

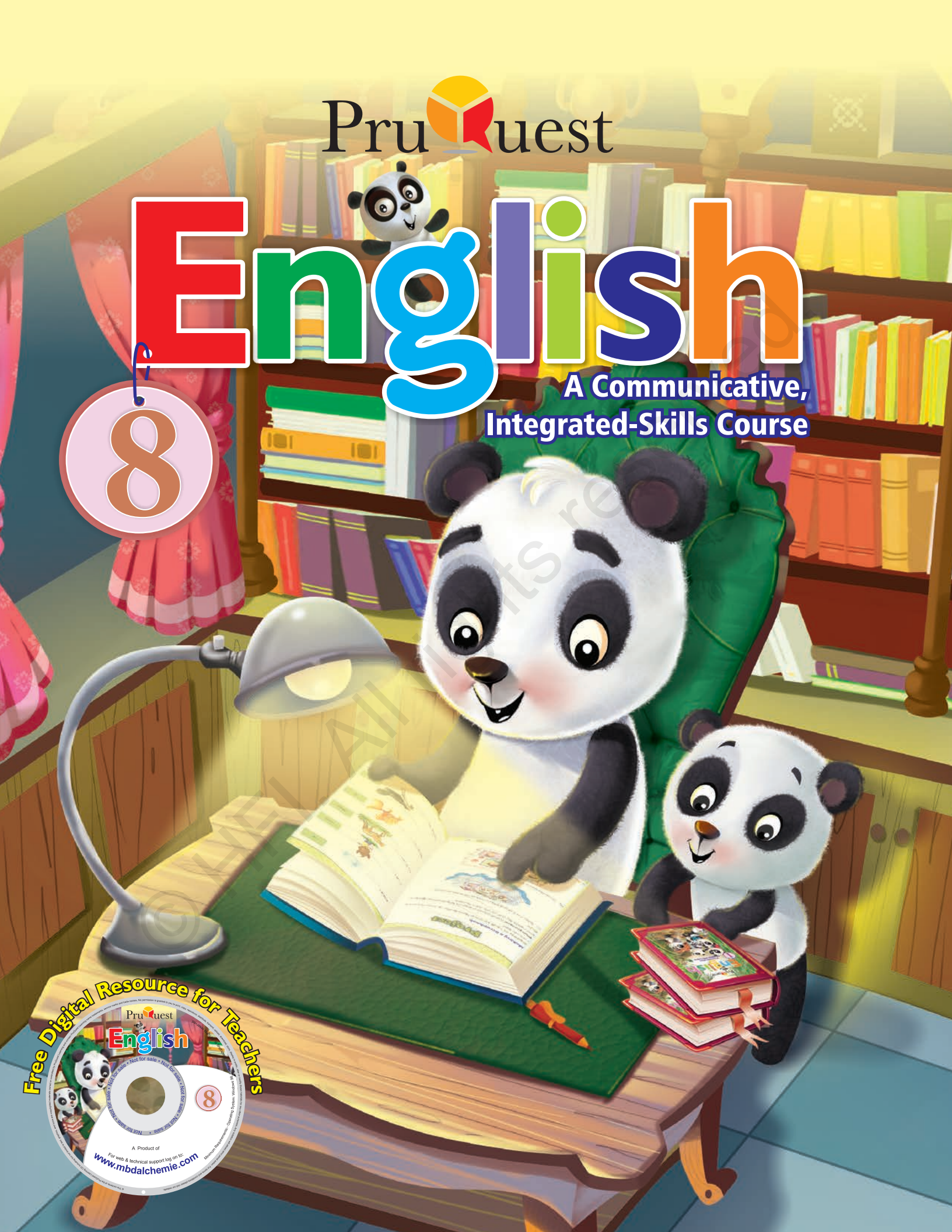
Pruquest

English

A Communicative,
Integrated-Skills Course

8

Free Digital Resource for Teachers



Pruquest English

A Communicative, Integrated-Skills Course

Coursebook

8



Authors

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Preface

PruQuest English is a communicative course that has been designed keeping in mind the increasingly dynamic role of the English language in today's world. The course incorporates original stories and poems that are based on the themes listed in the *National Curriculum Framework*. The stories and poems offer a diversity that celebrates the heterogeneity of a modern classroom. These components cover a variety of topics – from situations that the learner may face in everyday life to issues pertaining to social justice – which have been dealt with in a child-friendly manner.

The course is learner-centric and has been designed keeping in mind that not everyone learns in the same manner. The mind retains only what it comprehends. Therefore, learning needs to and does engage different sensory modalities. As learning is a multi-sensorial experience and every learner has a distinct way of learning, Multiple Intelligences forms one of the basic principles of the course.

The acquisition of language takes place effectively in a context that is meaningful and conducive to apprehension. Therefore, the components as well as the examples in exercises contextualise language in natural settings so that the focus is on communication. This leads to the acquisition of English much in the same way as that of the learner's first language.

The course offers graded grammar to the learners with the functional approach as its basis. The vocabulary sections of the course have been designed to equip the learners with the functional knowledge of the language. Each chapter ends with listening and speaking sections to help the learner and the teacher assess to what extent the skills covered in the chapter have been acquired by the learner.

One retains what one has learnt only when one is doing something that engages one's interest. Hence, as a distinctive feature, this series introduces two characters that have been created to appeal to children and to reflect their world. Learners join Mike and Sammy in different settings that help bring about spontaneity in the grasping and absorbing of language. The course also makes sure that appropriate educative messages are consistently sent across to children to help in their overall development as functioning, productive members of the society.

The learner, as well as the educator, has the opportunity to exploit the course on multiple levels:

- **Multiple Intelligences:** The course offers a variety in the components, which have been designed keeping in mind the different modalities that the learners may use to acquire language.
- **Higher-Order Thinking Skills (HOTS):** The questions pertaining to higher-order thinking skills persuade the learners to think beyond the text, which helps them learn how to discern and focus on the profundity beneath the superficial.
- **Life Skills:** The questions pertaining to life skills enable and, more importantly, empower the learners to apply the heuristic messages of the text to their own lives and the world around them.
- **Speaking and Listening:** The primary objective of a language course is to equip learners with a functional knowledge of the language. The assessment of the speaking and listening skills becomes specially important in an ESL context. The task of speaking and listening in the chapters are complemented by additional speaking and listening tasks at the end of the book, all of which act as instruments for the teacher to analyse the language-learning abilities of the learners.

