

APPENDIX I**ACHIEVEMENT TEST****Std. – 8****Sub. – English****Marks: 50****SECTION – A****Choose the correct answer from the given options.****(10)**

1. From where did the Dandi March start?

- (a) Baroda (b) Surat (c) Dandi (d) Ahmedabad

Ans.: _____

2. Who is the grocer?

- (a) Dalu (b) Nathalal (c) Kanalal (d) Pannalal

Ans.: _____

3. 'Frightened' means.....

- (a) Sacred (b) fighter (c) Afraid (d) Brave

Ans.: _____

4. The flute belongs to

- (a) Anil (b) Anand (c) Sheetal (d) Grandfather

Ans.: _____

5. In the second test, the king changed the princess into

- (a) Silver leaf (b) Golden leaf (c) Silver fish (d) Golden fish

Ans.: _____

6. 'Well known' means

- (a) Good (b) Well done (c) Famous (d) Big

Ans.: _____

7. Where is the fire?

- (a) At a big hotel (b) At a school (c) At a hospital (d) At a house

Ans.: _____

8. Where are Neetaben and Asha?

- (a) Market (b) hotel (c) School (d) grocery shop

Ans.: _____

9. What is the name of the prince?
(a) Bigbelly (b) sohansen (c) Longlegs (d) Sharpeyes

Ans.: _____

10. Where did Sheetal hide her tiny doll?
(a) In the cup-board (b) In the back yard
(c) Inside a bamboo (d) under the table

Ans.: _____

SECTION – B

(A) Read the following paragraphs and answer the questions.

Asif Khan is a fireman. He works at a fire station in Vadodara. There are fire-engines at the fire station. Asif's special boots and helmet are there, too. Many fire-fighters work at this station.

- Q11. What is Asif Khan? Where does he work? 2**

Once upon a time there lived a prince named Sohansen. He had three friends with special powers. One of the friends had very long legs. He could run very fast. His name was longlegs. The second friend had very sharp eyes and he could see very far. He was called Sharpeyes. The third was very fat and he could eat and drink anything. He was called Bigbelly.

- Q12. What are the names of prince's friends? 1**

- Q13. What could sharpeyes do? 1**

Neetaben : What is the total amount? Asha, please check the total.

Asha : Mummy, it is Rs 222 and 25 paise. Look. (She reads on the coffee packet.) FREE – One coffee mug with this packet.

Q14. What is the total amount? 1

Q15. What is free with the coffee packet? 1

(B) Answer the following questions. (4)

Q16. How many rounds are there in the quiz? What are they?

Q17. What did grandfather tell about the growth of the bamboo?

SECTION – C

(A) Find out the expressions with similar meanings from the options given. (3)

(18) angry sad happy furious

(19) absolutely partly completely mostly

(20) wonderful amazing dreadful powerful

(B) Find out the odd one out.**(3)**

- (21) millet wheat biscuit rice
- (22) salt oil milk water
- (23) lion tiger zebra crow

(C) Use the following words in your own sentences.**(4)**

- (24) wonderful

- (25) turned into

- (26) annoyed

- (27) helter skelter

SECTION – D**(A) Fill in the blanks using appropriate form of the verbs given in the brackets.****(5)**

- (28) The Sun always _____ in the east. (rise)
- (29) Last Sunday, I _____ to Mumbai. (go)
- (30) I _____ my home-work tomorrow. (do)
- (31) The players _____ cricket in the evening daily. (play)
- (32) Tina _____ a car next month. (drive)

(B) Rewrite the following paragraph using 'Sita' instead of 'I'. (5)

(33) I get up early in the morning. I get ready by 7 o'clock. I eat breakfast around 7:30. Then I read my lessons. I go to school at 10 o'clock.

SECTION – E

(A) Read the following notice and answer the questions given below it (5)

<p style="text-align: center;">Summer Camp For Students of classes VIII, IX and XI At Mount Abu From 10th May, 2011 To 15th May, 2011 For details contact : Mr. P.C. Dutta</p>

Q34. What is the notice about?

Q35. Where is the summer camp?

Q36. Who is in charge of the camp?

Q37. Who can join the camp?

Q38. When will the camp be started?

(B) Do as directed. (2)

(39) There are ten computers in our school. (Make question using 'How many')

(40) There is a little milk in my glass. (Make question using 'How much')

(C) **Read the following paragraph and rewrite it as shown below. (3)**

(41) Sudha went to school. She studied well in the school. She also played games there. She returned home in the evening.

Start in this way: Sudha goes to school.

BIRDS**Pigeon****Crow****Sparrow****Duck****Peacock****Parrot****Cuckoo****Hen****Swan****Owl****DOMESTIC ANIMALS****Cow****Buffalo****Donkey****Horse****Camel****Cat****Dog****Goat****Sheep****Rabbit****WILD ANIMALS****Lion****Tiger****Elephant****Monkey****Deer****Fox****Wolf****Zebra****Bear****Leopard**

WORK SHEET – 1**(A) Write the correct spellings. See the examples.****Example:**(a) aecpock: peacock(b) eseph: sheep(c) rowc: crow

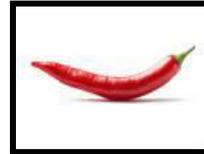
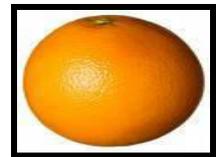
- (1) torpar : _____ (2) pworsar : _____
 (3) ockocu : _____ (4) sehor : _____
 (5) tepaelhn : _____ (6) eknody : _____
 (7) mkoeny : _____ (8) gtier : _____
 (9) opeladr : _____

(B) Insert the missing letters. See the examples.(a) D o g(b) P a r r o t(c) T i g e r

- (1) S _ a _ r _ _ (2) D _ c k (3) P _ _ c _ _ k
 (4) B _ _ f _ _ o (5) E _ e _ _ a _ t (6) R _ b _ _ t
 (7) M _ n _ _ y (8) L _ _ n (9) W _ _ f

(C) Search and circle the names of the animals or the birds. See the example. Find out more words from the grid.

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

VEGETABLES**Tomato****Potato****Onion****Carrot****Brinjal****Cucumber****Cabbage****Green peas****Chilly****Cauliflower****FRUITS****Mango****Apple****Banana****Papaya****Guava****Pineapple****Watermelon****Jamun****Grapes****Orange**

WORK SHEET – 2**(A) Write the correct spellings. See the example.****Example:**(a) nonoi: onion(b) gmaon: mango(c) jabirln: brinjal

(1) tmoaot : _____ (2) breuccum : _____

(3) roctar : _____ (4) anbnaa : _____

(5) negoar : _____ (6) ppael : _____

(B) Insert the missing letters. See the example.(a) P o t a t o(b) C a r r o t(c) A p p l e

(1) O _ a _ g _

(2) P _ n e _ _ p _ e

(3) G _ _ v a

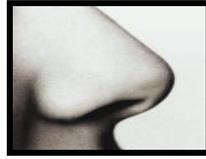
(4) B _ _ n _ _ l

(5) C _ c _ _ b _ r

(6) C _ b _ _ g e

(C) Search and circle the names of the vegetables and fruits. See the example.**Find out more words from the grid.**

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

PARTS OF THE BODY**Eye****Ear****Nose****Teeth****Tongue****Arm****Thumb****Fingers****Thigh****Foot****VEHICLES****Bus****Car****Tractor** **Scooter****Bicycle****Train****Boat****Ship****Airplane****Helicopter****OUR HELPERS****Tailor****Potter****Barber****Cobbler****Driver****Conductor****Policeman****Postman****Farmer****Plumber**

WORK SHEET – 3

(A) Write the correct spellings. See the example.

Example:

(a) ogeutn: tongue (b) pish: ship (c) vdirre: driver

- (16) htete : _____ (17) mtbhu : _____
- (18) snoe : _____ (19) laperaoen : _____
- (20) leibccy : _____ (21) irtna : _____
- (22) efrarm : _____ (23) rbaebr : _____
- (24) stponma : _____

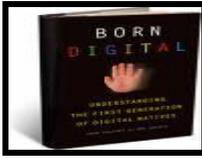
(B) Insert the missing letters. See the example.

(a) E a r (b) T r a c t o r (c) T a i l o r

- (1) T _ n _ u _ (2) F _ n _ _ r (3) F _ _ t
- (4) S _ _ o _ _ r (5) H _ l _ _ o p _ e r (6) A _ r _ _ _ a _ e
- (7) P _ u _ _ e r (8) C _ _ d _ c _ o _ (9) C _ _ b l _

(C) Search and circle the names of the parts of the body, vehicles or our helpers. See the Example Find out more words from the grid.

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

SOME COMMON WORDS**Book****Pen****Black-Board****Chalk****Duster****Bench****Desk****Table****Chair****Fan****Television****Computer****Telephone****Ball****Bat****Scissors****Rular****Umbrella****Bag****Candle****Tree****Plant****Leaf****Farm****Wood****Door****Window****Refrigerator****Gas-Stove****Bed**

WORK SHEET – 4

(A) Use the letter ‘e’ at proper place and make the correct spelling. See the examples:

Examples:

(a) pn: pen

(b) bnch: bench

(c) tlvision: television

- | | | | | | |
|-------------|---|-------|--------------|---|-------|
| (1) tabl | : | _____ | (2) dsk | : | _____ |
| (3) laf | : | _____ | (4) umbrella | : | _____ |
| (5) tr | : | _____ | (6) tlphon | : | _____ |
| (7) dustr | : | _____ | (8) candl | : | _____ |
| (9) computr | : | _____ | | | |

(B) Use the letter ‘a’ at proper place and make the correct spelling. See the examples:

(a) chir: chair

(b) gs-stove: gas-stove

(c) lef: leaf

- | | | | | | |
|--------------|---|-------|-----------|---|-------|
| (1) plnt | : | _____ | (2) rulr | : | _____ |
| (3) frm | : | _____ | (4) chlk | : | _____ |
| (5) blk-bord | : | _____ | (6) cndle | : | _____ |
| (7) bt | : | _____ | (8) tble | : | _____ |
| (9) bll | : | _____ | | | |

(C) Use the letter ‘o’ at proper place and make the correct spelling. See the examples:

(a) dr: door

(b) computer: computer

(c) telephone: telephone

- | | | | | | |
|-----------------|---|-------|---------------|---|-------|
| (1) windw | : | _____ | (2) wd | : | _____ |
| (3) gas-stve | : | _____ | (4) televisin | : | _____ |
| (5) telephone | : | _____ | (6) bk | : | _____ |
| (7) black-bard | : | _____ | (8) scissors | : | _____ |
| (9) refrigeratr | : | _____ | | | |

ACTION WORDS (VERBS)



Drink



Eat



Walk



Run



Jump



Skip



Read



Write



Teach



Learn



Sit



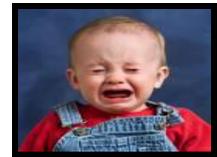
Stand



Clap



Laugh



Cry



Play



Kick



Ride



Drive



Sing



Sleep



Get up



Brush



Comb



Pray



Milk



Dig



Swim



Push



Catch



Shine



Fix



Hold



Fly



Look



Make



Repair



Cut



Stop



Take

WORK SHEET - 5

(A) Find out the correct spellings of the verbs and tick (✓) mark in the brackets. See the examples:

Examples:

- | | | |
|----------------------|----------------------|--------------------|
| (a) brash () | (b) cut (✓) | (c) luk () |
| brush (✓) | cat () | look (✓) |
| (1) pley () | (2) sweem () | (3) hold () |
| play () | swim () | hald () |
| (4) teach () | (5) puss () | (6) repar () |
| tich () | push () | repair () |
| (7) drenk () | (8) lern () | (9) stop () |
| drink () | learn () | stoop () |
| (10) laugh () | (11) draive () | (12) meak () |
| laf () | drive () | make () |
| (13) getup () | (14) catch () | (15) shine () |
| get up () | cach () | sine () |

(B) Recognize the action in the picture and tick (\checkmark) mark at proper place.
See the example.

