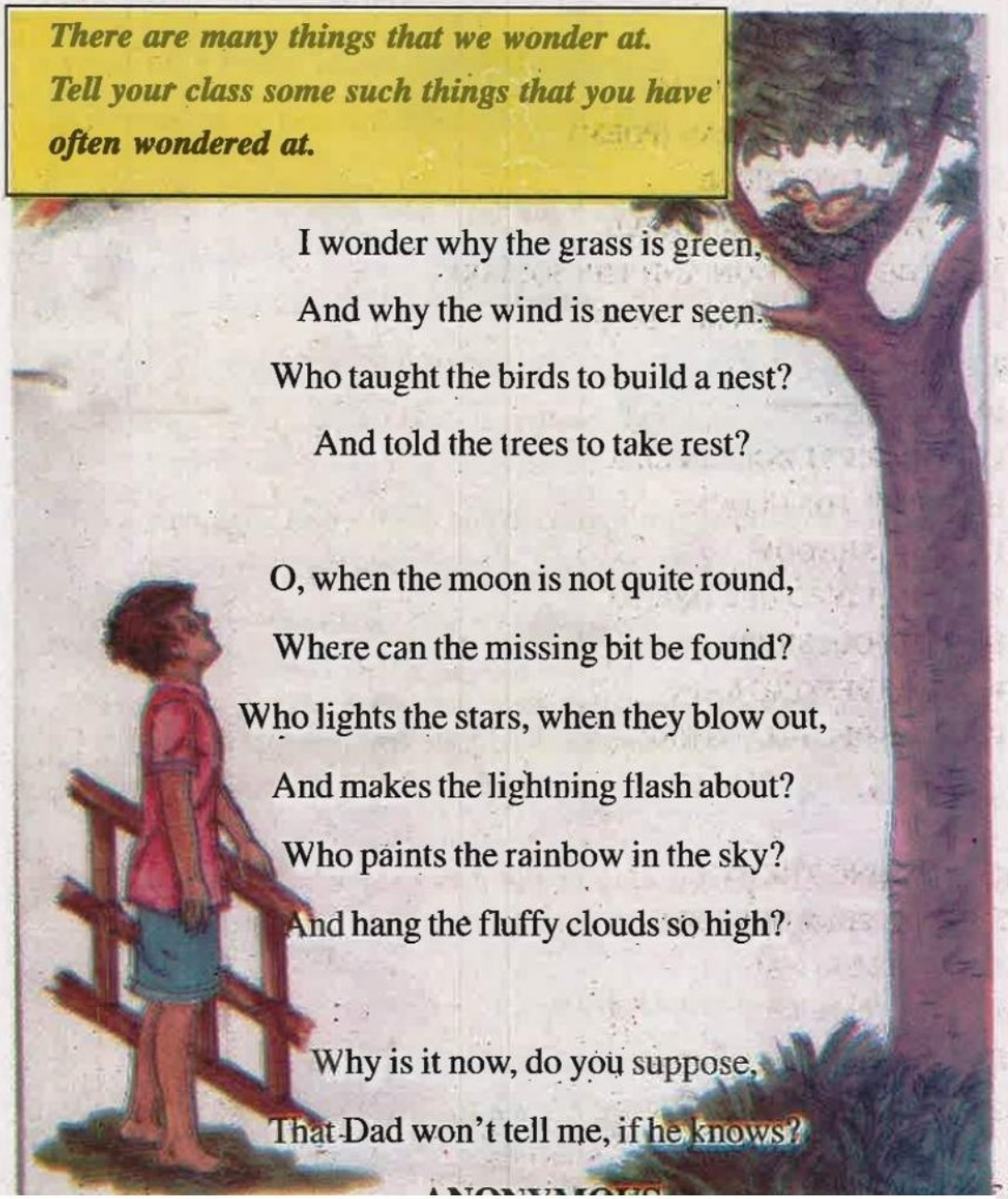
1 I WONDER

A. WARMER

There are many things that we wonder at. Tell your class some such things that you have often wondered at.



I wonder why the grass is green,
And why the wind is never seen.
Who taught the birds to build a nest?
And told the trees to take rest?

O, when the moon is not quite round,
Where can the missing bit be found?
Who lights the stars, when they blow out,
And makes the lightning flash about?
Who paints the rainbow in the sky?
And hang the fluffy clouds so high?

Why is it now, do you suppose,
That Dad won't tell me, if he knows?

ANONYMOUS

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

GLOSSARY AND NOTES

wonder (v):	**feel curious**	उत्सुक होना
bit (n):	**small part**	टुकड़ा, छोटा हिस्सा
lightning(n):	**flash of bright light in the sky**	आसमान में बिजली चमकना
flash about(v):	**sudden spread of light all around**	अचानक प्रकाशमान हो जाना
fluffy (adj):	**very soft and light**	हल्का–फुल्का

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer these questions orally:

1. What things in the first stanza tell you that the poet is curious?
2. Why do you think the speaker calls the cloud fluffy?
3. Does the wind have any colour?
4. Do you often ask your father about the things that you wonder at? Does he answer your questions? If he doesn't, what do you do to satisfy your curiosity?

B.1.2. Based on your reading of the poem say whether the following statements are 'true' or 'false':

a. The shape of moon is fixed.

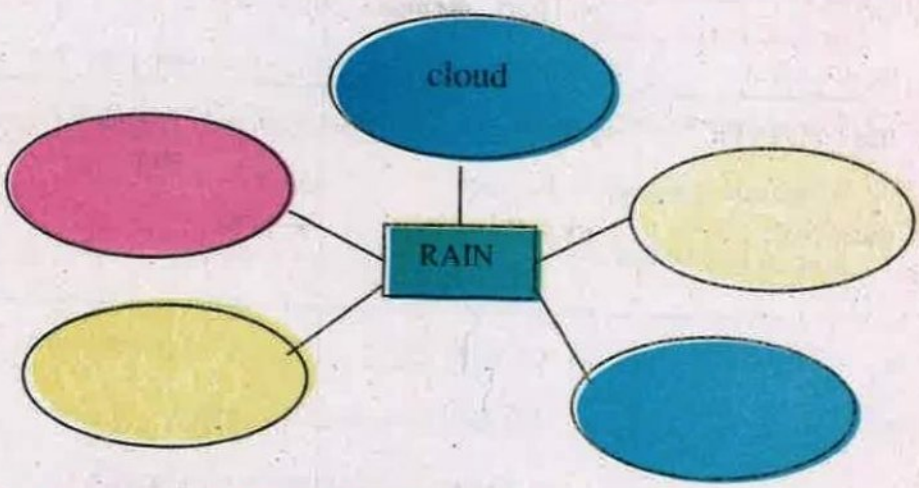
b. The birds make their own nests.

c. The rainbow is not always colourful.

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

B.2. THINK AND WRITE

B.2.1. Think of things and ideas that you associate with rain. Then, fill in the blank bubbles with suitable words:



B.2.2. Answer each of the following questions in not more than 50 words:

1. Make a list of things that the poet is curious to know about.
2. Who do you think is the 'I' in the poem – a child or an adult? Give reasons for your answer.
3. What opinion do you form about the speaker?
4. What does the question in the end suggest about the speaker's attitude towards his dad?

C. WORD STUDY

C.1. Phrasal Verb

C.1.1. What does the phrasal verb '**blow out**' mean in the poem? Look up a dictionary and list its meaning. Note down other meanings of the phrasal verb and use it in your own sentences conveying other meanings.

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

C.1. 2. Look up a dictionary and list other phrasal verbs that begin with blow, and use them in your own sentences.

C.1.3. Fill in the blanks in the sentences given below with the suitable phrasal verbs given in the box:

1. put out: to extinguish	**2. call out: to summon**
3. set out: to begin a journey	**4. wipe out: to remove**
5. give up: to leave	

a. The government is ready to ..... polio.

b. He ..... for Kolkata with his father.

c. ..... a doctor to examine the patient.

d. He had to..... smoking because he had breathing problems.

e. ..... the lantern.

D. RHYME TIME

Look at the following pairs of words:

green - seen

nest - rest

These pairs of words, you will notice, end with similar sounds. Such pairs of words that end with the similar sound are called rhyming pairs or words.

Pick out the rhyming pairs from the poem and add one more to each pair. One has been done for you:

green - seen – been

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in). Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

E. LET'S TALK

Discuss the following in groups or pairs:

If the moon did not appear in the sky, What would happen?

F. TRANSLATION

Translate into your mother tongue any one of the stanzas from the poem that you may have read.

G. ACTIVITY

Find in the grid words related to weather. Words may appear horizontally, vertically or diagonally. One has been done for you:

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

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

2 SLEEP

A. WARMER

Why do we sleep? Do all persons sleep for the same amount of time?

Do you ever have dreams? If yes, narrate the dreams which you like/ dislike most. Why do you think we have dreams?

Nobody knows why we sleep, but we all need to. Sleep helps our body and brain develop and grow. Our body needs sleep to stay healthy and fight sickness. During sleep, our muscles, bones and skin can grow, and muscles, skin and other parts can fix injuries. Our brain needs sleep. Sleep helps our brain to remember what we learn. It also helps brain to pay attention and concentrate.

There are no rules about how much sleep is necessary, but an average adult sleeps for seven hours and twenty minutes. About 8% of adults are happy with five hours or less of sleep and 4% want ten hours or more. Children at the age of 5 to 12 years need 10 to 11 hours of sleep each night. Babies need between fourteen to eighteen hours, whereas the elderly need less than they did when young; they often take a nap during the day.

There are five stages in one sleep cycle. Each sleep cycle takes about 90 minutes. The sleep cycle is repeated 5 or 6 times during the night. During the stages 1 and 2, you first fall asleep, but are not yet in a deep sleep. During the stages 3 and 4, you are in a deep sleep. Your breathing and heart rate slow down, and your body is motionless. During the fifth stage, your brain is active and you dream. You dream during the stage of sleep called Rapid Eye Movement or REM. During the REM, your eyes move under your eyelids rapidly.

Normal sleep is made up of two alternating phases – phase one involves no dreaming; usually it occurs in the early part of the night.

Phase two involves dreaming; it occurs mostly in the later part of the night for varying periods of time. If you wake up during this phase, you will almost certainly remember your dreams.



When we sleep, the bodily functions slow down; body temperature falls. This is because our body keeps to a regular 24 hour cycle during which body temperature rises and falls at fixed times. Normally, body temperature is lowest in the middle of the night and the highest in the afternoon.

When you get enough sleep you can pay attention better in school, be creative and think of new ideas, fight sickness so you stay healthy, be in a good mood and get along well with friends and family. If you don't get enough sleep, you can forget what you learn, have trouble making decisions,

be in a bad mood, have trouble playing games, have trouble listening to parents and teachers, and be less patient with friends, brothers and sisters.

Sometimes everyone has difficulty in sleeping, but if you miss a couple of hours of sleep, no harm is done. You may feel tired and irritable the next day, but the body soon makes up for the loss. However, if you try to stay awake night after night, you soon begin to behave strangely. You lose the ability to concentrate and your judgement gets impaired. You begin to imagine strange things and your behaviour becomes deranged.

A lot of people have serious sleep problems. Some people find that they cannot sleep: some wake up in the middle of the night or too early in the morning. There are a number of causes. Worry and depression are the most common causes. All kinds of things in the environment can affect sleep - noise, light, heat, cold or new surroundings. Pain in illness can also keep people awake. Most of us can accept temporary sleeplessness without seeking help, many people become addicted to sleeping pills but sleeping pills do not cure the disorder of sleeplessness called insomnia. It is better to avoid them if we can. It is much better to identify the problem and remove it.

GLOSSARY AND NOTES

necessary (adj):	**must, essential**	अनिवार्य, आवश्यक
elderly(here noun):	**old people**	उम्रदराज, बुजूर्ग
nap (n):	**short sleep during the day**	झपकी
certainly (adv):	**definitely/ without fail**	निश्चित रूप से, अवश्य
bodily(adj):	**of the body**	शारीरिक
irritable (adj):	**easily annoyed**	चिड़चिड़ा, परेशान
deranged (adj):	**abnormal**	असामान्य
gets impaired (v):	**gets weakened or damaged**	कमजोर या असंगत हो जाता है।

addicted to (adj):	**used to**	लत लग जाना, आदी
insomnia (n):	**sleeplessness**	अनिद्रा की बीमारी

B. LET'S COMPREHEND

B.1. THINK AND TELL

1. Answer the following questions orally:

a. For how long does an average adult sleep?

b. What are the most common causes of sleep problems?

c. Tell some of the factors which affect sleep. Also add some new things which are not mentioned in the passage.

d. When do the bodily functions get slow?

B.2. THINK AND WRITE

B.2.1. On the basis of reading the lesson, try to complete the table by giving the five stages in one sleep cycle and two alternating phases:

_____	Not in deep sleep
Stage 3 and 4	_____
	_____
_____	Your brain is active and _____
	_____
Phase 1	_____
Phase 2	_____

B.2.2. Write the answers to each of the following questions in about 50 words:

1. Do all adults require the same amount of sleep? Find out how much sleep people of different age group require .
2. Why does the author not favour sleeping pills? Pick out the line that shows that the author does not favour them.
3. Have you ever felt sleep problems in your life? Discuss in pairs and write down the possible causes of sleep problems.
4. What are the consequences of regularly missing sleep for long periods of time?

C. WORD STUDY

C.1. There are six words connected with sleep. Find them out from the grid. You may use the clues below.

W	O	R	R	Y	E	E	F	C	D
O	M	N	I	Y	L	L	N	T	E
Q	N	A	A	D	D	I	C	T	R
A	P	C	C	D	E	M	A	W	A
I	M	P	A	I	R	E	D	O	N
X	Y	C	Y	C	L	E	F	G	G
C	D	P	O	C	Y	K	L	M	E
V	N	Q	T	S	P	L	K	O	D

1. happening by turns, first one and then the other (para3)
2. old people (para 2)
3. state of being sad or gloomy (para 8)
4. weakened (para 7)
5. abnormal (para 7)
6. used to (para 5)

(Note: Pick out only those words that have been used in the text)

C.2. Read the following sentences carefully.

(a) The elderly need less sleep.

(b) When we sleep, the bodily functions slow down.

(c) You soon begin to behave strangely.

In the above sentences words with '-ly' have different functions to perform. In sentence (a), 'the elderly' means the elderly people and it functions as a noun. In sentence (b), the word 'bodily' is describing the noun "functions". Therefore, 'bodily' is an adjective and it comes before the noun. In sentence (c), the word 'strangely' clearly qualifies the verb 'behave'. It functions as an adverb. Notice that 'y' of 'body' is changed to 'i' in 'bodily'.

(i) Now, try to find out what different functions the '–ly' words perform in the sentences given below:

(a) The easterly winds bring rain.

(b) He visits us rarely nowadays.

(c) The lion was vastly amused.

(d) This restaurant provides us homely meals.

(e) His monthly salary is very high.

(f) The student has solved this sum correctly.

(g) The children danced happily.

(h) He read the book thoroughly.

(ii) Pick out words from the text to which '-ly' can be added to form new words.

D. GRAMMAR

D.1. Simple, Compound and Complex sentences

Read the following sentences:

(a) *A lot of people have serious sleep problems.*

(b) *You lose the ability to concentrate and your judgement gets impaired.*

(c) *When we sleep, the bodily functions slow down.*

Here in sentence (a) there is only one subject (a lot of people) and a finite verb (have); therefore, it is a simple sentence. On the other hand, the sentence (b) and (c) have more than one subject and finite verb, so they are either compound or complex sentences.

In sentence (b) we see that the two simple sentences (i) You lose the ability to concentrate and (ii) your judgement gets impaired are linked with 'and', a co-ordinating conjunction. And hence it is a compound sentence. Other coordinating conjunctions are: but, or.

A compound sentence has two or more independent clauses that are generally linked with co-ordinating conjunction like 'and' ' but' 'or' . The important thing to remember is that the two clauses that we join together should be either similar or contrasting.

Sentence (c) has one main clause 'the bodily functions slow down' and one subordinate clause 'we sleep'. Therefore, it is a complex sentence, as both the clauses are joined with a subordinate conjunction 'when'. Other subordinating conjunctions are:

while, who, which, that, since, after, if, unless, however, as

Read the text again and find one example of each type of sentence. In the compound and complex sentences, encircle the clauses and name them, e.g. independent clauses, subordinating clauses, co-ordinating clauses.

D.1.1. Read the following extract and identify the types of sentences - simple, compound and complex:

The Rose Ringed Parakeet

One of the most beautiful birds is the rose-ringed parakeet. Parakeets are brilliant green. When perched on a tree they are hardly visible as their colour mingles with the green of the leaves.

The male bird has a rose-pink and black collar round his neck. Both the male and female birds have large brilliant red bills.

These birds eat fruit and grain, and they cause much destruction. A large part of the fruit goes waste as the birds leave it half-eaten.

The mother bird lays four to six almost white round eggs, usually between February and April. She places them in hole in a tree or wall. Both parents look after the eggs.

E. LET'S TALK

Work in groups of four and talk about your sleeping habits. You can ask and answer the following questions:

(a) How many hours of sleep do you take normally?

(b) Do you fall asleep as soon as you go to bed?

(c) Do you have any sort of sleep problems? If yes, what are they?

(d) When do you find it difficult to sleep?

(e) What happens to you when you keep awake for a longer period of time?

(f) .....

Now one student from each group will share the views of the group with the rest of the class.

F. COMPOSITION

Write a short paragraph in 100 words on "The Importance of Sound Sleep".

Before you get down to write your final paragraph, you must jot down your points and organise your points in the correct sequence. Prepare a rough draft and check whether all the points that you had noted down have been included and are organised in their proper order. You must also check the spellings of words, punctuation marks and capital letters.

G. TRANSLATION

Translate the first two paragraphs into Hindi or your mother tongue.

H. ACTIVITY

Watch the sleeping habits of your family members. Fill in the grid given below the sleeping habits of your family members. Analyse the grid and see the relationship between the sleeping habits and health of the family members:

Name of family Members	Time to go to bed	Time to wake up	Hours of sleep	Condition of Health (healthy, ill, seriously ill, unhealthy)

★★★

3

THE RAJA'S DREAM

A. WARMER

Have you ever had a funny strange dream? Share it with your classmates. Tell them if it had any connection with reality.

Raja Krishna Chandra often heard his courtiers complaining that Gopal loved to make everyone appear like a fool. There was hardly anyone in the court who had not at one time or another tried to get their backs at Gopal but always ended up looking like utter idiots. The Raja knew that this was true. It often rankled him that without uttering a single objectionable word the jester had made him feel silly more than once. So one day Krishna Chandra decided to amuse himself by baiting Gopal.

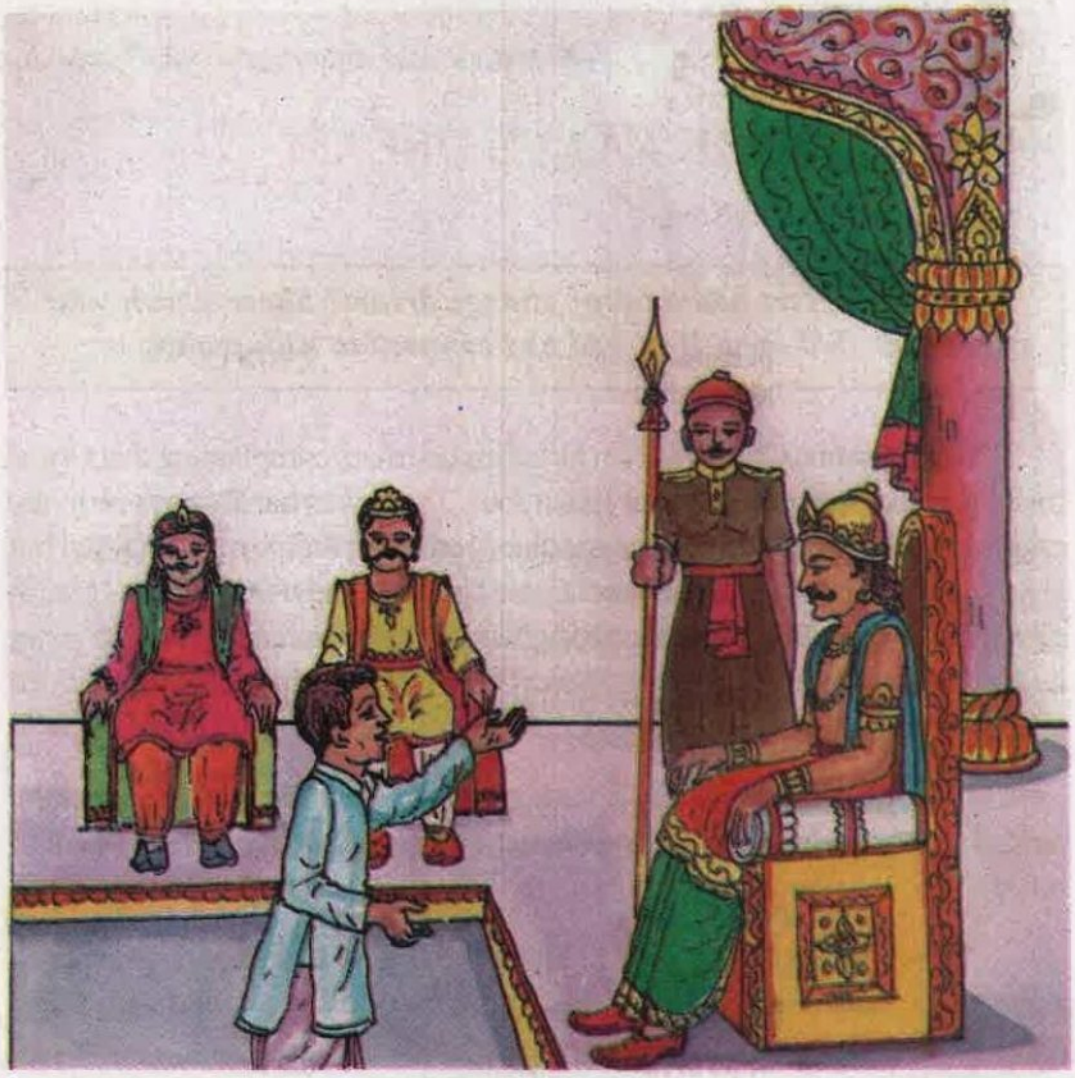
"Ah, Gopal, I have had a strange dream", announced the Raja the next day as soon as he saw Gopal in the court. And everyone fell silent in order to listen to the king's dream.

"I dreamt Gopal, that you and I were going for a walk and we reached a place where there were two pools. One of the pools was filled with *kheer* made of rich thick milk and the other full of horribly smelly dung. Suddenly, I fell into the milky pool and you into rotting muck."

On hearing this, the courtiers burst out laughing. They obviously relished the thought of the jester covered from head to toe in muck.

Gopal stood unruffled, waiting for everyone to finish laughing. And then surprised everyone by telling the king with great humility that he had exactly the same dream.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies



The king looked questioningly at Gopal and asked, "You mean everything happened in your dream just the way they happened in mine?"

"Yes, Maharaj", replied Gopal, "only your dream finished earlier. My dream continued a little longer. I saw both of us coming out of the pool. You covered in *kheer* and I covered in muck and then I saw that you were licking me and I was licking you in order to clean each other."

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

The courtiers almost choeked when they heard this. But unfortunately for everyone, the king was in a good mood and did not mind his legs being pulled a little. In fact he had a good laugh at Gopal's wit.

(Adapted from **"Gopal Bhand, the Jester from Bengal"** by Rupa Gupta, Publication Division, 1994, Reprint 2006)

GLOSSARY AND NOTES

courtiers(n):	**persons who attend a kings/sovereign's court**	दरबारीगण
hardly (adv):	**scarcely**	मुश्किल से, कठिनाई से
get a person's back (idiom):	**annoy a person**	किसी की चुटकी लेना
rankle (v):	**cause persistent annoyance or resentment**	क्रोधित करना, खीजना
objectionable (adj):	**unpleasant, offensive**	आपत्तिजनक, गलत
jester (n):	**professional clown at a medieval court**	मसखरा
silly(adj):	**foolish**	मूर्ख, बेवकूफ
amuse(v):	**cause to laugh or smile, entertain**	हँसाना, मनोरंजन करना, मसखरी करना
baiting (part):	**trying deliberately to make somebody angry by making cruel or insulting remarks**	किसी का मजाक उड़ाना या अपमानित करना
pools(n):	**small areas of still water**	तालाब
dung(n):	**excrement of animals**	गोबर
rotting(part):	**decaying**	सड़ा हुआ, गला हुआ
muck(n):	**waste matter from animals**	मल–मूत्र
unruffled (adj):	**calm**	शांत, अविचलित
humility (n) (v):	**humbleness, meekness**	विनम्रता
licking(n):	**passing the tongue over**	चाटना

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

in order to (idiom):	**with the purpose of doing**	किसी कार्य को करने के क्रम में, करने के उद्देश्य से
choked (adj):	**became speechless**	अवाक, चुप हो गए
did not mind(v):	**did not care**	बुरा नहीं माना
to pull somebody's leg (idiom):	**to play a joke on somebody, usually by making them believe something that is not true**	किसी की खिंचाई कराना, मजाक उड़ाना
wit (n):	**intellect, intelligence (ability to respond too quickly and wisely)**	चतुराई, बुद्धिमता

A. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. What complaint did the courtiers make to Raja Krishna Chandra?
2. How did Krishna Chandra decide to amuse himself?
3. What did Raja tell Gopal?
4. What were the two pools filled with in Raja's dream?
5. In which pool did Gopal fall?
6. Whose dream finished earlier?
7. Who was licking whom in Gopal's dream?

B.2. THINK AND WRITE

B.2.1. Write 'T' for true and 'F' for false statements:

1. Gopal was a great fool.
2. Raja actually had a strange dream.
3. Raja fell in the pool filled with milk.
4. The courtiers mocked at Gopal on hearing Raja's dream.
5. Raja punished the courtiers for laughing at him.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

B.2.2. Answer the following questions briefly:

1. What did Gopal love doing?
2. What did the king think on hearing the courtiers complaint?
3. What did the pool look like in which the king fell ?