PruQuest English is a complete course that comprises the following major components for every grade:

- A coursebook
- A workbook for further practice and assessment

- A literature reader to further encourage the students to read and also to introduce them to different types of literature in conjunction with the coursebook
- A teacher manual (includes lesson plans, answer keys, listening and speaking text)
- A digital component

The digital component of the course adds a valuable dimension to the process of learning.

Teachers' CD: The teachers' CD contains an ebook, a test generator and the voice-overs of the poems, songs, phonics and words in the glossary.

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Key Elements

MI icons: The Multiple Intelligence icons at the beginning of every chapter tell the learner and teacher which primary intelligence(s) the chapter makes use of.

Reading Passage: The reading passage, which may be a story, a play, a biography or the like, offers functional language in contexts to which the learner can relate.

Precursor: A comic strip featuring Sammy and Mike at the beginning of every chapter captures the learners' interest and establishes a connect with them.

5 Making Money



It's not easy to make money. I have new-found respect for my parents. I look around my room, and I see all the toys, the books, the laptop and lots of other things that I've got, and I'm filled with **gratitude**. No lies. You may ask how I came to realise something that every adult is **woefully** aware of. Well, it all started on a summer's day when I asked my mother for some money to go out with friends.

'Ma, I need some money,' I said, pulling on my jacket.

'Didn't you get your pocket money last week? Where has it gone?' she asked.

'I spent it.'

'Spent it? All of it?' She frowned at me. 'How did you spend all of it within a week? It was supposed to last you a month!'

'I wanted to buy some comics, Ma,' I said, looking at my watch. I knew Karan would be waiting for me.

'You bought comics worth your entire month's pocket money?' she said, **incredulously**. 'How many did you buy?'

At that point I knew the conversation was going nowhere and that I was not going to get any money from her. So, with a sigh, I told her I was going to meet Karan. I said goodbye and **trudged** over to Karan's house. Karan **relayed** a similar conversation between himself and his mother, telling me how she had also firmly refused to **top up** his pocket money.

gratitude	thankfulness
woefully	in manner that causes sadness
incredulously	in a manner that shows surprise and disbelief
trudged	walked with heavy steps
relayed	repeated
top up	refill or add to something

Reading 1: This section offers a set of questions to test the reading comprehension of the learner.

Grammar: The section uses the functional approach, and uses exemplars to illustrate the usage before defining the structures and rules.

Examples show the rule in use.

Reading 2: This section has deeper-reading questions to make the learners realise what the real take-away from the text is and how to apply it to their own lives.

own money. I'll wait until I've grown up. For now, keeping my budget in check is a hard enough task, and I think I'll just concentrate on that from now on.

Reading 1

- (1) Why did the narrator decide to start his own business?
- (2) With whom did he start his business?
- (3) What did they decide to do?
- (4) Why was the business not a success?
- (5) What lesson did the boys learn?

Reading 2

- (1) Why do you think the narrator and his friends thought that making money would be easy?
- (2) How do you spend your pocket money? Do you save any of it, or do you spend it all? Discuss with a partner.

Grammar

Reflexive and Intensive Pronouns

Let's recall what we learnt about reflexive pronouns in the last grade.

Reflexive pronouns are pronouns that refer back to the subject.

Example: I made the cake *myself*.

Here *myself*, is the reflexive pronoun that refers to the subject *I*.

Now read this sentence:

I myself made the cake.

In this sentence, *myself* is an intensive pronoun.

Intensive pronouns are pronouns that are used to add emphasis to a statement. They are usually written right after the subject. An intensive pronoun can be removed without altering the meaning of the statement.

Examples: The king *himself* appeared on the balcony.
The king appeared on the balcony.

Myself, ourselves, himself, herself, yourself, yourselves, themselves and itself are reflexive as well as intensive pronouns. Reflexive and intensive pronouns are identical twins, but, as we have seen, they aren't used in quite the same way. Their usage determines their type.

Say whether the sentences below use reflexive (R) or intensive (I) pronouns.

- (1) We asked ourselves whether we were confident about it.
- (2) Although everyone thought she knew, she herself was surprised by the announcement.
- (3) She made herself at home.
- (4) Even though the trap may have helped, the cat itself caught the mouse.
- (5) I find it funny that he likes looking at himself in the mirror for hours.
- (6) She made herself a sandwich.

Grammar functions, structures and rules are clearly presented in boxes.

Writing: As well as building upon it, the section enables the learners to apply what has been learnt in the earlier sections.



Writing

Use *myself, ourselves, himself, herself, yourself, yourselves, themselves* and *itself* in sentences as both reflexive and intensive pronouns. Remember the difference between the two types of pronouns.

(3) micro (very small)

(4) jud (law)

(5) port (carry)



Vocabulary

Latin and Greek Roots of Words

The English language originated from Latin. However, it is an ever-evolving language that has also adopted words from many other languages. Nevertheless, Latin words still form the basis of the English language. Root words along with affixes (prefixes and suffixes) can be used to form new and different words.

Example: *aud* Latin for 'to hear'

aud + *-ible* = audible (able to be heard)

in- + *aud* + *-ible* = inaudible (not able to be heard)

Below are a few root words. Make three different words from each one using affixes. Use a dictionary to help.

(1) verb (word)

(2) trans (across, beyond, through)



Speaking

Look up the words that you have made in the previous section in the dictionary. Read them aloud. Find out where the stress lies, on the root word or on the affix.



Vocabulary: The section has language-in-use as its basis to build the learner's vocabulary through use rather than memorisation of rules.

Speaking: This section has a productive activity that combines the elements learnt in the chapter with the learner's own experiences.

- (c) My uncle will be in town next Thursday. His army is posted close by.
- (d) I just received Ananya's birthday I will buy a nice gift for her.
- (e) Rama has drawn beautiful sketches in his art The teacher complimented him on them.