Example:



(a) Run ()

Eat ()

Walk (\checkmark)



(1) Cut ()

Hold ()

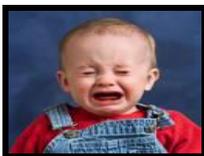
Fix ()



(2) Learn ()

Teach ()

Make ()



(3) Cry ()

Laugh ()

Play ()



(4) Dig ()

Jump ()

Repair ()



(5) Clap ()

Laugh ()

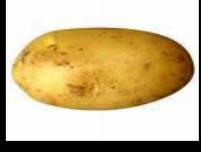
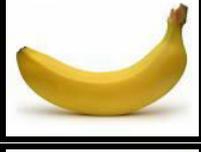
Pray ()

(C) Match A with B. See the example.

(1)		(1)	Swim
(2)		(2)	Sing
(3)		(3)	Pray
(4)		(4)	Fly
(5)		(5)	Take

An arrow points from the image in row (1) to the word "Pray" in row (3).

SINGULAR - PLURAL

Singular		Plural	
	sparrow		sparrows
	sheep		sheeps
	potato		potatoes
	banana		bananas
	bat		bats
	pen		pens
	egg		eggs
	leaf		leaves
	child		children
	woman		women

TEST (Marks : 20)**Q1. Recognize the picture and write the correct spelling. See the examples.****Examples:****(10)****(a) Tiger****(b) Umbrella****(1) _____****(2) _____****(3) _____****(4) _____****(5) _____****(6) _____****(7) _____****(8) _____****(9) _____****(10) _____**

Q2. Recognize the action showing in the picture and write the correct action-word. See the examples. (6)

Examples:



(a) **Stand**



(b) **Ride**



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____

Q3. Write the plural of the following words. See the example. (4)

Example: (a) Egg : Eggs

(1) Pen : _____ (2) Potato : _____

(3) Child : _____ (4) Leaf : _____

UNIT – 1**Pre-Task**

(A) Look at the following pictures and answer the given questions.



(1) Which game is this?



(2) Which game is this?



(3) Which game is this?



(4) Have you seen this picture? Where?

(5) What is the name of this show?

(6) What happened in this game?

Yes, the game of asking questions and giving answers on a particular topic is called quiz.



(7) Whose picture is this?

(8) What does Shahrukh Khan do in this game?

Yes, the person who asks questions in the quiz is called quiz master.



(9) Whose picture is this?

(10) What are they doing in this show?

Yes, we can say that the person/persons who answer to the question is called participant/ participants. Now we will discuss about one such quiz competition in unit-1.

UNIT-1 A QUIZ

It is Saad's birthday today. He is thirteen now. His **parents** have arranged a party. It is five o'clock and all his friends are at the party. Saad's mother, Alkaben welcomes them. His father Madhubhai offers them chocolates.



BIRTHDAY PARTY

Points to remember

1. Saad is a birthday boy.
2. Saad is thirteen years old.
3. Alkaben is Saad's mother.
4. Madhubhai is Saad's father.

Parents: Mother and Father

Q1. How old Saad is?

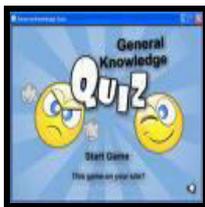
Q2. Who is Saad's mother?

Q3. Who is Saad's father?

Q4. Who offers chocolates to Saad's friends?

Q5. Who welcomes Saad's friends?

- Alkaben : Children, shall we play a game or have a **quiz**?
- Children : A quiz, a quiz please.
- Alkaben : Okay, let's have three teams. Sana, you be the **scorer**. Tannu, you be the **Time-Keeper**.



Quiz

A game of asking questions and giving answers.



Scorer

A person who keeps the record of time.



Time-keeper

A person who keeps the record of time.

- Sana and Tannu : Okay, auntie.
- Madhubhai : Saad is the birthday boy, So he will be the **quiz master**.
- Amol : What will be the names of the teams ?
- Heena : Orange, Blue and Green?

Q6. Who suggested to play quiz?

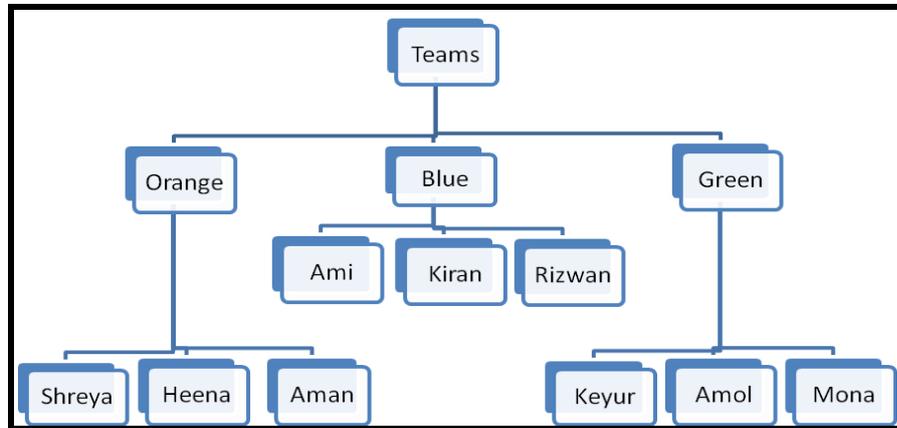
Q7. Who is a scorer?

Q8. Who is a time-keeper ?

Q9. Who is the quiz master? Why?

Q10. How many teams are there? Name them.

Alkaben : Fine. Shreya, Heena and Aman, you are in team Orange. Ami, Kiran and Rizwan, you are in team Blue. Keyur, Amol and Mona are in team Green.

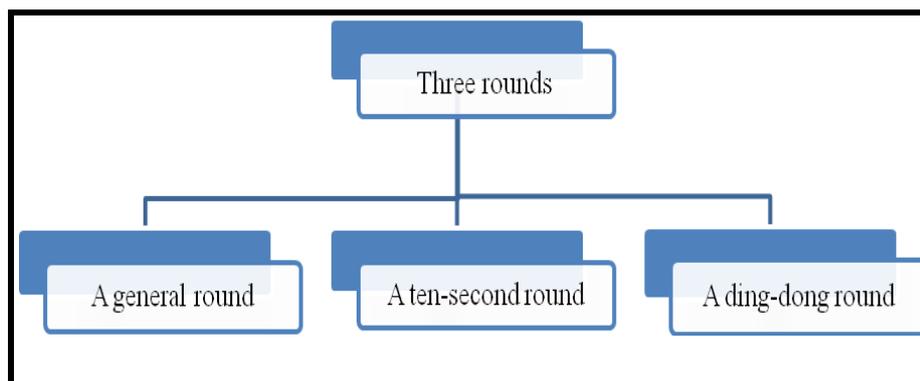


Quiz Master : Let's arrange the chairs. (Everybody claps and cheers.)

Let's have quiz on Gujarat. There will be three rounds. The first will be a general round, the second will be a ten-second round and the third will be a ding-dong round.

The first round begins now.

A question to the Orange team:



Q11. Who are the members of the team Orange?

Q12. Who are the members of the team Blue?

Q13. Who are the members of the team Green?

Q14. What is the quiz about?

Q15. How many rounds are there in the Quiz? Name them.

Name five big rivers of Gujarat.

BIG RIVERS OF GUJARAT



The Narmada



The Tapi



**The
Mahisagar**



**The
Sabarmati**



The Vatrak

Aman : The Narmada, the Tapi, the Mahisagar, the Sabarmati
and....and the Vatrak.

Quiz Master : You are right. 10 points to the orange team. Blue team !

Name five freedom fighters of Gujarat.

FREEDOM FIGHTERS OF GUJARAT



Gandhiji



Sardar Patel



**Morarjibhai
Desai**

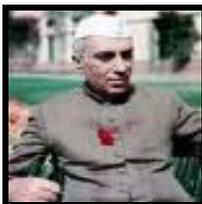


Induchacha



**Dadabhai
Navroji**

FREEDOM FIGHTERS OF INDIA



**Jawaharlal
Nehru**



**Subhash
Chandra Bose**



**Chandra
Shekher Azad**



Bhagat Singh



**Rani
Laxmibai**

Rizwan : Gandhiji, Sardar Patel, Morarjibhai Desai, Induchacha and Dadabhai Navroji.

Quiz Master : Absolutely right. 10 points to the Blue team. Team Green !

Name five Historical Places in Gujarat.

Freedom fighter : a person who fights to make his/her country free.

Historical place : a place from which we learn about the past.

FUN TO READ



Ranki Vav (Patan) – During the period of the Solanki Or Chalukya, the step well called ‘Rani ki Vav’ or ‘Ran ki Vav’ (Queen’s step Well) was constructed. It is a richly sculptured monument.



Rudra Mahal (Siddhpur) – The Rudra Mahal at Siddhpur was conceived and constructed as a honor to Mahadev by Mulraj, the first Solanki king of Gujarat. Construction of the Rudra Mahal started probably in 983 A.D. and took 175 years to complete.



Adalaj Vav (Adalaj, near Ahmedabad) – The Vav is a step well which gets its name from a lady patron called Ruda who was Virsinh’s wife. The total length of the Adalaj Vav is 75.3 metres. There are three entrance stairs that lead into the stepped corridor.



Somnath Temple (Somnath) – The Somnath temple is one of the twelve Jyotirlingas. Muhammad Gazni invaded the city including the temple. King Bhima of Gujarat and King Bhoja of Malwa, then took upon the task of renovating this. It was also destroyed by Alafkhan in 1300 A.D. and Mughal Emperor Aurangzeb in 1706. Then Sardar Patel took the responsibility of constructing it again in 1947.



