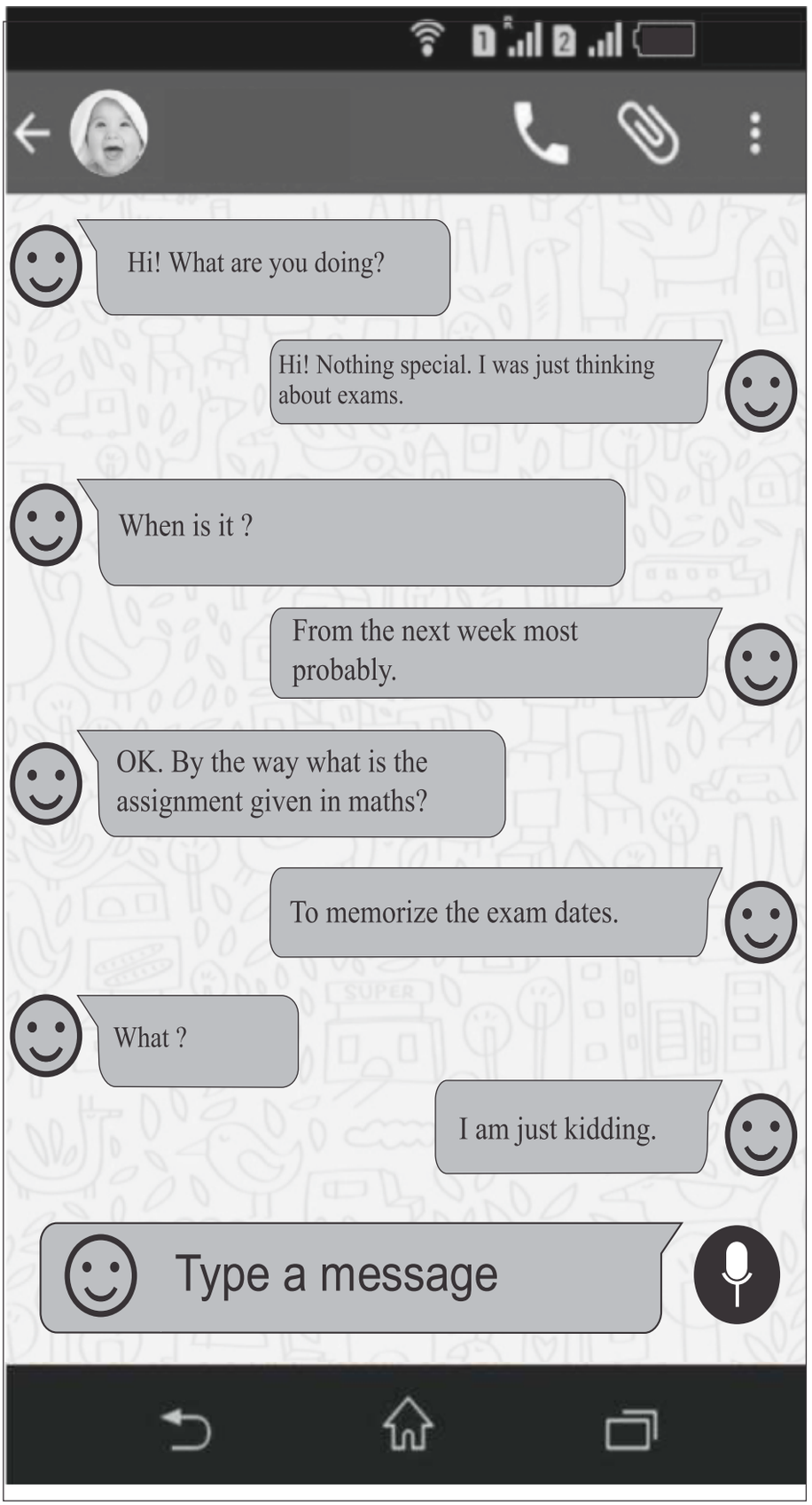
Conversation : 1

A : **Where** are you going?
B : I am going to Ahmedabad
A : **Why** are you going?
B : I have a function to attend at Ahmedabad.
A : **When** are you going?
B : Tomorrow morning.
A : And **how** have you planned to go there?
B : By train.
A : And **when** will you be back?
B : hmmm… a day after tomorrow. But **why** are you inquiring so much?
A : Actually, I need your bike.

