

UNIT 5

Pre-task

- You have many friends. But few of your friends are very close to you-make one....two...or three at the most! We like to give a pet-name (હાડકું નામ) to our very dear friends. It is fun. Let's collect such names from your classmates. Write the real names of your very close friends (this is optional). Then write their pet names, and the reason why you gave that names. Fill in the table.**

No.	Real Name	Pet-name	Reason
1			
2			
3			
*	you		

- People also like to have pets (birds, animals, insects). Suppose you have a funny to keep one pet of each type, which one will you choose? Write about your choice and an interesting name you would like to give your pet.**

No.	Species	Choice	Pet's name	Reason to select this pet
1	Animal			
2	Bird			
3	Insect			

Now tell the class about your imaginary pet- the pet you would like most. Talk about its pet name and (1) habits (2) food (3) how do you care for it (4)how do you play with it.

- There is a district level sports meet at your school. You are the sports secretary this year. At the inauguration function your duty is to introduce the Guest of Honour, Ms Lajja Goswami. Your principal has given you this write up. Read it, memorize the details and rehearse before your class.**

“ I am Lajja Goswami from your own state; Gujarat. I was born in Anand district where my father was a caretaker of a shiv-temple. In my childhood I liked to play with toy-guns. I joined N.C.C in school and shooting became my favourite sport. I went to Pune where my coach Sunny Thomas sharpened my talents. I have won five medals in national and international shooting competitions. My expertise is 50 metre rifle shooting event. The Government of India has conferred me with Raksha Mantri medal. Presently I am working as a police inspector in Gujarat Police cadre. I am the first woman to be appointed like this from sports quota. I wish that each of you must pursue at least one sport from school days. I'm telling you as a brand ambassador of Gujarat state.”

Now you can introduce her; you can start like this :

Today we have Ms. Lajja Goswami with us. She is from our own state Gujarat. She was.....

Read 1

PEPPER, THE PHANTOM PET

(The scene opens in a classroom. It is chaotic. Much shouting and flinging of paper and pencils. Teacher enters, looks helplessly at the scene. Then walks in bravely, with a smile.)

Teacher : GOOD MORNING children !

(A Moment's pause in the activities.)

Students : GOOD MOOOOORNING, Mrs Chawla !

(Then the chaos continues.)

Student 1 : Ma'aaaaaaaam ! Look, they are stealing my things, they are always stealing my....

Student 1 : Ma'aaaaam, what are we going to do today?

Student 2 : Ma'am, ma'am, ma'am, let's do something funny, ma'am.

(Much cheering at this suggestion.)

Teacher : Now, children, today we are going to discuss about domestic animals.

(Immediately, the class is rocked by a storm of protest. Except for Pia, who stands and cheers.)

Students : No, no ! That's so BORING !

Shut up Pia, stop being an animal for once !

Ya, just because you are big animal expert !

No, ma'am, nothing about animals.

We did that in class one.

That's for kids.

Let's do something else, please !

Let's go for a picnic !

Teacher : Children, today we have to talk about domestic animals and just to make it interesting, let's start by each one of you telling us about the pets you may have at home. We'll start with you, Shama.

Shama : Yes, as most of you lucky ones know-those who have been to my house-I have got bunch of rare Angora rabbits. They are very beautiful and they have this long soft fur, so people breed them for the fur, to make sweaters.

Students : Yeah ma'am they're really cute. The fur's so soft, ma'am.

Teacher : Very good, Shama, Who's next?

(Many hands wave in the air and there are shouts of ma'am me, ma'am me !)

Teacher : Yes, Rohan?

Rohan : I've got the fiercest dog in the whole world- a Rottweiler. His name is Killer. He's a very dangerous dog, but he is highly trained, so he doesn't bite anyone of us.

Teacher : Thank you, Rohan. Next?

Student 2 : I have got a pair of twin Persian cats. My uncle says they are a very rare colour. I have to brush them every day. Their names are Silver and Gold because they're so precious. They.....

(The rest of the presentations take place in mime as Pia gets up and walks downstage to talk directly to the audience. She is troubled.)

Teacher : Come on, Pia, let's hear about your pets.

(There's silence. Everyone turns to Pia.)

Student 3 : Yes, Pia! What's your pet? Bet it's the best.

Student 4 : Pia, the great animal expert! Go on, Pia, don't tell me you don't have a pet.

Student 5 : She has a dog. I've seen it. It's an old street dog, it can hardly walk!

(Much Laughter.)

Students : Really Pia? Only a street dog? May be it's a wolf in disguise.

(Titters all around)

Bet she has the most exciting pet. Come on, Pia, tell us!

Students : (chanting) Pia, Pia, Pia, Pia, Pia, Pia!