Holiday Camp (Junagadh) – It is also known as ‘Summer Palace’ or ‘Heritage Palace’. The Heritage Palace was the official residence of the Nawab during the summers till 1947.

Quiz Master : That’s also correct. Well done all the teams ! Sana, what is the score after. The first round ?

Sana : Each team gets 10 points.

- Q.16 _____ , _____ , _____ ,
_____ , _____ are the big rivers of Gujarat.
- Q17. One who fights to make his/her country free is called _____ .
- Q18. _____ , _____ , _____ ,
_____ , _____ are the freedom fighters of Gujarat.
- Q19. A place from which we learn something about the past is called _____ .
- Q20. _____ , _____ , _____ ,
_____ , _____ are the historical place of Gujarat.

Quiz Master : Thank you. Teams, in the second round, you have to answer the Question in ten seconds. Orange team, it's your turn.

From where did the Dandi March start?

The condition of the second round is that the team has to answer in ten seconds.

FUN TO READ



DANDI MARCH

The Dandi March started from Sabarmati Ashram, Ahmedabad on 12th March, 1930. It is the movement in which people would break the unjust laws of the British government with complete civility. After completing the 370 km march, Gandhiji arrived at Dandi on 25th day. On April 6, he picked up a pinch of salt from the sea coast and thus broke the salt law.

Aman : I know that. From Ahmedabad.

Quiz Master : Right. Blue team!

When was the state of Gujarat formed?

Ami : 1st of May, 1960.



Before 1st of May, 1960 Gujarat and Maharashtra were united and known as Bombay state.

Quiz Master : Correct. Green team !

Where is the main plant of IFFCO?

IFFCO PLANT



Mona : I think..... it is....it is.... at.....

Tannu : Ten seconds are over.

Quiz Master : Sorry, time-up. The right answer is Kandala. Orange team!

Q21. What is the condition of the second round?

Q22. The Dandi March started from _____

Q23. The state of Gujarat was formed on _____

Q24. The main plant of IFFCO is at _____

Who is famous as “Muchhali Ma” ?



Shreya : Thakkarbapa.

Quiz Master : Sorry, Gijubhai Badheka. Now Blue team !

Whose pen-name is Kalapi?



Rizwan : I have the answer. Sursinhji Takhtsinhji Gohil's.

Pen-name : A name used by the poet/writer instead of his real name.

Quiz Master : Right. The next question is for the Greens.

Where is the Sun Temple?

THE SUN TEMPLE (Modhera)



THE SUN TEMPLE (Konark)



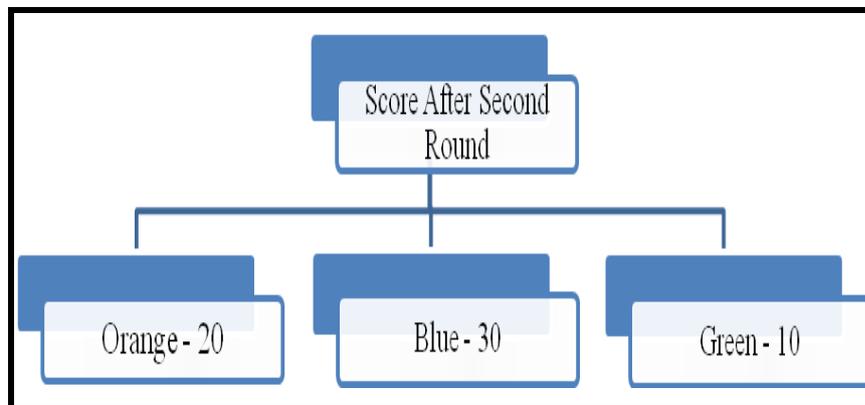
Mona : At Udwada.

Quiz Master : Oh no ! It's at Modhera. No points for this answer. Well, here we end the second round. Sana, please tell us the score.

Sana : After two rounds, the score is: Team Orange gets 20 points.

Team Blue gets 30 points.

Team Green gets 10 points.



(Everybody **claps**)

(clap)

Q25. Thakkarbapa is famous as 'Muchhali Ma'. (Write True or False) _____.

Q26. _____ is the pen-name of Sursinhji Takhtsinhji Gohil.

Q27. The Sun Temple is at Modhera. (Write True or False) _____.

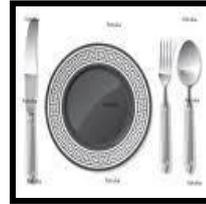
Q28. Which is the leading team after the second round?

Quiz Master : Well done, teams Orange and Blue. Team Green, you need to be a little more careful. Now, it is the ding-dong round, the final round. The team which hits the spoon on the steel plate first, will answer the questions. A wrong answer means minus five and a right answer, of course, means 10 points. Are you ready?

Careful – alert



Spoon



Steel plate

The conditions of the final round are:

1. The team which hits the spoon on the steel plate first, will answer the question.
2. A wrong answer means minus five.
3. A right answer means 10 points.

Q29. What are the conditions of the final round?

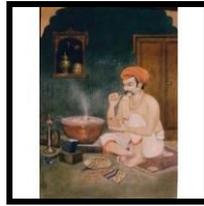
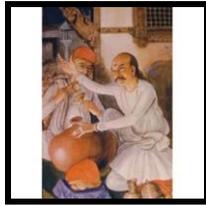
Name a well-known artist of Gujarat.



Well-known - famous

Keyur : Shri Ravishankar Raval, A painter.

Paintings of Shri Ravishankar Raval



Quiz Master : Correct.

Correct: Right

Name a famous scientist of Gujarat.



Ami : Dr Vikram Sarabhai.

Quiz Master : Right.

Who wrote these famous lines?



Heena : Narsinh Mehta.

Quiz Master : I'm sorry, you are wrong. 'Dalpatram' is the right answer. The famous poet Dalpatram wrote it.

FUN TO READ

Dr. Vikram sarabhai is a great scientist. He established a laboratory in his birth place, Ahmedabad, in 1947. It is called P. R. L. – Physical Research Laboratory.

Dalpatram is a Poet Famous Poem Collection: Dalpatkavya, Farbusvirah, Vanecharitra

Name a famous billiards player of Gujarat.



Geet Sethi



Game of Billiards



Game of Billiards

Kiran : Geet Sethi.

Quiz Master : Absolutely right. Look at this picture.

Absolutely: Completely

Where do you find this animal?



FUN TO KNOW

The blackbuck is also known as Krishna Jinka in Telugu language. It has been declared the state animal of Andhra Pradesh. The animal, in the picture, is called blackbuck. It is found mainly in India. It is also found in Pakistan, Nepal and some other countries.

Aman : Hm.... It is near Bhavnagar. Yes, Yes, it's the Velavadar sanctuary near Bhavnagar.



A Bird Sanctuary



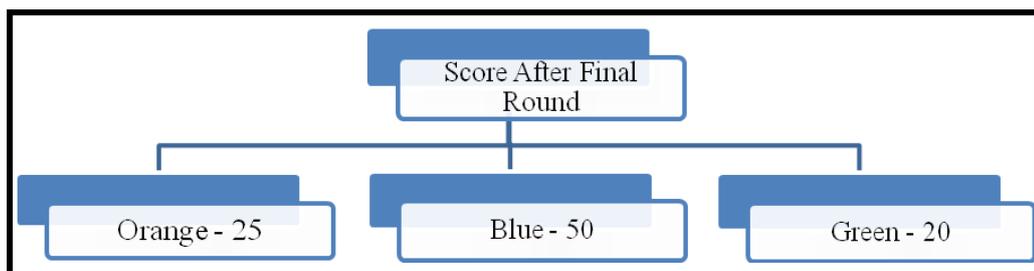
A Velavadar Sanctuary

Sanctuary : A large area where animals/birds live freely.

- Q30. _____ is a famous painter of Gujarat.
- Q31. Dr Vikram Sarabhai is a well-known _____ of Gujarat.
- Q32. Dalpatram is a famous _____ of Gujarat.
- Q33. _____ is a well-known billiards player of Gujarat.
- Q34. A large area where animals or birds live freely is called _____.
- Q35. Which sanctuary is there near Bhavnagar?

Quiz Master : You are right. Here the quiz ends. Thank you for your participation. Sana, please tell us the final score.

Sana : Orange gets 25.
Blue gets 50,
Green gets 20.



(Everybody claps.)

Madhubhai And Alkaben : Congratulations **winner**s, and thank you all.

Winner : Champion

Children : Now, let's go out.

Q35. Which team wins the quiz?

Q36. One who wins the game is called _____ ?

Activity: 1 Match A with B. See the example.

A	B
Absolutely	Famous
Formed	Participate
Well-known	Completely
Alert	Winner
To take part	Right
Champion	Made
Correct	Careful

Activity: 2 Find out the similar of the following words from the puzzle and circle it. See the example.

(famous, correct, absolutely, winner, alert, made, to take part)

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

Activity: 3 Read the lesson and find out the correct words for the given explanation. And complete the grid. See the example.

Across

1. Taking part in an activity
3. One who notes the time
5. A place from which we learn about the past
7. One who wins the game
9. One who asks the questions

Down

2. One who fights to make his country free
4. One who notes the score
6. A large area where animals live freely
8. A kind of game
10. A name used by the writer in place of his real name

			6														
	1	p	a	r	t	i	c	i	p	a	t	i	o	n			
2																	
					8												
									9								
		3		7													
										10							
								4									
		5															

Activity: 3 Match A with B. Then look at the pictures given below and write the correct information using the column A and B. See the example.

A

Gandhiji
Dr Vikram Sarabhai
Ravishankar Raval
Geet Seth

B

a scientist
a poet
a freedom fighter
a painter

Dalpatram

a billiards player

Example:

(1)

**Gandhiji, A freedom fighter.**

(2)



(3)



(4)



(5)



Activity: 4 Choose the correct answer from the given options. See the example.**Example:** Who is the quiz master?

(a) Sana

(b) Saad

(c) Tannu

Ans.: **Saad**

Q1. 'Famous' means ?

(a) Unknown

(b) Funny

(c) Well-known

Ans.: _____ .

Q2. Where did the Dandi March start from?

- (a) Dandi (b) Ahmedabad (c) Surat

Ans.: _____

Q3. What is the quiz about?

- (a) Gujarat (b) Rajasthan (c) India

Ans.: _____

Q4. Who is Saad's mother?

- (a) Neetaben (b) Meenaben (c) Alkaben

Ans.: _____

Q5. Name the river of Gujarat?

- (a) The Narmada (b) The Ganga (c) The Sindhu

Ans.: _____

Q6. How many rounds did the players play in the quiz?

- (a) Two (b) Four (c) Three

Ans.: _____

Q7. Who suggested to play quiz?