Conversation : 2

A : Hello!
B : Hi!
A : What are your plans for tomorrow evening?
B : Thinking of going for a movie.
A : Which one?
B : That's a surprise. You just be ready.
A : Alright. But tell me, what time are we going?
B : A night show. Around 9 o'clock.
A : OK. And how should we reach the place?
B : I will pick you up from your home.
A : That's great. Who else is joining us?
B : Your teacher. My father!

3. Now complete the conversation using your imagination.



L.2 Put a tick mark (√) against the correct question:

• Where he is going? □ • Where is going he? □	• Why worried are you? □ • Why are you worried? □
• When you are going to pay the electricity bill? □ • When are going to pay you the electricity bill? □	
• Which one is your cycle? □ • Which one your cycle is? □	• Why you look so anxious? □ • Why do you look so anxious ? □ • Why so much anxious you look? □

L. 3 Frame 'wh-' questions as shown in the examples.

Example : (when / you / go to school?)
When do you go to school?

1. (what / you / do?)

_____.

2. (where/ you/ live?)

_____.

3. (where/ Rajesh / come from?)

_____.

4. (when / you / go to bed?)

_____.

5. (when / Rajesh / come back home?)

_____.

6. (how often / he / go for movies?)

_____.

7. (how often/ he/ study English?)

_____.

8. (why/ he / seem worried?)

_____.

L. 4 What would you say in these situations?

You happen to meet a new person in a family gathering. Ask him (i.e. where he works. i.e... Where do you work?)

1. You want to know the number of holidays in the current month. Ask your friend.

   :…….....

2. You are looking for your friend at a theater. At last you make a call and ask him about his location.

   :…….....

3. You have forgotten the date of your exams. Ask your friend.

   :…….....

4. You had given your bicycle to your friend. And now you are looking for it in the parking. Ask him about it.

   :…….....

5. You want to know where your teacher is. Ask your friend.

   :…….....

6. You've forgotten when the school reopens after summer vacation. Ask your friend.

   :…….....

L. 5 A popular host of a quiz programme, Amitabh, is answering the questions. Fill in the gaps with the appropriate words given in the brackets.

(how far, how long, how often, how many, what, what, what kind, when, where, who)

	Quiz Master	Amitabh
1.	…… is Garampani sanctuary situated?	In Assam
2.	…….. is the science that studies insects known as?	Entomology
3.	……was an Italian astronomer who discovered the telescope?	Galileo
4.	……. was the battle of Plassey fought?	In 1757
5.	……. is a game of Kabaddi?	40 minutes
6.	…….. are the Olympic games held?	Every 4 years
7.	…….. player has scored the most runs in a single Test innings?	Brian Lara
8.	…… folk dance form is associated with Punjab?	Bhangra
9.	……. is known as the father of English Poetry?	Chaucer
10.	…….. centimeters are there in a foot?	30 cms.

Writing

W. 1 Write a paragraph on: The Natural place I like most. Focus on these points.

Place, how to reach there, major attractions, reason for your liking, your memories of visiting that place

W. 2 Write a letter to your friend insisting on visiting the VF. Use details from the text and C.2.

W. 3 Plan a one day picnic to a nearby place. Work in a group of four, discuss with your group members and write the planning in a dialogue form.

You can begin like this:

Kandarp : Friends, hurrah! tomorrow is a holiday.
Rahim : What shall we do tomorrow?
Nisarg : Shall we plan for a picnic?
Firoz : That's a great idea. Where shall we go?.....

Now complete this dialogue. .....
.....
.....