B.2.3. Answer each of the following questions in about 70 words:

1. What happened to the people who tried to get their backs at Gopal?
2. What was the king's dream? Describe.
3. What did Gopal say on hearing the king's dream?
4. Sketch the character of Gopal, the jester.
5. Can you guess the King's feeling at Gopal's reply? What would you do if someone replied you in that manner?

C. WORD STUDY

C.1. Fill in the blanks in the following sentences with the words given below:

clean, dreamt, longer, courtiers, jester, dung

1. Gopal was a _____ in the Raja's court.
2. Raja_____ that Gopal fell into the pool of horribly smelly _____ .
3. On hearing Raja's dream, the _____ burst out laughing.
4. Gopal had a _____ dream.
5. Gopal and the king were licking each other in order to _____ themselves.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

C.2. Find out from the story the words which are opposites (antonyms) of the words given below:

appreciate, hated, never, thin, weep, began, pushed

C.3. Match the words in column A with their meanings in column B:

A	B
jester	enjoyed
dung	unluckily
kheer	comic character in a medieval court
unfortunately	quality of being humble
humility	entertain
relished	animal waste
amuse	a pudding made of rice, sugar and milk

D. GRAMMAR

D.1. Determiners

Look at the following sentence:

The king was in a good mood and did not mind his legs being pulled a little.

Note the underlined words in the given sentence. Here, the word 'the' before 'king' refers to a particular king, i.e., Raja Krishna Chandra. Similarly, the word 'his' before 'legs' refers to the legs of that very king.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Words like a/an, the, this, that, some etc. are called Determiners and they are used before a noun or a noun phrase to define or limit its meaning. In a noun phrase, only one determiner is permitted. There are many determiners in English. Here is a list of some of them:

Articles	a, an, the
Possessive pronouns	my, his, your, her, their, our, its
Quantifiers	some, many etc.
Interrogatives	what, which etc.
Distributives	each, every
Demonstratives	this, that etc.

D.1. 1. Circle determiners in the story 'The Raja's Dream'.

D.1.2. Now circle determiners in the following sentences:

1. I don't know where I left my shoes.
2. I am not free this afternoon.
3. Can I borrow your English book for a minute?
4. When is your birthday?
5. My father has invited his friends to my birthday party.
6. This room is bigger than that room.
7. The man who is standing at the gate is my uncle.
8. I'm busy these days.
9. I need some water.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

D.1.3. Use of 'each' and 'every'

Look at the following sentences:

Each boy is intelligent (individually)

Every boy is intelligent (all)

We use 'each' and 'every' before singular countable nouns. We use 'each' before a singular countable noun when we talk about two or more people or things separately as individuals. We use 'every' when we talk about three or more people or things together as a group; e.g.,

Each boy and girl was given a prize.

Each of the girls was allowed to speak for two minutes.

Every boy was present in the class. = All boys were present in the class.

D.1.4. Make two sentences with "each" and "every"

D.1.5. Pick out determiners in the following passage:

A little boy saw pictures of the most wanted criminals at the police station. Pointing at one picture he asked a policeman there, "Is he really a wanted criminal?"

"Yes," said the policeman. Looking puzzled, the little boy remarked, "Then why didn't you keep him when you took his picture?"

D. 2. Punctuation Marks

We use a variety of punctuation marks, such as full stop/period, comma, question mark, brackets, etc. in our writing to separate sentences, phrases, etc., and to clarify their meaning.

Apostrophe (')

(i) An **apostrophe** is used:

(a) to form **contractions** by showing the numbers or letters that have

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

been left out; e.g., '88 =1988, I am = I'm, we are = we're, he will = he'll, they would = they'd, do not = don't, I have = I've.

(b) to form the **possessive** of a noun.

Add 's to a single noun or name: uncle's shop, Ashu's friend, cat's tail, Anu's car.

Add 's to a singular noun that ends in -s: actress's role; princess's friend; rhinoceros's skin.

Add 's to other plural nouns: children's toys; women's shoes; men's shirts.

Add 's to a person's office or shop: I'll buy the medicine at the chemist's. / I'll be visiting Anil's.

Add 's only after the second name: Jack and Jill's pail, Aslam and Anuj's school.

(c) To form the plural of abbreviations: many Dr.'s, many C.M.'s, many Ph.D.'s.

(ii) An apostrophe is plaeed at the end of the word when the word is plural and ends in s'; students 'bags' ' books' covers'.

(iiii) For the plural of a number or letter: your l's, your c's, your 5's are too big.

Colon (:)

(i) A **colon** is used before a **list** and usually after 'as follows' or 'following items' etc.'

Example: This box contains the following items: bandages, plasters, lotion, medicines and a pair of scissors.

(ii) It is used to separate the hour from the minutes when telling time.

Example: 10:45 A.M., 10:45 P.M.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

(iii) It is used to introduce quoted material.

Example: The Headmaster of our school often used to tell us this quotation: 'Writing makes a man perfect.'

A **semicolon** is used:

(i) To join two **sentences, independent clauses** or a **series of items** which are closely connected in meaning.

Example: He gives up smoking; obviously, he fears contracting one of the smoking-related diseases.

(ii) To join two complete sentences into a single written sentence when the two sentences are too closely related to be separately by a full stop and there is no connecting word which would require a comma such as 'and' or 'but'.

Example: He had no money; he felt helpless.

(iii) To join two independent clauses when the second clause restates the first or when the two clauses are of equal emphasis.

Example: Road construction in Tarauni has hindered travel around village; streets have become covered with bulldozers, trucks, cement, etc.

(iv) To join two complete sentences into a single written sentence where the second sentence begins with a conjunctive adverb such as 'however', 'nevertheless', 'accordingly', 'consequently', or 'instead'.

Example: I wanted to make my speech short; however, there was so much to cover.

(v) To separate items in a list when one or more of those items contains a comma.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies...

Example: The speakers included: Radha Mohan Meena, the Commissioner; Nasiruddin Khan, the Education Officer; and Ajay Chaudhary, the Principal.

Hyphen (-)

A **hyphen** is used:

(i) to join two words or more to form **compound words**.

Example: good-looking, pro-Indian, forty-one, daughter-in-law.

(ii) It is used for periods of time when you might otherwise use ***to***.

Example: The years 2009–2011, September-December

(iii) to link two connected words.

Example: the Patna-Delhi train

(iii) to add emphasis or make it dramatic. Example: *He said that he would go - and he did.*

Dash (–)

(i) A **dash** is sometimes used instead of a **colon** or a **semi-colon**.

Example: "Quick! Go now – the police are coming for you!"

(ii) A dash is used in pairs to separate a strong interruption from the rest of the sentence (a strong interruption, as opposed to a weak interruption, is one which forcefully disrupts the flow of the sentence and, as such, it usually contains a verb rather simply being a phrase).

Example: All nations' desire economic growth–some even achieve it– but it is easier said than done.

(iii) When **dashes** are used in a sentence, **commas** are not used to separate interrupting phrases.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

Example: She looked at the dresses – a few of them – deciding on the one she should buy. (**NOT**: She looked at the dresses, – a few of them, – deciding on the one she should buy.)

D.2.1. Add what you think are appropriate punctuation marks to the sentences below:

1. Our neighbours dog likes to chew bones
2. Anshus sister is a doctor in Apollo Hospital
3. Last week we read The Catbird Seat a short story by James Thurber
4. Our three children Anu Anil and Aniket like playing cricket
5. In three weeks time well have to begin school again
6. Doesnt she know that we dont drink coffee
7. Its important that the puppy learns to find its way home
8. She did not hear her childrens cries
9. My friend's name has two As
10. The man whose face was white said that he had spent his two weeks vacation in Sikkim
11. No the taxi driver said politely I cannot take you to the airport in fifteen minutes
12. Anwesha is trying hard in school this semester her father said
13. When did Roosevelt say We have nothing to fear but fear itself
14. There was only one thing to do study till dawn
15. The following are the primary colours red blue and yellow.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

16. We reached home at 1015 AM

17. We had a great time in Delhi the kids really enjoyed it

18. Some people work best in the mornings others do better in the evenings

19. The girls father sat in a corner

20. Patna is the capital of Bihar

E. LET'S TALK

Work in groups and discuss the following:

"It's not right to mock at others."

F. COMPOSITION

Write a paragraph on **either** of the following topics:

1. Pleasures of having fun at others.
2. There is no life without humour.

G. TRANSLATION

Write a summary of the lesson and then translate it into Hindi /Urdu.

H. ACTIVITY

1. Read some stories related to Birbal's wit. Select two stories which amuse you the most. Give reasons why you liked them.
2. Narrate to your class an incident in which one of your neighbours befooled another neighbour.

★★★

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

4 ICE-CREAM MAN

A. WARMER

1. ***List the occasions when you eat ice-cream.***
2. ***Which ice-cream do you like most? Name some of the flavours that you have tasted?***
3. ***Where do you buy ice-cream?***

When summer's in the city,

And brick's blaze of heat,

The ice-cream man with his little cart

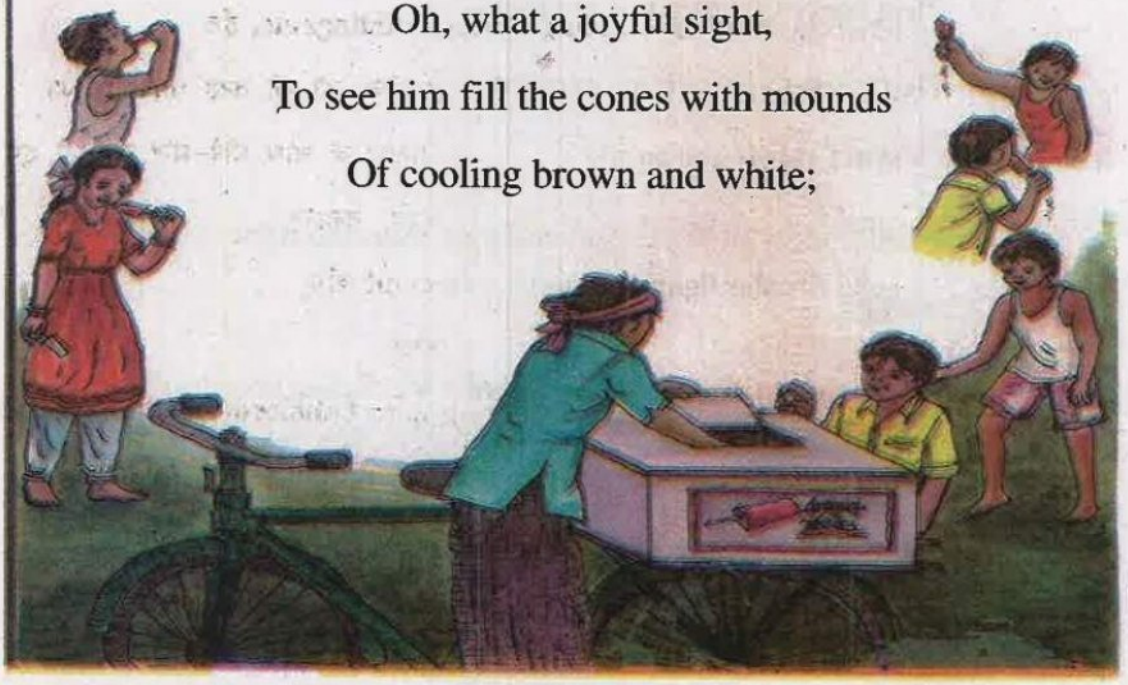
Goes trundling down the street.

Beneath his round umbrella,

Oh, what a joyful sight,

To see him fill the cones with mounds

Of cooling brown and white;



Vanilla, chocolate, strawberry,

Or chilly things to drink

From bottles full of frosty-fizz,

Green, orange, white, or pink.

His cart might be a flower bed,

Of roses and sweet peas,

The way the children cluster round

As thick as honeybees.

RACHEL FIELD

GLOSARY AND NOTES

brick (n): baked clay used for building houses, buildings etc. ईंट

blaze (n): bright flame प्रदीप्ति, लौ की तरह चमकता हुआ,

trundling (n): moving slowly and noisily आवाज के साथ धीरे–धीरे लुढ़कते हुए

sight: (n): scene दृश्य, नजारा

cones: (n): a solid circular figure tempering to a point शंकु

mounds (n): heap टीले

frosty-fizz (compound noun): chilling drinks having many bubbles of gas शीतल पेय,तरल

cluster around (verb phrase): form a group, to gather around घेरा बनाना

thick (adj): dense घना, गाढ़ा

honeybee (compound noun) a bee that gathers honey मधुमक्खी

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answers the following questions orally:

1. Who sells ice-cream?
2. Where does the ice-cream man go?
3. What does the ice-cream man have over his head?
4. Who feels joy to see the ice-cream man?

B.2. THINK AND WRITE

B.2.1. Answer the following questions briefly:

1. What are the buyers of ice-cream compared to in the poem? What does the comparison suggest?
2. " Beneath his round umbrella

   Oh, what a joyful sight"

   Who says these words? Which expression suggests the attitude of the speaker?

B.2.2. Answer each of the following questions in about 30 words.

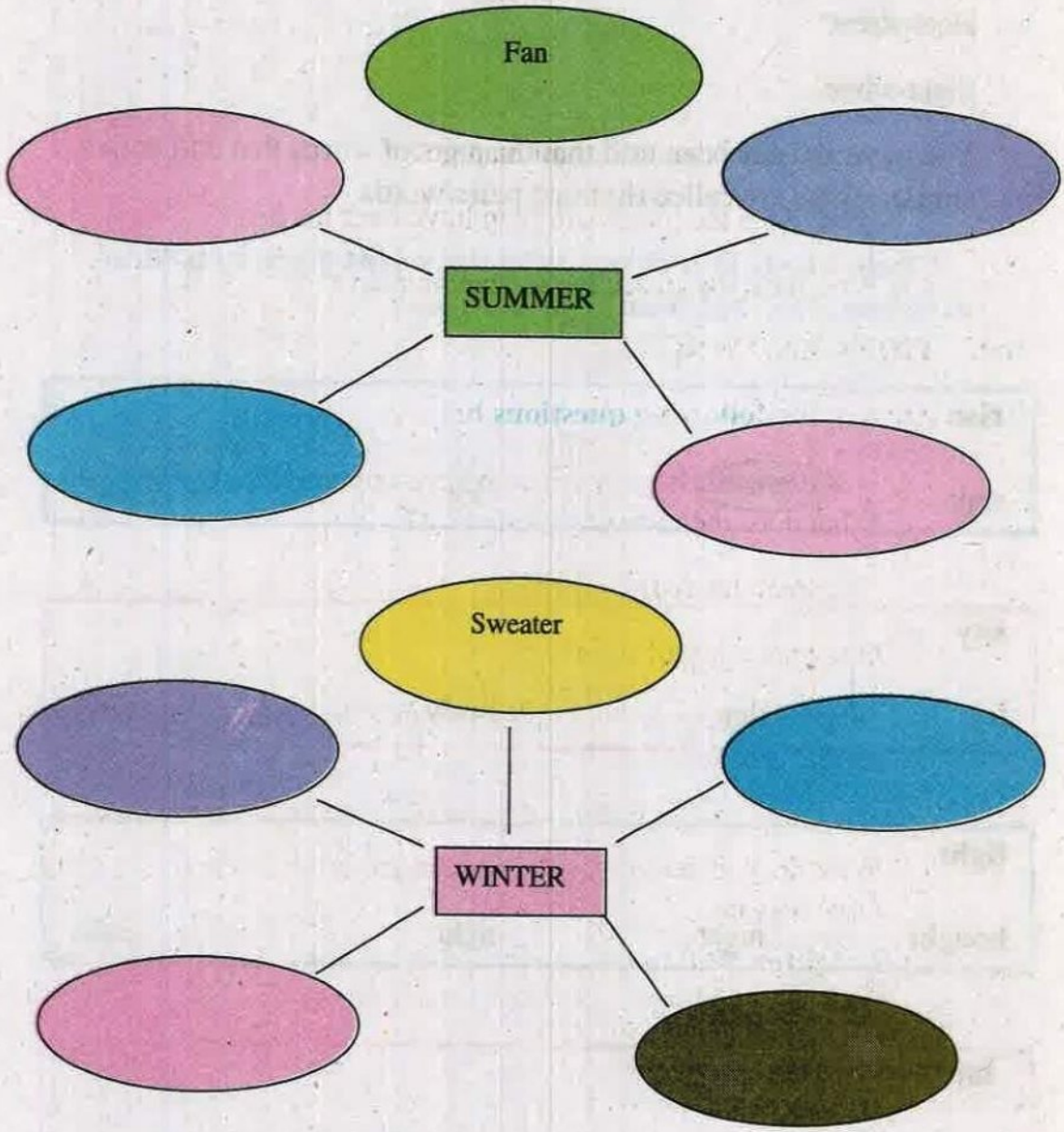
1. Why do you feel joyful to see the ice-cream man in summer? Give reasons.
2. List different flavours of ice- cream mentioned in the poem that the ice- cream man sells. Add some more to the list.

C. WORD STUDY

C.1. Pick out the words/expressions that convey the idea of intensity of heat in summer.

C.2. Pick out the word that means 'a huge amount'.

C.3. When you hear the words 'winter' and 'summer', what are the things that come to your mind? Write them down in the circles.



D. RHYME TIME & FIGURES OF SPEECH

D.1 Look at the following pairs of words:

Heat-street

Sight-white

You have already been told that the pairs of words that end with a similar sound are called rhyming pairs/words.

Circle words that rhyme with the words given in bold in each box. One has been done for you.

rise			
stag	prize	leg	cries

sky			
fry	dry	body	forty

tight			
bought	night	right	eight

late			
rope	rate	ripe	fate

fun			
shut	man	run	sun

thumb			
some	lamp	dump	plum

change			
orange	range	strange	sponge

flash			
crash	fresh	brush	clash

compose			
cross	suppose	broke	oppose

taught			
caught	laughed	bought	bright

D.2. SIMILE

Study the following lines

"The children cluster around

As thick as honeybee"

Here, children are compared to honeybees. Such obvious comparisons using 'as' are known as similes.

Look at some more examples:

as white as snow (the colour of snow is compared to white)

as red as blood (the colour of blood is compared to red)

as hot as fire (the heat of fire is compared to hot)

Now complete the following similes by choosing appropriate words from the box:

coal,	**elephant,**	**statue,**	**giraffe,**	**sky,**
grass,	**pig,**	**ice,**	**banyan,**	**cotton,**
diamond,	**honey**			

1. as blue as .....
2. as tall as .....
3. as green as .....
4. as black as .....
5. as fat as .....
6. as hard as .....
7. as huge as .....
8. as sweet as .....
9. as cool as .....
10. as dumb as .....
11. as old as .....
12. as soft as .....

D.3. Speak aloud the following words and notice whether you can hear the "z" sound at the end of each of these words.

blaze roses

Read the poem aloud and circle the words which end with the sound "z".

E. LET'S TALK

Work in groups

1. Children like to eat and drink lots of cold things in summer. Name some of them.
2. Name some of the things that you and your friends do in the rainy season.
3. Name some of the interesting and enjoyable things that you and your friends do in winter.

F. COMPOSITION

The Managing Committee of your school has decided to organise an inter school kabaddi tournament in your school on its Foundation Day. As the Secretary of the Sports and Games Committee of the school, circulate letters of invitation to the Headmasters of different schools of your locality requesting them to send their teams to take part in the tournament. Time, date, place and procedure of registration must be mentioned in it.

G. TRANSLATION

Translate the poem in Hindi or your mother tongue.

H. ACTIVITY

1. Consult an encyclopaedia and write down the recipe for making vanilla ice-cream/ custard at home.
2. Follow the procedure and taste the ice-cream/ custard you make.

★★★

5 ONE TWO THREE

A. WARMER

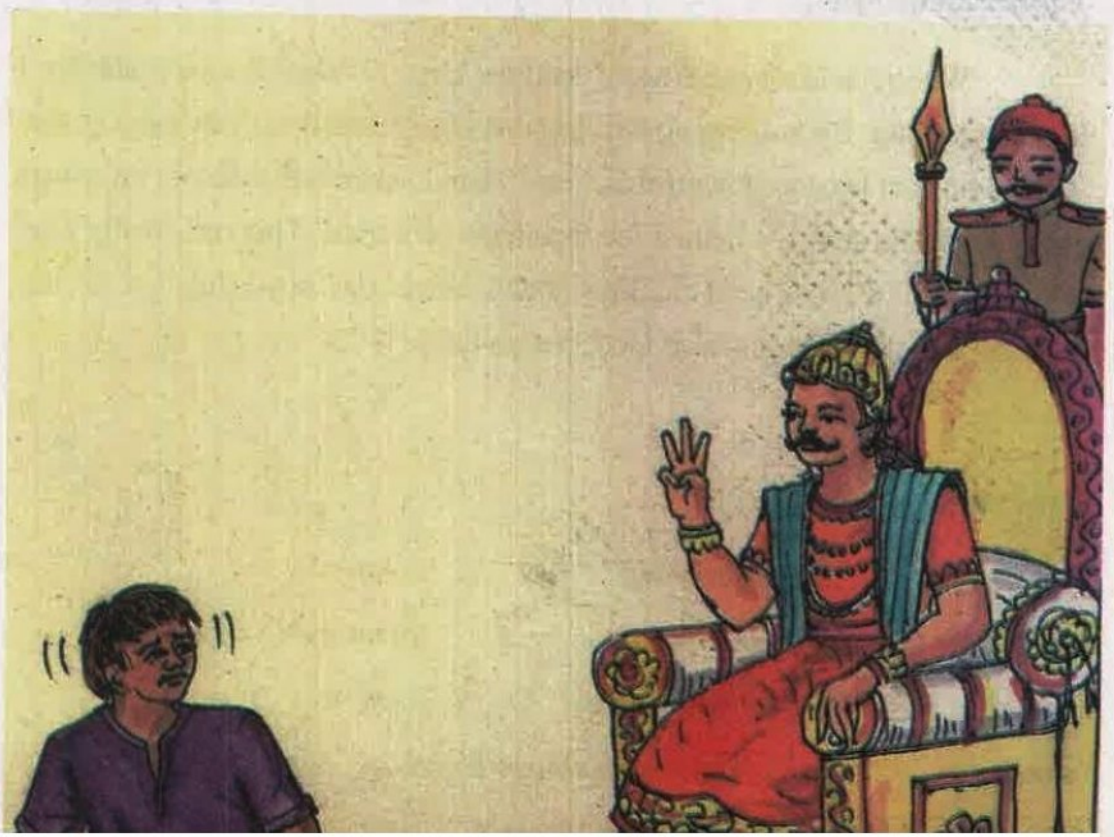
1. *Some people use their body language (e.g. fingers, eyes, facial expressions etc) to express themselves. Have you met such persons? If yes, where did you meet them?*
2. *Did you get a chance to interact with any one of them? How do you think persons communicate without human language?*



© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

Once there was a rich and powerful king. He thought that no one in the world was as powerful as he was. But he told no one about it. One day he began to wonder whether other could guess what he was thinking. So he called all his officers and servants and asked them to tell him what thought was in his heart. Many of them made guesses. But no one could satisfy the king with his answer.

Then the king ordered his minister to find someone who could guess his thought. He gave the minister exactly a month's time to find that person. The minister searched everywhere but he could not find anyone who could guess the thought in the king's mind. As the month was coming to a close, the minister became quite desperate. But his daughter cheered him up by saying that she would find the right man for the job. "All right, let's see what you can do," said the minister.



© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

When the appointed day arrived, the minister's daughter brought home a fool. The man was a shepherd in their farm. The young woman asked her father to take the shepherd to the king. The minister was shocked at his daughter's choice. But since he trusted his daughter, he took the shepherd to the king's court.

The court had already assembled. The minister presented the shepherd to the king. When the shepherd lifted his eyes to look at the king, the king held up one finger. At this, the shepherd held two fingers. Then the king held up three fingers, but at this the fool shook his head violently and tried to run away. The minister could not understand what happened. He begged the king to explain things to him.

"When I held up one finger," said the king. "I asked the man whether I alone was king. By holding up two fingers, he reminded me that there is also God, who is at least as powerful as I am. Then I asked him whether there was a third, and he strongly denied the existence of a third. This man really read my thoughts. I have been thinking that I alone was powerful, but he has reminded me that there is also God, but no third."

GLOSSARY AND NOTES

wonder (v):	**feel surprised**	सोचना
guess (v):	**form an opinion**	अनुमान करना, अंदाज लगाना
desperate (adj):	**filled with despair**	निराश, बेचैन, परेशान
satisfy (v):	**meet the expectation or desires of**	संतुष्ट करना

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

praised (v; p.t of praise): admired प्रशंसा किया

shepherd (n): person employed to tend sheep भेड़ों को चरानेवाला, गड़ेरिया

violently (adv.): with great energy जोर से

denied (v; p.t of deny): declared untrue इंकार किया

begged (v; p.t of beg): asked earnestly, humbly अनुरोध किया, विनती किया

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. What did the king think of himself?
2. What did the king want his officers and servants to find out?
3. How much time did the king allot to his minister?
4. How many fingers did the king raise the second time?

B. 2. THINK AND WRITE

B.2.1. Write 'T' for true and 'F' for false statements:

1. The king was indeed rich and powerful.
2. The minister's daughter helped her father.
3. The minister was confident that the shepherd would guess correctly what was there in the king's heart.
4. The fool could really read the king's mind.

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

B.2.2. Answer each of the following in two or three sentences:

1. What impression do you form of the king? Give your reasons for your answer.
2. Did the fool understand the king? Give reasons for your answer.
3. Do you see any change in the king's view about himself in paras 1 and 6?

B.2.3. Answer the following questions in detail:

1. What did the king want to convey when he raised one finger? What was the shepherd's response to it?
2. Why did the shepherd raise two fingers? What did the king conclude from this?
3. What did the king mean when he raised three fingers? How did the fool respond to this? What does it show about his ability to guess?
4. What made the king think that others could guess what he was thinking? What does it show about his character?
5. Why do you think the minister's daughter chose the shepherd for the task?
6. How can you say that the king was satisfied with the shepherd's answer?