- (a) Madhubhai (b) Alkaben (c) Saad

Ans.: _____

Q8. 'Alert' means Ans.: _____?

- (a) Careful (b) Careless (c) Carry
-

Ans.: _____

Q9. 'To take part' means?

- (a) Congratulate (b) Remove (c) Participate

Ans.: _____

Q10. 'Champion' means?

- (a) Winner (b) Loser (c) Fighter

Ans.: _____

Q11. Who is famous as 'Muchhali Ma'?

- (a) Thakkarbapa (b) Induchacha (c) Gijubhai Badheka

Ans.: _____

Q12. Which team wins the quiz?

- (a) Blue (b) Orange (c) Green

Ans.: _____

Q13. When was the state of Gujarat formed?

- (a) 1st of May, 1947 (b) 1st of May, 1960 (c) 1st of May 1950

Ans.: _____

Q14. 'A large area where animals/birds live freely' ?

- (a) Well-known (b) Sanctuary (c) Absolutely

Ans.: _____

Q15. 'A name used by the writer instead of his real name, means

- (a) False-name (b) Real-name (c) Pen-name

Ans.: _____

Activity: 5 See the examples and use the given word in your own sentences.

(a) Well-known

Examples:

1. Sachin Tendulker is a **well-known** cricketer.
2. Dr Vikram Sarabhai is a **well-known** scientist.

1. _____
2. _____
3. _____

(b) Absolutely

Examples:

1. He is **absolutely** correct.
2. His work is **absolutely** fine.

1. _____
2. _____
3. _____

(c) Pen-name

Examples:

1. Kalapi is the **pen-name** of Sursinhji Takhsinhji Gohil.
2. Darshak is the **pen-name** of Manubhai Pancholi.

1. _____
 2. _____
 3. _____
-

(d) Participate**Examples:**

1. I **participated** in the essay competition.
2. Shreya **participated** in the quiz.

1. _____
2. _____
3. _____

(e) historical place**Examples:**

1. Patan is a **historical place**.
2. Adalaj, near Ahmedabad, is a **historical place**.

1. _____
2. _____
3. _____

Activity: 6 Answer the following questions:

Q1. Who are Saad's parents?

Q2. Who is the quiz master? Why?

Q3. How many rounds are there in the quiz? Which are they?

Q4. Name five historical places of Gujarat?

Q5. When was the state of Gujarat formed?

Test Paper (Marks – 25)**Q1. Fill in the blanks. (5)**

1. _____ is the birthday boy.
(a) Saad (b) Sana (c) Tannu
2. The Dandi March started from_____.
(a) Adalaj (b) Somnath (c) Ahmedabad
3. The state of Gujarat was formed on_____.
(a) 1st March, 1960 (b) 1st May, 1960 (c) 1st July, 1960
4. _____ is famous as Muchhali Ma.
(a) Sursinhji Gohil (b) Thakkarbapa (c) GijubhaiBadheka
5. _____ team wins the quiz.
(a) Orange (b) Blue (c) Green

Q2. Write True or False. (5)

1. Alkaben offers chocolates to saad's friends. _____
 2. Tannu is a scorer. _____
 3. The main plant of IFFCO is at kandala. _____
 4. The sun temple is at Udwada. _____
 5. Geet Sethi is a famous billiards player. _____
-

Q3. Find out the words with Similar meaning. (5)

1. famous funny unknown well-known

Ans. Famous : _____

2. participate to take in to take part to take on

Ans. Participate : _____

3. absolutely mostly completely hardly

Ans. Absolutely : _____

4. careful alert careless asleep

Ans. Careful : _____

5. winner player fighter champion

Ans. Winner : _____

Q4. Read the following extracts and answer the questions given below them. (6)

(a) It is Saad's birthday today. He is thirteen now. His parents have arranged a party. It is five o'clock and all his friends are at the party. Saad's mother, Alkaben welcomes them. His father Madhubhai offers them chocolates.

Q1 Whose birthday is today? How old he is? (2)

Ans. _____

(b) Amol : What will be names of the teams?

Heena : Orange, Blue and Green?

Alkaben : Fine. Shreya, Heena and Aman, you are in team

Orange. Ami, Kiran and Rizwan, you are in team Blue.

Keyur, Amol and Mona are in team Green.

Q2. What are the names of the teams? (1)

Ans. _____

Q3. Who are in team Blue? (1)

Ans. _____

(c) Quiz Master : Well done, teams Orange and Blue. Team Green, you need to be a little more careful. Now, it is the ding-dong round, the final round. The team which hits the spoon on the steel plate first, will answer the question. A wrong answer means minus five and a right answer, of course, means 10 points. Are you ready?

Q4. What are the conditions of the final round? (2)

Ans. _____

Q5. Answer the following questions. (4)

Q1. How many rounds are there in the quiz? Which are they?

Ans. _____

Q2. Who is the Quiz Master? Why?

Ans. _____

LANGUAGE IN USE**Daily Activities**

I **get up** early in the morning.



I **brush** my teeth daily.



I **comb** my hair daily.



We **go** to school daily.



We **return** home in the evening.



We **play** in the evening.



I **take** dinner at night.



I **go to sleep** at 10'clock.

Read the following sentences and notice the position of the verb 'to go'.

(1) I **go** to school

(2) You **go** to School

(3) He **goes** to school

(6) We **go** to school.

(7) You **go** to school

(8) They **go** to school



(4) She **goes** to school



(9) The children **go** to school



(4) Ramu **goes** to school

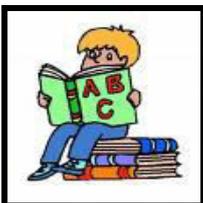
(10) Ramu and Mina **go** to school



(5) Mina **goes** to school

(11) Boys and girls **go** to school

Read the following sentences and notice the position of the verb 'to read'.



(1) I **read** a book

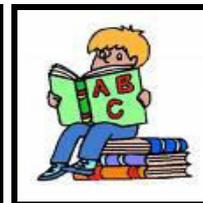
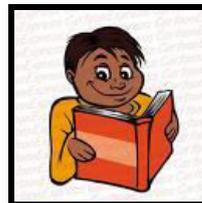
(2) You **read** a book

(3) He **reads** a book

(4) She **reads** a book

(5) Kalu **reads** a book

(6) Ramila **reads** a book



(1) We **read** a book.

(2) You **read** a book

(3) They **read** a book

(4) The children **read** a book

(5) Manu and Kalu **read** a book

(6) Boys **read** a book

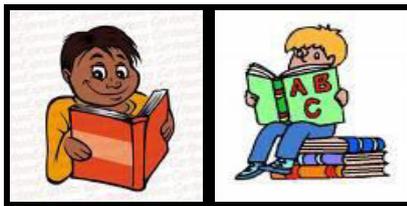
You must have noticed two different position of verbs in the above sentences.
They are:



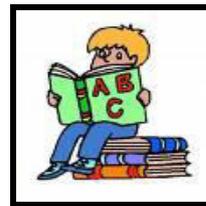
go



goes ('go' is used with 'es')



read



reads ('read' is used with 's')

Now, look at the following table and try to understand where should we use the verb with 's' or 'es'.



Singular Subject

I go, You go,

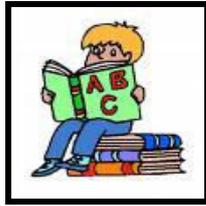
He goes, She goes, It goes, Ramu goes,
Mina goes, A boy goes, A girl goes, My
father goes, An elephant goes, etc.



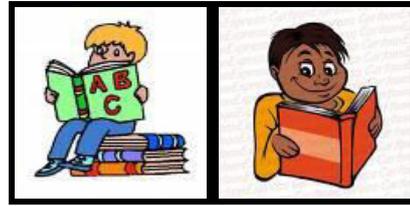
Plural Subject

We go, You go, They go, Boys go, Girls
go, Ramu and Mina go, My parents go,
The elephants go, etc.

Now, notice the position of verb in the following table – read, reads.



Singular Subject



Plural Subject

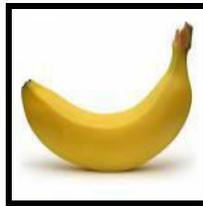
I read, You read,

He reads, She reads, It reads, Ramu reads, Mina reads, A boy reads, A girl reads, My father reads, An elephant reads, etc.

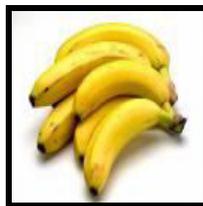
We read, You read, They read, Boys read, Girls read, Ramu and Mina read, My parents read, The elephants read, etc.

After studying the above given tables, we can say the following things:

- (1) The verb takes 's' or 'es' with all the singular subject except "I" and "You".



- (2) The verb never takes 's' or 'es' with plural subject.



WORK SHEET – 1

Tick (✓) which you find correct. See the example.

Example:

Students reads	<input type="checkbox"/>	Student reads	<input checked="" type="checkbox"/>
(1) You tells	<input type="checkbox"/>	You tell	<input type="checkbox"/>
(2) My father walks	<input type="checkbox"/>	My father walk	<input type="checkbox"/>
(3) I cries	<input type="checkbox"/>	I cry	<input type="checkbox"/>
(4) Ramu drinks	<input type="checkbox"/>	Ramu drink	<input type="checkbox"/>
(5) They teaches	<input type="checkbox"/>	They teach	<input type="checkbox"/>

Important Note : Where to use ‘s’ and where to use ‘es’ –

Verbs ending with **s, sh, ch, x, o** or **z** take ‘es’ and the remaining verbs take ‘s’.

Example:

- (1) The verb **push** ends with ‘sh’, so it takes ‘es’. So it becomes **pushes**.



- (2) The verb **sit** ends with ‘e’, so it takes ‘s’. So it becomes **sits**.



Now, read the following example carefully.

- | | | |
|--------------------|---------------------|--------------------|
| (1) play - plays | (2) go – goes | (3) drink – drinks |
| (4) learn - learns | (5) teach - teaches | (4) eat – eats |

WORK SHEET – 2

Use 's' or 'es' correctly.

- | | |
|------------------|------------------|
| (1) Sit _____ | (2) Search _____ |
| (3) Stand _____ | (4) Fix _____ |
| (5) Push _____ | (6) Sleep _____ |
| (7) Tell _____ | (8) Match _____ |
| (9) Buzz _____ | (10) Run _____ |
| (11) Swim _____ | (12) Catch _____ |
| (13) Write _____ | (14) Think _____ |
| (15) Drive _____ | |

Read the following blanks carefully.



Get up

- (1) I _____ early in the morning. (get up)
 ➤ I get up early in the morning.
- (2) He _____ early in the morning. (get up)
 ➤ He gets up early in the morning.