POEMS

1. THE RIVER



River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.
River, river! swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping,
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.
River, river! headlong river!
Down you dash into the sea, _
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.

Glossary

sparkle shining with a bright reflected light **pebbles** small stones **foliage** plant leaves **brawling** fighting or struggling **leaping** jumping **impetuous** with force **brimming** completely full **tending** be inclined to

Comprehension

C. 1 Give opposites.

(1) louder :_____ (2) faster :_____ (3) broad :_____

(4) deep :_____ (5) wider :_____

C. 2 Add a rhyming word.

1. dancing, glancing, _____ 2. leaping, sweeping, _____
3. motion, ocean_____ 4. arrow, narrow, _____
5. time, prime, _____

C. 3 Answer the questions.

1. What is the destination of the river?
2. Why does the poet compare the river with a child in the first stanza?
3. Describe the movement of the river.
4. Why does the poet compare the sea with eternity?
5. What does the word 'still' mean in 'Seeming still – yet still in motion'?

2. The Useful Plough



A country life is sweet
In moderate cold and heat
To walk in the air, how pleasant and fair,
In every field of wheat.
The fairest of flowers adorning the bowers,
And every meadow's brow;
So that I say, no courtier may
Compare with them who clothe in grey,
And follow the useful Plough.

They rise with the morning lark,
And labour till almost dark;
Then folding their sheep, they hasten to sleep;
Next morning is ringing with birds that are
singing
On each green, tender bough.
With what content and merriment
Their days are spent, whose minds are bent
To follow the useful plough!

(Old Song)

Glossary

bower support for climbing plants **adorning** beautifying **meadow** field with green grass **bough** larger branch of a tree **merriment** fun

Comprehension

C. 1 State whether the statements are true or false.

1. The poem is about farm life and the countryside. T F
2. The village life is unpleasant. T F
3. The farmers in countryside are unhappy with the hardships in farming. T F
4. Ploughing is an act of satisfaction for farmers. T F

C. 2 Answer the questions in brief.

1. How long do the farmers work in their fields?
2. How does the poet describe the country life in the poem?
3. What makes the morning pleasant for the farmers?

3. Be The Best

A1X6U2

Be The Best
If you can't be a pine on the top of the hill,
Be a scrub in the valley — but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a muskie then just be a bass —
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail —
Be the best of whatever you are!

— Douglas Malloch

Glossary

scrub bush **rill** small stream, brook **muskie** big fish **bass** small fish **crew** person working on ship **trail** narrow path

Comprehension

C. 1 Tick mark the nearest meaning.

1. There is something for all of us here.
   (a) Everybody has a scope to become something. ☐
   (b) If we become something, we get something. ☐
   (c) God has reserved some space for us here in this world. ☐
2. And the task we must do is the near.
   (a) It is certain that we must become something. ☐
   (b) We must do something in our neighbouring area. ☐
   (c) Decide what we should do or become at the earliest. ☐

3. Be the best whatever you are.

(a) We should do our work in the best possible manner. ☐

(b) Put in your best. Don't feel ashamed even if you are a small person. Just do the best. ☐

(c) We should be the best amongst all. ☐

C. 2 Fill in the table using the words / expressions from the poem.

You cannot become	You can become	Big sized thing(s)	Small sized thing(s)
a pine on the hill	a small plant by the hill side	a pine tree	a small plant

C. 3 Answer these questions.

1. What advice does the poet give to people in the first stanza of the poem?
2. Why does the poet say “We can't all be captains”?
3. What, according to the poet, decides our victory or failure?
4. What is the message of the poem?
5. Who, according to you, is a best person? Discuss.
6. Think of someone in your village / town / neighbourhood who has very good qualities. Tell about him / her to the class.

HOMEMADE INVISIBLE INK

Mix one spoon of baking powder with one to two spoons of cold water.
Dip a toothpick or cotton bud in the mixture and use it to write your message on a piece of white paper.
Wait for the ink to dry.
Hold the paper up to a light bulb and the message will appear. Alternatively, paint the paper with purple grape juice to reveal the secret message.