Listening

Listen to this conversation between the narrator's brother, Chintu, and her little sister, Pinky. Pay close attention to the dialogue. Then complete the exercises which follow.

(1) Write each sentence in the correct box.

- I want to watch cartoons.
- I want to watch the basketball match.
- And I like chocolate.
- No, I don't like chocolate.
- But don't forget your promise.
- I like vanilla ice cream.
- Can I have the remote now, please?
- We will go together, I promise.

Chintu

.....

.....

.....

Pinky

.....

.....

.....

Listening: This section helps the learners put grammar in context and apply what has been learnt to understand speech.

Model Test Paper

Unseen Comprehension

Read the story and answer the questions below.

The Early Home

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the grove.

As soon as I was old enough to eat grass my mother used to go out to work in the daytime and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said:

I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well bred and well born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle.

The model test paper gives the teacher an evaluative tool to gauge the learners' academic achievement at the end of the designated instructional period.

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The additional tasks of speaking and listening act as instruments for the teacher to analyse the language-learning abilities of the learners.

Speaking and Listening Practice in the Classroom

- (1) Imagine you were poolside during your swimming class and you noticed that one of the new students in class did not know how to swim well. As the new student is struggling to learn, you see a bunch of kids laughing at him or her.
Sit in groups of six and discuss how you would feel and react to this situation.
- (2) *With freedom comes responsibility.*
Do you agree with this statement? Sit in groups of four and discuss with examples. Each student should give at least two examples to prove that freedom is not for free and that we have to be responsible.
Example: We have the freedom to express how we feel about anything or anyone, but it is our responsibility to make sure that our words never hurt anyone.
- (3) *Give a man a fish and you feed him for a day; teach a man to fish, and you feed him for a lifetime.*
Which of the two do you think is a better solution – helping a needy with money or teaching the needy so that he/she can earn?
Get in pairs and discuss.
- (4) Sit in groups of eight and conduct an interview. One of the students posing as the interviewee can act as a celebrity (actor/actress/sportsperson). Make sure whichever celebrity you are playing, you gather enough information about him/her.
Another student can be the interviewer and prepare questions.
Rest can become the audience and ask questions in between.
- (5) Organise a Make Everyone Laugh Day. Work in groups of four, and write a funny poem. Share your poem with all the sections of the grade.
Let everyone vote for the funniest poem. Let's see which group finally wins!

Icons

in PruQuest English

Multiple Intelligences



Naturalist Intelligence ('Nature Smart')

Musical Intelligence ('Musical Smart')



Logical-Mathematical Intelligence
(‘Number/Reasoning Smart’)

Existential Intelligence



Interpersonal Intelligence ('People Smart')

Kinaesthetic Intelligence ('Body Smart')



Linguistic Intelligence ('Word Smart')

Intra-personal Intelligence ('Self Smart')



Spatial Intelligence ('Picture Smart')

Other Icons

Audio



CD



Characters

in PruQuest English



S
A
M
M
Y

Meet Sammy. She has a keen mind and is curious about the world. She is best friends with Mike.

Relaxed and laidback, Mike is Sammy's best friend. Together, they will take you on a journey through this series.

M
I
K
E



H
A
B
O

This is Habo. Naughty yet sweet, the cute panda will introduce you to different sections and accompany you on your journey.



Acknowledgements

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Detailed Contents

Unit	Theme	Chapter Name	Reading	Grammar	Vocabulary	Writing	Listening	Speaking
1	Self, Family, Home, Pets, Neighbourhood and Community at Large	Gift of Time	A story about the best gift we can give to our family and friends	Sentences – complex, compound, complex–compound	Adjectives – good, better, best, bad, worse, worst	Writing a circular	Listen to a poem and answer the questions.	Imagine that you are Shivi and speak about how hard your mother works to provide you with everything you need.
		Foe Friends	A story about how friendship is not diminished by distance or time, by imprisonment or war, by suffering or silence	Correct and incorrect use of the ellipsis		Writing a circular	Listen to a poem and write the summary in your own words.	Present the summary of the poem to the class.
		Actions Left Unspoken	A poem about the pain of a loved one's death		Adverbs – well, better, best, badly, worse, worst	Writing a circular		Share with the class the best story that your grandpa or grandma has told you.
2	Travel and Tourism Mass Media	The Radio Signal	An open-ended play about a time traveller	Articles – a, an, the	Compound object with I and me	Writing a story as a play		Read the story you have written to the class.
		An Unwelcome Guest	A story about a sleepwalking ghost	Determiners	Removing redundancy	Writing a story as a play	How to do effective research on the Internet	Share with the class ways in which you can do effective research on the Internet.
		The Solitary Reaper	A poem about the nature of art and poetry	Quantifiers		Story writing		

Unit	Theme	Chapter Name	Reading	Grammar	Vocabulary	Writing	Listening	Speaking
3	Adventure and Imagination Sports	Death's Head	Superstition about a harmless insect	Subjunctive	Prefixes – semi-, mid-, en-, em-	Turning a play into a story	Listen to some information about Bram Stoker's <i>Dracula</i> , and say whether the sentences are true or false.	Group discussion
		What's Worse – Giving up or Losing?	Find out what is worse – giving up or losing	Parallel structure Dashes	Suffixes – -ence, -ance, -an, -ian	Turning a story into a play	Listen to the poem, and summarise it in your own words.	Share your experience with your class about an incident in your life when you were about to give up but then did not.
		Lord Ullin's Daughter	A poem about love, hatred and fear	Subjunctive	Prefixes – semi-, mid-, en-, em-			Talk about the imagery the poet uses to show the menacing aspect of nature in the poem.
4	Science and Technology Health Issues Relating to Adolescence	Chubby Chetan	A story about positive self-image	Dangling modifier	Using Latin and Greek roots to find out the meaning of words	Argumentative essay	Self-esteem	Argumentative essay
		And the Winners Are ...	A story about finding out who the winners of an interstate science competition are	Capitalising titles	Using the thesaurus	Argumentative essay		Present the argumentative essay you have prepared to the class.
		Sweats and Sweets	A poem about healthy living	Subject-verb agreement with compound subjects			Healthy lifestyle	Talk about how health is not valued till sickness comes.