(Pia goes slowly to the top of the class. As soon as she is there, everyone is quiet.)

Teacher : Go on, Pia, We'd love to hear all about your pet.

Pia : (almost inaudibly) I have a.....

Students : We can't hear you.

Speak up!

Louder, Pia!

Pia : I have a.....a.....a..... (takes a deep breath, now the decision is taken she speaks up)
a monkey.

(Class erupts with excitement.)

Students : Oohh! A monkey? Gosh, that's so cool. Man, she's soooooo lucky.

(General expressions of admiration and envy.)

Teacher : Children, children, let her speak. Go on Pia.

Pia : Ya, okay, that's it, and I've got a monkey. So, can I go now?

Student 5 : Come on, tell us some more, unusual pet, and do tell us more about it.

Pia : Er.....yes....well.....

Student 1 : So cute!!

Student 2 : Is it a boy or a girl?

Pia : A..... Girl, definitely a girl.

(Laughter)

Pia : It is a...a Capuchin monkey!

All : Wh....aaa...ttt?

Pia : A Capuchin monkey. It's from South America. It's quite rare.

Student 4 : Where did you get it?

Pia : My uncle bought her in Chile. He is an animal specialist and so he got her.

Students : Wow! That's awesome.

How old is she?

How long have you had her?

What does she eat?

What does she wear?

Where does she sleep?

Teacher : Children, children, calm down. Calm down please, otherwise I'll have to give you a writing task!!

(At this they are immediately quiet.)

Student 5 : Yeah, get some photos and all.

Student 6 : Why photos? Why can't Pia bring the monkey to class!

Students : Ma'am, ma'am, tell her to bring the monkey to class!
Yes, yes, like a show and tell, please ma'am,
Bring the monkey to class, no, Pia?

Teacher : Alright, alright, I'll ask the Principal for special permission.

(Bell rings. It is recess time.)

Shama : Pia, hey Pia, the Principal's calling you.

Pia : What? Why? What have I done?

(Enters the principal. He calls Pia. She goes to him, trembling.)

Principal : Ah yes, Pia, your teacher has just informed me that you have a delightful monkey as a pet. But this is just wonderful. I think it would be a wonderful idea to bring your monkey to school- what did you say her name was Garam Masala?

Pia : P-P-P-Pepper.

Principal : Pia, what's wrong with you? Not feeling well, dear? Then I'd really better call your brother. Give me his mobile number, I'll ask him about the monkey and then I'll tell him to take you home- how's that?

Pia : (immediately straightening up) No, no, sir. I, am okay, I'm fine. I-I-I-I'll ask my brother myself. About the monkey, I mean.

Principal : Why child, it's your very own brother. See he'll take you to the sickroom, he can call your parents from my mobile and at the time I can ask about the monkey –now isn't that grand? Ah yes, Avik, come here please.

Avik : (running up from right wing) Sir, is my sister in trouble again?

Principal : No.

Pia : Yes.

Principal : I think your sister is not feeling too well. I don't know what has happened, she seemed fine until I started asking her about your monkey.

Avik : Monkey?

Principal : Ha, ha, yes, yes, you must be confused, what with all the garam masala and kali mirchi! Ha, ha. But you see, beta, it's like this. Your sister, Pia, has created a sensation in school today by telling her class about your pet monkey, Pepper. Yes, a sensation, yes.

Avik : So, Pepper's gone to your head finally, hasn't he?

Pia : (nodding) She.

Avik : What?

Pia : She – Pepper the she – monkey has gone to my head, Avik, please....

Avik : No, actually, it's my silly sister's fault. My parents, knowing that she can't handle any excitement for long, have sent the poor monkey back to South America.

All : (including the Principal.) Ohhhhhhh!
That's just too bad.
Gosh, imagine, poor Pia was going to be arrested.

Avik : Yeah, I was hoping that she would be. I wish I could have shipped her back to the South American jungles and kept the monkey, instead.

(Bell rings. Principal and Teacher start sending the Children towards the wings.)

Principal : Well, well, that's end of that. Too bad, we won't be able to visit such an amazing creature. Now come on everyone, back to class.

Teacher : Come on, come on, everyone back. Please get back to class, break-time's over.
(As the children leave, dragging their feet unwillingly and muttering and grumbling, Pia moves back to her spot downstage right.)

Pia : (aside) Thanks a lot. Avik you have saved me.

Avik : That's not enough. Now for the whole month your chocolates are mine.

Pia : Oh no. Bhaiya, please.