4. Saw the Sea



Until I saw the sea
I did not know
that wind
could wrinkle water so
I never knew
that sun
could splinter a whole sea of blue
Nor
did I know before,
a sea breathes in and out
upon a shore

– Lilian Moore

Glossary

wrinkle make creases in **splinter** break a small piece off a larger piece **breathes** takes the air in and out

Comprehension

Answer these questions.

1. What does the wind do?
2. What did the poetess not know about the sun?
3. How does the sea breathe?

YUOR AZAMING MNID

Sceitnsits hvae dsicveored taht the hmuan biran is so uesd to raednig taht it deosn't mtater waht oredr the letetrs are in, as lnog as you mkae srue the frist and lsat ltteers are in the rhgit pclae. Tihs is bcuease we raed the wlhoe wrod, rthaer tahn ecah ltteer. In fcat, eevn thguoh the mdilde leettrs are jmulbed up, yuor biarn is pobrbaly cveelr eognuh to raed tihs wouthit too mcuh truolbe.

English Competence Testing: 1

UNIT 1 TO 6

Language Function

(A) Fill in the blanks from the given options and complete the dialogue.

You : _____? I'm feeling a little cold.

Flight attendant : Certainly, sir. _____?

You : No, thanks. But _____?

Flight attendant : Sure, _____?

You : Yes, please..! And _____?

Flight attendant: I don't have one with me right now, but I'll get one for you.

(Could you please bring me a cup of coffee?, Could you give me a pen to fill out this form?, Would you like sugar in that?, Could I get another blanket, please?, Would you like a pillow as well?)

(B) Rewrite the text by correcting the sentences if necessary.

See, Romesh is looking at something. Let we go and asked him that he is looking for. I thought he can be searching for his book.

(C) Arrange the jumbled parts to make meaningful sentences.

(1) it is not advisable/ as it is / for us to go out / raining heavily.

(2) why I had returned/ the previous night/ asked me/ home late/ my father.

(3) her cat had to be operated upon / a plastic bag / the veterinary doctor / informed that/ as she had swallowed.

(D) Choose the appropriate responses from the options.

(1) Could you please bring that book here, Krish?
(A) Yes, of course (B) No, thanks (C) It's nice of you

(2) Get well soon.
(A)I surely will (B)Thanks a lot (C) Nothing wrong

(E) Rewrite the sentences as directed.

(1) Shall we go for a walk in the evening? (Use 'Let')

(2) Ketaki is the cleverest girl in the class. (Use 'as…as')

(3) I don't have a pen. I don't have a pencil. (join the sentences using ' neither…nor')

(4) The question was very difficult so none of us could answer it. (Use 'because')

(5) Mr. Desai is really a very humble teacher. (Turn into exclamatory sentence)

(6) The man standing at the gate is a security guard of our society. (Rewrite using adjective clause)

(7) At sunrise the birds leave their nests. (Rewrite using: as soon as / when)

(8) Each student of my class is well behaved and obedient. (Use 'all in' place of 'each')

(9) Please, go and open the door. (Use 'would')

(10) Our class will visit the science city tomorrow. (Use 'going to')

(F) Fill in the blanks with proper forms of the verbs given in the brackets.

(A) The government of Gujarat _____ (decide) to provide clean drinking water to all the remote villages by 2016 AD. Most of the villages _____ (provide) electricity by 2018 AD. The government _____ (launch) a massive drive ' clean Gujarat, green Gujarat'. More class rooms _____ (build) in the villages under the SSA scheme.

Textual comprehension

(A) Comprehension based on memory. (MCQ)

Find out the correct option.

(1) Why did the mother cheetah go on crying?

(A) because she couldn't find food for her young ones. (C) because she was very hungry.

(B) because she couldn't find her young ones. (D) because she was trapped by a hunter.

(2) What did Mohan decide after his parents encouraged him?