Ride

- (3) You _____ the horse on Sunday. (ride)
 ➤ You ride the horse on Sunday.
- (4) Ramu _____ the horse on Sunday. (ride)
 ➤ Ramu rides the horse on Sunday.



Go

- (5) We _____ to school daily. (go)
- We go to school daily.
- (6) Mina _____ to school daily. (go)
- Mina goes to school daily.

WORK SHEET – 3

Fill in the blanks using the proper form of the verbs given in the brackets.

- (1) He _____ very fast. (run)
- (2) They _____ cricket in the evening. (play)
- (3) I _____ to Baroda every Sunday. (go)
- (4) Kalu _____ a song. (sing)
- (5) We _____ on the bed. (sleep)
- (6) She _____ her homework at night. (do)
- (7) You _____ a letter every week. (write)
- (8) The elephant always _____ its owner. (help)
- (9) The parents _____ their children. (look after)
- (10) Mala, sometimes, _____ till late night. (read)

WORK SHEET – 4

Tick (✓) which you find correct. See the example.

Example:

You rides a bike well. (✓)

You ride a bike well. ()

(1) I eat Gulabjamun. ()

I eats Gulabjamuns. ()

(2) Sangeeta drinks milk in the morning. ()

Sangeeta drink milk in the morning. ()

(3) They goes to America next year. ()

They go to America next year. ()

(4) He plays Kho-Kho well. ()

He play Kho-Kho well. ()

(5) The children dance gracefully. ()

The children dances gracefully. ()

WORK SHEET – 5

Make sentences using the information given in the table. Read the example.

I	drinks	to America every year.
He	run	gracefully.
They	dance	very fast.
We	goes	milk in the morning.
She		

Examples:

(a) I run very fast.

(b) They run very fast.

(c) We run very fast.

(1) _____

(2) _____.

(3) _____.

(4) _____.

(5) _____.

(6) _____.

(7) _____.

Test Paper (Marks – 10)**Q1. Fill in the blanks using the proper form of the verbs given in the brackets.****(5)**

- (1) Mahesh _____ in the evening. (read)
- (2) They _____ cricket on Sunday. (play)
- (3) My parents _____ me very much. (love)
- (4) He _____ early in the morning. (get up)
- (5) The horse _____ very fast. (run)

Q2. Make five sentences using the information given in the table.**(5)**

Radha	go	well.
The players	loves	to England.
My mother	sings	her child very much.

- (1) _____ .
- (2) _____ .
- (3) _____ .
- (4) _____ .
- (5) _____ .
-

UNIT – 2**Pre-tasks****Different Kinds of Shops****Grocery Shop****Medical Shop****Garment Shop****Fruit Shop****Vegetable Shop****Jewellery Shop****Restaurant****Mall****Big Bazaar**

Grocery Shop**Rice****Wheat****Bengalgram****Millet****Tur dal****Channa dal****Urad dal****Sugar****Tea****Coffee****Soap****Washing powder****Chilly powder****Turmeric powder****Salt****Tooth paste****Biscuit****Chocolate****Match box****Edible oil**

Let's Go Shopping

Neetaben and her daughter Asha are at a **grocery shop**. Neetaben gives a list to Nathalal, the **grocer**. He calls his **assistant** Dalu and reads aloud the list.



Grocer – owner of a grocery shop

Assistant - helper

Grocery shop

Q1. Where are Neetaben and Asha?

Q2. Who is a grocer?

Q3. What is Dalu?

Sun biscuit – 3 packets



Millet flour – 2 kilos



Badal washing powder –
1 packet



Chandni Sandal soap
cakes – 4



Bengalgram – 1 kilo



Basmati rice – 1 kilo



Coffee packet – 50
grammes



Star milk – 2 pouches



Q4. How much millet flour does Neetaben want?

Q5. How much coffee does Neetaben want?

Q6. How much rice does she want?

Q7. How many biscuit packets are mentioned in the list?

Q8. How many soap cakes are mentioned in the list?

Q9. How many milk pouches are mentioned in the list?

Dalu puts the biscuit packets on the counter and goes back to collect other things. Asha picks up a biscuit packet and reads **aloud**.

Aloud: Loudly



Pick up – take up

Extra 25 grams

Sun Biscuit

Ingredients

Wheat flour, sugar, edible oil, milk, citric acid and salt.

Contains permitted synthetic food colours and added flavours.

Net Weight :

50 grams + 25extra = 75 grams

PKD. 5/2004

Mfg. by : Zilmil Industries Ltd. Ratanpur, Gujarat



Double Taste

M.R.P. Rs 7.50

(Inclusive of all taxes)

Best before 6 months from packaging

Ingredients – Things included**Wheat flour****Sugar****Edible oil****Milk****Citric acid****Salt****Food colour****Flavour****Citric acid**

A natural extract derived from citrus fruits.

Synthetic

It is man-made substance.
Not of natural origin

Food colour

Any substance that added to food or drink to change its colour.

Flavour

It is determined by the chemical senses of taste and smell.

Q10. What is the brand name of the product?

A10. The brand name of the product is _____

Q11. What are the ingredients?

A11. The ingredients are _____

Q12. What is the price of the product?

A12. The price of the product is _____

Q13. What is the manufacturing date?

A13. The manufacturing date is _____

Q14. What is the expiry date?

A14. The expiry date is _____

Q15. Who is the manufacturer?

A15. The manufacturer is _____

Q16. What is the special offer?

A16. _____ is the special offer.

Neetaben : Asha, check the date of manufacture, please.

Asha : Certainly mummy. It is May, 2004.

Certainly - definitely

Asha picks up the soap cake, looks at it and reads aloud.

CHANDNI SANDAL SOAP
Net Weight when packed : 100 grams
Max. Retail Price : Rs 12.75
Packed : June, 2004
Manufactured by : Rosery Industries
Sundarpur, Gujarat

Manufacturer - Producer

Q17. _____ picks up the soap cake.

Q18. The weight of the soap is _____

Q19. The manufacturer of the soap is _____

Then she picks up a milk pouch and reads.

STAR MILK
 Pasteurised Standard Milk
 Fat 4.5 % minimum
M.R.P. Rs 7.50 Packed 22nd July
 (Inclusive of all taxes)
Best before two days from packaging
 When stored under refrigeration below 8°C
Manufactured by : Star Dairy, Por, Gujarat

Pasteurise

Destroy the germs in milk
by a process of heating and
cooling

Standard milk

Milk with a limited fat

Whole milk

Milk with full fat

Q20 The expiry date of the Star Milk is _____

Q21. To store the milk, the temperature should be below _____

Asha : Mummy, do we need standard milk?

Neetaben : No, we need whole milk with more fat.

Asha : This is standard milk.

Neetaben : (To the grocer) Please change this. Give me whole milk.

Grocer : Here you are. Madam, please check your things. And here is
the bill.

Q22. Which milk does Neetaben want?

CASE MEMO**ZARURAT KIRANA STORE**

Register No. N/7441

Date : 22-7-04

Shri/Smt.

Items	Quantity	Rs. / Paisa
Sun biscuit	3	22.50
Badal washing powder	1	19.50
Bengalgram	1 kilo	35.00
Coffee	50 gms	28.50
Millet flour	2 kilos	16.75
Chandni Sandal Soap cakes	4	51.00
Basmati rice	1 kilo	33.00
Star milk	2	16.00
Total amount		222.25

Q23. How many biscuit packets does Neetaben buy?

Q24. How many soap cakes does Neetaben buy?

Q25. How much Neetaben pay for bengalgram?

Q26. How much Neetaben pay for Star milk?

Q27. When does Neetaben go to grocery shop?

Neetaben : What is the total amount? Asha, please check the total.

Asha : Mummy, it is Rs. 222 and 25 paise. Look. (She reads on the coffee Packet.)



FREE – One coffee mug with this packet.

Grocer : I'm sorry. (to Dalu) Where is the mug?

Assisant : Here you are, Madam.

Neetaben : Thank you. It's a nice mug.

Neetaben : Here is the money.

Grocer : Thank you ma'm.

Q28. What is free with the coffee packet?

Q29. What is the total amount?

Q30. Who checks the total?

Activity : 1 Tick (✓) the correct option.

- (1) Who is the grocer?
(a) Dalu (b) Nathalal (c) Mohanlal (d) kanalal
- (2) How much millet flour did Neetaben buy?
(a) 1 kilo (b) 2 kilo (c) 3 kilo (d) 4 kilo
- (3) What is the price of Star milk?
(a) 5.50 (b) 7.50 (c) 6.50 (d) 8.50
- (4) Who is Neetaben's daughter?
(a) Asha (b) Kala (c) Sita (d) Meena
- (5) How many pouches of Star milk did Neetaben buy?
(a) 3 pouches (b) 1 pouch (c) 2 pouches (d) 4 pouches
- (6) Who is the manufacturer of Chandni Sandal Soap?
(a) Zilmil Indus. (b) Star Indus. (c) Chandni Indus (d) Rosery Indus.
- (7) What is the weight of Sun biscuit?
(a) 25 grams (b) 50 grams (c) 75 grams (d) 100 grams
- (8) What is free with the coffee packet?
(a) tea (b) sugar (c) coffee (d) mug
- (9) Which rice did Neetaben buy?
(a) Kolam (b) Basmati (c) Masoori (d) Kamod
- (10) Assistant means _____
(a) Owner (b) grocer (c) helper (d) partner

Activity : 2 Tick (✓) the odd one out.

- | | | | | |
|----|---------------|---|----------------|---|
| 1. | (a) Wheat |  | (b) Rice |  |
| | (c) Tea |  | (d) Millet |  |
| 2. | (a) Tea |  | (b) Milk |  |
| | (c) Coffee |  | (d) Biscuit |  |
| 3. | (a) Tur dal |  | (b) Mug |  |
| | (c) Chana dal |  | (d) Masoor dal |  |
| 4. | (a) Sugar |  | (b) Chilly |  |
| | (c) Turmeric |  | (d) Salt |  |
| 5. | (a) Biscuit |  | (b) Soap |  |
| | (c) Chocolate |  | (d) Ice-Cream |  |

Activity : 3 Find out the expressions with the similar meanings from the options given. See the example.

1. Assistant around helper grocer

Assistant - Helper

2. Pick up make up check up take up
- _____

3. Certainly easily definitely cleanly
- _____

4. Aloud loudly proudly neatly
- _____

5. Manufacturer grocer customer producer
- _____

Activity : 4

(1) Read the following advertisement and answer the questions given below it.

<p>Raj Book – Depot Station Road, Surat. Phone : 27654389 Available here : Textbooks, Notebooks, Guides 50% off on second-hand textbooks</p>
--

Q1. Who has given the advertisement?

Q2. Where is Raj Book – Depot?

Q3. How much discount is there on second hand textbooks?

(2) Read the following advertisement and answer the questions given below it.