Unit	Theme	Chapter Name	Reading	Grammar	Vocabulary	Writing	Listening	Speaking
5	The Nation (Diversity, Heritage) The World (India's Neighbours, Other Countries)	The Importance of Being Prepared	A story about how there's no substitute for preparation	Commas with interrupters	Allusion	Article for the school magazine	Listen to some information about smartphones	Talk to the class about how you felt after listening to Sandeep Bhatt's voicemail.
		An Old Man at the Bus Stop	A story about not judging a book by its cover	Comma, semicolon and colon in sentences and lists		Article for the school magazine	Listen to the story and answer the questions which follow.	Role-play
		A Visit from St Nicholas	A poem about the Santa Claus	Commas with interjections and interrupters	Analogy – revision	Article for the school magazine		
6	Art and Culture Peace and Harmony	Bian Lian	A story about an ancient Chinese art form	Compound possessive	Finding the meaning of the word from the context	Report for the school newspaper	Listen to the conversation and rewrite it in narrative form.	Present the narrative in front of the class.
		An Eye for an Eye ... Really?	A comic strip about how it is better to forgive someone rather than weaving a chain of revenge	Conjunctive adverbs	Formal and informal language	Report writing	Listen to a poem and answer the questions.	Are there things in today's era from which we need freedom?
		Meddlesome Matty	A poem about how not listening to elders often gets us into trouble	Dangling modifiers				

Model Test Paper

Speaking and Listening Practice in the Classroom

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UNIT

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1

Gift of Time

Sammy, what is the best gift that we can give to our family and friends?



Flowers?

No.



Cards?

No.



Books?

No.

Then what?

Time



Time? Why?

Let me share a story with you.



Shivi was playing outside when she heard a loud commotion. She turned around to see a man beating a **staccato** rhythm on the drums. Another man, followed by a group of excited children, was marching beside him, shouting, 'First time in your town! First time in your town! Famous magician Tura's show! For two days only. Don't forget to come to the Town Hall at six o'clock each evening. This amazing show is in your town for two days only.'

'Magician Tura!' thought Shivi, jumping up and down in excitement. 'I've seen a clip from his show on the Internet. He's amazing. I'll ask Mom to take me there.' Shivi stopped jumping. Her face fell. 'Will Mom be able to take me there?' she wondered. 'I'm not sure. She's always so busy.' Shivi made up her mind. 'I'll try to persuade her to take me,' she said. 'This time I won't listen to any excuses. I'll convince her that we both need to see this magic show. I'll tell her that she'll enjoy it too,' Shivi thought.

Shivi was right. Her mom, Kavita, was always busy. She left for the office every morning at eight o'clock and didn't return until seven or eight in the evening. Even after she got home,



staccato: with short and sharp sounds



she was always busy working on her laptop. Kavita tried her best to provide Shivi with everything she needed but somehow could not manage to give her much time. She wanted to but could not.

That day when she returned home, Shivi was waiting for her at the dining table. Daya, their domestic help, had laid the table for dinner. 'Hi, sweetheart. How are you? Mama missed you a lot today,' Kavita said, lovingly hugging Shivi.

'I'm good, Mom. How was your day?' Shivi asked.

'Ah! My day was OK. Just like every other day, boring!' Kavita replied, as she washed her hands and face. She went to her bedroom to change and then joined Shivi for dinner. 'So, what did you do today?' she asked Shivi. This was the normal routine. No matter how busy Kavita was, she made sure that she talked to Shivi over dinner to see how her day had gone.

'Mom, I have already finished my homework, and I got a good grade in my science test,' Shivi said.

'Well done, Shivi. You worked really hard for that science test. You deserve a reward. Tell me what you'd like,' Kavita said.

Shivi had been waiting for this moment. 'Mom, are you sure you will give me whatever I ask for?' she asked.

'Yes, my dear, whatever you want,' Kavita replied, getting up to put her plate in the sink.

'No, Mom. You have to promise me first that you will not back out,' Shivi demanded. Kavita was confused now.

'What exactly are you going to ask for, Shivi? An aeroplane or something like that?' she said. She walked back to the table. 'I can't get that for you,' she replied jokingly.

‘Mom, it’s not that. Promise me, please!’ Shivi insisted. Generally Kavita did not agree to something until she knew what was being proposed. However, this time she knew that Shivi had worked hard for the test, so she promised.

‘OK, I promise. Now tell me what you want,’ she said, smiling at Shivi.

‘I want your time, Mom,’ Shivi said.

Kavita was taken aback. She was silent for a moment. Then she replied. ‘Oh, Shivi! All my time is yours.’

‘No, Mom, there is a magic show in the Town Hall. I want to go there with you tomorrow at six in the evening. It’s only on for two days – today and tomorrow,’ Shivi replied.

‘A magic show? That’s great! You can go there with Daya,’ Kavita replied.

‘Mom, I just told you I want to go there with you. I don’t want to go with Daya. Daya can join us if she wants,’ Shivi said. She looked upset.

‘Shivi, sweetheart, you know I have work,’ Kavita said, hoping Shivi would understand. Shivi shook her head. This time she was **adamant** about what she wanted.

‘Mom, all my friends go out with their moms. Disha always goes shopping with her mom. Simi’s mom joins her at her piano class. Why should I have to go with Daya? I want to spend time with you,’ Shivi replied as a tear rolled down her cheek.

Kavita too was on the **verge** of breaking down, but then she composed herself before answering. ‘Shivi, my dear, you don’t have to cry. I promise I’ll take you to the magic show. You know I love you and want to spend time with you,’ Kavita replied, hugging Shivi.

Shivi went to bed happy that night. She knew her mom would never break her promise. The next morning she jumped out of bed. The thought of the magic show that evening filled her with excitement. She ran into the kitchen. ‘Mom, you remember your promise?’ she said, anxiously.

‘Yes, of course, I do,’ Kavita replied.