(A) To modify Guitar for playing Indian classical music (C) To practise Sitar more and more

(B) To learn Sitar, vocal and classical violin (D) To learn Indian classical music

(3) Chandani was overflowing with joy because.

(A) once again she was with her mother.(C) she was now free from Abbu Miyan's jail.

(B) she was fed with best of food. (D) she was treated very kindly.

(4) How many statues of Gauri does Raani ki Vaav have?

(A) Twenty (B) Twenty seven (C) Twelve (D) Fifteen

(B) Read the extracts and answer the questions in one or two sentences.

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

   (1) How is our dental hygiene affected? (2) What should we do to maintain dental health?

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

   (1) From where did Chandani escape? (2) How did Chandani feel after reaching the hill top?

3. This time I did not forget her. She was with me for the rest of the journey, and for long after. All that year she was a bright, living thing. And when the college term ended, I packed in haste and left for Dehra earlier than usual. I was nervous and anxious as the train entered Deoli. I was wondering what I should say to the girl, and what I should do. I was determined that I wouldn't stand helplessly before her.

   (1) Why did the writer leave for Dehra earlier?

   (2) How did the writer feel as the train entered the station? What was he thinking?

Supplementary Reading Comprehension

(1) Read the extracts and find out the correct options for the questions.

While he was standing in the doorway of the moving railway carriage, one of Mahatma Gandhi's sandals slipped and fell off. He promptly pushed off the other sandal and said; "The poor man who finds

the sandal on the track will now have a pair to use."

(1) Why did Gandhiji push off the other sandal?

(A) because it was useless now. (C) because it was torn.

(B) because one man asked for it. (D) because the man could make a pair.

(2) Gandhiji was standing _____

(A) in the carriage (B) in the door way of the carriage (C) on the track (D) on the platform

(2) Abrahm Lincoln, the President of United States of America, had great love for children. A little girl was taken by her father to see the President at the White House. Lincoln took her upon his knee and had a pleasant chatting with her. Turning to her father, the girl exclaimed: " Oh, pa! he isn't ugly at all; he is just beautiful."

(3)The father took the little girl (A) to America. (B) to the White House. (C) to Lincoln's house. (D) to a meeting where Lincoln was president.

(4) The girl found Lincoln (A) beautiful. (B) ugly. (C) pleasant. (D) talkative.

(5) Which one of the following statements is false?

(A) Abraham Lincoln did not like children. (C)The girl liked Lincoln.

(B) Lincoln played with the girl. (D) Lincoln talked pleasantly with the girl.

(3) Read the paragraph and answer the questions.

The 'final' began. For one kilometer it was land. The rabbit ran that distance within five minutes. Then came a lake. So the rabbit took rest under a tree. The tortoise reached there after an hour. He went to the rabbit and woke him up. They talked for a while. The spectators could not understand what these rivals were doing. But they saw that the rabbit jumped on the tortoise and stood in perfect balance. The tortoise swam across the lake. When they reached the land, the tortoise sat on the rabbit. Then came a river. Now it was rabbit's turn to sit on the tortoise's back. Thus they helped each other all through the track. Both of them touched the winning line together. They hugged each other.

(1) Why was it easy for the rabbit to finish the track within five minutes?

(2) 'The tortoise took one hour to go across the lake.' Say whether 'True' or 'False'.

(3) With whom did the tortoise swim across the lake?

(4) How did the tortoise finish the track of land? (5) Why did they touch the winning line together?

Vocabulary

A. Find out the nearest meaning. Blacken the box.

1 .Wicked :	☐ cruel	☐ vicious	☐ sad	☐ vanish
2. drag :	☐ dirty	☐ pull	☐ push away	☐ determine
3. Competent :	☐ capable	☐ careful	☐ energetic	☐ eager
4. Impatient :	☐ anxious	☐ careless	☐ confident	☐ quiet
5. Ferocious :	☐ fabulous	☐ fearful	☐ violent	☐ separate

B. Fill in the blank with an appropriate word from the bracket.

(a)hooted (b) stain (c)slave (d) Alas ! (e)particles (e)appetite (f) storey

1. _____India lost the final one day match in the tournament.
2. I was in the jungle, suddenly an owl looked at me and _____fairly.
3. When we have fever, we lose our _____.
4. The pen in my pocket leaked and made a _____on my shirt.