C. WORD STUDY

C.1. Fill in the blanks in the following sentences with the suitable words from the box:

fool, shepherd, rich, denied, reactions, powerful, pleased, guess

1. Once there was a king who was _____ and _____
2. Many people tried to _____ what was in the king's

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

3. The minister's daughter brought home a ———. He was a ———.
4. The fool ——————————— the existence of a third king.
5. The king was very ——————— on the fool's ———————.

C.2. Rearrange the letters in the following groups to form meaningful words and use them in sentences of your own:

fewpluor, shhperde, adwrer,vointle, asslembe

C.3. Pick out words from the story that mean the following:

Example: left with no hopes (para 2) desperate

1. made some one happy (para2) .....
2. surprised (para 3) .....
3. believed (para 3) .....
4. gathered(para 4) .....
5. held up (para4) .....
6. paid something for doing some good (para 4) .....
7. refused (para 6) .....

D. GRAMMAR

D.1. Use of 'already' and 'all ready'

Look at the following sentence:

The court had <u>already</u> assembled.

'Already' is used to say that something had happened earlier than expected or earlier than it might have happened.

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

You're already late.

The meeting has already begun.

"All ready" is not the same as "already". It simply means fully ready or prepared ("All is/are ready.").

Compare:

When is your friend coming? He has already come.

Are you all ready? Yes, we're.

Now make two sentences each with "already" and "all ready" differentiating between the two.

D.1.2. Insert 'already' at the appropriate places in the following sentences:

1. She is late for the train.
2. The patient had died before the doctor arrived.
3. Have you finished the work?
4. They had been enjoying the benefits of winter since their childhood.
5. He had not exhausted the funds when he received the lottery money.

D.2. Use of simple past (or past indefinite) tense

Read the following paragraph:

Once there was a rich and powerful king. He **thought** that no one in the world was as powerful as he was. But he **told** no one about it. One day he **began** to wonder whether other could guess what he was thinking. So he **called** all his officers and servants and **asked** them to tell him what thought was in his heart. Many of them **made** guesses. But no one **could** satisfy the king with his answer.

The words in bold in the above paragraph are in Simple Past Tense. You

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

should notice that in the simple past tense regular verbs are usually formed by -ed ending. It is the same for all persons, singular and plural.

The Simple Past is also used for the following:

1. For activities or situations that were completed in the past at a definite time.

   Example: *I came home at 6 o'clock.*

2. For repeated activities.

   Example: *Anuj: I walked to school everyday.*

3. (Sudden) actions **taking place in the middle of another action.**

   Example: *I was sitting in a meeting, when my mobile suddenly rang.*

4. In stories to describe **events** that follow each other.

   Example: *The man entered the hall and looked around. He took off his coat and put it on a chair. He was at home.*

In the above sentences, the verb forms express the simple past or past indefinite tense.

D.3. Complete the sentences with the simple past forms of verbs. Remember that you may need to use past continuous forms in some cases. Verbs in their present forms have been given in brackets.

Everyday Anshu travels to Patna. Yesterday he was driving his car, when he _____ (see) a dog in the middle of the road. The dog _____(watch) the car. Anshu _____ (stop) and _____ (get) out of his car. As he was getting out, the dog _____ (run) away. Anshu _____ (go) back to his car. While he _____ (get) in the car, the dog _____ (appear) again and _____ (sit) down in the middle of the road. Anshu _____ (start) the engine, but the dog _____(not move). Anshu _____ (jump) out of the car and _____(shout) at the dog. The dog_____(bark) at him and _____ (start) to run. Anshu _____(follow) the dog. Suddenly he _____(see) a woman lying on the grass. She was bleeding.

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

D.4. Making a question and a negative answers.

D.4. Making questions and negative answers.

Look at the question and negative answer for the following statements:

Example: We saw a monkey on the roof.

Question: Did you see a monkey on the roof?

Negative: We did not see a monkey on the roof.

Write questions and negative answers for the following statements:

1. She lost her pen.

Q: _____ her pen?

N: She _____ her pen.

2. Ayesha drove her car slowly.

Q: _____ slowly?

N: Ayesha _____ slowly.

3. They were making noise in the classroom.

Q: _____ noise in the classroom?

N: They _____ noise in the classroom.

4. My mother came early from office.

Q: _____ early from office?

N: My mother _____ early from office.

5. Kumar was sleeping in the chair.

Q: _____ in the chair?

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

6. He ran away.

Q: _____away?

N: He _____away.

E. LET'S TALK

Work in groups:

Think of an incident in your life when you became arrogant, proud, overconfident or angry. Share your experience with your classmates. What was the result? Do you think these are good qualities in a human being? Justify.

F. COMPOSITION

Write a paragraph on the following:

'Power makes people arrogant.'

You can take examples from the story you may have just read.

G. TRANSLATION

Translate the fourth paragraph of the story in your mother tongue.

H. ACTIVITY

H.1. Divide the class into groups. One student from one group will make a sign and students from an another group will try to find out what it means or suggests. Students of the group who succeed in decoding the sign more times will be the winner.

H.2. Visit a deaf and dumb school. List some of the ways in which they communicate with each other.

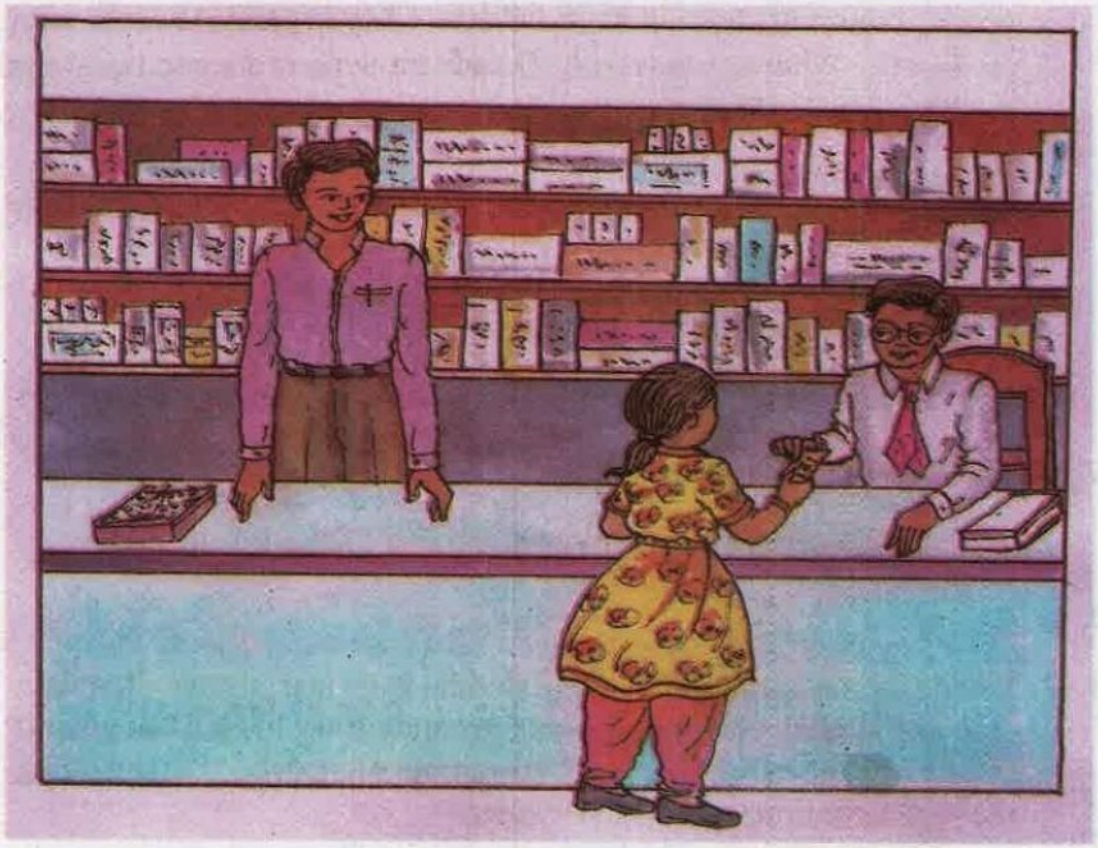
★★★

© copyright reserved to BSTBPC, Government of BIHAR (www.bstbpc.gov.in).
Publishing web/app/books will be a crime. Published by Abdiel Solutions (www.absol.in)

6 TESS BUYS A MIRACLE

1. WARMER

1. ***Have you ever seen lucky things that happen to you or to someone known to you? Talk about them to the class.***
2. ***Can you make lucky things happen whenever you want? If yes, what good things will you like to happen in your life?***



One day eight-year-old Tess overheard her parents talking about her little brother Andrew. She came to know that Andrew was very sick and that her parents didn't have enough money for his treatment. Tess heard her father say: "Only a miracle can save him now."

Tess started thinking about what she had heard. She went to her room and took out a jar from her cupboard. There were some coins in it. She counted the money carefully.

Then Tess put the money into a purse and made her way to a drugstore. The chemist saw her but didn't pay her any attention. When Tess continued to stand before the counter, he said to her, sounding rather annoyed, "What do you want? I'm talking to my brother who has just arrived from Chicago!"

"I want to buy a miracle," said Tess. "My brother Andrew is really sick. He has something bad growing inside his head and my father says that only a miracle can save him now. Can you tell me how much miracle costs?"



The chemist's brother, a well-dressed man, had heard the conversation between his brother and the little girl. He turned to Tess and asked, "What kind of miracle does your brother need?"

"Don't know," replied Tess, her eyes full of tears. "He's really sick and Mummy says he needs an operation. But Dad can't pay for it, so I want to use my own money."

"How much money do you have?" asked the well-dressed man.

"One dollar and eleven cents," replied Tess.

"Wonderful!" said the man, smiling. "A dollar and eleven cents - that's the exact price of a miracle for your little brother." He took Tess's money in one hand and held her hand with the other, saying, "Take me to your house. I want to see your brother. Let me see if I have the kind of miracle you need."

The chemist's brother was Dr Carlton Armstrong, a famous neurosurgeon. He had Andrew admitted to hospital, where he operated on him. Within a few weeks Andrew was back at home and was doing well.

One day Tess's mother said to her husband, "I wonder how much Andrew's surgery cost. Dr. Armstrong wouldn't take any money from us!"

On hearing this, Tess smiled to herself. She knew exactly how much a miracle cost. One dollar and eleven cents ..... plus the faith of a little child.

GLOSSARY AND NOTES

sick(adj):	**ill**	बीमार
treatment(n):	**cure, remedy, healing**	इलाज, उपचार
miracle (n):	**something wonderful/lucky**	चमत्कार
drugstore(compound noun):	**medical store/shop**	औषधालय, दवाखाना
chemist(n):	**one who prepares and sells medicines**	औषधि निर्माता एवं बिक्रेता
annoyed(v):	**felt angry, disgusted**	परेशान, तंग
conversation(n):	**talking, chatting**	बात–चीत, बार्तालाप
surgery(n):	**operation**	शल्य चिकित्सा

faith(n): **trust** **विश्वास**

1. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions:

1. Who was sick?
2. How did Tess know that her brother was sick?
3. Who operated on her brother?
4. Which words, in your opinion, describe the character of Tess?

B.1. 2. Say whether the following statements are 'True' or 'False':

1. Tess's parents were very hopeful that their son would recover from his illness.
2. Tess believed that miracles are things that one can buy.
3. Tess didn't want to use her own money to buy a miracle to save her brother.
4. Tess's brother needed a surgical operation.
5. The chemist's brother wanted to help Tess.
6. Dr. Armstrong made Tess believe that it was possible for her to buy the miracle she needed.
7. Tess's parents had to spend a lot of money on Andrew's operation.
8. Dr. Armstrong was not a kind and sympathetic man.
9. Tess's parents saved Andrew's life.

B.2. THINK AND WRITE

Tick (✓) the right option:

1. Tess went to the drugstore

(a) to buy a miracle

(b) to meet the chemist

(c) to meet the chemist's brother

2. The doctor was impressed by

(a) Tess's concern for her brother

(b) Tess's way of speaking

(c) Tess's love for her parents

3. Only a miracle could save Andrew's life because

(a) the disease was incurable

(b) his parents hadn't enough money to bear the cost of his treatment

(c) there were no good doctors available at that place

B.2.2. Answer the following questions:

1. How much money did Tess have? How do you think she got this money?
2. Did Tess know what a miracle is? Give reasons for your answer.
3. What is your opinion about Dr. Armstrong?
4. How did Tess come to know that her brother was sick?
5. What did Tess want to know from the chemist?
6. Who, in your opinion, helped Andrew recover from his illness?

C. WORD STUDY

C.1. Fill in the blanks with the suitable words from the box:

drugstore, Chicago, miracle, operated, coins, back

1. Within a few weeks Andrew was .....at home.
2. My brother has just arrived from.....
3. Dr. Armstrong ..... on her brother.
4. Tess made her way to.....
5. Only a ..... can save him.
6. There were few ..... in the jar.

C.2. Words ending in '– ist'

Words that end in **'– ist'** such as guitarist, artist and receptionist indicate people's profession or their specialised area of work.

Study the words in column A indicating professions and match them with what they do given in column B:

A		B	
1.	Dentist	a.	a person who grows or sells flowers.
2.	Physicist	b.	a person who is qualified to treat people's teeth.
3.	Florist	c.	a person who studies science.
4.	Scientist	d.	a person who studies physics.
5.	Biologist	e.	a person who prepares and sells medicines.
6.	Chemist	f.	a person who studies different types of food and advises people on what they should eat in order to stay healthy and fit.
7.	Economist	g.	a person who carries out a scientific study of the life and structure of plants and animals.
8.	Nutritionist	h.	a person who studies economics, a field which deals with how a society organises its money, trade, industry and other resources.

C.3. Given below are groups of words. Identify and circle in each group the word that does not belong to the rest. One has been done for you.

1. disease, doctor, treatment, confident, diagnosis.
2. medicine, cupboard, table, chair, stool
3. annoyed. irritated, loving, angry, cross
4. wife, husband, daughter, son, friend
5. well dressed, smart, elegant, unkempt, well-known

D. GRAMMAR

Direct and Indirect Speech

You can speak or write the words or sentences of another person in two ways:

(a) By repeating the words or sentences of the other person as they were.

(b) By stating the meaning of the words or sentences of the other person in your own words.

Suppose Amrita speaks the words, "I am tired." Any person other than Amrita can express her words in the following ways:

(a) Amrita said, "I am tired."

OR

(b) Amrita said that she was tired.

In the sentence (a), the exact words of the speaker, that is, "I am tired." are quoted within the quotation marks("....."). This is called the **direct speech**.

In the sentence (b), we have reported what Amrita (the speaker) said, that is, *she was tired* without quoting the exact words. This is called the **indirect speech**.

Here, you will also observe the following facts:

- The first sentence gives Amrita's words as they were spoken by her. So they have been kept within double inverted commas or quotation marks.
- The second sentence uses the relative word **that** in order to connect Amrita's words with those of the reporting person.

We use reported speech when we want to repeat what someone had previously said.

Let's look at the difference between direct speech and reported speech:

Direct Paras said = 'I am tired.'

Reported Speech 'Paras said (that) he was tired.'

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech, the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too. In reported speech, we need to use the past tense form of the verb. In direct speech the present tense is used. As you can see, in the above sentence 'am' changes to 'was' when we use reported speech.

Tense change

Direct speech	Indirect speech
Present simple She said, "It's cold."	**Past simple** She said (that) it was cold.
Present continuous She said, "I'm teaching English."	**Past continuous** She said (that) she was teaching English.
Present perfect simple He said, "I've done all my work."	**Past perfect simple** He said (that) he had done all his work.
Present perfect continuous She said, "I've been teaching English for seven years."	**Past perfect continuous** She said (that) she had been teaching English for seven years.
Past simple She said, "I taught Hindi yesterday."	**Past perfect** She said (that) she had taught Hindi the previous day.
Past continuous She said, "I was teaching earlier."	**Past perfect continuous** She said (that) she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	**Past perfect** NO CHANGE - She said (that) the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	**Past perfect continuous** NO CHANGE - She said (that) she'd already been teaching for five minutes.

Modal verb forms also sometimes change:

Direct speech	Indirect speech
will She said, "I'll teach English tomorrow."	**would** She said (that) she would teach English the next day.
can She said, "I can teach English."	**could** She said (that) she could teach English.
must She said, "I must have a computer to teach English."	**had to** She said she had to have a computer to teach English.
shall She said, "What shall we learn today?"	**should** She asked what we should learn that day.
may She said, "May I open a new browser?"	**might** She asked if she might open a new browser.

Note: There is no change to *could*, *would*, *should*, *might* and *ought to*.

You can use the present tense in the reported speech if you want to say that something is still true. For example, my name has always been and will always be Aniket so:

Direct speech	Indirect speech (not exact)
"My name is Aniket"	He said (that) his name was Aniket. or He said (that) his name is Aniket.

You can also use the present tense if you are talking about a future event.

Direct speech (exact quote)	Indirect speech (not exact)
"Next week's lesson is on reported speech ", she said.	She said (that) next week's lesson is on reported speech.

Time change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting. For example, we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

Today	+ 24 hours - Indirect speech
"Today's lesson is on past tense."	She said that yesterday's lesson was on past tense.

Expressions of time if reported on a different day

this (evening)	that (evening)
today	Yesterday/that day
these (days)	those (days)
now	then
(a week) ago	(a week) before
last weekend	the weekend before last / the previous weekend
here	there
next (week)	the following (week)
tomorrow	the next/following day

In addition, if you report something that someone said in a different place to where you heard it you must change the place (here) to the place (there).

"How long have you worked here?"

She asked me how long I'd worked there.

Pronoun change

In the reported speech, the pronoun often changes;

- Pronouns of the first person change according to the person of the subject of the reporting verb.
- Pronouns of the second person change according to the person of the object of the reporting verb.
- Pronouns of the third person never change.

*He said, "**I am a teacher.**" = **He** said (that) he was a teacher.*

She said to me, " Where are you going?"

= She asked me where I was going.

He said to you, "Are you a student?"

= He asked you if you were a student.

They said to me, "He must help her."

=They told me that he must help her.

Reporting Verbs

1. *Said, told* and *asked* are the most common verbs used in indirect speech.
2. We use ***asked*** to report questions: *I **asked** Anil what time the lesson started.*
3. We use ***told*** with an object: *Anil **told** me he felt tired.*
4. We usually use ***said*** without an object: *Anwesha **said** she was going to teach English.*
5. If I *said* is used with an object we must include ***to*** : *Anwesha **said** **to** me that she had never been to Patna.*

Note: *We usually use **told:** Anwesha **told** me that she had never been to Patna.*

There are many other verbs we can use apart from *said*, *told* . and *asked*. These include:

accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Using them properly can make what you say much more interesting and informative.

He asked me to come to the party may be changed into:

He invited me to the party.

He begged me to come to the party.

He ordered me to come to the party.

He advised me to come to the party.

He suggested I should come to the party.

D.1. Rewrite the following sentences into indirect speech:

1. Father said, "Only a miracle can save him now."
2. "My brother is really sick," said Tess.
3. Mother said to her husband, "I wonder how much Andrew's surgery cost."
4. The chemist said to Tess, "What do you want? I am talking to my brother who has just come from Chicago".
5. The chemist's brother said to Tess, "What kind of miracle does your brother need?"
6. "How much do you have?" asked the well dressed man.
7. She said to me, "How is your brother now?"
8. He said to her, "What do you want?"
9. Tess replied, "He is really sick and he needs an operation".

D.2. Report the following in direct speech:

1. The shopkeeper asked me what I wanted.
2. I requested my brother to help me in Chemistry.
3. The old woman told us that she could not see clearly.
4. They say that they are very thirsty.
5. She will say that the letter is to come tomorrow.
6. He says that we will reach there early morning.
7. She said that she had been learning Hindi for about two years.
8. Ayesha said that she would leave for her village the following day.
9. Anil said that he had not seen her for a long time.

E. LET'S TALK

The teacher will assign some students the role of a doctor and rest of them to enact the role of a patient. He/she will give them certain situations like having fever, having stomach upset, having an injury etc. The students will role play as the doctor and the patient.

F. COMPOSITION

On the basis of the discussion in **E. Let's Talk,** write a dialogue between a doctor and a patient.

G. TRANSLATION

Translate the first three paragraphs into Hindi or your mother tongue.

H. ACTIVITY

H.1. Collect some newspaper clippings and pictures showing how cleanliness should be maintained at your homes, in classrooms and the surroundings where you live. Paste the pictures on a chart and display on the Class noticeboard.

★★★

7 THE MOUNTAIN AND THE SQUIRREL

A. WARMER

What is the squirrel called in your local language? What do you notice about its movement? Where does the squirrel generally live and what does it eat?

The mountain and the squirrel
Had a quarrel
And the former called the latter
"Little prig"
Bun replied,
"You are doubtless very big;
But all sort of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry;

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

I'll not deny you make

A very pretty squirrel track,

Talents differ; all is well and wisely put;

If I cannot carry forests on my back,

Neither can you crack a nut."

RALPH WALDO EMERSSON

GLOSSARY AND NOTES

squirrel (n): a small tree climbing bushy tailed animal गिलहरी

former (n): the first of the two things or persons already mentioned पूर्व, पहले का

latter (n): the second of the two things or persons already mentioned पश्चात, बाद का

little prig (here n): a self-satisfied person आत्म संतुष्ट, तुच्छ जीव

bun (n): refer to the squirrel because of thick hair on its body घने वालों वाला

doubtless (adv): without doubt बेशक

disgrace (n): loss of respect अपमान

occupy (v): take possession of ग्रहण करना, धारण करना

spry (adj): nimble, quick moving फुर्तीला, चंचल

deny (v): say that it is not true इंकार करना

talent (n): special ability or skill प्रतिभा, दक्षता

differ (v): to have an opposite opinion मतभेद होना

wisely (adv): with good knowledge बुद्धिमानी से, चतुराई से

crack (v): to break तोड़ना

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following:

1. What is the poem about?
2. Who started the quarrel?
3. Do the mountain and squirrel have the same talent? Give reasons for your answer.
4. How did the squirrel defend herself?

B.1.2. Say whether the following statements are 'True' or 'False':

1. The squirrel was very wise.
2. The mountain was proud of its size.
3. The squirrel argued that everyone has his/her own qualities.
4. The squirrel cannot break a nut.
5. Bigger creatures have no right to be proud of their size.

B.2. THINK AND WRITE

B.2.1. Tick (✓)the most appropriate option for each of the following:

1. Who is referred to as "Bun"

(a) forest (b) mountain

(c) squirrel (d) weather

2. "All is well and wisely put" means

(a) the squirrel is the most wise creature.

(b) all animals are wise.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

(c) nature has given particular talent to particular things.

(d) wise persons keep silent.

B.2.2. Answer each of the following questions in not more than 50 words.

1. Why do you think the mountain calls the squirrel "little prig"?
2. What qualities of the mountain does the squirrel appreciate? List them.
3. What task is the mountain unable to perform?
4. Do you appreciate the logic of squirrel? Give reasons.
5. Was the reaction of the squirrel justified? Give reasons.

C. WORD STUDY

C.1. Find out from the text the words that refer to the mountain and the squirrel and put them in the appropriate box below. One has been done as an example.

mountain	squirrel
large	Spry

C.2. Phrasal verbs

The expression 'taken in' in line 8 of the poem is a phrasal verb. When a verb is followed by a preposition or an adverbial particle, it is called a phrasal verb. The meaning of a phrasal verb is different from the meaning of its parts. For example in 'taken in' "take" and "in" have independent meanings but when 'in' is added to 'take' it becomes a phrasal verb and it means 'consider' or 'included' which is different from the meaning of its parts.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

Here are a few more phrasal verbs that have the verb 'take' in them:

Take after, take away, take back, take down, take off, take on, take out, take over, take up

Look up a dictionary and find out what each one of these means and try to use them in sentences.

Pick out other phrasal verbs from the poem.

Fill in the passage given below with the phrasal verbs given in the box :

put on:	to wear
look after:	take ..
carry on:	continue
pass away:	waste
look out:	to watch
bring up:	rear a child

Parents...look after.....their children with proper care. They make them learn how to.....dresses. They .....their kids with affection. They.....their education in best possible school. The time .....fast. The parents become older. Then the children.....their old parents.

D. LET'S TALK

Work in groups and discuss 'for' and 'against' any one of the following statements in your group:

(a) No finger in a hand is better than the other.

(b) Small things are less costly than big ones.

(c) A needle is not as useful as a sword.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

E. COMPOSITION

Write a paragraph in about 50 words on:

'Everyone has his/her strengths and weaknesses'.

F. TRANSLATION

Translate the following sentences into English:

मैं अपने माता–पिता के साथ कल चिड़ियाघर (Zoo) गया। वहाँ हमने अनेक जानवर देखे जैसे : शेर, सफेद बाघ, हाथी इत्यादि। वहाँ मैंने खिलौना रेलगाड़ी (Toy Train) की सवारी की। वहाँ अनेक प्रकार के झूले तथा मनोरंजन के अन्य साधन भी उपलब्ध थे। हमने वहाँ भरपुर आनंद उठाया।

G. ACTIVITY

1. Find out how mountains are different from hill stations.
2. Draw a picture of a squirrel and write in about 100 words a paragraph on **the squirrel**

★★★

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

8 MEASURE FOR MEASURE

A. WARMER

Have you ever met or seen a person who may be excellent in certain things, but is asked to do things in which he/she has no experience? How did he/she perform? Were you amused/ annoyed to see his/ her performance? Tell your classmates the lesson that you learnt from this experience.

Krishna Deva Raya was known for his patronage of poets and scholars. He was equally fond of fine arts. Once he came to know about a brilliant artist named Raja Varma. He invited Raja Varma to the court and asked him to draw his portrait.

The king was very pleased with the artist when his portrait was ready. In the portrait, the majestic and handsome king seemed to have come alive within the frame.



Apart from this portrait Raja Varma drew images of famous characters from Puranas, of men and women, and so on. He became well known for his skills. He became close and dear to the king.

Overwhelmed by joy, Krishna Deva Raya called the artist and asked him what he wanted. When Raja Varma did not reply, the king, on the spur of a generous impulse, rewarded him with the chief ministership.