‘Mom, what time will you be back from work?’ she asked.

‘I’ll be back by five,’ Kavita said, giving her a glass of milk.

adamant: stubborn

verge: edge



‘Mom, I can’t wait for this evening!’ Shivi said enthusiastically. ‘Can I wear my new dress?’

‘Of course,’ Kavita replied, as she picked up the car keys to leave. ‘OK, Shivi be ready on time,’ she added and left for work.

Later, as Daya walked to the bus stop with Shivi, she chatted excitedly to Daya. ‘Can you be ready at five, OK?’ she said. ‘Tura is a great magician. You’ll really enjoy the show. I can’t believe that Mom is finishing work early to go too.’ When she boarded the bus, Shivi sat next to her friend Viha. ‘Viha, guess what! I’m going to the magic show in the Town Hall with my mom,’ she told Viha.

‘Really? I was at it yesterday,’ Viha said. ‘Tura is amazing. He is funny too.’

At school, the day dragged by. Shivi looked at her watch. She couldn’t believe that it wasn’t even time for recess yet. She turned to Viha. ‘I wonder if Daya has ironed my dress yet,’ she whispered. ‘I can’t be late.’

Viha, who had been taking notes from the board, looked at her. ‘Don’t worry, Shivi,’ she said. ‘I’m sure you’ll get there on time.’

‘Viha ... Viha, just one more thing,’ Shivi whispered, trying to get Viha’s attention. ‘Are there any food stalls there?’ she asked.

‘Yes, Shivi, there are food stalls, some rides and some toy stalls as well. Now stop talking, or we’ll both get into trouble,’ Viha replied. Shivi tried to concentrate, but all she could think of was that she would be spending some quality time with her mom.

Meanwhile, Kavita was busy at work. She needed to ask her manager if she could leave early, but each time she thought of calling him, she was distracted by something else. As the afternoon progressed, work became increasingly busy. It was almost four o’clock, and Kavita still hadn’t asked for permission to leave early. ‘So much work, how can I leave early?’ she agonised. There was a knot in her stomach. ‘But I have promised Shivi,’ she thought. ‘If I don’t go, she will be so disappointed. I have to go.’ Kavita went to her manager. ‘Sir, I need to leave early today,’ she said.

The manager looked at the clock, a frown on his face. ‘But Kavita, how can you leave early?’ he asked. ‘We have loads of work to finish.’

Kavita could feel her heart beating very quickly. ‘I will work from home tonight after 9 p.m.’ she said, a flushed look on her face. ‘I can finish all the work by tomorrow morning.’ Kavita waited for his reply, her stomach churning.

‘OK, you normally get all your work done. So you can leave early today,’ the manager replied, **begrudgingly**.

Kavita rushed back to her desk, closed her laptop and raced to the car. Shivi was ready and waiting at the door when she arrived home. As soon as Shivi saw her mom, she rushed towards her with open arms.

‘Mom, I knew you’d never break your promise. I love you,’ she said.

‘Then let’s go!’ Kavita said, leaving her laptop case under the telephone table.

The show was amazing. Kavita looked over at Shivi, happy to see the enthralled look on her face. In the middle of the show, Shivi glanced at her mom. She looked tired. Even though she was smiling, she had a preoccupied look on her face, and she kept sneaking **surreptitious** glances at her watch.

begrudgingly: unwillingly; reluctantly

surreptitious: stealthy



'Mom, if you have work, we can leave early,' Shivi said.

'No, Shivi, I don't have any work. This show is great. Tura is amazing, isn't he?' Kavita replied enthusiastically.

Shivi looked convinced. They had dinner after the show and then came back home. Shivi was tired, so she went to bed as soon as they got home. Kavita opened her laptop and resumed her work.

At 2 a.m. Shivi woke up. She wanted some water. She **padded**, barefoot, to the kitchen. On her way back to bed, she noticed that her mom's bedroom light was still on.

'Mom must have fallen asleep and forgotten to turn off the lights,' she thought, heading towards her mom's room. The door was ajar, and Shivi could see that her mom was working. 'It's 2 a.m. and Mom is still working,' Shivi thought. A **myriad** of thoughts revolved in her mind. Without disturbing her mom, she crept back to her room.

padded: walked quietly

myriad: many; countless

The following morning at breakfast, Shivi looked carefully at Kavita. 'Mom, the show was great, wasn't it?' she said.

'Oh, yes! It was amazing,' Kavita replied.

'I was exhausted after it. I had such a good sleep. What about you, Mom?' Shivi asked.

'Yes, I went to bed soon after you,' Kavita said, not making eye contact with Shivi.

Shivi hugged Kavita. 'Mom, I love you,' she said. 'You work so hard for me. The gift of time that you gave me yesterday is very precious. You are the best mom anyone could have.'

Kavita hugged Shivi tightly. 'I love you too,' she said. She could feel her eyes well up with tears.

'Don't cry, Mom,' Shivi said.

'I'm not sad,' Kavita said in a hoarse voice. 'I couldn't be happier. I've just realised that you know how much I love you. And that means so much to me.'



- (1) What gift did Shivi ask her mother for?
- (2) How do you know that Shivi was excited about going to the magic show? List some instances from the story to support your answer.
- (3) Why didn't Shivi want to go with Daya?
- (4) Why couldn't Kavita devote more time to Shivi?
- (5) How did Kavita manage to take Shivi to the magic show?
- (6) What did Shivi notice when she went to drink water later that night?
- (7) Why do you think Shivi hugged Kavita the next morning?



Reading 2

- (1) Kavita had to work extra hours to keep the promise that she had made to Shivi. What do you think this tells us about Kavita's character? Explain.
- (2) The gift of time is the best gift we can give to our family and friends. Do you agree? Discuss it with a partner, giving reasons for your point of view.