C. Frame sentences of your own using these words. You can change the form of the word.

1.dynasty 2. immense 3. pretend 4.blurred 5. preserve 6.storey 7. envy

Writing

A. Describe these pictures in about 10 sentences. Focus on details and emotions of people.

(1)



(2)



B. 1 Last month there was an English week in your school. How did you experience the whole week .Write a brief report about it using the points given.

(The dates of the celebration – how teachers and students felt using English – activities held – how you felt – your honest opinion –an overall view)

B. 2 There was a free medical check up programme in your school. Write a brief report using the points given below.

(arranged by the government –arrangement-team of doctors and assistants –diagnosis and prescription – free medicines- students with major problems asked to visit government hospital – teachers' help)

C. Write a short note using the keywords.

1. Sonia's problem of toothache

(terrible tooth ache – visited the dentist – cavity - prescribed medicine – visited the next day – cleaned – filled)

2.Abbuchacha's love for Chandani

(named Chandani – only family member –caressed – loved – talked with her –lots of hope with her)

D. Write a paragraph in about 100 words on the subjects given. Use the keywords.

1. A visit to a historical place :

(which place ? – when ? – time of its construction –history – temples – carvings – paintings – information –your experience)

2 .Half an hour at the railway station

(busy – receive guests- inquiry window – queues- platforms – stalls – hawkers – porters – passengers – trains – announcement)

E. Write a dialogue on these situations. Write minimum four turns for each partner.

1. Meghna and Anjali are planning to go to their cousin Mana's birthday party.
2. Alfaz is talking to his friend Maulik about the birds and animals he saw in the Gir forest last week.

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English Competence Testing: 2

UNIT 7 TO 11

Language Function

(A) Fill in the blanks from the given options and complete the dialogue.

Prince : Good morning, Aunty!

Aunty : _____

Prince : How are you, Aunty?

Aunty : I'm fine thank you. _____ Aren't you keeping well?

Prince : Aunty, you guessed right. _____ . Are you going somewhere?

Aunty : Yes, to market_____ .

Prince : _____, if you don't mind?

Aunty : Of course. I will.

(I'm not feeling well./ Hello, Prince! Good morning/ Do you want anything? / Can you bring some fruits for me?/ but you don't look okay./ you should better consult a doctor)

(B) Rewrite the text by correcting the sentences if necessary.

Mahesh always agrees to me whenever I am discussing anything with him. He argued very calmy and tries teasing me. I know his nature but I generally keep calm and try to convince him.

(C) Unscramble the jumbled parts to make meaningful sentences.

(1) the best student/ Chaitali / of the year prize/ when she was awarded/ felt very happy

(2) Mohankaka is/ how honest/ and hardworking /!

(3) Ahmedabad/ no other city of/ as polluted as/ Gujarat is

(D) Choose the appropriate responses from the given options.

(1) You look so worried. (A) Anything wrong? (B) I am OK. (C) It's all right

(2) Hi, Manav. How are you? (A) Hi, thank you (B) Fine, thank you (C)Quite OK

(3) Would you like to have your lunch right now? (A) No, not at all (B) Oh! It would be my pleasure! (C) So kind of you!

(E) Rewrite the text by changing the verbs into simple past tense.

Mr. Jain reaches his office at 10:30 am. He gets busy with his work from 11:00 to 11:30 am. He discusses important issues with his assistants. He then calls his secretary and dictates her several letters. The secretary types all the letters and puts them on Mr Jain's table for his signature. He has his lunch from 12:30 to 1:30pm.

(F) Fill in the blanks with proper forms of the verbs given in the brackets.