Though Raja Varma was a good man and a brilliant artist, he had no experience, whatsoever, of administration. Soon everything was thrown into disorder because of his hasty decisions and bad management of the state affairs. Though people were unhappy about his administration, they did not dare complain to the king because the king was very fond of him.

The elders of the town finally approached and sought Tenali Raman's help in getting rid of the new and inept chief minister.

Tenali Raman assured them, "I shall soon find a harmless way to remove the artist from the ministership."

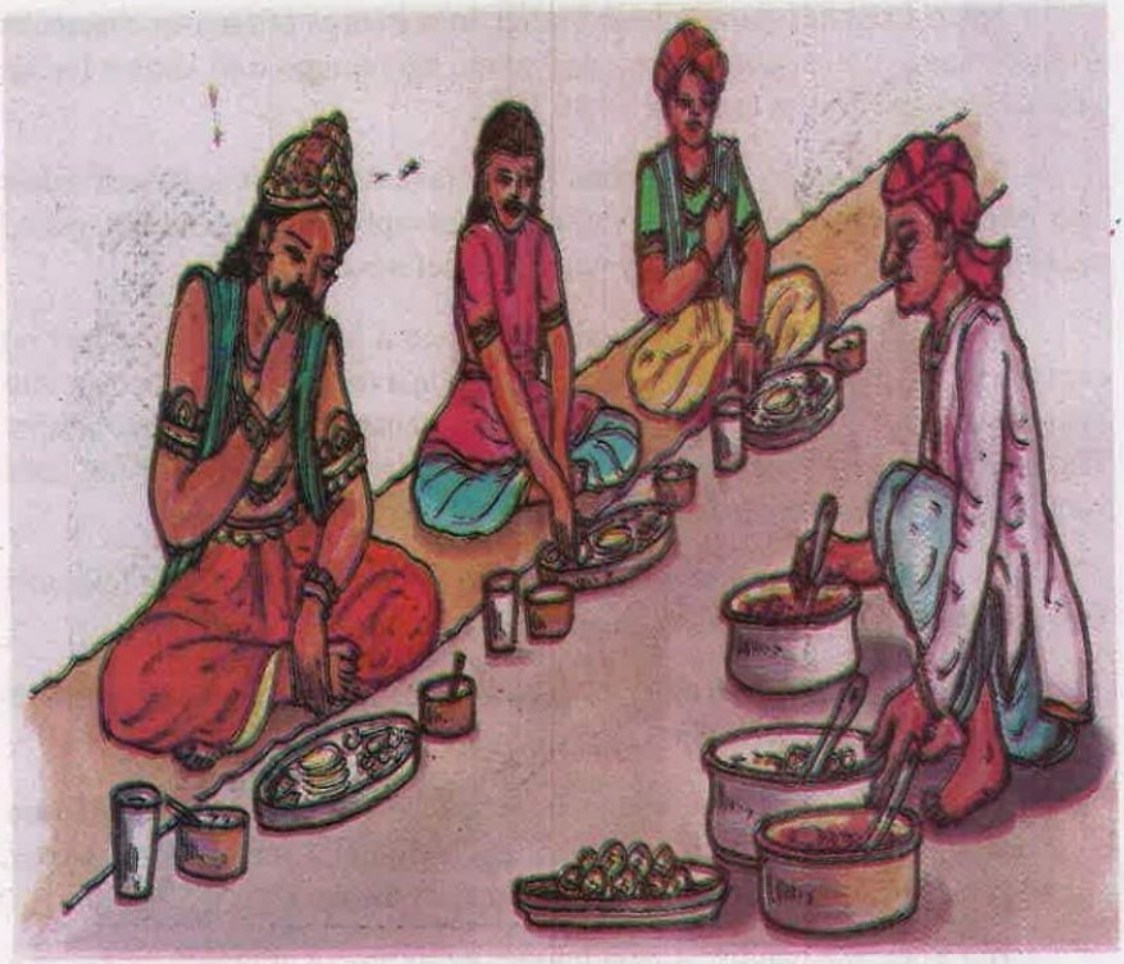
After a few weeks, Tenali Raman invited the king, the queens and some courtiers to his house for lunch. Meanwhile, he found a very good carpenter and put him on the job of preparing a grand feast for the king.

The king and others sat for lunch and at Tenali Raman's order, the carpenter began serving them. As soon as they put the first morsel of food in their mouths, the people began to request for water again and again.

Soon after tasting the food, the king realised that the food was badly cooked and was unbearably hot. He was angry.

"Raman, who has cooked this food? Do you want all to suffer and die by eating this horrible food?"

In his usual humble way Tenali Raman said, "I beg your Majesty's forgiveness." Then he showed carpenter to the king. I have never come across such an excellent carpenter, and I have put him on the job of cooking the lunch for today's feast."



The king began laughing loudly. "Have you lost all sense, Raman? A good carpenter should be employed to work on wood but not on food. How did you get this funny idea?"

Tenali Raman asked the king, "Lord! If an artist can become a chief minister, can't a carpenter become a cook?"

The king at once understood that Tenali Raman got a carpenter to cook the food to make him realise his error in making Raja Varma the chief minister.



The king was saved from the embarrassment of removing Raja Varma from the post because when Raja Varma came to know about the awkward incident at Raman's house, he immediately resigned from the post.

Later Raja Varma told Tenali Raman that he was happy to remain an artist!

GLOSSARY AND NOTES

patronage(n) : **support** संरक्षण, मदद

brilliant(adj): **extremely good/ highly intelligent** बहुत तेज

portrait(n): picture or sketch चित्र या तस्वीर

majestic(adj): very grand, stately, splendid प्रभावशाली, वैभवशाली

prominent(adj) famous/ noticeable, easily seen विख्यात

overwhelmed(v): overcome with feeling अभिभूत होकर

impulse(n): sudden wish to do something अचानक कुछ करने की इच्छा, प्रवृति

spur of a generous impulse(idiomatic expression): do something suddenly without caring for its result परिणाम जाने बिना कुछ करना

reward(n) : an award or a prize in return for services पुरस्कार

thrown into disorder(v): (p.p of throw) thrown in confusion or mess अस्त व्यस्त हो जाना

hasty decision (phr): decision taken in a hurry शीघ्र, जल्दबाजी का

administration(n): government in power, governance शासन

management(n): act of managing व्यवस्था, प्रबंध

assure(v): promise विश्वास देना, वादा करना, वचन देना

affair(n): work related to government राजकाज

inept (adj): unfit अकुशल

first morsel (n): a small quantity of food put in the mouth for eating पहला कौर

horrible (adj): unpleasant, dreadful बहुत खराब, अप्रिय

forgiveness (n): quality of forgiving क्षमा, कृपा

embarrassment (n): awkward situation अप्रिय स्थिति

courteous (adj): polite विनीत

awkward (adj): uncomfortable भद्दा, अशोभनीय, अप्रिय

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions:

1. Why did the king make Raja Verma the chief minister?
2. Whom did the elders approach to get rid of the chief minister?
3. Why did Tenali Raman appoint a carpenter as a cook?
4. When did the king realise his mistake?

B.2. THINK AND WRITE

B.2.1. Write 'T' for true and 'F' for false statement:

1. The king was fond of games.
2. Tenali Raman was a wise man.
3. The carpenter made very delicious food for the guests.
4. Only the king and the queen were invited for lunch.
5. All the guests ate the dishes with much interest.

B.2.2. The following sentences of this story are not in correct order. Arrange them in proper order. One has been done for you:

( ) The king was very pleased with the artist when his portrait was ready.

( ) The king rewarded Raja Varma with the chief ministership.

( ) Apart from this Raja Varma drew images of famous characters from Puranas, men and women.

(1) Krishna Deva Raya was known for his patronage of poets, scholars and fine arts.

( ) Overwhelmed by joy Krishna Deva Raya called the artist and asked him what he wanted.

( ) He invited a famous artist to draw a portrait.

B.2.3. Answer each of the following in about 30 words:

1. What was Krishna Deva Raya known for?
2. Why was the king very pleased with the artist when he saw his portrait?
3. Who rewarded Raja Varma and how?
4. How was the food cooked by the carpenter?

B.2.4. Answer each of the following questions in about 70 words:

(1) What does the title "Measure and Measure" mean? Do you like the title? Give reasons in support of your answer.

(2) Did Raja Varma really feel happy to remain an artist? Give reason for your answer.

(3) What made the people unhappy with Raja Varma's administration? List them and also write what they wanted the king to do.

(4) Could Raja Varma, in your opinion, have grown into a good administrator? Give reasons.

(5) What was wrong with the king rewarding Raja Varma as the chief minister? Give reasons in support of your answer.

C. WORD STUDY

C.1. Rearrange the letters in the following groups to make meaningful words. One has been done for you.

Pypah – happy

sitrat, pencarter, siminter, nemow, leepop

C.2. Correct the spellings of the following words:

Equaly, overwhalmed, inapt, majasty, resined

C.3. Look at the following words from the story:

edisorder' , 'unhappy'

Words 'disorder' and 'unhappy', begin with the prefixes 'dis-' and 'un.' In English prefixes 'dis-', 'un-', 'in-', 'il-','im-', and 'mis-' are used to make words opposite in meaning to the word(antonym) in question .

Write antonym of the following words by adding appropriate prefixes before them:

Literate, measurable, mobile, satisfy, relevant,
manage, pleasant, organize, eligible, regular

C.1. Match words given in Column 'A' with their meanings in Column 'B'. One has been done for you:

A	B
1. image	(a) fault finding
2. decision	(b) lavish
3. brilliant	(c) event
4. complaint	(d) unacceptable
5. incident	(e) picture
6. unbearable	(f) judgement
7. generous	(g) bright,excellent

D. GRAMMAR

D.1. Present Perfect Tense

We use the present perfect tense to show that an action or state started in the past continues to the present; e.g.

Abhinav has been in Kolkata since 2001.

Forms of the present perfect tense:

I/We/You/They + have + past participle

We **have seen** the Golghar.

I **have received** your letter.

Have you **read** this novel?

He/She/It +has = past participle

She **has bought** a new watch.

My English **has improved** a lot.

have/has + adverb +past participle

I have **never** eaten *Dosa*.

She has **always** had a bicycle.

The difference between the simple present and the present perfect is that the simple present refers only to the present time, but the present perfect connects the past to the present (usually with *for* , *since*, *always*, *never*, etc.).

Examples:

Simple present	Present perfect
I **love** my school.	I **have** always **loved** my school.
I **don't like** potatoes.	I **have** never **liked** potatoes.
I **am** in Patna now.	I **have been** in Patna for three years.
Ashu **has** a car.	Ashu **has had** a car since May.

In many situations, with a present time expression (*today*, *this week*, etc.) we may use either the present perfect or the simple past. For example,

1. (a) Ankit **has eaten** four mangoes today.

   (b) Ankit **ate** four mangoes today.

2. (a) We **have learned** five new words today.

   (b) We **learned** five new words today.

3. (a) Ani **has been** absent twice this month.

   (b) Ani **was** absent four times last month.

In sentences 1 (a) and 2 (a), the number may not be final. In sentences 1(b) and 2(b), the number may be final. In sentence 3 (a), the month is not finished. There is a possibility that Ani may be absent more times this month. In sentence 3 (b), last month is finished, and the number four is final.

Examples	Explanation
Abhinav **has been** in Kolkata since 2001. I **have lived** in Bihar since 1990. He **has** always **loved** his school. Anita **has been** a bank manager for three years.	The action started in the past and continues to the present.

Examples	Explanation
Rashmi **has written** three poems today.Paras **has had** two interviews this month.So far, she **hasn't found** a job.Aslam **has worked** in several colleges. How much money **have** you **spent** on train tickets so far?	The action repeats during a period of time that started in the past and continues to the present. We use time periods like **today, this month, this week, so far, up to now** etc. We can also use **a lot of, several, many** or **a number of** to show repetition from past to present. We can ask a question about repetition with **how many** and **how much.**
I **have received** a beautiful watch from my uncle. He **hasn't made** his decision yet. Amit **has studied** Urdu, and he speaks it well. I **have** never **liked** hot weather.	The action occurred at an indefinite time in the past. It still has importance to the present situation.

D.1.1. Fill in each blank with the missing word (not every sentence needs a word).

Example: Anwesha has <u>been</u> in Delhi for two years.

1. Have you _____ Aamir Khan's new movie?

2. I have _____ many poems.

3. She _____been sick _____Monday.

4. Ayesha and Anwesha _____ known each other for many years.

5. _____the train _____ at the platform?

D.1.2. Fill in the blanks with the correct forms of the verbs in brackets to form the present perfect tense. One has been done for you as an example:

Example: Saumya has got (get) a letter from her mother.

1. Anu _____ (send) a gift to her friend.

2. We_____ (see) Tajmahal.

3. I _____ (read) your letter.

4. Namita _____ (never, work) as a driver.

5. Alok _____ (recently, pass) from college.

6. I _____ (teach) in many schools.

D.1.3. Fill in the blanks with the present perfect or simple past to complete each dialogue:

Example: A. Have you ever studied Urdu?

B. Yes. I studied Urdu in high school.

A. I like Urdu a lot. Do you?

B . No, I never studied Urdu.

1. A. Have you ever _____ to Sikkim?

B. No, I never have. But I would like to go there some day.

A. _____ you ever _____ to Delhi?

B. Yes. I _____ there two years ago.

2. A. Have you ever broken your leg or arm?

B. Yes. I _____ my arm when I was ten years old. I was climbing a tree when I _____ (fall).

C. Which arm _____ you _____ ?

D. I broke my left arm.

3. A. _____ you ever _____ an English movie?

B. No, I haven't. But I _____ seen many Bengali movies.

C. I _____ never _____ a Bengali movie.

4. A. _____ you ever _____ to the district library?

B. Yes. I _____ gone there many times. Last week I _____ there on Saturday and checked out a novel by Tagore. I have never _____ Tagore's book in English.

C. _____ you ever _____ his books in translation?

D. Yes. In high school I _____ two of his novels in Hindi.

5. A. _____ your parents ever come here to visit you?

B. No, they never _____ . But last year my brother _____ to visit me for a week.

D.2. THE PAST PERFECT TENSE

The past perfect is used to show the relationship of one past event to a later past event or time. The past perfect tense is formed with had + past participle; e.g.,

He had travelled by ship before.

The winter had been very mild.

The radio had been invented in 1912.

1. yet, already, just, for + time period, and never...before are often used with the past perfect to help show the time relationship of one past time or event to another.

2. the past perfect can be used with before and after, but it is not necessary because the time relationship is clear; e.g.,

   Before the Titanic hit the iceberg, the captain tried to turn the ship around.

   OR

   Before the Titanic hit the iceberg, the captain had tried to turn the ship around.

3. Either the past perfect or the simple past can be used with because when the cause and result are close in time. However, if the cause and result are not close in time, usually the past perfect is used for the cause; e.g.,

   I couldn't call you because I (had) lost your phone number.

   There were not enough lifeboats because several had been removed.

The past perfect is used when we look back from a time in the past. The present perfect is used when we look back from the present time.

Examples	Uses of the past perfect
By the time the rescue ship arrived, the Titanic had already gone down. By 1912, the Wright brothers had already invented the aeroplane.In 1912, the Titanic had just been built.	To show that something happened before a specific time, date or event.
When people got on the lifeboats, the Rescue ship hadn't arrived yet.When the rescue ship arrived, many passengers had already died.	To show something happened or didn't happen before the verb in the When clause.
There was a lot of ice in the water because the previous winter had been unusually mild.	After because, to show a prior reason.
Many passengers didn't realise that the ship had hit an iceberg.	In a noun clause, when the main verb is past.
The passengers in third class were emigrants who had left behind their old way of life.	In a who/that/which clause, to show a prior action.
The Titanic was the most magnificent ship that had never been built.	We sometimes use the past perfect with a superlative form.
Many migrants on the Titanic had never left their countries before 1912.	With never....before, in relation to a past time (in this case, 1912).
The ship had been at sea for five days when it hit an iceberg.	With for, to show the duration of an earlier past action.

D.2.1. Fill in the blanks with the past perfect form of the verb in brackets:

Example: Poor emigrants on the ship had left (leave) behind a way of life.

(a) By 1912, the Wright brothers had _____(already, made) a successful flight.

(b) The Titanic had _____ (originally, have) 32 lifeboats.

(c.) The captain of the Titanic didn't pay attention to the warnings he _____ (receive).

(d) Passengers heard a noise but didn't understand what _____ (happen).

(e) By 1912, the radio _____ (passive: already, invent).

(f) I failed the test because I _____(be) absent for two weeks.

(g) The story of the Titanic was not new to me because I _____ (see) the movie.

(h) I didn't recognise her because she _____ (cut) her hair.

E. LET'S TALK

Work in groups

Discuss why the carpenter made a mess of the food he had cooked.

F. TRANSLATION

Translate the following passage into English:

पुण्यजीत एक कला प्रेमी राजा थे। वे विद्वानों एवं कवियों का आदर करते थे। वे अपनी उदारता के लिए प्रसिद्ध थे। वे उदारता में कभी–कभी भूल कर बैठते थे। एक बार उन्होंने एक गीतकार को मंत्री बना दिया। गीतकार एक अच्छा प्रशासक नहीं हो सका। लोग दुःखी हो गये। बाद में राजा को भी अपनी भूल का एहसास हुआ। अतः हमें सोच समझ कर निर्णय लेना चाहिए।

F. COMPOSITION

Write a short paragraph on the importance of wisdom.

G. ACTIVITY

Read one story of Tenali Rama's or, Birbal's or Mulla Nasiruddin's wisdom and humour and tell it to class.

☆☆ ☆

राष्ट्रीय तंबाकू नियंत्रण कार्यक्रम

i) सभी तंबाकू उत्पाद हानिकारक हैं।
ii) कोई भी तंबाकू उत्पाद किसी भी मात्रा में सुरक्षित नहीं है।
iii) बीड़ी उतनी ही हानिकारक है जितनी की सिगरेट।
iv) सेकेंड हैंड धूम्रपान भी जानलेवा होता है।
v) तंबाकू चबाने से मुँह के कैंसर सहित कई रोग हो सकते हैं।

9 SIKKIM

A. WARMER

Have you ever visited a mountainous state? If yes, tell class about its people, food habits, dresses, climate etc.

Sikkim is a tiny mountainous state in the heart of the eastern Himalayas. It is bounded by the Tibetan Plateau in the north, the Chumbi Valley of Tibet and the kingdom of Bhutan in the east, Nepal in the west, and Darjeeling (West Bengal) in the south. In 1975, Sikkim became the 22nd state of India. It has only 540,493 inhabitants, and a total area of 7,096 square kilometres. Sikkim is the least populated state of India.



The word 'Sikkim' is a combination of two words, Su and Khyim. Su means "new", and Khyim, means "palace" or "house". Therefore, the word means new palace or house, in reference to the palace built by the state's first ruler, Phuntsok Namgyal. The Tibetan name for Sikkim is 'Denjong', which means the "valley of rice".

Sikkim is divided into four districts which include East Sikkim, West Sikkim, North Sikkim and South Sikkim. The district headquarters are Gangtok, Geyzing, Mangan and Namchi respectively.

Gangtok is the capital of Sikkim, literally meaning a 'high hill'. It offers magnificent views of the snow clad *Kanchenjunga,* the world's third highest peak which is regarded as the guardian deity of Sikkim.

Sikkim is rich in flora and fauna, streams, ancient monasteries, and lakes. The flora of Sikkim includes the rhododendron (the state tree), orchid, fig, banana, *sal* tree and bamboo. Oak, chestnut, maple, birch, alder and magnolia also grow in large numbers. The orchid *Dendrobium nobile* is the state flower of Sikkim.

The fauna of Sikkim includes the snow leopard, the musk deer, the *Bhoral*, the Himalayan *Tahr*, the red panda, the Himalayan marmot, the *serow*, the *goral*, the barking deer, the common *langur*, the Himalayan Black Bear, the clouded leopard, the Marbled Cat, the leopard cat, the wild dog, the Tibetan wolf, the hog badger, the binturong, the jungle cat and the civet cat. Among the animals more commonly found are yaks, mainly reared for their milk, meat and as a beast of burden.

The birds found in Sikkim include the *Impeyan* pheasant, the crimson horned pheasant, the snow partridge, the snow rooster, the *lammergeyer* and griffon vultures, as well as golden eagles, quail, plovers, woodcock, sandpipers, pigeons, babblers and robins.

Sikkim is predominantly inhabited by the Lepchas, the Nepalese, and the Bhutias. Nepali is the *lingua franca* of Sikkim. English and Hindi are also spoken and understood in most of Sikkim. Other languages spoken in Sikkim include Bhutia, Gurung, Lepcha, Limbu, Magar, Newari, Rai, Sherpa, Sunuwar and Tamang.

The people in the rural areas grow cardamom, ginger, orange, apple, tea and orchids. Rice is grown on the hillsides of the southern areas. Sikkim is the biggest producer of cardamom in India. The minerals mined in Sikkim are copper, dolomite, limestone, graphite, mica, iron and coal.

The people of Sikkim celebrate major Indian festivals such as *Diwali* and *Dussera*. As the people of Sikkim mostly follow Buddhism, the festivals celebrated here are associated with the Buddhist festivals. The popular festivals they celebrate include *Losar*, *Saga Dawa*, *Lhabab Dhuechein* , *Phang Lhabsol*, *Drupka Teshi*, *Bumchu* , *Losoong*, *Tihaar* , *Dasain* and *Christmas*.

GLOSSARY AND NOTES

mountainous (adj) :	**surrounded by mountain**	पर्वतीय
bounded (adj):	**surrounded**	घिरा हुआ
inhabitants (n):	**dwellers**	निवासी
literally (adv) :	**word for word**	शाब्दिक
magnificent (adj):	**decent**	शानदार, सुंदर
view (n) :	**scenery**	दृश्य, नजारा
clad (adj):	**covered**	ढँकी हुई
regard (v) :	**consider**	समझा जाना, माना जाना
flora (n) :	**vegetation**	वनस्पति
fauna (n) :	**living beings**	जीव–जन्तु
monasteries (n):	**dwellings of Buddhist monks**	मठ
predominantly (adv):	**mainly, chiefly**	मुख्यतः, प्रमुखता से
lingua franca (n):	**prime/ contact language**	मुख्य भाषा, सम्पर्क भाषा

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions:

1. Why is Sikkim considered a tiny state?
2. By which plateau is Sikkim bounded in the north? What is in the north of India?
3. When did Sikkim become a state of India? When did Bihar become a state?
4. The word 'Sikkim' is a combination of which two words? What do they mean? Can you tell how has Bihar got its name?
5. Who are the prime inhabitants of Sikkim?

B.2. THINK AND WRITE

B.2.1. Say whether the following are true or false according to the passage. Write 'T' for true and 'F' false:

(1) Sikkim is a tiny mountainous state in western Himalayas.

(2) Sikkim became the 21st state of India in 1975.

(3) Gangtok is the capital of Sikkim.

(4) English and Hindi are not spoken in Sikkim.

(5) Sikkim is the biggest producer of cardamom in India.

(6) The mineral mines in Sikkim are gold and silver.

(7) The people of Sikkim mostly follow Hinduism.

B.2.2. Answer the following questions in about 30 words.

1. Write the boundary of Sikkim.
2. What is the Tibetan name of Sikkim? What does it mean?

3. Which is the guardian deity of Sikkim? What do you know about it?

4. What are the chief flora and fauna found in Sikkim?

B.2.3. Answer each of the following questions in not more than 50 words:

1. How many districts are there in Sikkim? Write them with their respective headquarters. Do you know how many districts are there in our state?

2. Which birds are found in Sikkim? Name some of them.

3. Write about the inhabitants and languages of Sikkim.

4. Which are the main festivals of India? Can you name some festivals of Bihar?

C. WORD STUDY

C.1. Fill in the blanks with the suitable words from the box:

high hill	mined	follow	eastern
flower	festivals		

1. Sikkim is in the heart of _____ Himalayas.
2. Literally Gangtok means _____.
3. The orchid Dendrobium nobile is the state _____ of Sikkim.
4. The minerals _____ in Sikkim are copper, dolomite etc.
5. The people of Sikkim mostly _____ Buddhism.
6. The popular _____ of Sikkim are Losar, Losoong, etc.

C.2. Given below are some jumbled words. Rearrange them to get words

that make sense. One has been done for you.

vaylle – valley

snouiatuomn, dneduob, tsbae, tvalifse, einm

C.3 Match the words given in column 'A' with their meanings in column 'B'.

	Column A	Column B
1	tiny	surrounded
2	kingdom	grower
3	burden	load
4	bounded	small
5	producer	empire

D. GRAMMAR

D.1. Fill in the blanks with the suitable prepositions given in the box below:

of, for, off, on, at, to

(a) He has come here _____ treatment.

(b) Switch _____ the light.

(c) Our M.P. is _____ hunger strike.

(d) Seema is fond _____ sweets.

(e) Look _____ the picture.

(f) I prefer tea _____ coffee.

D.2. Look at the following sentences from the lesson:

*(a.) Sikkim **is divided** into four districts which include.....,*

*(b.) Sikkim **is** predominantly **inhabitated** by the Lepchas, the Nepalese, and the Bhutias.*

These two sentences are in the passive voice. The passive voice is formed by using a form of ***be+ past participle***. It is sometimes followed with a ***by*** phrase; e.g.,

Godan was written by Premchand.

The active voice focuses on the person who performs the action; e.g., in 'Premchand wrote Godan.', whereas the passive voice focuses on the receiver of the action.

When the verb is in the active voice, the subject performs the action. When the verb is in the passive voice, the subject receives the action.

Active : The man *ate* the fish.

Passive: The fish *was eaten* by the man.

Passive voice can be used with different tenses and modals. The tense of the sentence is shown by the verb ***be***. You can use the past participle with every tense. You can see in the following table how the verbs in active sentences are changed in passive sentences.