Grammar

Sentences – Complex, Compound, Complex–Compound

LET'S RECALL

Type of Sentence	Explanation	Example
Complex Sentence	Has an independent clause joined to a dependent clause using a subordinate conjunction (<i>because, since, etc.</i>)	<ul style="list-style-type: none"> • She returned the dress because she noticed a defect. • Since there is no milk, I cannot make tea.
Compound Sentence	Consists of two independent clauses joined by a coordinating conjunction (<i>and, or, nor, but, yet, so, for</i>)	<ul style="list-style-type: none"> • I wrote my essay in Hindi, and my friend wrote her essay in English. • I am angry, but I will not shout at you.
Complex–Compound Sentence	Has two independent clauses and one dependent clause	<ul style="list-style-type: none"> • Because it had stopped, Anita could not hear her watch, and she was worried. • Although he sang well, no one praised him, and he was upset.



(1) State whether the sentences below are compound, complex or complex-compound sentences. Underline each independent clause.

- (a) Siya could not see Amit, but when she went upstairs, she could hear him laughing.
- (b) She is studying because she has a test tomorrow.
- (c) Our class will get a reward, for we always behave well.
- (d) My father had a meeting, so we had our dinner early.
- (e) After having lunch in the canteen, the students went to their classrooms.
- (f) While waiting for dinner, Anu and Amit set the table, and Dad brought the food out.
- (g) The woman who worked here was fired for stealing money.
- (h) Although they used to be quite rare, wild turkeys are common now, and they are everywhere.
- (i) She writes better than I do, but she has not written anything for ages.

(2) Write examples of complex, compound and complex-compound sentences.

(a) Complex Sentence

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.....
.....

(b) Compound Sentence

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.....

(c) Complex-Compound Sentence

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Adjectives – good, better, best; bad, worse, worst

Read the sentences below.

Shweta is a *good* dancer.

The judges think Priya is a *better* dancer than Shweta.

The judges have chosen Anu as the winner because she is the *best* dancer of all the participants.

Good is a regular adjective that can be used to describe anything pleasing.

Better is a comparative adjective that is used to compare two things.

Best is a superlative adjective. Of all the people or items presented, only one can be the best.

The same applies to the negative adjective *bad*.

Hina's handwriting is *bad*.

Amit's handwriting is *worse* than Hina's.

Kavita's handwriting is the *worst* of all the students.

(I) Fill in the blanks with *good, better or best*.

- (a) She is a performer.
- (b) I think this meal is than the one we had in this restaurant last week.
- (c) It is the idea I have ever heard.
- (d) This movie is than the one we saw yesterday.
- (e) I wouldn't say it was brilliant, but it was a performance.
- (f) This definitely was the movie of the year.
- (g) Well, you have made a plan, but I think Ananya's is a one.



(2) Fill in the blanks with *bad, worse or worst*.

- (a) This idea is even than the one you presented yesterday!
- (b) This has to be the thing to have happened to me today!
- (c) I regret to tell you that your suggestions are; in fact they are than the ones you gave last time. Actually they are the you have ever given.
- (d) Unfortunately, the patient's condition is The chances of recovery are poor.
- (e) We can't select him; his performance was than that of all the other athletes.



Listening



Listen to the poem and answer the questions which follow.

- (1) Identify three literary devices used in the poem and give an example of each.

.....
.....
.....

- (2) Summarise the poem in your own words.

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Imagine that you are Shivi. You realise how hard your mom works to provide you with everything you need. Share with your class how you felt after seeing her work so late into the night after coming home from the magic show.



Circular

A circular is written to inform people about an event, or to convey an important message to everyone. Generally, a circular, as the name suggests, is circulated within a school, an office or a group to make sure that everyone receives the necessary information.

FEATURES OF A CIRCULAR

- Heading: states the reason for the circular
- Date: mentions when the circular is being issued
- Body: gives information such as what, when and where
- Signature: of the authority or the contact person

A circular should be concise, clear and simple enough to be understood easily by its readers.

Formal language is always used while writing a circular.

FORMAT OF A CIRCULAR

A circular has the following format:

Yoga Camp

25 July 2019

This is to inform all the residents of Mithras Park that a yoga camp will be organised in the society's terrace garden during the month of August, starting from 1 August 2019 at 6:00 a.m. every day.

There is no fee for the camp. Anyone interested may join and benefit from the camp. For further details, please contact the society secretary.

M. Ramanujam

Secretary

Mithras Park

Imagine that you are the secretary of your school's literary club. Write a circular to inform all the members of the literary club about the book exchange session being organised by your club. Provide all the necessary details in not more than 80 words.



2

Foe Friends



My dad worked in the Indian embassy in Islamabad, and I spent the most precious years of my life there. Meharaj Shaikh was my roommate and best buddy at the embassy school. We were just around twelve back then, and we both shared similar dreams. We wanted to serve the nation.



Then one day, my dad got transferred, and our lives changed. Later we found out that a national emergency had been declared across the country, owing to the fact that the nation's security had been threatened by external aggression. During the emergency, some fundamental rights, including the right to freedom of Indian citizens, were automatically suspended. We were going back to New Delhi.

'Will you come back, Raghuvir?' Meharaj asked when we were at the airport.

'Every summer vacation,' I promised him.

'Think of me whenever you see a military badge,' he said, giving me a stiff salute.

'And you think of me whenever you see a military uniform,' I said, as I waved goodbye.

The first half of that promise was the part I broke first. I never got a chance to see Meharaj again. For a full year, I pleaded with my parents, trying to persuade them to visit our old house again. They would not budge in their resistance. They declared firmly that it was not possible because we did not belong there. I followed this with a series of hunger strikes, crying and begging that ultimately failed. It was only then that I started paying attention to the other things in my life in New Delhi. Life at my new school with different friends distracted me from the memories of my time in Islamabad. However, I regarded this period to be the end of my childhood. I blocked out all the memories of the wonderful time I had spent there, and slowly, they started to fade away.

That was until a few months ago, when Meharaj came back into my life. It was a beautiful spring morning, and I was **whiling away** my time in front of the computer. My Skype

whiling away: passing time in a relaxed manner



page was open, and I was talking with a few college friends. Suddenly, a friend request popped up. I stared at the words: *Meharaj Shaikh wants to be your friend.*

I was stunned and couldn't believe my eyes. I read the request about five times. My heart was pounding as I opened his profile. It was him: the same tall, dark-haired guy with brown eyes with whom I had shared the best days of my life. He had searched for me online, and when we connected, we couldn't stop talking about how our lives had changed. He was still the same boy I had known. We talked about our school, college, friends and jobs. We had both joined our respective armies.