At about 7:30 when Reshma's mummy opened the door and _____(enter) the room, she saw that Reshma _____(feed) the duck. Reshma _____ happily _____(surprise) to see a group of children in the school uniform_____(enter) her room. Reshma _____(greet) them and_____(tell) them about her new friend.

Textual comprehension

(A) Comprehension based on memory. (MCQ)

Find out the correct option and darken it.

(1) Why is the beauty of Valley of Flowers called dream like?

(A) because it is just like a dream to reach there.

(B) because the writers, poets and visitors have written essays and poems on it.

(C) because a variety of colourful flowers, mountains, white clouds and green meadows present a fascinating and lively view of this valley.

(D) because a huge variety of alpine flowers make this place colourful.

(2) What great idea does 'The Atharv Ved' give us?

(A) The whole world is a creation of the God.

(B) We should live in peace with one another.

(C) We all have the right to live and thrive.

(D) The whole world- the whole universe lives as one single unit like a nest.

(3) What did the neighbouring children request to Reshma's mother?

(A) To allow them to see the bird 'Mitra'.

(B) To allow them to play with Reshma in her room.

(C) To allow them to take Reshma with them to the park to play with them.

(D) To allow them to bring food for the bird.

(B) Read the extracts and answer the questions in one or two sentences.

1. Mr.Bakshi: That's good. Now, whenever you feel like chewing gutkha, read an interesting news item or article from a newspaper or play on the tabla. Be with your friends, talk to them, play some games of your choice. Keep your mind engaged in different activities. I'm sure you'll be able to get rid of this habit.

   (1) What did Mr. Bakshi advise Harish to get rid of his habit?

   (2) What should we do to get rid of bad habit?

2. This is a perfect opportunity to rehearse attack procedures and bomb aiming. At the time of firing automatic camera captures the action. The two planes circle, then come down on another target, a bridge. There was a strong wind therefore they released the bombs earlier, but with accurate calculation. "We have got it right," they say. Visibility has become worse. "Let's go home," says Kukee.

   (1) What did they (Kukee and Tyagi) do to target the bridge? Why?

   (2) Why does Kukee decide to go home?

3. Reshma could not play. She could just sit in her wheelchair and watch the life outside from her balcony. She was fourteen years old and a spastic. Reshma could not walk, or even button up her shirt. But she could crawl and had learnt to use a spoon to eat and to handle her wheelchair. She went to a special learning centre. She was given speech therapy there. She also learnt some subjects and some exercises.

   (1) Reshma had to sit in her wheel chair and watch the life outside? Why?

   (2) Where was Reshma sent? How did it help her?

Supplementary Reading Comprehension

(1) Read the paragraph and find out the correct options for the questions.

For ten years he lived with the wolves. Father wolf taught him how to hunt. When he felt hot or dirty, he swam in the forest pools. Sometimes he wanted honey. Then he climbed up trees as well as any monkey. He learnt this from his friend Baloo, the bear. Bagheera, the panther gave Mowgli his first lesson in climbing steep rocks. This man cub was a good and quick pupil. "little frog", said Bagheera when Mowgli was still very young. " You must never hunt either cows or buffaloes. They belong to man. This is the law of the jungle."

Sometimes Mowgli went down the hill by night. He looked in an interesting way at the men's huts. But Baloo and bagheera taught him to keep away from men.

" Yes, I will live here with the pack." Mowgli told his friends. "I was born in this jungle. I have kept the law of the jungle. I have pulled thorns from the feet of every wolf in the pack. Surely they all are my brothers".

(1) Find out the correct matching pairs:

(A) Father wolf – swimming
Baloo- climbing tree
Bagheera – climbing steep rocks

(B) Father wolf- simming
Baloo- climbing steep rock
Bagheera- climbing trees

(C) Father wolf- hunt
Baloo- climbing tree
Bagheera- climbing steep rock

(D) Father wolf- climbing trees
Baloo- hunt
Bagheera- climbing rocks

(2) What is the law of the jungle?