TENSES	ACTIVE VOICE	PASSIVE VOICE
Simple present tense	I eat food.	Food is eaten by me.
Present continuous Tense	I am eating food.	Food is being eaten by me.
Past simple tense	I ate food.	Food was eaten by me.
Past continuous tense	I was eating food.	Food was being eaten by me.
Present perfect simple	I have eaten food.	Food had been eaten by me.
Present perfect continuous	I have been eating food	Food has been being eaten by me.
Past perfect	I had eaten food	Food had been eaten by me.
Past perfect continuous	I had been eating food	Food had been being eaten by me.
Simple future tense	I will eat food	Food will be eaten by me.
Future continuous tense	I will be eating food	Food will be being eaten by me.
Future perfect tense	I will have eaten food	Food will have been eaten by me.
Future perfect continuous tense	I will have been eating food	Food will have been being eaten by me.

We don't use *do/does/did* with the passive voice.

The movie *wasn't* made in Ranchi. (NOT: The movie didn't made/make in Ranchi.)

If two verbs in the passive voice are connected with *'and'* we do not repeat

by.

The Oscar ceremony *is televised and seen* by millions of people.

There is a difference in pronouns in an active sentence and a passive sentence. After *by*, the object pronoun is used.

ACTIVE: **She** saw **him**.

PASSIVE: **He** was seen by **her**.

ACTIVE: **They** helped **us**.

PASSIVE: **We** were helped by **them**.

D.2.1. Pick out five active sentences and five passive sentences from the following text:

I was given three movie passes for my birthday. I invited two of my friends to go with me. We went to a new movie theatre/cinema hall in Patna. We saw a movie that was directed by Prakash Jha. This was my first time in a movie theatre/cinema hall, and several things happened that were unusual for me.

I was surprised that people were eating during the movie. Popcorn, potato chips, *samosas*, and cold drink are sold in the theatre lobby. I don't understand why people buy food to eat during the movie. Also, coming attractions are shown before the movie. Another unusual thing was that at the end of the movie, nobody applauded. While the credits were being shown, people were leaving.

It was also strange for me that popcorn boxes and empty packets of potato chips were left on the floor of the theatre/cinema hall.

Anyway, in spite of all these surprises, I enjoyed the movie very much.

D.2.2. Fill in the blanks with the passive voice of the verb, using the tense given in the brackets:

Example: (simple present ; *give*)

The best actor is given an Oscar.

(a) (simple present: *see*)

The awards ceremony _____ _____ by millions of people.

(b) (future:*choose*)

Which actor _____ _____ _____ next year?

(c) (simple past : *give*)

Salman Khan _____ an award for Best Actor, for *Dabang*.

(d) (modal : *can*; *see*)

The movie _____ _____ _____at many cinema halls.

(e) (present continuous : *show*)

A good movie _____ _____at the cinema hall near my house.

(f) (simple past: *give*)

In 2010, no award _____ _____ to an Indian actor.

D.2.3. Change from active to passive. Do not mention the doer/agent of action. Use the same tense as in the underlined verb.

Example: People will see the movie on TV.

The movie will be seen on TV.

(a) They gave A.R. Rahman an Oscar for his music in '*Slumdog Millionaires*'.

(b) Which actor will they choose next year?

(c) People have seen Amitabh Bachchan in many movies.

(d) You should see '*Robot*' on a big screen.

(e) They are filming a new movie in Rajgir.

(f) They don't permit children under 18 to see some movies.

(g) When did they make '*Deewar*'?

D.2.4. The following sentences would look better in active voice because the doer of the action is a specific person. Change these sentences to active voice. Use the same tense as in the passive voice:

Gangtok is liked by me. → I like Gangtok.

(a) A video will be rented by me.

(b) The video should be returned by me.

(c) The winner was predicted by the reviewer.

(d) The winner's name is being announced by Amitabh Bachchan.

(e) The *Kaun Banega Karorpati* serial was being watched by me when my friend came.

(f) Good movies have been made by Aamir Khan.

(g) A Filmfare Award was won by Shahrukh Khan.

(h) Was the music composed by A. R. Rahman?

(i) Were the tickets bought by you?

(j) The students will be shown a movie by the teacher.

E. LET'S LISTEN, WRITE AND TALK

E.1. Listen to your teacher and complete the following table on Nagaland:

Nagaland

Nagaland is a hill state located in the north eastern part of India. It has a population of 1,988,636 people, and a total area of 16,579 km. Thus, it is one of the smallest states of India. After the independence of India in 1947, the area remained a part of the province of Assam. In 1963, Nagaland officially became a state. It borders the state of Assam to the west, Arunachal Pradesh and part of Assam to the north,

Myanmar to the east and Manipur to the south. The capital of Nagaland is Kohima. The largest city is Dimapur.

Nagaland is rich in flora and fauna. Pangolins, porcupines, elephants, leopards, bears, many species of monkeys, sambar, deers, oxen and buffaloes are abundantly found in the forests of Nagaland. The Great Indian Hornbill is one of the most famous birds found in the state.

The tribes of Nagaland are Angami, Ao, Chakesang, Chang, Khienmungan, Kuki, Konyak, Lotha, Phom, Pochury, Rengma, Sema, Sangtam, Yimchunger and Zeliang. The Angamis, Aos, Konyaks and Semas are the largest Naga tribes. English is the official language of Nagaland. The major languages of the state include Ao, Angami or Tenyidie, Chakesang, Chang, Khienmungan, Konyak, Lotha, Phom, Pochury, Rengma, Sema, Sangtam, Yimchunger, Liangmei, Kuki, and Zeme. The contact or link language is Nagamese.

Weaving is a traditional art in Nagaland. Each of the major tribes has its own unique designs and colours. The state produces shawls, shoulder bags, decorative spears, table mats, wood carvings and bamboo works. Tribal dances add colour and happiness to the lives of the Naga people. War dances and dances belonging to distinctive tribes are a major art form in Nagaland.

The main festivals of the various tribes are: Sekrenyi , Ngada , Nga-Ngai, Mimkut, Tsukhenyi, Nazu , Moatsu, Aoling, Monyu, Nkanyulum, Metemneo, Amongmong, Tokhuemong, and Tuluni.

Agriculture is the most important economic activity in Nagaland. The crops include rice, maize or corn, millets, pulses, tobacco, oilseeds, sugarcane, potatoes and fibres.

Complete the table given below:

	Nagaland
Neighbouring states	
Year of becoming a state	

Population	
Capital	
Animals	
Tribes	
Languages	
Handicrafts	
Festivals	
Crops	

E.2. Talk about your own state, Bihar.

F. COMPOSITION

Write a letter to your pen friend describing the beauty of the place where you live and request him to visit this place during the summer vacation.

G. TRANSLATION

Translate the following into English:

हमारे राज्य का नाम बिहार है। यह देश के बड़े राज्यों में से एक है। इसकी राजधानी पटना है जो गंगा के तट पर स्थित है। यहाँ मुख्य रूप से हिन्दी, भाषाएँ बोली जाती है। बिहार के लोगों का मुख्य पेशा कृषि है। यहाँ मुख्य रूप से चावल, गेहूँ, गन्ना, मक्का इत्यादि उपज़ाया जाता है।

H. ACTIVITY

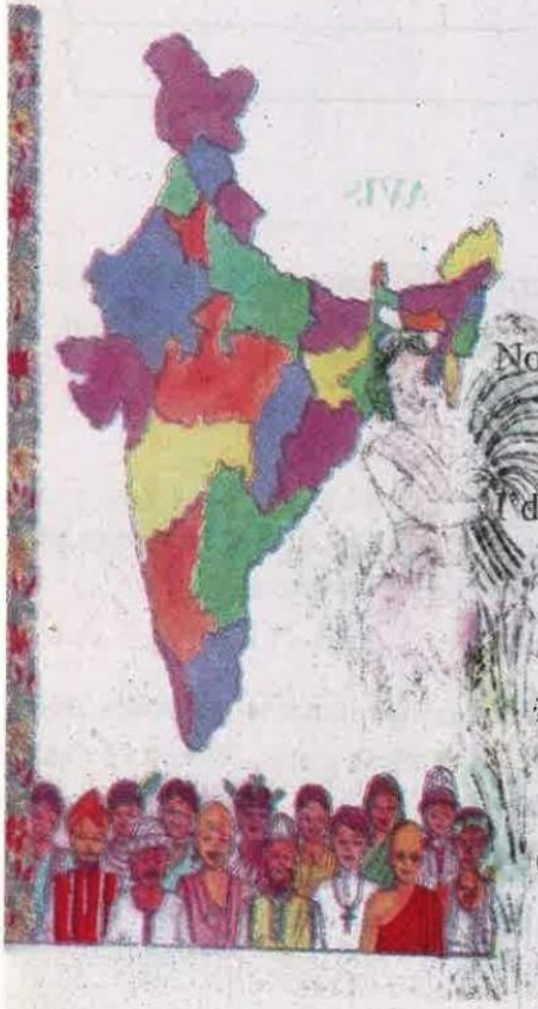
Look at the map of India and list the mountainous states. Also find out the most popular tourist places in these states. Which of them would you like to visit and why?

★★★

10 MY LAND

A. WARMER

Two friends have different thoughts about their country. One wants to serve her motherland after completing her studies. The other wants to leave the country and settle in another country and work there. Who, in your opinion, is better? Give reasons for your opinion.



She is a rich and rare land,
O, she's a fresh and fair land;
She is a dear and rare land,
This native land of mine

No men than hers are braver,
Her women's hearts ne'er waver;
I'd freely die to save her.
And think my lot divine.

She's not a dull or cold land;
No! She's warm and bold land;
Oh! She's a true and old land,
This native land of mine.

Could beauty ever guard her,

And virtue still reward her,

No foe would cross her border,

No friend within it pine.

O, she's a fresh and fair land,

O, she's a rare and true land!

Yes, she's a rare and fair land,

This native land of mine.

THOMAS DAVIS



Population	
Capital	
Animals	
Tribes	
Languages	
Handicrafts	
Festivals	
Crops	

E.2. Talk about your own state, Bihar.

F. COMPOSITION

Write a letter to your pen friend describing the beauty of the place where you live and request him to visit this place during the summer vacation.

G. TRANSLATION

Translate the following into English:

हमारे राज्य का नाम बिहार है। यह देश के बड़े राज्यों में से एक है। इसकी राजधानी पटना है जो गंगा के तट पर स्थित है। यहाँ मुख्य रूप से हिन्दी, भाषाएँ बोली जाती है। बिहार के लोगों का मुख्य पेशा कृषि है। यहाँ मुख्य रूप से चावल, गेहूँ, गन्ना, मक्का इत्यादि उपज़ाया जाता है।

H. ACTIVITY

Look at the map of India and list the mountainous states. Also find out the most popular tourist places in these states. Which of them would you like to visit and why?

★★★

GLOSSARY AND NOTES

rare(adj):	**uncommon**	दुर्लभ
native land (compound noun): a place by birth		जन्मभूमि
waver(v):	**be undecided, hesitate**	झिझकना, संकोच करना
divine(adj):	**holy**	पवित्र
guard(v):	**protect**	रक्षा करना
foe(n):	**enemy**	शत्रु
pine(v):	**feel sad**	उदास, चिंतित

B. LET'S COMPREHEND

B.1.THINK AND TELL

B.1.1. Answer the following questions orally:

1. Name the qualities of the speaker's native land?
2. Tell the qualities of men and women who live in the land of the speaker?
3. What is the wish of the poet?

B. 1. 2. Say whether the following statements are 'True' or 'False':

1. The poem is about a fresh and fair land.
2. The speaker is ready to sacrifice his life for the sake of his motherland.
3. The poet doesn't talk about the virtue and beauty of his birthplace.
4. According to the speaker, no enemy can cross the border of his native land.
5. The poet is proud of his motherland.

B.2. THINK AND WRITE

B.2.1. Tick (✓) the most appropriate option to complete the following statements:

1. The title of the poem 'My Land' does not indicate
   (a) A fresh and fair land
   (b) A dull and cold land
   (c) A dear and rare land
2. The poet says that his native land is guarded and rewarded by
   (a) The grace of God
   (b) Its beauty and virtue
   (c) Some unknown power
3. "No men than hers are braver". The word 'her' here refers to
   (a) common men
   (b) common women
   (c) native people

B.2.2. Answer each of the following questions in about 70 words:

1. Justify the title of "My Land." Suggest another suitable title.
2. Write the main idea of the poem "My Land".
3. Do you agree with the views of the poet? Give reasons.
4. What, according to the poet, are the qualities of one's own country which one ought to be proud of?

C. WORD STUDY

Look up the poem again and pick out the words that mean the opposite of the following words. Write these opposite words in the space provided next to each of these words:

common .....

stale .....

foreign .....

attack .....

punish .....

friend .....

evil .....

intelligent .....

timid .....

D. LET'S TALK

Sit in a group of four or five. Talk about what you like/don't like in your country.

E. COMPOSITION

You are Saket, the Secretary of the cultural committee of your school. Your cultural committee is going to stage a drama on the occasion of the Independence Day.

Write a notice on the noticeboard in this connection inviting students and their parents to watch the play being staged. Date, time, name of the play and place must be mentioned in it. Look at the format of a notice:

Name of School

Notice

Date .....

Subject Heading

Body.....What, when, where, by whom

Signature with Designation

F. TRANSLATION

Translate the poem into your mother tongue.

G. ACTIVITY

Colour the boxes that have rhyming words:

braver waver	put cut	come dome	men hen
no to	fair are	log fog	do so
fresh fair	our tour	fell fail	name fame
root roost	mine nine	land band	ten tin
ever never	did sit	bat bar	kind mind
hard reward	well wall	shank shape	mine fine

★★★

11 MY FIRST ROLE IN LIFE

A. WARMER

Have you ever acted in a play? When and where was it? What role did you play? Share your experiences with your classmates.

I was in class IV when I gave my first stage performance in my school. The name of the play was 'Shrawan Kumar', and I was playing the character of Shrawan Kumar. The director was a student of class IX. The spectacles that he wore were enough to impress me with his capabilities. At his command, all of us, acting in the play, had brought dhotis and saris of our mothers and sisters in order to decorate the stage and give the effect of a flowing river.

A bucket full of water was kept at the place where Shrawan Kumar went to fetch water for his old blind parents. Two boys played the role of the blind parents of Shrawan Kumar. They had been instructed to keep their eyes closed all the time and to sit together in the centre of the stage, facing the audience. One of them, Bodhraj, playing the role of the mother, wore his mother's sari, the *aanchal* of which would slide down many a time.

The curtain rose. On hearing the command of the blind parents – "Beta Shrawan Kumar, we are very thirsty" – I took a *lota*, touched their feet and walked towards the river. King Dasharath, entered the stage from behind the curtain. He moved about and twisted his moustache. On hearing some sound, he took out an arrow from the quiver on his back and exclaimed "Which animal is polluting the river water?"

I saw the arrow going straight towards the roof and I fell flat on the stage and started crying:

O cruel! what harm had I done to you?
Why did you strike the arrow in my bosom?
What wrong after all had I done to you?
Wretched! You shot me while fetching water.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies



The high pitch of my voice stunned the audience in the hall. I kept singing uninterruptedly but the song was so long that it seemed there was no end. Meanwhile, king Dasharath stood still like a statue with one leg in front and another at the back. He was waiting for me to complete my song, his bow facing me. If he had shot another arrow from his quiver, it would have corrected his earlier mistake but the director had instructed him to shoot only one arrow which he had already done.

I had hardly sung half the song when my voice went hoarse. I could see the audience laughing.

The blind parents of Shrawan Kumar were finding it difficult to keep their eyes closed. Sometimes one and sometimes the other would open their eyes. On seeing this, the audience started giggling and remarked, "See, he has again opened his eyes."

Suddenly the audience burst out laughing when they saw the "Pallu" of the saree falling down from the head of Bodhraj who was playing the role of Shrawan Kumar's blind mother.

The shaven head of Bodhraj became visible. After a while when one of the parents of Shrawan Kumar was seen opening his eyes, somebody in the audience shouted:"Look, look again, he can see".

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Time and again laughter arose in the hall and noise of clapping could be heard. Then I stopped singing and acted as if dying in pain. The hall applauded with clapping. One teacher of my class who was part of the audience told my brother Bal Raj "Look, what your brother is doing?"

After my death as Shrawan Kumar, a few more dialogues had to follow, King Dasharath speaking to my old parents and the old parents cursing the king. But I forgot everything and at once got up. The audience burst into peels of laughter. Somebody taunted, "Keep lying, keep lying."

But I got so confused that I didn't know what to do. I again lay down. This led to clapping which didn't seem to end. Whistling, clapping and laughter and different sorts of sounds continued for long time to come.

This was my first role in life.

(Excerpted and Translated from Bhisma Sahni's memoirs)

GLOSSARY AND NOTES

spectacles (n) : pair of lenses in a frame resting on the nose and ears चश्मा

fetch (v) : to go and bring something लाना

audience (n) : assembled listeners श्रोता, दर्शक

quiver (n) : case for arrows तरकश

wretched (adj) : of bad nature/ contemptible दुष्ट, खल

bosom (n) : a person's chest छाती

hoarse (adj) : rough and harsh कर्कश, खुरदरी

B. LET'S COMPREHEND

B.1. THINK AND TELL

Answer each of the following questions in a word or phrase:

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

1. What was the name of the play?
2. Who played the role of shrawan Kumar?
3. Name the director of the play.
4. From where did King Dasharath appear on the stage?
5. Who were playing the role of the blind parents of Shrawan Kumar?

B.2. THINK AND WRITE

B.2.1. Tick (✓) the right options to complete the following statements:

1. The lead character of the play was:

   (a) Dasharath (b) Shrawan kumar

   (c)Balraj (d) Bodhraj

2. Bodhraj played the role of:

   (a) father (b) mother

   (c)uncle (d) grandfather

3. The blind parents were

   (a) nervous (b) hungry

   (c) tired (d) thirsty

4. The high pitch of Shrawan Kumar's voice was:

   a) pleasing b) annoying

   c) stunning d) charming

B.2.2. Answer the following questions very briefly:

1. What role did the writer play? What impressed the writer most and why?
2. How was the stage decorated?

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

3. What did the director ask the two boys to do?

4. What did king Dasharath think Shrawan Kumar to be?

B. 2.3. Answer each of the following questions in about 70 words:

1. How do you think the boy might have felt on getting the lead role? What efforts did the actors of the play put in?

2. Why were the audience giggling in the middle of the play?

3. Why did the boy playing Shrawan Kumar get up in the middle of the play?

4. If you were in the role of Shrawan Kumar, how would you have reacted to the giggling of the audience?

C. WORD STUDY

C.1. Correct the spelling of the following words:

performence	thristy.	stoped	audiance
imediately	arow	stoodent	apeared
claping	kurtain	sudenly	whisling

C.3. Pick out words from the lesson which are the opposites of the following words. Then, use them in your own sentences:

bless, denounced, later, remembered, fell

C.4. Fill in the blanks with the words given in the box. You can change their form as needed.

spectacles, command, fetch, laughter, immediately, parents, giggle

1. She _____ at my jokes.

2.My father can't read the newspaper without his_____.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

3. He came to me _____to help me.
4. The commander must _____ in a loud and clear voice.
5. Let me introduce you to my _____.
6. I saw a clown in the circus and burst into _____.
7. In the remote villages of India, people still _____ water from the well.

E. GRAMMAR

Read the following sentences carefully:

1. *I was in class IV when I gave first stage performance at my school.*
2. *A bucket full of water has been put where Shrawan Kumar goes to fetch water for his blind parents.*

You see there are two simple sentences in sentence 1. They are: (1) I was in class IV and (2) I gave first stage performance at my school. They have been combined by using a conjunction 'when'. Similarly sentence 2 also consists of two sentences. They are: (1) A bucket full of water has been put and (2) Shrawan Kumar goes to fetch water for his blind parents. They have been combined by using another conjunction 'where'.Generally, we combine two or more sentences by using such conjunctions. They are: 'and', 'but', 'or', 'because', 'as', 'so', 'therefore', 'when', 'where', 'that' etc. Relative pronouns such as 'who', 'which' and 'that' are also used as conjunctions.

E.1. Combine the following pairs of sentences into one by using appropriate conjunctions:

1. She is poor. She is honest.
2. He worked hard. He passed the examination.
3. I'll phone you. I arrive
4. The boys sang. The girls danced
5. Do. I do

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

6. I have a friend. He is an engineer.
7. She thanked me for the book. I gave her.
8. He lives in a house. The house is very small.

E. LET'S TALK

Talk about your favourite actor or actress.

(Hints: name - famous films - style/ mannerism - dress etc.)

F. COMPOSITION

Write ten sentences about a student of your school who has the capability of becoming an actor. Here are some clues:

Tall and smart – black and curly hair – clear voice – good memory – expressive body language

G. TRANSLATION

Translate the following sentences into your mother tongue:

1. The spectacles that he wore were enough to impress me with his capabilities.
2. A bucket full of water had been put where Shrawan Kumar went to fetch water for his blind parents.
3. One of them, Bodhraj, who was playing the role of mother, was wearing his mother's sari.
4. I saw the arrow going straight towards the roof.
5. I fell flat on the stage and started crying.
6. Suddenly the audience burst into peels of laughter.
7. I had become so confused that I didn't know what to do.

H. ACTIVITY

Different communities wear different dresses or clothes. Name some important communities and the dresses that are worn specifically by each one of them only. Also draw pictures of these dresses.

★★★

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

12 BEAT THE CLOCK

A. WARMER

'Beat the clock' suggests that you finish your work before a particular time. That could also mean that you are punctual. So long as you are at school, you are expected to do everything as per the time table. Discuss why it is important to do everything in school according to the time table.

Rimjhim assured, "Don't worry mom I just have two lessons to do, it'll take no time. Tomorrow's exam is a piece of cake." It was just 6 pm and as she sat down to study the phone bell rang. After a marathon yapping sessions Rimjhim realised the time was 7.30 pm. Promising not to take any more calls, she sat down to study but couldn't find her notepad. Another half an hour down the drain! By then it was dinner time. And by the time Rimjhim finally sat down to study it was already 9.00 pm, just an hour to go before bedtime.

Are you too bitten by the time-wasting bug? Then may be it's time to take charge of your time and not let time-wasters take over. To get the most from all you do, you need to be in control of your time.

The Proper organisation and planning can help avoid wasting time. Spend a few minutes daily to chart a system for your notes, homework, etc. Make sure you write notes in the right notebook to avoid wasting time in looking for them. If you keep your notes neatly and leave space for extra notes to be written later, you could avoid rewriting them, unless you use that as a form of revision.

Telephone calls are another time-wasters. It will help if you set a particular time to speak over the phone. Request your friends to call you up only then. If you are in between a chore, request your folks and servants to tell the



caller you'll call later. But make sure you call up after the task, lest you have an upset friend the next day.

Try to keep your study table clutter- free. Have a fixed place for your textbooks, notebooks, diary and stationery. Also keep clearing your desk off all rough notes, old magazines, etc. This way you won't have to waste time rummaging through a debris before finding what you need.

Be firm about not letting other things interrupt you - either stopping your train of thought, or distracting you. Learn to say "no" when needed.Find your own ways of being polite but firm - good friends will surely understand.

Prioritise your tasks. While it is good to list out your tasks and make a to-do list, if you find you are not in the right mood to do a particular task, take up something else instead and then go back to it. Battling with a task when your mind is elsewhere just takes up time without getting the work done.

Do not spend too much time on trivial things; work with the larger picture in mind. Trivial detailing and tasks tend to be major time wasters.

So get going, do your work but avoid these time wasters.

GLOSSARY AND NOTES

assured(v): guaranteed सुनिश्चित

piece of cake (noun phrase): an easy work आसान काम

marathon(adj): very long बहुत लम्बा

yapping(pre.prat): talking noisily in an irritating way जोर–जोर से बात करते हुए

down the drain(idiom): wasted बर्बाद, नष्ट

bitten (pp of bite): affected प्रभावित

time-wasting bug(noun phrase): habit of wasting time समय बर्बाद करने की आदत

take over(v): to win जीतना, विजय प्राप्त करना

to chart (v): to develop/evolve विकसित करना

particular(adj): fixed निश्चित, खास

chore(n): daily work नित्य कार्य

folks(n): family and friends परिवार एवं मित्रगण, करीबी लोग

upset(adj): not happy खिन्न, नाखुश

clutter(n): lots of things kept untidily अस्त व्यस्त सामग्री

rummaging(pre. part): looking for things, carelessly moving things about while looking for something अनावश्यक चीजों को खोजने की परेशानी झेलते हुए

debris(n):	**rubbish/garbage**	अनावशयक चीज़ों का ढेर
interrupt(v):	**cause a break, disturb**	बाधा उत्पन्न करना, परेशान करना
prioritise(v):	**arrange in order of importance**	प्राथमिकताएँ तय करना
battling(v):	**struggling**	संघर्ष करना, भिड़ना, उलझना, जूझना
trivial(adj):	**not important**	तुच्छ, महत्वहीन

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions briefly:

1. How can we avoid wasting time?
2. Why should we keep our table clutter free?
3. What step should we take to do the most important things first?

B.2. THINK AND WRITE

B.2.1. Write 'T' for true and 'F' for false statements:

1. Rimjhim was able to study according to her plan.
2. There are many things that disturb us and waste our time.
3. Proper organisation and planning can help avoid wasting time.
4. It is not necessary to have separate notebooks for different subjects.
5. During study time we should avoid talking to our friends on telephone and mobiles.
6. It saves time if we keep the study table clean and free from unwanted things.
7. We should never say "no" to our friends.
8. Preparing a list helps us to do important things first.

B.2.2. Answer each of the following questions in about 70 words:

1. Why couldn't Rimjhim study as much as she wanted to do? Have you ever faced such a situation? What did you do?
2. List the DOs and DON'Ts which can help you save your time? Do you agree with these ways?
3. Telephone and mobile often waste our time. List some of the ways in which we can use them properly.
4. How does a chart/list of things to be done help us use time properly? Discuss.

C. WORD STUDY

C.1. Circle the words with wrong spellings and correct them:

sistam,	marathon,	grammer	writing
necessary,	particular,	different,	debris,
inturupt,	crazy,	shuttle,	trevial

C.2. Read the lesson again and pick out the synonyms of the following words, and write them down in the space given below:

anxiety _____

discipline _____

correct _____

tidily _____

assist _____

afterwards _____

plead _____

strong _____

certainly _____

insignificant _____

C.3. Use the following phrasal verbs from the text in your own sentences:

sat down

take over

take up

call up

peak over

C.4. There are many compound words used in the text. Here are two of them:

Notepad, homework

Pick two more compound words from the lesson. Add ten more such compound words to the list. What do these compound words consist of? For example, notepad consists of note + pad (n+n). Analyse on this pattern the parts of the compound words in the list.