Meharaj Shaikh: Congratulations, Major Singh. We have achieved our dreams.

Raghuvir Singh: Congratulations, buddy or Captain Meharaj. Yes, we have both achieved our dreams. I can't believe that we've made contact again with each other and got a chance to share this news. Where are you posted these days?

Meharaj Shaikh: I am on vacation now, but in the coming week I will join the LoC camp. What about you? Where are you posted?

Raghuvir Singh: I don't believe it! This is called destiny, Captain.

Meharaj Shaikh: What do you mean, Singh?

Raghuvir Singh: I have also been posted near the LoC camp.

Meharaj Shaikh: Our destinies are **intertwined**, buddy. Nothing has changed. This is a good chance to meet up.

Raghuvir Singh: Yes, Meharaj, you're right. Our destinies are connected. I will update you on my schedule as soon as I receive it. Let's meet up then.

Meharaj Shaikh: Our reunion will be one of a kind, won't it?

Raghuvir Singh: Yes, it sure will. Message me about your schedule as soon as you can.

Meharaj Shaikh: Surely. Wait for my message, Major.

Raghuvir Singh: Yes, Captain.

I couldn't wait to meet my childhood friend and find out more about what had happened in his life in the intervening years. I waited for his message for a week, but there was no reply. One day, I was talking to my college friend on Skype, and I clicked on Meharaj's profile. Unfortunately, he was offline. So I sent him a message about the meeting.

Raghuvir Singh: Meet me the day after tomorrow near the accommodation barracks in Camp Garhi. Hope to see you soon.

There was no reply from him. However, I was excited about our reunion and started counting the hours. The day arrived. As I was strolling towards the meeting place, lost in childhood memories, when I heard footsteps behind me. I turned. I couldn't believe my eyes. There he was, his left arm in a sling. We stood for a moment, each one taking in the sight of the other in army uniform. Then, both of us grinning widely, we saluted each other.

Meharaj Shaikh: Good evening, Major Singh. Apologies for not replying to your message. I had an accident during training and I've just been discharged from the army hospital. It's nothing serious, but I only just got your message. Just in time!

Raghuvir Singh: Good evening, Captain Shaikh.

intertwined: connected, woven together

Meharaj Shaikh: How are you, buddy? It's been so long since we last met. You haven't changed at all.

Raghuvir Singh: Yes, Meharaj. The last time I saw you I told you that I would return to Islamabad every summer vacation. I apologise that I broke my promise. But I couldn't help it. You know the situation between our nations.

Meharaj Shaikh: There is no need to clarify anything. It's good to see you. That uniform looks amazing on you.

Raghuvir Singh: Thanks, Captain. What about a game of football?

Meharaj Shaikh: Wow! Did you plan something?

Raghuvir Singh: Yes, Captain. Let's call out our teams. It's been such a long time since we played football together. You could always beat me! I might have a better chance of winning today, now that I see you've hurt your arm!

A small group of men from each side joined us. We all shook hands, and the game began. There were no guns, no bombs, no rifles and no tiffs between us. It was a moment to savour. The khaki and brown uniforms mixed together in a spirit of **camaraderie** and friendship. I was the goalkeeper, and Meharaj, despite his injured arm, flipped the ball and scored the winning goal. I was so happy that I hugged him. It was the best match ever. I was glad to see the love and humanity between us. The words of Pam Brown came to mind as I hugged Meharaj at the end of the match.

In loneliness, in sickness, in confusion – the mere knowledge of friendship makes it possible to endure, even if the friend is powerless to help. It is enough that they exist. Friendship is not diminished by distance or time, by imprisonment or war, by suffering or silence. It is in these things that it roots most deeply. It is from these things that it flowers.



camaraderie: companionship



Reading 1

- (1) Where did Raghuvir's father work?
- (2) Why was Raghuvir's father transferred from Islamabad back to New Delhi?
- (3) What did Raghuvir do to try to persuade his parents to return to Islamabad?
- (4) How did Meharaj get in contact with Raghuvir in later years?
- (5) What happened when they met for the first time since they were twelve years of age?
- (6) What did Raghuvir think at the end? Explain in your own words.



Reading 2

'A bird a nest, the spider a web, man friendship.' Do you agree or disagree with this quote by William Blake? Discuss with a partner. Then share your ideas with the class.



Grammar

Correct and Incorrect Use of the Ellipsis

Read the following sentences carefully:

I was thinking . . . maybe we should go.

When she came . . . she saw balloons!

An ellipsis is a punctuation mark consisting of three consecutive dots (...). It is used to show omission.

If a word, phrase, line, paragraph or material that is less relevant is removed from quoted text without altering the meaning of the piece, then an ellipsis is used to indicate its removal. An ellipsis can indicate a pause in dialogue or narrative, a character pausing for emphasis, or the thoughts of a character or the narrator trailing off.

CORRECT USE OF THE ELLIPSIS

- Use the ellipsis to show the omission of a word or words at the beginning of a sentence, in the middle of a sentence or between sentences without changing the meaning.

Example: After school I went to my aunt's house, which is opposite my best friend's house, and then came home.

After school I went to my aunt's house ... and then came home.

- Use the ellipsis to show a pause in a thought, a pause for emphasis or a change in mood or to create suspense.

Example: I don't know ... I was thinking ... maybe we should invite them over for dinner.
(*pause in a thought*)

She only took up running two years ago, and now she's after winning ... the Olympic Gold in long-distance running. (*pause for effect or emphasis*)

- If the ellipsis is in the place of a word or part of a sentence, leave a space on each side of the ellipsis.

Example: We went to the mall, shopped, ate and came home after midnight.

We went to the mall ... and came home after midnight.

- If the ellipsis is used to replace words at the end of a sentence, it should be followed by a full stop (.) or a question mark (?) or an exclamation mark (!).

Example: He said, 'I like chicken tikka, mutton and fish because they are all non-vegetarian foods.'