(A) to hunt cows and buffaloes is compulsory.
(B) to hunt cows and buffaloes is prohibited.
(C) to hunt a man is compulsory.
(D) to hunt a man is prohibited.

(3) How many animals are referred to in the passage?

(A) seven (B) four (C) eight (D) five

(4) A group of wolves is called (A) a pack (B) a herd (C) a swarm (D) a fleet

(5) where would Mowgli live? (A) in a village (B) on the tree (C) in the jungle (D) on the rock

(2) Read the paragraph and answer the questions.

Next Friday Sachin was waiting for the ABC. Right at 11.00 there was a knock on the door. Sachin opened the door. The man walked into the house. His face was covered with a muffler, his eyes were small and he was short. "I am ABC. Where is my money?" Sachin gave him a packet. "H…mm, the notes are old and dirty. Thank you, Mr Cashier. I will come again" And he walked away.

After a week some policemen came to Sachin's bank. A police officer placed some fifty-rupee notes on Sachin's table. "Mr Nayak, are these notes real?" Sachin knew the notes. But he looked closely at the notes and said, "Oh my God, these are fake notes! But where did you find these?" the officer said, "We have arrested a man; he had a lot of notes like these." "What is his name?" asked Mr Nayak. "Amu Chimpal." "And his father's?" "Bachu!" replied the officer. "Oh, that is ABC… very good, very good."

Quistions:

(1) Who was at the door? (2) Why had the man come to Sachin? (3) What was Sachin?

Vocabulary

A. Find out the nearest meaning . Darken the box.

1. injurious : ☐ injured ☐ harmful ☐ jolly ☐ journey
2. vanish : ☐ disappear ☐ vanity ☐ various ☐ appear
3. haze : ☐ near ☐ fog ☐ gaze ☐ gain
4. frightened : ☐ afraid ☐ ashamed ☐ frank ☐ train
5. ancient : ☐ very fast ☐ very old ☐ angry ☐ amazed

B. Fill in the blank with an appropriate word from the bracket.

[(a) remote (b) dominant (c) abode (d) chase (e) popped up (f) windy (g) assigned]

1. We find net work problems when we are in_____ villages.
2. The lady tried to_____the chain snatcher but it was in vain.
3. Every now and then messages _____in his cell phone.
4. Last night it was raining heavily and it was _____too.
5. Our English teacher, Mr.Bhal _____ some project works.

C. Frame sentences of your own using these words . You can change the form of the word.

1. abuse 2. ecology 3. trek 4. meadows 5. counsellor 6. various 7. hostile

Writing

A. Describe these pictures in about 10 sentences .

(1)



(2)



B. (1) Yesterday you witnessed an accident on the road. Write a brief report about it.

(high way road – a truck - an autorickshaw – dashed – cries – people rushed- helped-108 ambulance – injured – city hospital – two died- 3 injured- an accident case was registered)

(2) Recently you witnessed a video conference about the problems of the teenagers and their counselling by the doctors and psychiatrists. Write a brief report about it.

(Title of the conference - who organised - anchor - counsellors problems put by teenagers – their solutions - your question – how did you find the conference?)

C. Write a short notes on:

(1) The Problem of Harish

(Chewing gutka – old habit – get rid of – counsellors' advice – reading – music)

(2) The Valley of Flowers

(Mountains – green meadow-national park – The Himalayas-area of 87.5 - Ghaghoriya –Uttrakhand – alpine flowers-discovered in 1931)

D. Write a paragraph in about 100 words on the subjects given. Use the points given in the bracket.

(1) My Pet:

(your pet- treating it with love - feeding – caring - understanding feelings – a good company)

(2) My Visit to a Hill Station:

(which hill station – when – with whom - the mountain – trees – flowers – clouds- sunset – shopping – fun)

E. Write a dialogue on these situations. Write minimum four turns for each partner.

1. Jinal and Firdos are talking about their new English text book of STD - 9.
2. Reshma and Aslam are at the mall. They are buying jeans and T-shirts.