<p>SALE.... SALE.... SALE 50% discount FASHION WORLD (Readymade garments for men & women) Udhana Road, Surat. Sunday Closed.</p>
--

Q1. What is the name of the shop?

Q2. When is the shop closed?

Q3. What is the discount?

Q4. What is available in the sale?

(3) Read the following advertisement and answer the questions given below it.

SALE.... SALE.... SALE
40% discount
FASHION POINT
(Readymade garments for kids)
M.G. Road, Ahmedabad.
Open all day.

Q1. What is the name of the shop?

Q2. What is available in the sale?

Q3. What is the discount?

Activity : 4 Use the following words in your own sentences. See the example.

(a) Pick up

1. Asha picks up a biscuit packet.

2. _____

3. _____

(b) Assistant

1. Dalu is an assistant.

2. _____

3. _____

(c) Aloud

1. Asha reads aloud.

2. _____

3. _____

Activity : 5 Answer the following questions.

Q1. Where are Neetaben and Asha?

Q2. Who is the grocer?

Q3. What is the name of the shop?

Q4. Which milk did Neetaben want to buy?

Q5. What is free with the coffee packet?

Activity – 6

(1) Complete the following dialogue using the options given in the brackets.

(Two, No, thanks, Parle G, Biscuit)

Grocer : What do you want?

Customer : _____

Grocer : Which biscuit do you want?

Customer : _____

Grocer : How many biscuit packets do you want?
Customer : _____
Grocer : Do you want anything else?
Customer : _____

(2) Complete the following dialogue using the expressions given in the brackets.

(He is a farmer, My mother's name is Ramilaben, My name is Arjun, What is your father's name?)

Teacher : What is your name?
Student : _____
Teacher : _____
Student : My father's name is Kalubhai.
Teacher : What is he?
Student : _____
Teacher : What is your mother's name?
Student : _____

(3) Complete the following dialogue using the expressions given in the brackets.

(Sun biscuits, 2 kilo, Sugar and biscuits, 2 packets)

Rohan : What is there in your bag?
Mohan : _____
Rohan : How much sugar is there in your bag?
Mohan : _____
Rohan : Which biscuits have you bought?
Mohan : _____
Rohan : How many biscuit packets have you bought?
Mohan : _____

(4) Complete the following dialogue using the expressions given in the brackets.

(Yes, I have, Yes, I will be fine soon, I have a headache, No, I haven't)

Manu : Have you done your homework?

Ramu : _____

Manu : Why?

Ramu : _____

Manu : Have you taken some medicine?

Ramu : _____

Manu : You should take rest now.

Ramu : _____

LANGUAGE IN USE

(1) Look at the pictures and read the dialogue between 'Mala' and 'Sarla'.



Mala : **How many bottles** of oil are there in the picture?

Sarla: There are **four bottles** of oil in the picture.



Mala : **How many sparrows** are there in the picture?

Sarla : There are **two sparrows** in the picture.



Mala : **How many bats** are there in the picture?

Sarla : There are **three bats** in the picture.



Sarla : **How much milk** is there in the pouch?

Mala : There is **500 ml milk** in the pouch.



Sarla : **How much salt** is there in the packet?

Mala : There is **1 kg salt** in the packet.



Sarla : **How much tea** is there in the cup?

Mala : The cup is **full of tea**.

(2) Now, read the dialogue between 'Mahesh ' and ' Ramesh'.



Mahesh : **How much oil** is there in a tin?

Ramesh : 5 litre.

Mahesh : **How many tins of oil** are there in the picture?

Ramesh : Two tins.



Mahesh : **How much paste** is there in a packet?

Ramesh : 100 grams.

Mahesh : **How many packets of paste** are there in the picture?

Ramesh : Two packets.



Mahesh : **How much milk** is there in a pouch?

Ramesh : 500 ml.

Mahesh : **How many pouches of milk** are there in the picture?

Ramesh : Two pouches.



Mahesh : **How much powder** is there in a packet?

Ramesh : 1 kg.

Mahesh : **How many packets of powder** are there in the picture?

Ramesh : Two packets.

(3) Read the following dialogue between 'teacher' and 'student'.



Teacher : Can we count oil?

Student : No, sir. It is uncountable.

Teacher : Can we count the tins of oil?

Student : Yes, sir. Tins are countable.



Teacher : Can we count tooth paste?

Student : No, sir. It is uncountable.

Teacher : Can we count the packets of tooth paste?

Student : Yes, sir. Packets are countable.



Teacher : Can we count milk?

Student : No, sir. It is uncountable.

Teacher : Can we count pouches of milk?

Student : Yes, sir. Pouches are countable.



Teacher : Can we count washing powder?

Student : No, sir. It is uncountable.

Teacher : Can we count packets of washing powder?

Student : Yes, sir. Packets are countable.

Note : Above mentioned dialogues suggests following points.

- (1) 'How much' is used with uncountable nouns.**
- (2) 'How many' is used with the countable nouns.**
- (3) 'How much' is always used with singular noun.**
- (4) 'How many' is always used with plural noun.**

WORK SHEET – 1

Fill in the blanks using 'How much' or 'How many'.

- (1) _____ water is there in the glass?
 - (2) _____ salt is there in the packet?
 - (3) _____ bananas are there in the bag?
 - (4) _____ glasses of water are there in the tray?
 - (5) _____ books are there on the table?
 - (6) _____ water is there in the well?
 - (7) _____ rupees are there in your pocket?
 - (8) _____ money is there in your pocket?
 - (9) _____ gold is used in your ring?
 - (10) _____ students are there in your class?
-

WORK SHEET – 2

Match the following parts to make the meaningful sentences and rewrite them.

A

B

(1) How many sugar is there in your palm?



(2) How much milk is there in the glass?



(3) How many biscuits are there in your plate?



(4) How much persons are there in your shop?



(1) _____

(2) _____

(3) _____

(4) _____

WORK SHEET – 3

Make questions using ‘how many’ or ‘how much’. See the examples.

Examples :

(1) There is some water in the pot.

(1) **How much water is there in the pot?**

(2) There are six members in my family.

(2) **How many members are there in your family?**

(1) There is a lot of oil in the tin.

(2) There are many schools in the city.

(3) There are lots of pictures in the museum?

(4) There is no water in the well.

(5) There are many animals in my village.

FUN TO READ**Visit to the Shopping Centre**

Last Sunday I visited the Pavan Shopping centre. I went there with my family. It was a very exciting experience for me because it was my first visit to it.

There were all kinds of shops in the shopping centre. All the shops were well organized. There were shops for grocery items, garments, utensils, toys for children, cosmetic items, etc. We bought some grocery items, a T-shirt for me and some toys for my younger sister. Paying the bill, we exit from other side.

Really, it was a nice experience. I enjoyed a lot there.

TEST PAPER (Marks : 25)**Q1. Tick (✓) the correct option. (5)**

- (1) Who is a grocer?
- (a) Nathubhai (b) Nathuji (c) Nathalal (d) Nanjibhai
- (2) Which milk did Neetaben buy?
- (a) Amul (b) Whole (c) Sumul (d) Standard
- (3) A mug is free with _____?
- (a) Star milk (b) Coffee packet (c) Sun biscuit (d) Sandal soap
- (4) How much millet flour did Neetaben buy?
- (a) 1 kilo (b) 2 kilo (c) 3 kilo (d) 4 kilo
- (5) What is the total amount?
- (a) Rs. 222.25 (b) Rs. 222.22 (c) Rs. 225.25 (d) Rs. 225.22

Q2. Read the following extracts and answer the questions given below them. (5)

(1) Neetaben : Asha, check the date of manufacture, please.

Asha : Certainly mummy. It is May, 2004.

Asha picks up the soap cake, looks at it and reads aloud.

Q1. Who checks the date of manufacture?

Q2. Find out the word which means 'definitely' from the passage.

Q3. What is the Manufacturing date?

(2) Dalu puts the biscuit packets on the counter and goes back to collect other things. Asha picks up a biscuit packet and reads aloud.

Q4. Who takes up a biscuit packet?

Q5. Why does Dalu goes back?

Q3. Read the following notice and answer the questions given below it. (5)

Sale... Sale... Sale...	
30% discount	
FASHION WEAR	
(Readymade garments for kids)	
Udhna Road,	Time : 9 a.m. to 9 p.m.
Surat	Sunday closed

Q1. What is the discount?

Q2. What is the name of the shop?

Q3. What is timing of the sale?

Q4. What is the sale about?

Q5. When is the shop closed?

Q4. (A) Find out the odd one out from the given options : (3)

(1) (a) tea (b) milk (c) water (d) bread _____

(2) (a) rupee (b) paisa (c) bill (d) money _____

(3) (a) wheat (b) soap (c) rice (d) millet _____

(B) Use the following words in your own sentences.

(2)

(1) Assistant

(2) Aloud

Q5. Fill in the blanks using 'How many' or 'how much'.

(1) _____ shops are there in the market?

(2) _____ rivers are there in India?

(3) _____ salt is there in the tin?

(4) _____ silver is there with you?

(5) _____ rice is there in the bag?

UNIT-3

Pre Task

Different Professions



The Policeman

- The policeman is a uniformed figure.
- He stands for authority and order.
- He regulates traffic.
- He keeps an eye on bad characters.
- He takes night rounds.
- He protects people from thieves and burglars.
- He performs his duty well in case of a riot or strike or some other disturbances.



The Soldier

- The soldier is a uniformed figure.
- He is given a long and hard training.
- He is strong, brave and intelligent fighter.
- His duty is to defend the country against its enemies.
- He does it with patriotism and courage.
- He is prepared to die in the service of his motherland.

Fire-fighters and Their Equipments



Fire Fighters



Fire Engine



Ladder



Helmet



Hose



Siren



Boots (Shoes)



Telephone

Asif Khan is a **fireman** . He works at a fire station in Vadodara. There are **fire-engines**  at the firestation. Asif's special **boots**  and **helmet**  are there, too. Many fire fighters work at this station. They help people in different kinds of **emergencies** : **floods** , **earthquakes** , **fire** , **accidents**  etc. Fire-fighters are brave and kind people.

Emergency – a sudden, serious event which needs a quick action

Q1. Who is a fireman?

Q2. Where does Asif work?

Q3. What are there at the fire station?

Q4. What do the fire-fighters do?

Q5. Fire-fighters are _____ and _____ people.

**Fireman**

A person who works to put out fire

**Fire-engine**

A fire fighting machine (bus)

**Boots**

Special shoes for protection against fire

**Helmet**

Special helmet for protection against fire

**Floods****Earthquake****Fire****Accident****Fun to Read****Floods**

- A Flood is a great natural trouble.
- Generally, Heavy monsoon floods the rivers.
- The rivers break through the dams.
- They flood the land.



- Houses go down.
- Roads, railway lines, bridges etc. are destroyed.