D. GRAMMAR

D.1. Read the following sentences carefully:

1. Try to keep your study table clutter free.
2. Be firm about not letting other things interrupt you.
3. Prioritise your tasks.

All the sentences given above begin with Verbs (Try, Be, Prioritise). They are imperative sentences. An Imperative sentence is a sentence which conveys an advice / order / command/ request etc. and it begins with a verb. In such a sentence, the subject (you) is silent and understood.

D.2. Change the following imperative sentences into statements with an object pronoun plus an infinitive:

Example: The mother says to her daughter, "Close the door".

=She wants her to close the door.

1. The teacher says to her students, "Write an essay".
   She wants _____
2. The mother says to her children, "Turn off the T.V."
   She wants_____
3. The father says to his son, "Don't come home late".
   He doesn't want _____
4. The father says to his children, "Study hard".
   He encourages _____
5. The teacher said to the girl, "Read good story books".
   He advised _____
6. The student said to the teacher, "Repeat the word please".
   The student wanted _____
7. I said to my sister, "Help me on Sunday".
   I would like _____

D.3. Modals

All the auxiliary verbs except **be, do** and **have** are called modals. Unlike other auxiliary verbs, modals cannot act alone as the main verb in a sentence. They are verbs which 'help' other verbs to express a meaning. It is important to realise that modal verbs have no meaning by themselves. A modal verb such as *would* has several varying functions: it can be used, for example, to help verbs express ideas about the past, the present and the future. It is therefore wrong to simply believe that "*would* is the past of *will*" it has several other; uses.

The modal auxiliaries are : **can, could, shall, should, will, would, may, might, ought to, must, need, used to, dare.**

Aniket **should** learn English.

She **might** win a prize.

Modal	Example	Uses
Can	We can use a pencil in exams. I can't fix my TV. Can I sit here? Can you help me?	Ability / Possibility Inability / Impossibility/ Asking for permission/ Request
Could	Could I borrow your dictionary? Could you say it again more slowly? We could try to fix it ourselves. I think we could have another test. He gave up his old job so he could work for us.	Asking for permission/. Request/ Suggestion/ Future possibility /Ability in the past
May	May I have another cup of tea? Raman may become the headmaster of this school.	Asking for permission/ Future possibility
Might	We'd better phone tomorrow, they might be eating their dinner now. They might give us a 10% discount.	Present possibility/ Future possibility
Must	We **must** obey the traffic rules. You **must** not cheat on tests.	Necessity / Obligation/ Prohibition
Ought to	We ought to employ a professional artist.	Saying what's right or correct
Shall	Shall I help you with your luggage? Shall we meet at 2.30 p.m.? Shall I do that or will you?	Offer Suggestion/ Asking what to do

Should	We should sort out this problem at once. I think we should check everything again. The prices of vegetables should come down by next week.	Saying what's right or correct /Recommending action /Uncertain prediction
Will	I can't see any taxis so I'll walk. I'll do that for you if you like. I'll return your book on Monday. The prices of vegetables will come down by next week.	Instant decisions/Offer Promise /Certain prediction
Would	Would you mind if I kept my umbrella here? Would you pass the salt please? Would you mind waiting a moment? "Would three o' clock suit you?" - "That'd be fine." Would you like to play cricket this Sunday? "Would you prefer tea or coffee?" - "I'd like tea please."	Asking for permission Request Request Making arrangements Invitation Preferences

- Use a base form of the verb after a modal.
  He should leave now. (NOT: should to leave; NOT: should leaving)
- Modals never have an –s/-es, -ed, or –ing ending.
  She can speak English well. (NOT: She cans)
- Don't use two modals together.
  You will have to go to school. (NOT: You will must go to school.)
  I might have to leave early. (NOT: I might must leave early.)
- Compare affirmatives, negatives and questions with modals:

Affirmative: Anuj can speak Tamil.

Negative: Anuj can't speak Tamil.

Yes/No Question: Can Anuj speak English?

Short answers: Yes, he can./ No, he can't.

WH-Question: Why can't Anuj speak Tamil?

Subject question: Who can speak Tamil?

- To express an obligation or necessity for an action in the present or the future we can use **must** or **have to**. There is a difference in meaning:

(a) **Must** is used when the authority comes from the speaker.

You must eat vegetables and fruits, I insist.

(b) **Have to** is used when the authority comes from outside the speaker.

You have to eat vegetables and fruits. The doctor said you need more vitamins.

Must does not have a past, a future or non-finite forms (infinitive, -ing or participles) so it cannot we used in tenses or constructions that require those forms. Instead we have to use **have to**. **Have to** can be used in present, past and future tenses.

I can't talk to you now, I have to go to school.

Anuj had to go to his village to see his ailing mother.

The rainy season has arrived, I will have to buy an umbrella.

D.3.1.Complete the following sentences with appropriate modals.

1. We _____ visit them in Birmingham for the summer holidays.

2. I _____ leave now as they are waiting for me.

3. You _____ brush your teeth after breakfast.

4. We _____ leave very early tomorrow or we will be late.

5. All of us _____ attend a meeting now.

6. You look tired. You _____ go to bed now.

7. You_____ touch burning items.

8. You_____ drive too fast in the city.

9. They _____ go out later when the weather improves.

10. She _____ _____ been asleep when the burglar entered the house.

11. We _____ do the training in order to be eligible.

12. You are coughing loudly. You _____ see a doctor.

13. He _____ see the doctor every month to treat his skin disorder.

14. The police think he _____ seen the robbery and are looking for him.

15. Students _____ leave the classroom before the ring bells.

16. _____you pass my pencil to me?

17. You_____ talk aloud in the library.

18. I _____ seen my parents for a long while. I _____ visit them at the weekend.

19. If you don't start working harder, you _____ repeat the course next year.

20. I have no time. I_____ leave now or I _____miss the bus.

21. I wish I _____ buy a new mobile phone but I don't have enough money.

22. _____ I go to the bathroom, please?

23. Anwesha is not at home. She _____have gone to Patna, I don't know.

24. Anita _____ play cricket quite well.

25. _____we go out tonight, please? Yes, but you _____ be late.

26. I haven't decided yet where I _____ go in my next holidays. I think I _____ go to Sikkim.

27. What do you want to do? - Well, we _____ have a picnic, but it looks like rain.

28. Phone her now. She _____ home by now.

29. _____you water my plants while I am away? If they don't get enough water they _____ certainly die.

30. We _____ pay the fees at the fixed time.

31. You _____clean your room more often.

32. If it rains on Saturday, we _____ go to the beach.

33. _____you speak Bengali? No, I _____.

34. According to the forecast on the TV, it _____rain tomorrow.

35. _____you help me move this table?

36. You _____ remember to do your homework !

37. This _____ be a great idea, but it's definitely not !

38. I _____ move the table. It was too heavy.

39. I have lost my pen. I _____ to buy a new pen.

E. LET'S TALK

Work in groups and talk about the things that waste your time.

F. COMPOSITION

Prepare a chart of 'Dos' and 'Don'ts' for 'Saving Your Study Time'.

Dos	Don'ts

G. TRANSLATION

Translate the following sentences into English:

हमें अनुशासनबद्ध होना चाहिए। समयबद्धता भी अनुशासन का ही एक प्रकार है। समय को बर्बाद करने का अर्थ है – खुद को बर्बाद करना। इसलिए हमें समय को बर्बाद नहीं करना चाहिए। समयबद्ध इन्सान ही सफलता प्राप्त करता है।

H. ACTIVITIES

Often you'll find yourself overstocked with work, most of the time you don't even know where to begin. What you have to do, to actually get some work done, is to organise yourself and schedule your work for the day. Write down on a sheet of paper what you believe are the core tasks you need to finish today and afterwards. Expand the list with subtasks and other miscellaneous things.

★★★

13 MY SHADOW

A. WARMER

1. Have you ever seen your shadow? What do you notice about it?

2. Is your shadow always of the same length on different times of the day?



I have a little shadow that goes

in and out with me.

And what can be the use of him is

more than I can see.

He is very, very like me from the
heels up to the head;
And I see him jump before me,
when I jump into my bed.

The funniest thing about him is the way
he likes to grow
Not at all like proper children, which is
always very slow,
For he sometimes shoots up taller like an
India- rubber ball,
And he sometimes gets so little that
there's none of him at all.

One morning, very early, before the
Sun I was up,
I rose and found the shining dew
on every buttercup,
But my lazy little shadow, like an
arrant sleepy head

Had stayed at home behind me and was

fast asleep in bed.

ROBERT LOUIS STEVENSON

GLOSSARY AND NOTES

shadow (n)	**: a dark shape** छाया, परछाई
heel (n)	**: back of the foot below the ankle** एड़ी
India-rubber ball (n)	**: a ball that can bounce very high** तेज उछलने वाली गेंद
dew (n)	**: drop of water vapour forming at night** ओस
buttercup (n)	**: a yellow flower** एक पीला फूल
arrant (adj)	**: bad** बुरा

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions very briefly:

1. What is the funniest thing about the speaker's (poet's) shadow?
2. What happened one morning before the sunrise?
3. Does the speaker's shadow always remain the same?

B.1.2. State whether the following statements are 'True' or 'False':

1. The speaker's shadow jumps after him when he jumps into his bed.
2. At times, the speaker's shadow is taller than him.
3. The speaker's shadow always follows him.
4. The speaker's shadow was very active.

B.2. THINK AND WRITE

B.2.1. Answer the following questions briefly.

1. What does the shadow of the speaker do?
2. How does the shadow grow?
3. Why does the speaker call his shadow lazy?

B.2.2. Answer each of the following questions in about 50-60 words.

1. How does the shadow of the speaker behave? Does your shadow also behave similarly?
2. Why does the speaker call his shadow 'the funniest thing'?
3. Why do you think the shadow of the poet did not accompany him before the sunrise? Explain.
4. What do you like most about the poem?

C. WORD STUDY

Look at these words:

funny – funnier – funniest

little – less– least

shining – more shining – most shining

many/much – more – most

Complete the table with suitable degree of adjectives:

Slow	slower	-
-	earlier	-
fast	-	-
lovely	-	-
beautiful	-	-

D.1. GRAMMAR

Prepositions

Read the following sentences:

There is some water in the bottle.

He is fond of his daughter.

He fell off the ladder.

In sentence 1, the word **in** shows the relation between two things – 'water' and 'bottle'. In sentence 2, the word **of** shows the relation between the adjective 'fond' and the noun 'daughter'. In sentence 3, the word **off** shows the relation between the verb 'fell' and the noun 'ladder'.

These words which are used before a noun or a pronoun to show its relationship with another word in the sentence are called **prepositions.** The noun or pronoun which follows a preposition is called its object. Note that pronouns used after a preposition should be in the objective case.

He is fond **of her**. (NOT He is fond of she.)

A preposition may have two or more objects; e.g.,

Between **you and me** there are few secrets. (Here the pronouns **you** and **me** are the objects of the preposition between.)

Prepositions show various kinds of relations. The most important among them are the following:

Place

- She ran **across** the street.
- The boy fell **among** the thorns.
- We were **at** the foot of the hill.
- The thief was hiding **behind** the cupboard.

Time

- I have a meeting **in** the afternoon.
- You must return **before** sunset.
- Wait **till** tomorrow.
- We waited **for** hours.

Method and manner

- The letter came **by** post.
- He cut the cake **with** a knife.
- They fought **with** courage.
- They succeeded **by** hard work.

Reason and Purpose

- She died **of** malaria.
- He trembled **with** anger.
- Smoking is injurious **to** health.

Possession

- He is a man **of** principles.
- Mumbai is the financial capital **of** India.
- I saw a boy **with** red hair.

Direction and Motion

- He fell **into** the well.
- He climbed **up** the tree.
- She walked **towards** the market.
- The moon moves **around** the sun.

Preposition	Usage	Example
on	days of the week	on Monday
in	months / seasons/ time of day/ year/ after a certain period of time *(when?)*	in August / in winter/ in the morning/ in 2006/ in an hour
at	for *night*/ for *weekend*/ a certain point of time *(when?)*	at night/ at the weekend/ at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of	from Monday to/till Friday
till / until	time in the sense of *how long something is going to last*	He is on holiday until Friday.
by	in the sense of *at the latest* up to a certain time	I will be back by 6 o'clock.By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

Preposition	Usage	Example
in	room, building, street, town, country, book, paper etc., car, taxi picture, world	in the kitchen, in Motihari, in the book, in the car, in a taxi, in the picture, in the world
at	meaning *next to, by an object,* for *table,* for events, place where you are to do something typical (watch a film, study, work)	at the door, at the station, at the table, at a concert, at the party, at the cinema, at school, at work
on	attached, for a place with a river, being on a surface, for a certain side (left, right)for a floor in a house, for public transport, for *television, radio*	the picture on the wall, Patna lies on the Ganges, on the table, on the left, on the first floor, on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Sabiha is standing by / next to / beside the car.
under	on the ground, lower than or covered by something else	the bag is under the table
below	lower than something else but above ground.	the fish are below the surface.

over	covered by something else meaning *more than* getting to the other side (also *across*) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also *over*) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building	go to the cinema go to Ranchi / Delhi go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of *where from*	a flower from the garden

Other important Prepositions

Preposition	Usage	Example
from	who gave it	a present from Zubair
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Premchand
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / taxi	get out of the taxi
by	rise or fall of something travelling (other than walking or horse riding)	prices have risen by 10 percent by car, by bus
at	for *age*	she learned Urdu at 10
about	for topics, meaning *what about*	we were talking about you

Exercises:

1. Fill in appropriate prepositions in the blanks.

1. The railway station is _____ Hajipur Road , _____ the river.
2. They live _____ the same roof.
3. I have not seen him _____ last Wednesday.
4. I have known him _____ a long time.
5. The robbers jumped _____ the train while it was still moving.
6. Turn _____the light! I have to sleep.
7. This is a matter _____ great importance.
8. He has not yet recovered _____ his illness.
9. They were arguing _____ who was the first one to see the tiger.
10. Please take _____your boots. They're very dirty.
11. I put my hands _____ my eyes because I couldn't bear to see the crocodiles fight.
12. It took us _____ ten minutes to finish the big bowl _____ popcorn.
13. Is there a toilet _____ there?
14. We paddled quickly downstream as our boat was _____ crocodiles and hippopotamuses.
15. He jumped out _____ the car just before it fell _____ a hill.
16. He took an hour to choose _____ a white dress and a black dress.
17. They decided to take legal action _____ him for driving _____ the influence of alcohol.

18._____ six years, the hospital is still _____ construction.

19.The lorry was moving _____ full speed when the load of ducks' eggs fell _____.

20.It won't fall _____ because I have twisted the wire _____ that post to keep it _____ position.

21. _____ the 1990s, he lived alone _____ an island _____ the coast of Africa.

22.This week she has to work _____ midnight Monday _____ Friday.

23.Could I talk to you _____ a few minutes?

24.Her room is _____ the corridor _____ the left.

25.Police want to know all _____ it and are calling for witnesses.

26.He blew _____ the lamp and lay down _____ the ground.

27.Suddenly, the tiger appeared _____ him. It pounced _____ him _____ warning.

28.The force _____ the spring threw him away _____ the tiger, and he jumped _____ his feet, ready _____ face his enemy.

29.We have not met _____ last October.

30.Books were scattered _____ the room.

31.Fire-crackers are set _____ to frighten the evil spirits.

32.Luckily, the wind died down and the fire began to burn itself _____.

33.I lived in Delhi _____ six years.

34.The referee ordered two players _____ the field.

D.2. RHYME TIME

Ex. :- 'Me' in the poem rhymes with 'see' .Pick out some other rhyming words from the poem:

Add two more rhyming words to the following list:

heel	feel	____	____
lazy	hazy	____	____
sun	bun	____	____
shoot	boot	____	____
slow	blow	____	____
thing	ring	____	____
ball	hall	____	____
cup	up	____	____
bed	red	____	____
pick	lick	____	____

E. LET'S TALK

All of you should look at your shadow at different times of the day and note how different it looks every time and why. Discuss whether your shadow behaves differently from the shadows of others.

F. COMPOSITION

Write a paragraph on

'What I like and dislike about my shadow'.

G. TRANSLATION

Translate the following into English:

मुझे प्रकाश में अपनी परछाई दिखती है। जब मैं चलता हूँ वह भी चलती है। जब मैं रूकता हुँ ,वह भी रूकती है। परन्तु वह अंधेरे में छिप जाती है। कभी वह बहुत लम्बी होती है और कभी वह बहुत छोटी हो जाती है। उसका रहस्य मुझे समझ में नहीं आता है।

H. ACTIVITY

1. Moving a light source closer to an object can make its shadow grow larger while moving the light source away can have the opposite effect. Experiment and see what happens to the shadows of different objects when you tilt the light source or change its brightness, what happens to the shadow if you make the light source very dim?
2. See how sunlight creates shadows with various objects such as trees, houses and cars. Learn how the sun's position in the sky affects the size of shadows.

★★★



14 SHE LIVED HER DREAM

A. WARMER

Women are surely progressing in India. They are not only becoming independent but also trying to bring about a positive change in society. Such women are everywhere in our country from north to south and from east to west.

1. ***Have you heard or read about any such woman?***
2. ***Do you know who was the first woman president of India?***

The whole world was excited as Kalpana Chawla was to return from the space. People were planning to celebrate her return on February 2003, but the return never happened, as the 'Columbia Shuttle' broke apart, just 16 minutes before it was to land in Florida. Many hoped for a miracle. Alas! Kalpana died after spending a month in the space, travelling over 6.5 million miles in space and in 252 orbits. She nonetheless lived her dream.

Kalpana Chawla was born in a small town Karnal in Haryana, in a traditional middle class family. The youngest of four children, Kalpana studied at Tagore School, but was different from other children. Her love for the skies and space began when she was a little girl in Haryana. Her school projects and papers were about stars, planets and the outer space. Teachers often found her sketching airplanes instead of playing with her friends. While her businessman father supported her when she joined the flying club, he was shocked when she chose flying as a career. He wanted her to become a doctor. Kalpana managed to win over her father and her family to become Punjab Engineering College's first woman aeronautical engineer in 1982.

Her parents wanted her to get married and settle down. So, they strongly opposed her when she wanted to go to the US for postgraduate studies. Kalpana won again. She got her Master's degree from the University of Texas, Arlington and a Doctorate from the University of



Colorado. It was there that she met her husband, French flying instructor and aviation writer, Jean-Pierre Harrison.

After doing her Ph.D. in Aerospace Engineering in 1988, she worked as a research scientist at NASA, Ames Research Centre, California. She became one of the 19 persons selected from 2062 applicants to become an astronaut. In March 1995, she reported to the Johnson Space Centre.

On 19 November 1997, she made her first flight in an American space shuttle for fifteen days. It took her only 90 minutes to circle the earth! Kalpana and her husband loved aerial aerobatics, hiking, back packing and reading.

Though she accepted American citizenship, Kalpana didn't forget her home. Every year she paid for the trip of two talented children from her town to visit NASA. She paid for the education of many girls, too. The government of Tamil Nadu instituted the Kalpana Chawla Award to be given annually on the Independence Day for her bravery and service. Now Kalpana is no more but her achievements shall continue to inspire people to work hard to realise their dream.

GLOSSARY AND NOTES

space shuttle (n): a vehicle that travels between the earth and the space station. अंतरिक्ष शटल

excited (adj): feeling or showing happiness and enthusiasm उत्साहित

miracle (n): a supernatural act or event चमत्कार

orbit (n): a curved path followed by a planet/ spacecraft ग्रहपथ

traditional (adj): conventional beliefs or customs that exist for a long time पारम्परिक

sketching (participle): drawing simple pictures with not many details नक्शा बनाते हुए

instead of (adv): in place of बदले में

aeronautical(adj): having the science or practice of building and flying aircraft वैमानिक

aviation(n): designing, building and flying of an aircraft विमानन, वायुयान संबंधी

instructor(n): one who instructs or gives directions. उपदेशक

research(n): a careful and minute study of a subject अन्वेषण

astronaut(n): a person whose job involves travelling and working in a spacecraft अंतरिक्ष यात्री

hiking(n): going for a long walk in the country for pleasure आनन्द के लिए लम्बी पदयात्रा करना

back packing(n): act of carrying and arranging equipments and supports especially for holiday/vacation यात्रा की तैयारी

talented (adj): bright - गुणी

instituted(v): set up आरंभ किया, प्रचलित किया

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. Why did Kalpana Chawla never return from the space?
2. What did Kalpana like to do as a child?
3. Who was Jean Pierre Harrison?
4. When did Kalpana make her first flight in the space?
5. What did Kalpana and her husband like to do?
6. What made Kalpana an unusual child?

B.2. THINK AND WRITE

B.2.1. Answer the following questions:

1. "Many hoped for a miracle"(para 1). What miracle could have happened?
2. How was Kalpana different from the other children of her age group?
3. Which fact of Kalpana's career shows that she had the qualities of an astronaut? Pick out the line that conveys this.
4. What was Kalpana's greatest achievement before she died?
5. List the activities of Kalpana that show that she loved her country.
6. List two instances from, the lesson when Kalpana managed to win over her parents. What do they show about Kalpana's character?

A. WORD STUDY

C.1. Pick out words/expressions from the text that mean the following and use them in your own sentences to make the meaning clear:

Start living in one place(para 3),

fell into pieces(para1),

convinced (para 2)

journey by air(para 5),

every year (para 6)

C.2. In this word puzzle there are five hidden words all connected with space. The words are horizontal or vertical. Circle the words and write them in the space provided.

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

D. GRAMMAR

Use of 'have to ' as a modal verb.

There are many verbs which are used as modal verbs—may, can, will, etc. You may have already learnt how to use some of the modal verbs. In this lesson, we will learn the use of **'have to'** in English.

'have to' is used to mean that something is necessary. It can be used in all tenses. It is used in the following way in affirmative sentences:

subject + modal (have to/has to) + verb

I have to wash my clothes today.

He has to write a report.

She had to go to the bank yesterday.

In affirmative statements, 'have to' and 'must' have a similar meaning. In negative statements, 'must not' and 'not have to' are very different. 'must not' expresses prohibition or strong obligation, and 'not have to' gives the sense of 'not necessary', 'not required', or 'not expected'.

You must not cheat on a test.

I must not eat chocolate. It's bad for my teeth.

You don't have to buy a guide book.

We don't have to spend any money to enter the museum.

You don't have to come if you don't want to.

In negative statements, we follow this rule:

Subject+don't/doesn't have to + Verb

Example: We don't have to work tomorrow. He doesn't have to wear a uniform in school.

D.1. Use the correct forms of 'have to' with the verbs given in brackets to complete the sentences:

(i) Do you _____ late tonight? (work)

(ii) Anwesha _____ a letter to Ananya. (write)

(iii) Where do you _____ your work? (do)

(iv) Anshu _____ hard to pass the exam. (work)

(v) Did you _____ long for Ashu?

(vi) He _____ this chapter before test. (read)

(vii) I _____ early yesterday. (get up)

(viii) Aslam may _____ Delhi next week. (visit)

D.2. Tick (✓) the correct alternative in each of the following:

(i) Ayesha says she **will must/will have to** finish her homework by tomorrow.

(ii) Anshu's phone line is engaged, he **has to/must be** talking to his mother.

(iii) My mother told me I **will not have to/ must not** forget to buy some bread.

(iv) Ashu is in a hurry with his work; he **must/has to** give the report by tomorrow morning.

(v) You **must/will have to** buy something to get a free gift.

(vi) I can't hear Abhinav any more, he **has to be/must be** asleep.

(vii) Anita's watch is not working; she **must/will have to** buy a new one.

(viii) The T.V. has been repaired, we **must not/don't have to** buy a new one.

(ix) You **will have to/must** stop when the traffic light is red.

(x) You **will have to/will must** work hard if he wants to pass his exam.

Infinitives

Look at these sentences: *People were planning to celebrate her return.*

...It was to land in Florida.

The underlined words are called infinitives. Find out some more sentences having infinitives. Now have more examples and explanations of infinitives in the table below:

Examples	Explanation
I want **to leave**.	An infinitive is used after certain verbs.
I want him **to leave.**	An object can be added before an infinitive.
I'm happy **to see** you.	An infinitive can follow certain adjectives.
It's important **to learn** English.	An infinitive follows certain expressions with ***it***.
I'm saving my money in order **to buy** a bicycle.	An infinitive is used to show purpose.
He's old enough **to vote**.She's too young **to get** married.	An infinitive is used after expressions with ***too*** and ***enough***.
I want to read and write English well.	In a sentence with two infinitives connected by , the second *to* is usually omitted.
Everyone wants **to be given** an opportunity to succeed.	To make an infinitive passive use **to be + past participle**.

The following verbs can be followed by an infinitive:

agree	forget	offer
appear	hate	plan
attempt	hope	prefer
begin	intend	prepare
can/can't afford	know how	pretend
choose	learn	promise
continue	like	seem
decide	love	start
deserve	manage	try
expect	need	want
wish	would like	refuse

D.3. Find out at least four examples of infinitives used in the lesson.

D.4. Fill in each blank with an infinitive:

Example: I like to eat *samosa*.

1. I don't like _____, but I have to it anyway.
2. I can't afford _____.
3. I've decided _____.
4. I want _____, but I don't have enough time.
5. I don't want _____, but I have to do it.

6. I sometimes forget _____.

7. I love _____.

8. I need _____ and _____ everyday.

9. I don't know how _____, but I would like to learn.

10. I would like _____.

D.5. Fill in the blanks with the passive of the verb in brackets.

Example: She has <u>to be told</u> (*tell*) the truth about her friend's illness.

1. Children have _____ (teach) right from the scratch.
2. He has _____ (take) to the doctor immediately.
3. Children need _____ (give) love.
4. It is important _____ (respect) by our friends.
5. Anuj doesn't want _____ (see) in that dress.
6. She is too young _____ (permit) to drive.