He said, 'I like chicken tikka, mutton and fish'

Note: An ellipsis followed by a full stop has four dots.

An ellipsis with an exclamation point is used to show excitement after a pause.



- An ellipsis may be used with commas and semicolons.

Example: She went home, ... and decided to meet him later that evening.

She went home ... ; she would meet him later that evening.

A space should be left between the ellipsis and the semicolon.

INCORRECT USE OF THE ELLIPSIS

- It is wrong to use an ellipsis to make even a subtle change to the meaning of a quotation. If it alters the meaning of a sentence or quotation, then it should not be used.
- A space should be left on each side of the ellipsis. It should not be closed up with the words.

Rewrite each sentence below using an ellipsis.

- (1) When did he go out again? Where did he go?
.....
- (2) I think I saw the keys somewhere near the TV or the refrigerator.
.....
- (3) The teacher, who had been on her lunch break, was not sure who had taken the book.
.....
- (4) 'I am not sure what to do with this diamond ring,' she said, a note of uncertainty in her voice.
.....
- (5) I never thought that you would backstab me and hurt me like this.
.....
- (6) Why would she do that to you?
.....
- (7) Yikes! I cannot believe he did that.
.....

(8) A diamond necklace stolen from a high-security vault in Paris was used one day later in a gangster movie.

.....

(9) After hours of careful thought, I voted to reject the proposed amendment to the bill.

.....

(10) 'It was a miracle that nobody was hurt in the high-speed train crash,' the Prime Minister said.

.....



Listening



Listen to the poem carefully, and write its summary in your own words.



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Speaking



Present your summary of the poem to the class. Try to convey the emotions in the poem at appropriate places while reading out the summary.



Writing

School Circular

A circular is used to inform students, teachers and parents about certain policies of the school or any upcoming event. A school circular can be produced in many different formats. Take the following, for example:

BPS IX/15-16

2 August 2019

Puppet Show
Grades VI–VIII

Dear Students

A puppet show will be performed in the school hall from 11 a.m. to 1 p.m. on Tuesday, 4 August 2019.

Those interested in attending the show may give their names to their class teachers.

Warm regards
Ms Jayatee Vohra
Principal

Date

Title

General Receiver

Salutation

First Paragraph

Finishing Paragraph

Signature

POINTS TO REMEMBER

- The data should be written in the top left corner.
- The title of the circular should be placed in the centre.
- The general receiver is addressed below the title.
- The first paragraph should explain the purpose of the circular.
- The specific details should be listed in the finishing paragraph.
- The circular should end with the name and the signature of the issuing authority.

Your school is conducting a two-day workshop on 'Remote-Controlled Robots'. Students from classes VI to VIII can participate. Write a circular inviting students to the workshop.





3

Actions Left Unspoken

Memories we shared
hurt we soon all felt,
as God he dared
to play the cards dealt.

God took you from our sight
he seized you from your life,
in the darkness of the night
it stabbed us like a knife.

You meant so much to me
and I could never forget
how much you made me see
life is nothing to regret.

I'm hoping you are content
wherever you may be,
hugs and kisses sent
especially from me.

I hope you understand
the happiness you did bring,
whilst here upon this land
you taught me everything.



Even though I miss you
and cry so very often,
your messages still get through
with actions left unspoken.

—Kyra Lee



- (1) Who is the speaker in the poem?
- (2) Who do you think this poem is about?
- (3) What comparison does the speaker make when describing the pain of a loved one's death?
- (4) Do you think the death described in the poem was a sudden one? Give reasons for your answer, referring to the poem.
- (5) How do you know that the speaker in the poem had a good relationship with the person who died?
- (6) Do you think the speaker has any regrets?
- (7) What do you think the poet meant to convey by choosing this title for the poem?
- (8) What is the speaker's wish for the person who has died?



In the poem, the poet is describing the pain and sense of loss felt after the death of her grandfather. Grandpas are good storytellers and good listeners, and most importantly they are good friends. They are always there to laugh and play with. They are the source of sage advice. The love of a grandfather is a unique treasure. The time spent with a grandfather turns into precious memories that we dearly cherish. Do you agree or disagree? Discuss with the class.



Adverbs – well, better, best, badly, worse, worst

An adverb is a part of speech that modifies the meaning of a verb, other adverbs, adjectives, clauses or sentences. If a word answers the question *how, when, where, why, in what way, how often, how much, in what condition* or *to what degree*, it is considered an adverb.

Adverbs do not normally change in form, but a few have comparative and superlative forms. With adverbs ending in *-ly*, *more* is used to form the comparative and *most* to form the superlative. Some adverbs have irregular comparative and superlative forms.

Adverb	Comparative	Superlative
badly	worse	worst
well	better	best
little	less	least
far	farther/further	farthest/furthest
much	more	most
late	later	last
forth	further	furthest
near	nearer	nearest

WELL, BETTER, BEST

Read the sentences carefully.

Kiran **did** **well** on her test.

verb adverb

Sonia **plays** badminton quite **well**.

verb adverb

- (f) We are in need of oxygen.
- (g) Jiya is an incredible singer, but she dances the of all the cast members.
- (h) Samaira won the competition as she sang the of all the competitors.
- (i) Riya argued her point than Rima and won the debate.
- (j) My father has had several mechanics work on his car, but he says that Mr Kumar always repairs it

(2) Underline the incorrect adverb and rewrite each sentence using the correct form of the adverb.

- (a) She was hurt worst after being punched.
.....
- (b) If you feel best enough on Sunday, we hope that you will start in your new school on Monday.
.....
- (c) His face looked worst bruised after the accident.
.....
- (d) Of all the regions in the country, the west zone was hit worse by the floods.
.....
- (e) He doesn't feel best enough today to come to work.
.....
- (f) In our neighbourhood, Jamey paints extremely well, but Reema draws the well.
.....
- (g) Of all the dresses I've tried on, this dress fits the badly.
.....
- (h) My best friend has been cooking for years, so she cooks far well than I do.
.....



Speaking

Grandparents are often good storytellers. Share with the class the best story that your grandpa or grandma has told you.