- Men and beasts die because of it.
- In times of flood, government starts relief works.

Fun to Read**Earthquakes**

- An Earthquake is a great natural trouble.
- It is caused by the earth's internal steam pressures.
- It is also caused by the pressures of rocks and mountains on the earth's surface.
- An earthquake may last for a few seconds or few minutes.
- In severe earthquake, houses fall, roads are cracked and bridges go down.



- People are buried alive.



- Modern means of transport and communication can save thousands of lives.
- Government and some NGO starts relief works.



Asif starts works in the evening. He and the other fire-fighters clean and check

their fire-engines everyday. Someone always sits near the **telephone**  and takes messages. The fire-station is open all day and night.

Q6. When does Asif start his work?

Q7. What do the fire-fighters do everyday?

Q8. Why does someone always sit near the telephone?

Q9. The fire station is close at night. (True/False)

Asif is at the fire-station all through the night. There are also some other fire-fighters with him. They are on night duty. They are always in their uniform. They take rest only for a short time. They know that they may get an urgent message any time.

Q10. Why do the fire-fighters take rest only for a short time?



The alarm bell is ringing! There is a **fire at a big hotel**. Asif and the other firemen are running to the fire-engine. They are climbing on it. Asif is



driving the fire-engine. The **siren** is blowing. It tells people to give side. They are going to fight the fire.



Siren – a long loud sound for warning

Q11. Why is the siren blowing?



Telephone



Fire at the hotel



Driving



Siren



At the hotel they see a fire. **Clouds of smoke** are coming out of the kitchen. They see the frightened people running **helter skelter**. Immediately, the fire-



fighters jump off their van, take out the long, big **water hoses** and start



throwing water on the fire.

Frightened – afraid

Helter skelter – here and there

Hose – a big rubber or plastic pipe to throw water

Q12. Find out the word having similar meaning of 'afraid'.

Q13. 'Helter skelter' means _____

Q14. The fire-fighters throw water with the help of _____

The firemen also see some people at the window on the third floor. They cannot come out of the place. They need help.



The fire-fighters are putting up their long **ladders**. Asif is **climbing**



up to the window. He is going to help the people climb down the ladder. There is a little boy **trapped** in one of the rooms. He is crying. Asif is going to help



him. He is **picking up** the boy in his arms and bringing him down.

Trapped – caught in a place from where it is difficult to come out.

Q15. The fire-fighters use _____ to go to upper floor.

Q16. How are ladders useful to the fireman?

Q17. Why is the little boy crying?



Clouds of smoke



Water hose



Throwing water

**Ladder****Climb up****Pick up**

The fire has been put out . Now all the people are safe. Everybody thanks the fire-fighters. It is morning. Asif and the other firemen are climbing on to the fire-engine. They are tired but happy.

Q18. Why are the fire-fighters happy?

Activity : 1 Fill in the blanks using the correct words from the brackets.

(Vadodara, Asif, check, the evening, clean)

_____ is a fireman. He works at a fire station in _____ .
Asif starts work in _____. He and other fire-fighters _____
and _____ their fire-engine everyday.

Activity : 2 Write True or False.

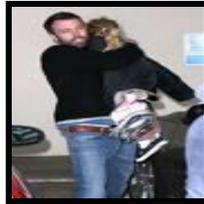
1. Fire fighters help us when we are sick. _____
2. Alarm bell is there on the fire-engine. _____
3. The siren is blowing because it tells people to give side. _____
4. The fire-fighters always take rest. _____
5. 'Helter skelter' means 'here and there'. _____

Activity : 3 Look at the picture and fill up the blanks using the options given in the brackets. See the example.

(Pick up, Climb on, Put out)



Climb on





Activity : 4 Find out the given words relating to fire-fighters from the grid and circle them. See the example.

(fire engine, ladder, fireman, alarm, helmet, hose, siren)

F	I	G	T	R	D	H	T	O	S	E	R
I	E	S	R	L	A	D	D	E	R	P	K
R	I	S	E	N	T	Y	D	H	S	O	E
E	M	A	S	R	A	F	I	N	G	P	H
M	S	F	I	R	E	E	N	G	I	N	E
A	L	A	R	M	H	L	M	E	T	E	L
N	S	I	E	R	N	H	O	S	E	R	M
L	D	A	N	D	E	R	O	H	E	S	E
S	E	N	I	N	G	F	I	E	R	L	T

Activity : 5 Find out the words those are similar in meaning and match them. See the example.

	A		B
(1)	frightened	→	courageous
(2)	helter-skelter		take up
(3)	brave		immediate
(4)	emergency		afraid
(5)	urgent		urgency
(6)	pick up		here and there

Activity : 6 Choose the correct answer from the given options. See the example.

1. Who is a fireman?
(a) Amir Khan (b) Arif Khan (c) Asif Khan (d) Asit Khan
 2. 'Afraid' means _____
(a) happy (b) sad (c) frightened (d) puzzled
 3. When dose Asif starts work?
(a) in the evening (b) at night (c) in the morning (d) at noon
 4. When is the fire-station open?
(a) at night (b) all day and night (c) in the day (d) in the evening
 5. 'Pick up' means
(a) take up (b) give up (c) climb up (d) put up
 6. 'Helter skelter' means _____
(a) up and down (b) round and round
(c) near and near (d) here and there
 7. 'Emergency' means _____
(a) policy (b) frequency (c) currency (d) urgency
 8. 'Frightened' means _____
(a) sacred (b) scared (c) fighter (d) fridge
 9. 'Brave' means _____
(a) courageous (b) kind (c) coward (d) happy
 10. 'Placed' means _____
(a) put in (b) put down (c) put up (d) put out
-

Activity : 7 Answer the questions given below.

1. What is Asif Khan?

2. When do fire-fighters help the people?

3. Why is the siren on?

LANGUAGE IN USE

Activity : 8 Ramu does the following activities regularly. He did the same activities yesterday. Let's try to understand his activities.

Ramu's Daily activities

Ramu **gets up** early in the morning. He **takes** bath. He **eats** breakfast. He **goes** to his farm. He **works** in his farm there. He **takes** his lunch in the afternoon. He **takes** some rest. Then again, he **starts** his work in the field. He **returns** home in the evening. He **takes** his dinner. Then, he **goes** to sleep.

Ramu's yesterday activities

Ramu **got up** early in the morning. He **took** bath. He **ate** breakfast. He **went** to his farm. He **worked** in his farm there. He **took** his lunch in the afternoon. He **took** some rest. Then again, he **started** his work in the field. He **returned** home in the evening. He **took** his dinner. Then, he **went** to sleep.

Activity - 9 Read after your teacher activity. Read the following information of Dr Patel's life.

Generally

Yesterday

Dr Patel **gets up** at 5:30. He **gets ready** at 7:00. He **eats** breakfast at 8:00. He **goes** to the hospital at 9:00. He **visits** the wards between 9:15 to 10:30. He **carries out** operations between 10:45 to 12:45. He **eats** lunch at 1:00. He **checks** patients between 1:30 to 6:00. he **returns** home at 6:30.

Dr Patel **got up** at 7:00. He **got ready** at 8:30. He **ate** his breakfast at 9:00. He **went** to the hospital at 10:00. He **visited** the wards between 10:15 to 11:00. He **carried out** operations between 11:15 to 1:15. He **ate** lunch at 1:30. He **checked** patients between 2:00 to 5:00. He **returned** home at 5:30.

Activity - 10 Read after your teacher activity. Kala visited the fire station of Vadodara with her friends. Read the following dialogue between Kala and Mala and get information about her visit.

- Mala : How are you, Kala?
- Kala : Fine, thank you. How are you?
- Mala : Fine. What did you do last Sunday?
- Kala : I visited the fire station of Vadodara.
- Mala : Did you go alone?
- Kala : No, I went with my parents.
- Mala : What did you see there?
- Kala : There were fire-engines, fire-fighters, their helmets, their special boots, etc.
- Mala : Did you enjoy there?
- Kala : Yes, I enjoyed a lot.

Activity : 11 Read after your teacher activity. Ramu and his family went on a tour. Read the following paragraph and get the information about their tour.

My name is Ramu. I **went** on a tour with my family. We **went** on a tour during the Diwali vacation. We **visited** different places – Vadodara, Ahmedabad, Junagadh, Somnath, Porbandar, Dwarka, etc. We **went** there by luxury bus. We enjoyed a lot there.

Activity : 10 Change the following texts as shown below.

- (1) This year, I work hard to get success. I do my study well. I attend my classes regularly. My teachers help me in my study. I take the help from my friends. I help them too.

Start this way : Last year, I worked hard to get success.

- (2) Sarla plays kho-kho daily. She plays it well. She always brings glory to her team. She works hard to get success. She helps her friends too.

Start this way : Sarla played kho-kho last Sunday.

- (3) Asha goes for shopping. She gives a list to the shopkeeper. She picks up a soap cake and reads aloud. She asks for whole milk. She checks the total. She pays the bill.

Start this way : Asha went for shopping.

- (4) Saad celebrated his birthday. He invited all his friends. His mother, Alkaben welcomed them. His father, Madhubhai offered them chocolates. They played the game of quiz. They enjoyed a lot.

Start this way : Saad celebrates his birthday.

-
- (5) Anand and Sheetal went to their Grandfather. He told them about the bamboo plant. He told them about the uses of bamboo. He told them the story about the silkworms. The children enjoyed a lot.

Start this way : Anand and sheetal go to their Grandfather.

TEST PAPER (Marks : 25)**Q1. Tick (✓) on the correct options. (5)**

(1) Who is a fireman?

- (a) Amin (b) Asif (c) Arin (d) Asin

(2) 'Frightened' means _____

- (a) Running (b) happy (c) Afraid (d) fighter

(3) Who is trapped in one of the rooms?

- (a) A boy (b) a girl (c) a man (d) a woman

(4) When is the fire station open?

- (a) in the evening (b) in the morning

- (c) in the night (d) all day & night

(5) Fire-fighters are _____ people.

- (a) kind (b) coward (c) bad (d) mad

Q2. Read the following paragraph and answer the questions given below them.(5)

Many fire-fighters work at this station. They help people in different kinds of emergencies : floods, earthquakes, fire, accidents etc. Fire-fighters are brave and kind people.

Q1. When do fire-fighters help people? (2)

The alarm bell is ringing! There is a fire at a big hotel. Asif and the other firemen are running to the fire-engine. They are climbing on it. Asif is driving the fire-engine. The siren is blowing. It tells people to give side.

Q2. Where is a fire? (1)

Q3. Who are climbing on the fire-engine? (1)

Q4. Why is the siren blowing? (1)

Q3. (A) Use the following words in your own sentence. (2)

(1) Urgent (2) Helter skelter

(B) Match A with B. (3)

A

Flood

Earthquake

Accident

B



Q4. Rewrite the following paragraph using ‘yesterday’ in place of ‘daily’. (4)

Raj plays cricket daily. He plays it well. He works hard to get success.
He plays it in the evening. He bowls well.