E. LET'S TALK

E.1. Talking about the daily routine

Give each student a card with time written on it for the whole day. The teacher asks questions like 'What did you do yesterday at 6:00am?' The student should write the answer in the past tense form; e.g., 'Woke up' against the time-mentioned. The teacher continues to ask questions and the students complete writing their daily routine on the card.

Now all of them can talk about their daily routine, with the help of the activity they have done.

F. LET'S WRITE

Read the following table. It gives you some information about the famous astronaut Kalpana Chawla. With the help of the information, write a brief account of Kalpana Chawla.

year	details
	born in Karnal, Haryana, India
1976	Graduated, Tagore School, Karnal
1988	Ph. D. in Aerospace Engineering, University of Colorado started work at Nasa
1995	Became an astronaut in Johnson space centre
1997	Made her first flight in space for 15 days
Jan, 2003	Flight in Columbia shuttle
Feb, 2003	Columbia shuttle broke apart, died

G. TRANSLATION

Translate the following into English:

कल्पना चावला हमारे देश की बालक बालिकाओं के लिए प्रेरणा का स्रोत है। आज बहुत से बच्चे बड़े होकर उसके जैसे अंतरिक्ष की यात्रा करना चाहते हैं। हमें उनका उत्साह बढ़ाना चाहिए। ऐसे बच्चे हमारे देश की शान हैं। विद्यालय के बच्चों में अंतरिक्ष के प्रति रुचि पैदा करना हमारा कर्त्तव्य है।

H. ACTIVITIES

1. Collect the pictures of all sorts of space shuttles and paste them in your note book.
2. Try to find out how a space shuttle works; e.g., what load it carries, which fuel is used to make it run and on what principle it runs.

You may take the help of your teacher or gather information from the Internet.

★★★

'पर्यावरण एवं वन विभाग, बिहार सरकार'

बिहार पृथ्वी दिवस (9 अगस्त) के अवसर पर 11 सूत्री संकल्प।

मैं संकल्प लेता / लेती हूँ कि

1. पृथ्वी के संरक्षण तथा पर्यावरण संतुलन को बनाये रखने के लिए सदैव कार्य करूँगा।
2. वर्ष में कम से कम एक पौधा अवश्य लगाऊँगा, इसे बचाऊँगा तथा पेड़-पौधों के संरक्षण में सहयोग करूँगा।
3. तालाब, नदी एवं पोखर आदि को प्रदूषित नहीं करूँगा।
4. जल का दुरुपयोग नहीं होने दूंगा एवं इस्तेमाल के तुरंत बाद सावधानीपूर्वक नल को बंद करूँगा।
5. बिजली का अनावश्यक उपयोग नहीं करूँगा तथा आवश्यकता नहीं रहने पर बिजली के बल्ब, पंखा एवं अन्य उपकरणों को बंद रखूँगा।
6. कूड़ा-कचरा को निर्धारित स्थानों पर रखे डस्टबिन में डालूँगा तथा अन्य लोगों से भी इसके लिए अनुरोध करूँगा।
7. अपने घर तथा स्कूल को साफ रखूँगा।
8. प्लास्टिक / पॉलीथीन का उपयोग बंद कर इसके स्थान पर कपड़े या कागज के बने झोलों / थैलों का उपयोग करूँगा।
9. पशु-पक्षिओं के प्रति दया का भाव रखूँगा।
10. नजदीक के कार्यों के लिए साइकिल का उपयोग करूँगा अथवा पैदल जाऊँगा।
11. आवश्यकतानुसार कागज का उपयोग करूँगा तथा इसका दुरुपयोग नहीं होने दूँगा।

15 THE OUTSIDER

A. WARMER

- ***How are the physically or visually challenged persons similar or dissimilar to the normal people? Discuss the differences and similarities.***
- ***How are these persons generally viewed/ treated by people?***

I'm handicapped and wheelchair bound

Expected to sit and not make a sound

Just to smile and let the world go by

With saintly patience and never sigh.

Inside my head thoughts come and go

Ideas are born which long to flow

Flow from my lips and link me with others

But words sound strange as no one bothers.

My tongue and lips do not as I ask

I cannot perform the simplest task

But I have a mind and I'm still there



Don't lock me out in your ignorance there.
Talk though I seem not to understand
Touch me, include me, hold my hand
I am alive and I have time to give
Let me share in the life I was given to live.

Anonymous

GLOSSARY AND NOTES

handicapped(adj): unable to use a part of the body easily due to an injury or illness अक्षम

bound (adj): **forced or compelled (in this situation, to use a wheelchair)** पहिएदार कुर्सी में (सीमित)

expected (v): **supposed** अपेक्षित

saintly patience (noun phrase) : showing patience like a saint साधु समान सहिष्णुता

sigh (v): **take a deep breath** कराहना

strange (adj): **awkward** अद्‌भुत

ignorance (n): **lack of knowledge** अज्ञानता, अनभिज्ञता

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. Who is the speaker?
2. What kind of disability do you think he suffers from? How do you know?
3. How does the speaker want the others to treat him?
4. How do normal people behave with the speaker?

B.1.2. State whether the following statements are true or false:

1. The speaker is unable to move his limbs.
2. The speaker is mentally challenged.
3. He can perform simple tasks.
4. He desires to be treated equally by others.

B.2. THINK AND WRITE

B.2.1. Tick (✓) the most appropriate options that complete the following statements and give reasons in favour of the options selected:

1. The speaker is expected to
   (a) complain
   (b) share his grief with others
   (c) maintain his silence
2. The speaker is eager to
   (a) have someone to guide him
   (b) express his thoughts and feelings
   (c) dispel his fear of immobility
3. The speaker is grieved on account of
   (a) the behaviour of others towards him
   (b) his disability
   (c) his inferiority complex

B.2.2. Answer the following questions:

1. What kind of a life does the speaker lead?
2. Why does the speaker say: "I have a mind and I'm still there"? Discuss his state of helplessness.
3. Why does he call the normal people ignorant?
4. Are differently-abled people inferior to others? Give reasons for your answer.

C. WORD STUDY

C.1 Fill in the blanks with suitable words from the box given below:

free	**special**	**ability**	**feelings**	**unable**
person	**physical**	**imagination**	**beloved**	

I am a differently abled _____. I don't consider myself as _____. My _____ deformity has not affected my mental _____. Although, I am ___ to move my body, my spirit remains _____. I express my _____ through songs. In my _____, I travel wherever I want to go. I'm also God's _____ child.

D. RHYME TIME

Read the following lines:

I'm handicapped and wheelchair <u>bound</u>. Expected to sit and not make a <u>sound</u>

The words 'bound' and 'sound' end with a similar sound ; therefore they can be called rhyming words . Pick out as many rhyming words from the poem as you can and write them down in the space provided below:

_____ _____

_____ _____

_____ _____

_____ _____

E. LET'S TALK

Discuss in class the following:

"Should differently abled persons be treated as equals?"

Students should also be encouraged to share their experiences (if any) of interacting with such persons.

F. COMPOSITION

Write a paragraph on the 'Life of a Disabled Person'.

Your paragraph should include the following points:

- nature of disabilities persons suffer from
- what problems they face.
- what support they need
- how people treat them
- responsibility of the society towards them

G. TRANSLATION

Translate the following into English:

कल मेरे साथ एक अदभुत घटना घटी। मैं दफ़तर से लौट रहा था। अपनी बिल्डिंग में पहुँचते ही अँधेरा हो गया। जेनरेटर और लिफ्ट् भी काम नहीं कर रहे थे। मैं अँधेरे में किसी तरह सीढ़ी तक पहुँचा। पहली सीढ़ी पर पैर रखने की कोशिश में मैं गिर पड़ा। तभी किसी ने मुझे हाथ पकड़कर उठाया। वह अनजान व्यक्ति मेरा हाथ पकड़कर ऊपर ले गया। आठवीं मंजिल पर मेरे फ्लैट के दरवाजे पर पहुँचकर मैंने उसे बारम्बार धन्यवाद दिया। तभी बिजली वापस आ गई। मैंने अपने अनजान मित्र को देखा। वह अंधा था। एक अंधे ने मुझे राह दिखाई थी।

H. ACTIVITY

H.1. Response session

The following questionnaires can be circulated in class for students' responses:

- Do you have any friends with limited eyesight?

- Can you name any famous people without eyesight?
- What are the main causes of physical disabilities in India?
- What sort of jobs do the people without sight do?
- What things can the people without sight do better than those with sight?
- What facilities do our school have for the disables?

H.2. Sensitising students to the visually challenged persons:

Close your eyes with a handkerchief. Try to walk up to the blackboard.Pick up a chalk and try to draw something on the blackboard. Share your experiences with class.

☆☆☆



16 HARVESTING RAIN

A. WARMER

Do you like to play in the rain? List the things which you do in rainwater. Have you ever seen people collecting rain water? How do they collect it?

Have you ever collected rainwater? My family used to collect rainwater in buckets and the water was put to good use. Collecting water during the June showers, especially after facing severe water shortage all summer, was a thrilling experience.

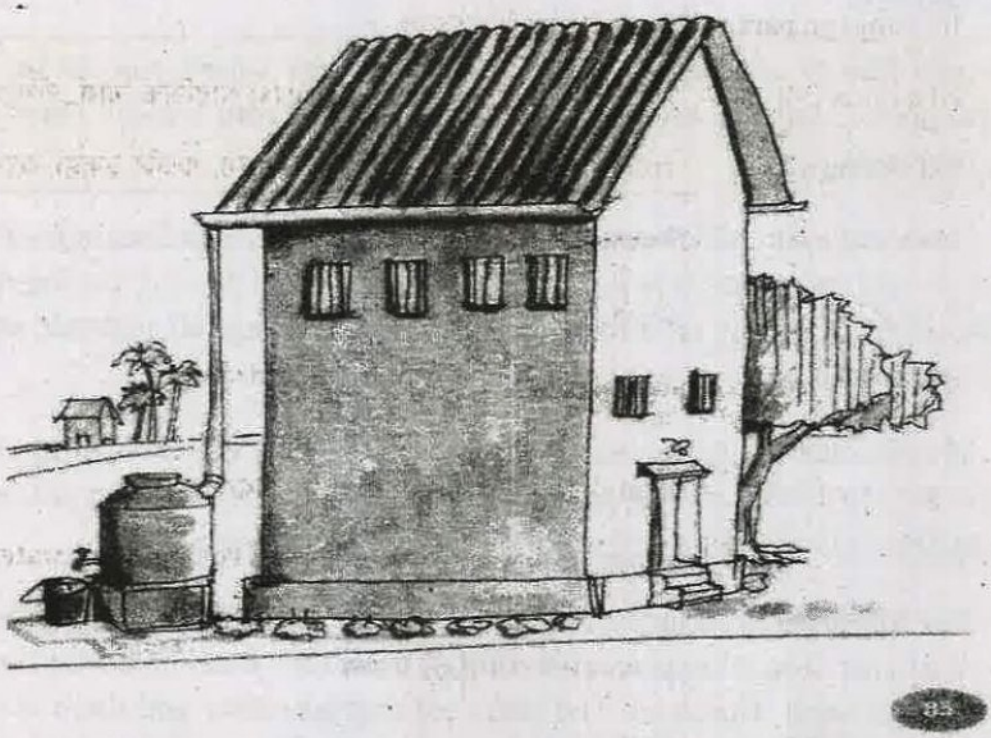
My adventure with rainwater never stopped there. While teaching at a school in the Maldives I saw rainwater harvesting. What is rainwater harvesting? It is a method of collecting rainwater for domestic purposes.

The Maldives is an archipelago in southern Asia made up of a group of 1,190 islands. The islands receive rainfall from the North East Monsoon and the South West Monsoon. The rains are unpredictable and there is no fresh water available. It is difficult to get groundwater and it is not fit for drinking. The people have been taught to set up a good system of rainwater harvesting.

Each newly built house is fitted with slopping roofs made of corrugated iron. This is ideal for collecting rainwater. Gutters are nailed to the base of the roof and the sealed off at one end. The other end of the gutter has a pipe that leads to a huge tank made of cement. The pipe is extended in such a way as to deliver the water into the tank. The tank has a tap at its base. Some houses have a system for locking the tap.

Once the tank in the house where I lived ran dry, I didn't have to worry. The school had plenty of water all through the year. Can you guess why? The area of the school roof being extremely large, the amount of

water collected is greater. After a long dry spell one night there was a heavy downpour.



I was delighted because that meant that my tank was filling up. But the next morning the tank was empty! The early rains of the season are allowed to flow to waste so as to clean the roof and the tank before the water is stored! I had never thought of that.

People all over the world are harvesting rainwater. Yet in our country large amounts of rainwater are lost. Its use should be encouraged at the family and school level. We need rainwater. It is abundant, safe and very sweet and pleasant to drink.

GLOSSARY AND NOTES

shortage (n): not having enough अपर्याप्त, अभाव

thrilling (pr. part adj): very happy अतिप्रसन्न

adventure (n): an act of doing unusual thing (s) साहसिक कार्य, रोमांच

harvesting (n): collecting, storing yields अन्न संग्रह, फसल इकट्ठा करना

domestic (adj): household घरेलू

archipelago (n): group of islands टापुओं का समूह

groundwater (n): water that comes from wells and springs जल स्रोत, भूजल

corrugated (adj): iron sheets made into folds नालीदार

gutters (n); a long pipe fixed at the edge of a roof to carry water नाला

delighted (adj): pleased/ feel happy प्रसन्न

downpour (n): rain वर्षा

abundant (adj): plenty, enough पर्याप्त

severe (adj): too much बहुत अधिक

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. When is collecting water a very thrilling experience?
2. When does the rainwater harvesting become useful and necessary?
3. What is a necessary step before collecting rain water?

B.1. 2. State whether the following statements are true or false:

1. The islands of Maldives receive rainfall from North West monsoon.
2. The people in Maldives depend entirely on rainwater harvesting for their needs for water.
3. All houses in Maldives have the sloping roofs made of corrugated iron.
4. The author's school had water round the year.
5. Rainwater is highly dependable.

B.2. THINK AND WRITE

B.2.1 Given below are the steps for harvesting rain in Maldives. But they are not in proper order. Put them in proper order:

1. The tank has a tap at its base.
2. Each newly built house is fitted with sloping roofs made of corrugated iron.
3. Some houses have a system for locking the tap.
4. This is ideal for collecting rainwater.
5. The pipe is extended in such a way as to deliver the water into tank.
6. Gutters are nailed to the base of the roof and sealed off at one end.
7. The other end of gutter has a pipe that leads to a huge tank made of cement.

B.2.2. Answer each of the following questions in about 30 words:

1. Groundwater is becoming scarce and still its uses are many in our daily life. How can we gather and save water?
2. All of us enjoy rain. We get drenched in it. We play with the paper boats. What was the author's experience of collecting rain water?

3. Our parents and teachers instruct us not to drench ourselves in the 1st rain shower. Why according to the author the early rain water in the season should be allowed to go a waste?

4. Huge amount of rainwater is lost in our country. It is the wastage of natural resource. Do you agree with this view? Give reasons.

C. WORD STUDY

C.1. Correct the following words to make them meaningful:

Experiance, corragated, dilighted, incouraged, abundent

C.2. Match the words in A with their meanings in B.

A	B
huge	to establish
hailed	abundant
set up	very big
sealed up	praised
plenty	completely closed from all sides

C.3. Pick out from the text the words which are opposite in meaning to the following words:

plenty

wet

empty

always

lost

C.4. Find out the sentences in which the following words have been used in the lesson. Then use these words in your own sentences.

shortage thrilling experience groundwater

D. GRAMMAR

D.1. Participles used as adjectives

Look at the following sentence:

collecting water during the June showers, especially after facing servere water shortage all summer was a thrilling experience.

Here, 'thrilling' is a present participle (**verb + –ing**) used as an adjective. The past participle (**verb + ed** or **–en**) is also used as an adjective; e.g., 'broken leg'. Look at some more examples:

Present participles	Past participles
We saw an **entertaining** movie	I kept the tickets in **sealed** envelopes.
Robot is an **exciting** movie.	The maid was given a **burnt** chapati.
Robot has **amazing** visuals.	He sat on a **broken** chair.

In some cases, both the present participle and the past participle of the same verb can be used as adjectives. For example:

amazing	amazed	frightening	frightened
boring	bored	interesting	interested
exciting	excited	surprising	surprised
convincing	convinced	terrifying	terrified
tiring	tired	disappointing	disappointed

Past participles, when used as adjectives, can be found in phrases such as the following:

a broken leg	a known fact
a closed door	a locked door
a crowded bus	an injured soldier
an air-conditioned building	a broken promise
a married woman	an educated person
a used car	a sealed envelope

An adverb can be placed before past participle adjectives.

a well known fact	a well educated person
a well behaved child	a slightly used book
a closely watched experiment	closely related languages
a well dressed woman	a highly paid actor

D.2. Difference between almost and nearly.

Almost and **nearly** have similar meanings. They are both used to express ideas connected with progress, measurement or counting.

He slipped and **almost** fell to the ground.

OR

He slipped and **nearly** fell to the ground.

Dinner is **almost / nearly** ready. (= Dinner will soon be ready.)

Sometimes **almost** shows more 'nearness' than **nearly.**

Compare:

It is nearly 12 o'clock. (= perhaps 11.45)

It is almost 12 o'clock. (= perhaps 11.55)

Nearly can be used with **very** and **pretty**. **Almost** cannot be used with very and pretty.

I have **pretty nearly** finished. (NOT I have pretty almost finished.)

Nearly suggests progress towards a goal. **Almost** suggests ideas such as similarity.

He is **almost** like a father to me. (NOT He is nearly like a father to me.)

She has got a good accent. She **almost** sounds American.

Almost is never used with a negative: you could say "A is almost as good as B" or "A is nearly as good as B", but you can't say "A is almost not as good as B".

Nearly is not normally used before negative words like **never, nobody, nothing, any** etc. Instead we use **almost** or **hardly** with **ever, anybody, anything** etc.

The speaker said **almost nothing.**

OR

The speaker said **hardly anything.** (= The speaker said only a few words of little importance.) [NOT The speaker said nearly nothing.]

Almost nobody came.

OR

Hardly anybody came. (NOT Nearly nobody came.)

D.2.1. Fill in the blanks with the correct participle (present or past) of the verb given in brackets. One has been done for you.

Ex: I was bored (bore) during the movie and fell asleep.

1. After washing clothes for two hours, I felt _____(tire).
2. Last night I saw an _____(interest) movie.
3. I didn't enjoy watching Godzilla. It was a_____(frighten) movie.
4. My friend was _____ (surprise) when he saw people wearing sweaters in June in Shimla.
5. Learning a new language is sometimes very_____ (frustrate).
6. The children were _____ (excite) to see the tigers at the circus.

D.2.2. Fill in the blanks with an appropriate past participle. One has been done for you.

Ex: I can't go to the library because the door is locked.

1. Where is the *Golghar* _____ ?
2. Last night I slept only for five hours. I'm so _____ today.

3. My room isn't _____, so it's hot in the summer.

4. I have two sisters. One is single. The other is _____.

5. Anuj wasn't _____ in Patna. He came here when he was six years old.

6. Many movies are _____ in Bollywood.

7. Which director was _____ in making the movie?

8. Our school bus is always _____.

9. Children shouldn't be _____ to watch movies late at night.

10. Manoj Bajpai is a well _____ actor.

D.3. Sequence of tenses

If one clause follows another, its verb takes form according to certain rules. This is what we call sequence of tenses. The term sequence of tenses refers to the systematic way in which we alter the speaker's verb tenses to make clear that all events, past or future, are not simultaneous.

For example : The speaker says, "I **am tired** of hearing that song."

We correctly report it: He said he **was tired** of hearing the song.

Here, changing the tense of the speaker from present to simple past constitutes about most of the process we call sequence of tenses.

We do not say; He says he **is tired** of hearing the song.

The source says: "The weather is bad."

We then would say/write: He said the weather was bad.

Some rules regarding the sequence of tenses are:

1. If the main clause of a complex sentence is in the present tense or future tense, the verb of the dependent clause may take any form any tense. For example,

   (i) I know that he is a good singer. (present tense after a present tense)

   (ii) I know that Anshu will help me. (future tense after a present tense)

   (iii) I will see whether Sabiha finished her homework or not. (past tense after a future tense)

2. When the independent clause is in the past tense, the dependent clause must also be in the past tense. For example,

   (i) Anu asked me why I was late. (past tense after a past tense)

   (ii) Aslam told me that he was very tired. (past tense after a past tense)

   (iii) Ayesha replied that she had missed her train. (past tense after a past tense)

3. If the main clause is in the past tense, the dependent clause can be in the present tense only if it states a universal truth. For example,

   (i) My mother taught me that honesty is the best policy.

   (ii) We learnt in school that the earth is round in shape.

Tense in Independent Clause	Purpose of Dependent Clause/ Tense in Dependent Clause	Example(s)
Simple Present	To show same-time action, use the present tense.	I *am* eager to see the zoo because I *love* animals.
	To show earlier action, use past tense.	I *know* that I *made* the right choice.
	To show a period of time extending from some point in the past to the present, use the present perfect tense.	They believed that *they have used* the right form of the verb.
		The Principal *says* that he *will allow* us to use his computer.
	To show action to come, use the future tense.	
Simple Past	To show another completed past action, use the past tense.	I *wanted* to go home because I *missed* my parents.
	To show an earlier action, use the past perfect tense.	She *knew* she *had* the right choice.
	To state a general truth, use the present tense.	Scientists *knew* that the earth *attracts* everything towards its centre.
Present Perfect or Past Perfect	For any purpose, use the past tense.	She *has grown* five inches since she *turned* nine.
		The crowd *had become* restless before the ticket counter *opened*.
Future	To show action happening at the same time, use the present tense.	I *will be* so happy if they fix my TV today.
	To show an earlier action, use the past tense.	You *will* surely *pass* this exam if you *studied* hard.
	To show future action the action of the independent clause, use the present perfect tense.	The college *will* probably *close* admissions next week if students *have* not *paid* their fees.

D.3.1 Fill up the blanks with the correct tense of the verb given in brackets.

(a) Anil ran as fast as he _____ (can, could)

(b) Just as we _____ the station, the train came. (reach, reached)

(c) You will pass the exam if you _____ (try, tried).

(d) He waited for his sister until she _____ (come, came).

(e) The teacher taught us that green leaves _____ chlorophyll. (contain, contains, contained)

(f) Peter said that it _____ him an hour to reach the station. (take, took)

D.3.2. Fill in the blanks with the correct auxiliary verbs.

(a) Paras said that he _____ write the essay.

(b) Sabiha told me that she _____ come.

(c) Parvez says that he _____ sing a Hindi song.

(d) I wished that I _____ buy a new bicycle.

E. LET'S TALK

Discuss the following in groups or pairs:

No water, no life.

F. Composition

Write a letter to your friend describing how water can be saved through rain harvesting.

G. TRANSLATION

Translate the first two paragraphs of the lesson in Hindi or your mother tongue.

H. ACTIVITY

List some ways to save water.

★★★

17 THE RECYCLING RAP

A. WARMER

1. *All of us discard many things as waste. Have you ever thought that many of them can be used again or recycled?*
2. *Think of things that can be recycled. Make a list.*
3. *Have you prepared any new thing from discarded things? Name some of them.*
4. *Can you think of more ways of reusing what has already been used?*



All: Listen to me children. Hear what I say.

We've got to start recycling. It's the only way

To save this planet for future generation-

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

The name of the game is reclamation.

You've got to start recycling. You know it make sense.

You've got to start recycling. Stop sitting on the fence.

No more pussy footing. No more claptrap.

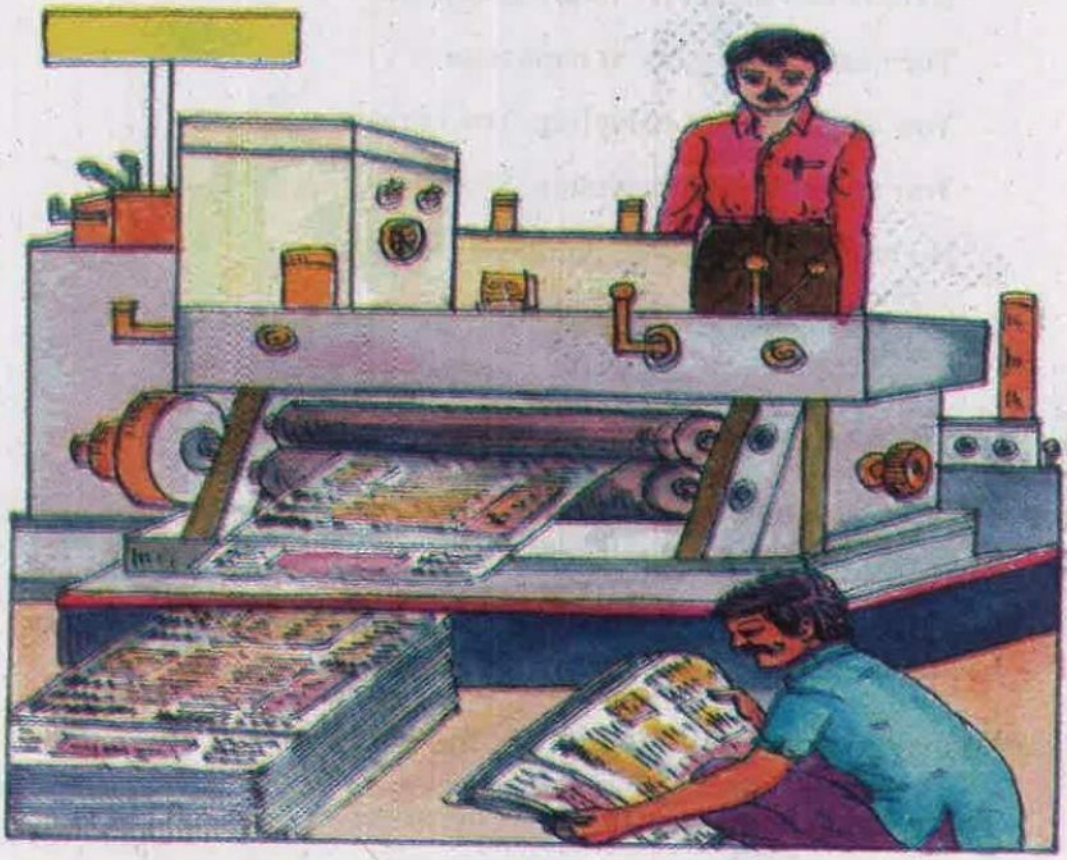
Get yourself doing the recycling rap.