Glossary

phantom imaginary, something existing in perception only **chaotic** full of noise and disorder **chaos** state of extreme disorder **domestic animal** ગૃહસ્થ પ્રાણી **fierce** marked by extreme and violent energy **disguise** concealing identity **chant** recite with musical intonation **inaudible** impossible to hear, not audible **erupt** explode, burst **awesome** amazing, impressive, breath-taking **shipped** moved commercially, sent by a ship **wings** area of each side of a class **drag** pull, move slowly, walk without lifting the feet **mutter** make noise, talk in low voice **grumble** make complaining remarks or noise, show unhappiness

Comprehension 1

C.1.1 Let's discuss. Think about the answers and express your views.

1. Do you sympathise with Pia? Why?
2. Why is Pepper called Phantom?

C.1.2 Read the text carefully and complete the table with who said what.

Who	What
	Let's discuss about domestic animals.
All students, except Pia	
	I have got a bunch of Angora Rabbits
Rohan	
	persian cats with a rare colour
	It can hardly walk!
	I have a...a...a...monkey.
Student 4	
Student 6	
	I'll ask the Principal for special permission.

Shama	The principal's calling you.
	What? Why? What have I Done?
	But this is just wonderful.
Avik	
	I think your sister is not feeling too well.
	She- Pepper the she-monkey has gone to my head.
Avik	...have sent the poor monkey back to South America.
Principal	
	Now for the whole month your chocolates are mine.

C.1.3 Answer the following questions :

1. Why did Pia correct Avik when he said, "So, Pepper's gone to your head finally, hasn't he?"
2. Why did Avik want all of Pia's chocolates for the next one month?
3. Why did Pia thank her brother?
4. Why, according to you, did Pia hesitate in telling about her pet?
5. If you are allowed a pet, which pet will you keep? Why?
6. Should we keep pets? Why?

C.1.4 Make three groups of students. Ask them to discuss the story imagining the story from Mrs Chawla's view (first group), Pia's view (second group) and students'view (third group). Ask them to write e-mails after discussion.

Imagine yourself as the teacher of this class. Today was an exciting day as there was a huge interest in your student's pet monkey at school. You want to tell your friend him/her about this interesting day. Write an email to Mrs. Desai retelling your experience about today.

From	chawla@gmail.com
To	desai@rediffmail.com
Subject	You wouldn't believe what happened today!
Dear _____,	
You wouldn't believe what happened today. Today when I entered the classroom _____	

Regards _____	

Similarly Pia / student can also write an e-mail to her/his friend.

Vocabulary

V. 1 Tick the sentence in each pair in which the underlined word is used correctly :

- 1a. The tenure of a Prime Minister in India is five years.
- 1b. When Dr. APJ Abdul Kalam died, his tenure was 83 years old.
- 2a. Parents love their children so they want to create disasters in their life.
- 2b. It would be a disaster for India not reaching the semi-finals in the Cricket World Cup.
- 3a. I took a raincoat to class as the whether seemed stormy.
- 3b. I didn't take an umbrella to class today, as the weather seemed stormy.
- 4a. He reached over and retrieved his jacket from the backseat.
- 4b. She sprinkled water on the unconscious man's face and retrieved him.
- 5a. Geeta assured her victory in sports by doing hard work in her practice.
- 5b. During the disaster, the government assured the people that they would be taken care of.
- 6a. Children go to people reluctantly when they are offered chocolates.
- 6b. Children go to people reluctantly when they don't know them.
- 7a. We should not interfere in other people's personal problems.
- 7b. The interfere of the house well thought out and beautiful.
- 8a. When the building caught fire, people were shouting hysterically to get help.
- 8b. During the fire drill, the students came out of their classes noisily and hysterically as they had practised it many times.
- 9a. My grandmother used to sigh every time she remember my grandfather who had passed away ten years ago.
- 9b. My grandmother always sighs with delight and excitement when we visit her on Saturdays.
- 10a. The truck ran over the man's foot and as a result it was mangled it badly.
- 10b. The curry was not mangled correctly, so some of got very salty bits.

V. 2 In each set there are three words which are synonymous while one is an antonym. Find the odd one out.

- | | |
|---|--|
| 1. structured, chaotic, disorganized, lawless | 5. rare, strange, common, unique |
| 2. grab, let go, catch, snatch | 6. gentle, fierce, intense, ferocious |
| 3. cheer, delight, sad, pleasure | 7. erupt, break out, be quite, explode |
| 4. protest, revolt, oppose, obey | 8. ordinary, awesome, impressive, wondrous |

Function

F. 1 Read the conversation and the text given below. You will come across some new words and some changes. Underline the words that you think are new and changed. Some are done for you.

Rupesh and you are best friends. Rupesh wants to buy a bicycle. He insists that his father shall get him a bicycle. You heard the conversation between them.

Rupesh : When will I get my bicycle, Papa?

Father : I will get it for you only on one condition.

Rupesh : What is it?