Voice-1: Come on and start recycling. Start today.

By saving old newspapers, not throwing them away,

Don't just take them and dump them on the tip,

Tie them in a bundle and put them in the skip.



© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Voice-2: Get collecting, protecting the future's up to you.
Save all your old glass bottles and your jam jars too.
Take them to the bottle bank, then at the factory
The glass can be recycled, saving energy.

Voice-3: Don't chuck away that empty drink can.
Remember what I said. Start recycling, man.
Wash it, squash it, squeeze it, flat and thin.
Take it to the Save -A- Can and post it in.

All - Listen to me children. Hear what I say.
We've got to start recycling. It's the only way.
To save this planet for future generation –
The name of the game is reclamation.
You've got to start recycling. You know it makes sense.
You've got to start recycling. Stop sitting on the fence.
No more pussyfooting. No more claptrap.
Get yourself doing the recycling rap.

John Foster

GLOSSARY AND NOTES

rap(n): **a song with fast and strong rhythm** तेज और जोरदार लय में गाया जाने वाला गीत

recycling(n): **the process of using already-used things again** उपयोग में लायी गयी वस्तु का पुनः उपयोग

planet (n) : **a heavenly body revolving around a star (such as the sun) andreceives light from it** ग्रह

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

generation(n): people born around the same time पीढ़ी

reclamation(n):to get back something पुराने रूप में पाना

pussyfooting: being careful about expressing one's opinion(v) अपने विचार सावधानी से देना

sitting on the fence(v): avoid taking sides तटस्थ बने रहना

claptrap(noun phrase): foolish talk बकवास

tip(n): a place where you can leave your garbage कूड़े रखने की जगह

skip(n): a large open container where you put your garbage कूड़ेदानी

protecting(v): keeping safe बचाते हुए

chuck(v): throw away carelessly लापरवाही से फेंक देना

squash(v): press something so that it becomes soft, damaged, and changes shape निचोड़ना

Save-A-Can(noun phrase): a large container in which cans of soft drink can be put बड़ा कूड़ेदान

post(v): put रखना

B. LET'S COMPREHEND

B.1. THINK AND TELL

B.1.1. Answer the following questions orally:

1. What, according to the poet, is the only way to save this planet for future generation?
2. Where should the waste materials be stored?
3. What should one do with the bottles before putting in the waste box?
4. Where should we put glass bottle and jam-jars?
5. Which household items, according to the poet, can be recycled?

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

B.2. THINK AND WRITE

B.2.1 Tick(✓) the most appropriate option to complete the following sentences:

1. To save this planet for future generation

   (a)collect all the used material (b)use things carefully

   (c)recycle the waste material

2 Get yourself doing the recycling rap to

   (a) make money (b)to entertain yourself

   (c)keep busy with reusing the waste material.

3. Take the waste material to the bottle bank in order to

   (a)deposit them there (b) earn money

   (c)recycle them

B.2.2. Answer each of the following questions in about 30 words:

1. What advice does the poet give to the children?
2. What method does the poet suggest to dispose of the empty drink cans? List the steps.

B.2.3. Answer each of the following questions in about 60 words:

1. List all the don'ts that the poet has suggested to save for the future generation.
2. What word in the last stanza sums up the advice of the poet to the children for saving the future generation?
3. Why has the poet repeated the first stanza at the end the poem?

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

4. Which line or words are repeated several times in the poem? What is the significance of this repetition?

C. WORD STUDY

C.1. Pick out words from the poem that mean the following.

not taking sides

places/containers where you put your garbage

a container for holding liquids

pressing something with fingers

putting down something carelessly

C.2. Find out the Dictionary entries for the following words from the poem. Tick (✓) the sense in which these words have been used in the poem .

post	can
skip	rap
tip	

D. GRAMMAR

D.1. Gerund

In the title of the poem 'Recycling Rap', 'recycling' is used as an adjective but as a noun in 'We've got to start recycling'. In fact, a noun made of a verb + ing is called a **Gerund** which is a verbal noun.

Read the following uses of gerunds and the explanations given for each use.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Examples	Explanation
Learning a new language is interesting.	A gerund can be used as the subject of a sentence.
I enjoy **swimming** in the summer..	A gerund can be used as the object of a sentence.
I'm excited about **flying** in an aeroplane. We thank our teachers **for teaching** us well.	A gerund can be used as the object of a preposition.
I appreciate **being corrected** when I make a mistake.	A gerund can be passive : **being + past participle**.
Playing cricket is fun. **Dancing** is fun. I enjoyed the **songs**.	A gerund can be used as a noun.
Anita is afraid of **not getting** good marks. **Not knowing** English well makes my life difficult.	To make a gerund negative, we put **not** before the gerund.
Sabiha doesn't spend money **eating** in expensive restaurants. He had a hard time **saving** money. Anshu had difficulty **learning** English prepositions.	A gerund is used after the noun in the following expressions: *have difficulty, have a difficult time, have experience, have fun, have a good time, have a hard time, have a problem, have trouble, spend time, spend money*, etc.
Ayesha loves **giving** food to the poor people. My teacher recommends **saving** money. I can't imagine not helping others.	Many verbs are followed by a gerund.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

E.1.1. Complete each statement by using a gerund (phrase):

Example: Are you lazy about writing essays?

1. Are you tired of _____?
2. Are you worried about _____?
3. Do you ever complain about _____?
4. Are you interested in _____?
5. Were you excited about _____?
6. Did anyone stop you from _____?

E. LET'S TALK

Talk about things(water, electricity, food, time, etc. that you waste everyday. Suggest ways how you can save them.

G. COMPOSITION

Your school is celebrating the Environment Day. Prepare a poster showing 'DOs' and 'Don'ts' for saving our environment'

H. TRANSLATION

Translate the first stanza of the poem into Hindi.

I. ACTIVITY

Work in groups

Think of ways in which you can recycle newspapers, magazines and envelopes. Make a list of these methods and share them with other groups.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Read, Think and Enjoy

1. ENDING THE EVIL

Arun Kumar

For Patnaites, the symbolic act of 'Ravan Dahan' on Vijay Dashmi day is an occasion to identify themsleves with the 'Good' and they avail of the opportunity by gathering in large numbers at the Gandhi Maidan to watch the 'Good' triumph over the 'Evil' in this eternal battle. Arun Kumar, Bureau Chief, Hindustan Times, Patna edition, traces out its historical and cultural nuances.

Three huge effigies of Ravan, Kumbhkaran and Meghnad standing tall in the middle of the sprawling Gandhi Maidan in Patna and a strong crowd anxiously waiting for the arrival of Lord Ram. The stage was set for the 'epic battle' between the 'good' and the 'evil', an eternal truth that remains as evident today as the rich Indian Mythology suggests.

The occasion was truly overpowering, and the setting equally befitting. True, it was a symbolic event, but the enthusiasm was real. The Pandits from Ayodhya added a distinct spiritual touch to the event with their renderings of the conversation between Lord Ram and Ravan that took place just before the marathon fight. The non-stop recital of the events leading up to the ultimate fight helped create a spiritual atmosphere.

Suddenly, the slogans of 'Jai Shree Ram' and 'Bhagwan Ram Chandra Ki Jai' went up in the air to greet the arrival of the colourful procession of Lord Ram for the mega event. For a huge crowd, which had waited patiently for hours, it was the moment they had all come for. The Gandhi Maidan was a sea for humanity, packed as it was to capacity.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies



People had poured into the sprawling maidan as if drawn by some divine call. As the procession drew nearer, with 'dholtasha' and a band playing non- stop, the crowd also joined in.

Starting off from the Naga Baba Thakurbari in Kadam Kuan (Patna), the colourful procession with red flags, band, horses and chariots, passed through Bari Path, Ashok Rajpath and other parts before reaching the Gandhi Maidan.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

Following the procession was Pawansut Hanuman, with his 'Vanari Sena.' Frolicking and smiling befitting the image he conjures up. It did not take long for Lord Ram's most trusted lieutenant to make his presence felt. One moment he brandished 'gada', and the next lobed apples towards the 'devotees'.

Right behind Lord Hanuman were the two chariots – one carrying Sugreev and Vibhishan, while the other carried Ram and Lakshman. First, the procession took a couple of laps of the venue much to the excitement of the devotees. For once, even an expansive Gandhi Maidan looked small as the crowd spilled over with the stream of people just not seeming to stop at any point of time.

In their traditional costume complete with bows and arrows, both Ram and Lakshman acknowledged the overwhelming response of the gathering as the chariot stopped for the final act. The Pandits performed 'aarti' and 'chandan- tilak' to prepare the stage for their triumphant return. Some of the ministers in the front row also joined in to perform the 'aarti'.

Now it was left to the Chief Minister to signal the start of the 'battle royale'. He released balloons in the air to mark the beginning of the 'fight'. The very next moment, an aesthetically decorate 'Lanka' was set on fire by the zealous 'vanari sena' led by Hanuman. Bang, bang,... the entire 'Ravan Nagri' was in flames, while the Hanuman's army rejoiced. Adrenalin also rushed in the members of the crowd, for whom it was not just a colourful show of firework but, rather, a reiteration of the time less reality.

After the 'Swarn Nagri' was reduced to ashes, it was the turn of Kumbhkaran to be at the receiving end of Ram's divine. A couple of arrows from Lord Ram, and the effigy was in flames. Over 60 feet tall and stuffed with explosives that kept going off with ear- splitting sounds till only ashes of the tall effigy were left. The end of Kumbhkaran brought Lakshman into picture who took on Meghnad. Needless to say, the same fate befell Meghnad. Another round of deafening explosions brought the giant effigy down.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

With only Ravan being left, certain euphoria gripped the crowd. Though it had started getting dark, none moved an inch. As Ram went for the final assault, the entire Gandhi Maidan once again reverberated with the slogans of 'Bhagwan Ram Chandra ki jai.'

In a trice, the colossal effigy of Ravan was engulfed by blaze. It triggered off the fiercest display of firework amidst chanting of "Satya ki Jeet Ho, Asatya Ka Naash Ho".

As the gathering started dispersing, not an inch of the road around the Gandhi Maidan was visible. The VVIPs did well to move out just in time and so escaped a lot of trouble as the commoners faced getting out of the venue. Many in the crowd had come from far-flung districts just to watch 'Ravan Dahan.' Young or old, rich or poor, men or women... all had come to watch the event that has become an annual feature. Since 1984, the Naga Baba Thakurbari, Kadam Kuan, has also been associated with the organisation of this great religious event and the procession is taken out from there only.

The creator of the massive effigies of Ravan, Kumbhkaran and Megnad, too, could not be ignored on such an important day. A symbol of the 'Hindu-Muslim unity', Jamaluddin and his son Panni Lal took over a month's time to erect the effigies at the Gandhi Maidan.

Before the effigies burst into flames, they stood as artistic marvels. If Ravan was in violet colour, the other two were green and red. Jamaluddin recalled that he had been doing this job for over four decades and every time he wanted to bring out something new.

Let's Do

1. **Ask your teacher or your parents about another such custom in any religion as the burning of the effigies of Ravan, Kumbhakaran and Meghnad on Vijaya Dashmi. Write all details about that custom in your own words.**
2. **Sketch the effigies of Ravana, Kumbhkaran and Meghnad.**
3. **Draw a picture of Lord Ram.**

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

2. THE TEEN HORRORS

Which age group is labelled as teen or teenage? Are there any changes in the body during this period? If yes, name some of the changes (in body, moods, temperament etc) you may have noticed in yourself and your friends during teenage. list them. Are the changes pleasant or horrible?

A TEEENAGER'S dream is to transit smoothly into adulthood, but the more one prays for that, the worse it seems to become. There's unwanted hair taking root, the body is taking on new curves and turns, and turns, and there are always the awkward spurts of gaining height.

There are a few basic body facts that are normally ignored. One is that growth at puberty starts with the outer body and moves inwards. What does that mean? It means that the first signs of onset of puberty begin with the growth of hands and feet, followed by the growth of arms and legs. It is estimated that boys can grow taller by as much as nine cm a year and girls at a rate of eight cm a year. Finally the spine grows. The very last expansion is a broadening of the chest and shoulders in boys, and a widening of the hips and pelvis in girls.

Because of the sudden spurts of growth, teenagers often come across as clumsy But can you blame them when their centre of gravity keeps changing?

Irritability and mood swings are another area of concern for both teenagers and parents. Add to this the teenager's increased requirement of sleep, and there's a recipe for a row with parents. But even this has scientific backing. It is believed that varying and changing levels of hormones in teenagers is usually accompanied by irritability, recklessness, aggression and depression. Don't be surprised if you want to stay up late playing computer games and not find enough energy to get up in the

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

morning despite a good night's sleep. There is more to this than laziness: new research suggests that the hormonal upheaval of puberty could be causing adolescents to love a lie-in, but loathe an early night.

A teen's behaviour is most marked in his or her attempt at looking grown up and impressing adults and goofing up in the process. All hell breaks loose if this is met with parental disapproval. Remember, rebelling in teenagers is often symbolic.

Taking risks is an experiment at learning to take responsibility for their own actions. It is a step towards becoming more mature and adult-like. Using advanced scanning methods, scientists have discovered that adolescent brain continues to develop and grow well into the teenage years. It has emerged that the emotional region of the brain matures ahead of the part of the brain that controls rational thought. Thus teenagers have well-developed emotions and feelings but have still not acquired the ability to think adult-like.

How many times have you developed a sense of extraordinary closeness or an intense liking for another person? Researchers have identified pathways in the brain which light up when teenagers like some one. The intimacy teaches them about their own identity. Intimacy also involves openness, sharing and trust, so it also contributes to the person's maturity.

So now that you have a few answers to why you behave the way you do, go right ahead and enjoy the best phase of your life - the teenage.

LET'S DO

1. **Make a list of teenage problems.**
2. **Make a list of games that teenagers love to play.**

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

3. VALMIKINAGAR

A resident of Mumbai, Rajesh was a wild life photographer. Wild life had been his passion since childhood. He had heard about the wild life sanctuary at Valmikinagar in West Champaran district of Bihar, bordering Nepal. One day he decided to shoot a few photographs for the 'Adventure' magazine and so he boarded a train to Bettiah. He was there the next day by 5.30 p.m. and checked in at a hotel. At the reception, he instructed the receptionist to arrange for a guide, early next morning.

Rajesh was up early the next day and met the forest guide at the reception.

GUIDE: Sir, Namaste, I'm Chhotu.

RAJESH: Hello, Chhotu. Where will you take me first and how do we go?

CHHOTU: To Valmikinagar wildlife sanctuary by bus.

(On the way to Valmikinagar Rajesh is having a conversation with Chhotu.)



CHHOTU: Sir, may I ask you something?

RAJESH: Yes, please!

CHHOTU: Is this your first visit to Bihar?

RAJESH: No. I had come to Bihar once five years ago.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies



CHHOTU: Then you must have seen Golghar in Patna. Did you get chance to visit Nalanda and Rajgir?

RAJESH: I did visit Golghar, the zoo and Patna Sahib, but didn't get time to visit Nalanda or Rajgir.

CHHOTU: If you want to visit these places this time, let me know.

RAJESH: I would certainly like to visit these places this time. (After reaching Valmikinagar wild life sanctuary)

RAJESH: At last, we have reached our destination. I am so excited and happy. Could you tell me something about the sanctuary?

CHHOTU: It's huge. It's spread over around 335 sq km. The extensive forest region of Valmikinagar was owned by Bettiah Raj and Ramanagar Raj until early 1950s (he falls silent).

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

RAJESH: Are tigers really seen here?

CHHOTU: It's all luck. Last week I saw a tigress with two of her cubs.

RAJESH: Aren't you afraid of going into the jungle?

CHHOTU: No, Sir. I know that animals eat only when they are hungry unlike man who kills animals for fun.

RAJESH: What are the other animals that I can see here?

CHHOTU: The other animals found in this sanctuary are Chital, Sambars, Nilgais, leopards, hyenas, jungle cats, hug deer and wild dogs.

RAJESH: That's wonderful! Yes, I can hear the grunt of the tigress or may be it's the roar of the lion. Let's go and see for ourselves (Both go into the forest).

GUIDE: The forest here is a mix of extensive savannah land and swamps. Take care! The ground is very slippery. You may fall. Sir, if you have time I'll take you to the Valmiki ashram in the Chitwan National Park, Nepal.

RAJESH: Not today, perhaps we could go tomorrow.

GUIDE : As you wish! You must be tired too!

(They come out of the sanctuary, board the bus and return to the hotel.)

Let's Do

1. **Prepare 'Dos' and 'Don'ts' for saving the wildlife.**
2. **Consult an encyclopedia and find out the differences between a sanctuary and a national park. List the sanctuaries and national parks in India.**
3. **The meanings of some words from the chapter are given here. Complete the puzzle with the correct words:**

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

Clues across

1. definitely, without doubt
6. covering a large area
9. feeling fear, frightened
11. a large area of land
12. an area where wild birds or animals are protected

Clues down

2. the area inside the entrance of a hotel where visitors or guests go first when they arrive
3. difficult to stand or to move on because it is smooth or wet
4. a place to which somebody or something is going or being sent
5. feeling happiness and enthusiasm
7. living in natural conditions; not kept in a house or on a farm
8. a very strong feeling of enthusiasm
10. extremely large in size

	C[1]	E	R[2]	T	A	I	N	L	Y
			E			S[3]			
D[4]	E[5]		C			L			
E[6]	X	T	E	N	S	I	V	E	
S	C		P			P			W[7]
T	I		T		A	P			I
I	T		I			E	P[8]		L
N	E		O	A[9]	F	R	A	I	D
A	D	H[10]	N			Y	S		
T		U					S		
I		G		R[11]	E	G	I	O	N
O		E					O		
N	S[12]	A	N	C	T	U	A	R	Y

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

4. BHUTAN

The Kingdom of Bhutan is bordered on the north by the province of Tibet in China and by the Indian States of Sikkim in the west, West Bengal and Assam in the south and Arunachal Pradesh in the east.

With an area of approximately 46,500 square kilometres, Bhutan has a north-south distance of 170 km. and an east-west distance of 300 km. Bhutan is almost entirely mountainous. Flat land is limited to a few, relatively broad north-south running river valleys and small areas below the foothills, along the border.

Many rivers and their tributaries flow through Bhutan. The main rivers are the Manas, Sankosh, Wangchu, and Torsa.

The country can be divided into three climatic zones. The Southern Belt, rising to 1500 m., has a hot, humid climate with temperatures between 15-30 degrees centigrade and annual rainfall ranging between 2500 mm. and 5000 mm. The Inner Himalaya Region, ranging from 1500 m. to 3000 m., has a temperate climate with an average annual precipitation of approximately 1000 mm. The High Northern Region, ranging from 3000 m. to 7000 m., has a severe alpine climate with an annual precipitation of around 400 mm.

As a result of the diverse climate, different varieties of crops are grown in Bhutan. Wheat, barley, buckwheat and potatoes are grown in the high altitudes, while rice and chillies are grown in the lower valleys. Rice is the staple food of the Bhutanese.

Besides farming, the Bhutanese farmers keep flocks of sheep, horses and cattle including yaks. In the northern part of the country, some families are entirely dependent upon livestock for their livelihood. In the summer, the shepherd families take their cattle, sheep and yaks up the high pasture lands and move down to the lower valleys during winter to avoid the snow and severe cold.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

The population of Bhutan can be roughly divided into three major ethnic groups the Naglops of Tibetan origin in the west, the Sarchops who are of Indo-Mongoloid origin in the east and the Lhotsams of Nepalese origin in the south. Approximately 95 per cent of the population live in rural areas. The main cities are the capital Thimphu, and Phuntsholing.

The national language of Bhutan is Dzonkha. But there are many local dialects spoken as well. English is used as the medium of instruction in schools and in official correspondence.

Bhutan has a well-preserved natural environment, endowed with rich and varied flora and fauna. A number of rare animals like the *takin*, clouded leopard and golden *langur* are still a common sight in Bhutan.

★★★

तंबाकू सेवन करने वाले व्यक्ति तंबाकू सेवन नहीं करने वाले व्यक्तियों से 10 वर्ष अधिक बड़े होने का अनुभव करते हैं और उनसे 10 वर्ष पहले मरते हैं।

सिगरेट में 4 हजार रासायनिक तत्व, 200 ज्ञात विष और 60 कैंसर पैदा करने वाले एजेंट होते हैं।

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

5. Asim Bihari:

A Hidden Star of Freedom Movement

Bihar has produced many freedom fighters and social workers. Asim Bihari is one of them. Unfortunately the great freedom fighter is no longer remembered today. But his sacrifices for the freedom movement and selfless services for the weaker sections of the society are unforgettable.

Maulvi Ali Hussain Asim Bihari was born on 15 April 1889 at mohalla Khasganj, Bihar Sharif, Nalanda. He was born in a poor but civilized and religious minded family. His grandfather Maulana Abdur Rahaman raised the banner of revolt against the British in 1857.

After elementary education Asim Bihari joined a job in Usha Company in 1906 at the age of sixteen. He was very much fond of reading; so she used to read newspapers, magazines and other books. At that time Kolkata was the centre of all political and social movements. The heart of Asim Bihari always pained for the independent India and for the economically and socially backward. This led him to leave his job and start *bidi* making. In 1911 he started a newspaper and highlighted the sad plight of the weavers and the down trodden. He worked for their upliftment. For this purpose he organized, 'Momin Ansar Party' that later on was called ' Momin Conference'. This was an anti- Muslim League Party.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

All activities of Asim Bihari were driven by a sense of nationalism and patriotism. Among the Muslims it was he alone, who carried forward the national movement to the door of the weaker sections. He turned the national movement into a mass movement. All India Momin Conference motivated the mass to join the freedom movement.

From 1927 he moved towards Uttar Pradesh. He visited Gorakhpur, Allahabad, Varanasi, Moradabad, Kanpur, Delhi and Punjab. He convened many meetings of All India Momin Conference. Several branches of All India Momin Conference were set up in Lanka and Burma too.

He started a weekly " The Momin Gazette" in Kanpur and remained its lifetime editor. He always gave the top posts of organization to the educated and able persons and kept himself in the background. Where ever the branches of Momin Conference were set up, it was made compulsory to establish a library and educational, commercial and business institutions.

The Momin Conference won a fair number of seats in the Assembly election to the interim government. After the election many people learnt about the power and activities of the orgnisation.

Bihari never took care of himself. He suffered from asthma and heart diseases but could not get proper treatment. Due to his poverty many a time he lived without food but he did not leave his mission.

In his view education was the only weapon, fit to fight against poverty and improve the general condition of the depressed classes.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

He set up many schools and madarsas in Bihar and other states of India. In order to make the Muslims join the mainstream he motivated them to study Hindi alongwith Urdu and Persian. He loved Bihar with his complete soul and heart and was proud of it. Perhaps he added the suffix "Bihari" to his name because he loved Bihar, his motherland. He died on 6 December, 1953 in Allahabad and was buried there. He was a great soul. A great soul never dies. He lives till eternity. He will always be remembered for his selfless services and sacrifices.

★★★

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

Class - 7

The learner -

- Answers questions orally and in writing on a variety of texts.
- Reads aloud stories / recites poems with appropriate pause, intonation and pronunciation.
- Participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, quiz, etc., organized by school and other such organizations.
- Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
- Responds to different kinds of instructions, requests, and directions in varied contexts viz. school, bank, and railway station etc.
- Speaks about excerpts, dialogues, skits, short films, news, debate on TV and radio, audio-video programmes on suggested websites.
- Asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- Reads textual/non-textual materials in English/Brialle with comprehension.
- Identifies details, characters, main idea, sequence of ideas and events in textual / non-textual material.
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- Reads to seek information in print / online from notice board, signboards, newspapers, hoarding etc.
- Takes notes while teacher teaches / from books / from online materials.
- Infers the meaning of unfamiliar words by reading them in context.
- Refers dictionary, thesaurus and encyclopedia to find meaning / spelling of words while reading and writing.
- Reads a variety of texts for pleasure e.g. adventure stories and science

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions Empowering Technologies

fiction, fairy tales, biography, autobiography, travelogue etc.

- Uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, active-passive voice, adjective, adverb, etc.)
- Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
- Writes formal letters, personal diary, list, email, SMS, etc.
- Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
- Writes dialogues from a story and story from dialogues.

© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

वन्दे मातरम्

सुजलां सुफलां मलयजशीतलाम्
शस्य-श्यामलां मातरम्।
वन्दे मातरम्॥
शुभ्र-ज्योत्स्ना-पुलकित-यामिनीम्
फुल्ल-कुसुमित-द्रुमदल-शोभिनीम्
सुहासिनीं, सुमधुरभाषिणीम्
सुखदां, वरदां, मातरम्।
वन्दे मातरम्॥



© Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime
Abdiel Solutions
Empowering Technologies

राष्ट्र-गान



जन-गण-मन-अधिनायक जय हे,
भारत - भाग्य - विधाता।
पंजाब सिंध गुजरात मराठा,
द्राविड़ - उत्कल - बंग।
विंध्य - हिमाचल - यमुना-गंगा,
उच्छल - जलधि - तरंग।
तव शुभ नामे जागे,
तव शुभ आशिष मागे
गाहे तव जय गाथा।
जन-गण-मंगलदायक जय हे,
भारत - भाग्य - विधाता।
जय हे, जय हे, जय हे,
जय जय जय जय हे।

सत्र 2019-20

रेडियंस, भाग-3, कक्षा-8 (अंग्रेजी)

बिहार स्टेट टेक्स्ट बुक पब्लिशिंग कॉरपोरेशन लिमिटेड, पटना

Copy right received only to BSTBPC, Govt of Bihar and Abdiel Solutions (www.absol.in). Publishing (web/App/Books) will be crime

Abdiel Solutions
Empowering Technologies