Father : If you secure the highest rank in your class this year only then you will get your bicycle.

Rupesh : I am ready to take this challenge.

Father : Which company's bicycle do you wish to get?

Rupesh : I have not decided it yet. I will ask for bicycle only when I get the highest score in class.

Now you are reporting the conversation to your father at home :

Rupesh asked his father when he would get his bicycle. His father replied that he would get it for him only on one condition. Rupesh asked curiously what that was. His father told him that if he secured the highest rank in his class that year, only then he would get his bicycle. Rupesh promptly said that he was ready to take that challenge. Then his father asked him which company's bicycle he wished to get. Rupesh replied that he had not decided it till then. He added that he would ask for the bicycle only when he gets the highest score in class.

F.2 Read the passage. Fill in the gaps using appropriate forms of words given in brackets :

Sangita was very excited. She had returned from her trip to Rajasthan only in the morning. She did not get tired of talking about her trip. She told her mother that (“We visited”) the famous temple of Lord Krishna at Nathdwara. Her brother asked her if (“Did you visit Kankaroli?”). She replied in positive and added that she (“saw beautiful migratory birds at the vast pond of Kankaroli.”) Her sister inquired (“Which places did you visit?”) In the lake city Udaipur. Sangita told her that (“We visited the city palace, the Chetak Monument, the Puppet Show and the Saheliyo Ki Badi Garden.”)

F.3 Read the messages and report them as shown in the example :

Message : Hema said to Ramesh, “We will meet tomorrow.”

Reporting : Hema told Ramesh that they would meet the next day.

1. Krishna informed Ganesh, “I won't be attending the party tomorrow.”
2. The teacher said, “Ajay, have you completed your homework?”
3. The passenger : What is the time of the train to Ahmedabad?
4. “Go back home now, King,” said the saint, “and you will find what you need.”
5. Pradip said to Meena, “Please sing a song for me.”
6. Roy said, “Hurrah! Our team won.”
7. The boy said, “Let's play for half an hour.”
8. Parul said to her friend, “Thank you for your kind help.”

F. 4 The following are messages for your sister. Write them in reported speech so that you can pass them to her. Underline the changed words in messages as shown in example :

“This is Rina Shah. I won't be attending the dance competition the next week. My brother is sick.”	Rina Shah said that she wouldn't be attending the dance competition the following week. Her brother was sick.
“This is Aunt Sweta. I'll meet your mother at the temple at 1 pm tomorrow. Don't be late.”	Aunt Sweta said.....
“This is Rohan. I am back from my NCC camp. Please visit my home. I am excited to share my experiences.”	Rohan said.....
“This is Ananya. I waited for you at the school's playground. Then I had to reach my music class on time. So I couldn't wait for long.”	Ananya said
“This is your music teacher. You need not come tomorrow for class. I have an important concert to attend. You can come for the same at the town hall.”	The music teacher rang up and she said

F. 5 Here is a report of a telephone message on a tape recorder by a secretary. Write out the actual word that you think Mr Atri used :

Mr Atri said that he was very sorry that he could not attend the sales conference on Monday. He was leaving for Delhi that evening and would not be back till Wednesday. He wondered if Mr Shyam could go to the sales conference instead. He would appreciate if he could know by that evening, so that he could ask Mr Shyam for his travel arrangements. He apologized for any inconvenience caused.

F. 6 Complete the story given below by using reported speech :

One day a man from the future met me...

I asked him to _____

He replied that _____

I enquired _____

He answered that _____

I asked him why he had _____

He answered because _____

I asked him when he would _____

He said that he never would _____

I asked him to _____

He _____

Writing

W. 1 There are reports about excessive watching of television by children. It results not only into a dropping of their academic performance but also affects their physical development. After reading the points, you decide to write an article for your school magazine on THE ILL-EFFECTS OF WATCHING TELEVISION TOO MUCH. Write a paragraph in about 150 words.

[Points: weakening of eye-sight, becoming lazy, less social communication, loss of imagination, no time for reading, addiction to TV.]

W. 2 Read the e-mail given below. Draft a reply to it in the given box.

Dear Sir

Thank you for your order no : XHE15678 dated 11th July.

You have received the laptop on 15th July.

As a valued customer, we request you to give your feedback on your experience of online shopping and your views about the laptop.

Head

Marketing Division

W. 3 What will you do, if you become invisible? Write a paragraph on it.

Activity

A. 1 Conduct a debate competition in your class on 'Quick money does not last long.'

A. 2 Hold a group discussion in the class in Gujarati on 'જીવનમાં કોણ જીતે - પ્રારબ્ધ કે પુરુષાર્થ?' Every student will speak for or against the topic. Now, prepare posters about your conclusion.