Start this way : Raj played cricket yesterday.

Q5. Answer the following questions. (6)

Q1. How are ladders useful to the fireman?

Q2. What is Asif Khan? Where does he work?

Q3. What did Asif and his team do at the hotel?

UNIT-4

Pre-Task



Tree



Plant



Flower

Parts of Plants and Trees



spikes



thorns



**a blade of
grass**



shoots



bud



pollen



petals



stem



stalk



leaf



leaves



branch



bark



trunk



roots

Bamboo – A Wonderful Plant

Sheetal and **Grandfather** were watching T.V. Anand **rushed in** and said, “Look, grandpa, here’s a **flute**. I can play on it!”

Grandfather – father’s father

rushed in – came in runningly



Flute

“Well, well,” said Grandfather, “where did you get it from ?”

“It **belongs to** Anil. He gave it to me,” said Anand.

belong to – owned by

“Let me play on it,” said Sheetal.

“Here you are,” said Anand giving it to her.

Let’s Understand

(Sheetal and Grandfather were watching T.V. Anand rushed in.)

Anand	:	Look, grandpa, here is a flute. I can play on it!
Grandfather	:	Well, Well, where did you get it from?
Anand	:	It belongs to Anil. He gave it to me.
Sheetl	:	Let me play on it.
Anand	:	Here you are. (Anand gave the flute to Sheetal)

Q1. What were Sheetal and Grandfather doing?

Q2. What did Anand show to Grandfather?

Q3. Whose flute was it?

Sheetal took the flute. Grandfather said, “But do you know what it is made of?”

“Of course, **bamboo!**” said Anand.



Bamboo

“Right”, replied Grandfather. “It is made of that **wonderful** plant, bamboo”.

“Wonderful ? What is wonderful about a bamboo?” asked the children.

“Well, bring that **stool** here. Anand, and sit down. Sheetal, you sit on this **sofa** beside me.”

wonderful - surprising



Stool



Sofa

Let's Understand

		(Sheetal took the flute.)
Grandfather	:	But do you know what it is made of?”
Anand	:	Of course, bamboo!
Grandfather	:	Right. “It is made of that wonderful plant, bamboo”.
Anand&Sheetal	:	“Wonderful ? What is wonderful about a bamboo?”
Grandfather	:	(To Anand) Well, bring that stool here and sit down. (To Sheetal) You sit on this sofa beside me.

Q4. What is the flute made of?

Q5. Where did Anand sit?

Q6. Where did Sheetal sit?

Well, first of all the bamboo grows very very tall.”



“Like a **coconut tree**?” asked Anand.

Coconut tree

“Oh much taller”, said Grandfather. “ A plant may grow eighty feet or even more. Sometimes it **shoots up** three feet in a single day!”

Shoots up – grows quickly

Sheetal’s eyes open wide. “Three feet in a single day!”

Anand **exclaimed**. “That is magic!”

exclaimed – shouted with surprise

Let’s Understand

Grandfather	:	Well, first of all the bamboo grows very very tall.
Anand	:	Like a coconut tree?
Grandfather	:	Oh much taller. A plant may grow eighty feet or even more. Sometimes it shoots up three feet in a single day!
Sheetal	:	(with surprise) Three feet in a single day!
Anand	:	That is magic!

Q7. What did Grandfather tell about the growth of the bamboo?

Q8. 'Sheetal's eyes opened means'.....

“The bamboo has **joints** all the way up the stem. The **stem** is **hollow** between the joints,” said Grandfather.



Joint



Stem



Hollow



“That’s why I can play on the flute,” said Anand.

“So the bamboo is a singing plant,” said Sheetal.

“Isn’t that wonderful, too!” said Anand.

Let’s Understand

Grandfather	:	The bamboo has joints all the way up the stem. The stem is hollow between the joints.
Anand	:	That is why I can play on the flute.
Sheeta	:	So the bamboo is a singing plant.
Anand	:	Isn’t that wonderful, too!

Q9. Why is the bamboo a singing plant?

“Yes, indeed,” Grandfather smiled’ “And the bamboo is also used for making many things.”

“I know one of them,” said Sheetal, “We have a **cage** at home. It is made of bamboo.”



Cage

“And my kite,” added Anand. “Its frame is made of bamboo.”

“Even the paper,” said Grandfather, “I am glad that you know these things. But there are many more uses of this plant. The bamboo is very strong. Sometimes it is used in building **bridges**. **Fences** are made from the bamboo and so are **fishing rods, rafts, baskets** and **sticks**. In some villages people use it in building houses. And this sofa is also made of bamboo.”



Bridge



Fence



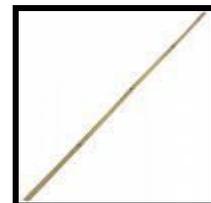
Fishing rod



Raft



Basket



Stick

Let's Understand

Grandfather	:	Yes, indeed. And the bamboo is also used for making many things.
Sheetal	:	I know one of them. We have a cage at home. It is made of bamboo.
Anand	:	And my kite, Its frame is made of bamboo.
Grandfather	:	Even the paper. I am glad that you know these things. But there are many more uses of this plant. The bamboo is very strong. Sometimes it is used in building bridges. Fences are made from the bamboo and so are fishing rods, rafts, baskets and sticks. In some villages people use it in building houses. And this sofa is also made of bamboo.

Q10. What is a cage made of?

Q11. What is the frame of the kite made of?

Q12. What are the uses of Bamboo?

“When I was a very little girl, once I hid my tiny doll inside a hollow bamboo stick,” said Sheetal.

Grandfather laughed. “A perfect hiding place! I’ll tell you a story. Long ago, only the people of eastern country knew the secret of **rearing silkworms**. They did not want any one else to know that secret. No one could take silkworms out of the country.”



Silkworms



Rearing silkworms

“A man wanted to steal the secret and take it to a western country. He did not know how to **smuggle** the **eggs of silkworms**. Suddenly he remembered....”

smuggle – to import or export things secretly



Eggs of silkworms

“I know, I know! Said Sheetal. “He remembered the hollow bamboo and he hid them inside it.”

“Quite right,” said Grandfather. “That is exactly what he did. He carried the silkworms’ eggs inside a **piece of bamboo**.”



Piece of bamboo

“I didn’t know the bamboo was so useful!” exclaimed Anand. “There is no doubt it is a wonderful plant.”

Let's Understand

Sheetal	:	When I was a very little girl, once I hid my tiny doll inside a hollow bamboo stick. (Grandfather laughed)
Grandfather	:	A perfect hiding place! I'll tell you a story. Long ago, only the people of eastern country knew the secret of rearing silkworms. They did not want anyone else to know that secret. No one could take silkworms out of the country. A man wanted to steal the secret and take it to a western country. He did not know how to smuggle the eggs of silkworms. Suddenly he remembered.....
Sheetal	:	I know, I know! He remembered the hollow bamboo and he hid them Inside it.
Grandfather	:	Quite right. That is exactly what he did. He carried the silkworms' eggs inside a piece of bamboo.
Anand	:	I didn't know the bamboo was so useful! There is no doubt it is a wonderful plant.

Q13. Where did Sheetal hide her doll?

Q14. Who knew the secret of rearing silkworms?

Q15. What did a man want to do?

Q16. 'Smuggle' means....

Q17. How did the man smuggle silkworms' eggs?

Activity : 1 Tick (✓) the correct option.

- (1) Who has a flute?
(a) Sheetal (b) Anand (c) Anil (d) Grandfather
- (2) The flute belongs to
- (a) Grandfather (b) Sheetal (c) Anand (d) Anil
- (3) What is the flute made of?
(a) paper (b) bamboo (c) iron (d) plastic
- (4) How much a bamboo plant may grow?
(a) twenty feet (b) ten feet (c) eighty feet (d) fifty feet
- (5) Sometimes a bamboo shoots up _____ feet in a single day.
(a) eighty (b) thirty (c) five (d) three
- (6) 'rushed in' means
- (a) came in running (b) came in walking
(c) came slowly (d) came
- (7) 'Shouted with surprise' means....
- (a) happy (b) sad (c) exclaimed (d) wonderful
- (8) The stem of bamboo is _____ between the joints.
(a) hollow (b) heavy (c) weak (d) long
- (9) 'To export goods secretly' means.....
- (a) proper (b) robbery (c) building (d)smuggle
- (10) The people of the eastern country knew the secret of _____ silkworms.
(a) growing (b) rearing (c) planting (d) building
-

Activity : 2 Find out the proper words for the given explanation. See the example.

Example: Grows quickly – Shoots up

- (1) A small platform floating on water - _____
- (2) Growing up and looking after - _____
- (3) To import or export goods secretly - _____
- (4) Shouted with surprise - _____
- (5) A long, straight stick used to catch fish _____

Activity : 3 Find out the names of things made out from bamboo from the given grid and circle them. Ten words from the lesson are given in the grid.

F	I	S	B	R	I	D	G	E	M
I	F	U	L	E	T	G	H	O	L
S	E	B	A	S	K	E	T	U	S
H	U	O	S	T	E	G	A	C	F
I	T	D	B	I	S	T	U	L	L
N	F	S	H	C	A	G	E	H	U
G	F	O	T	K	B	A	S	K	T
R	A	F	T	S	S	I	B	L	E
O	S	A	H	H	O	U	S	E	R
D	C	S	T	O	O	L	C	A	G

Activity : 4 Use the following words in your own sentences. See the examples.

(a) rushed in

(1) Anand rushed in the room.

(2) _____

(3) _____

(b) wonderful

(1) The bamboo is a wonderful plant.

(2) _____

(3) _____

(c) shoot up

(1) Sometimes a bamboo shoots up three feet in a single day.

(2) _____

(3) _____

(d) exclaimed

(1) Anand exclaimed, "what a wonderful plant bamboo is !"

(2) _____

(3) _____

(e) smuggle

(1) A man wanted to smuggle the eggs of silkworms.

(2) _____

(3) _____

Activity : 5 Answer the following questions.

Q1. What did Grandfather tell about the growth of the bamboo?

Q2. What are the uses of bamboo?

Q3. How did a man smuggle silkworms eggs?

LANGUGE IN USE

Activity : 6 Read the following pair of sentences carefully. Note the changes.

(1) I **go** to office by bus.

Mohan **goes** to office by bus.

(2) We **play** cricket in the evening.

Mohan **plays** cricket in the evening.

(3) They **do** homework at night.

Mohan **does** homework at night.

(4) You **write** with a pen.

Mohan **writes** with a pen.

(5) I **do my** work daily. I **want** to complete it in time.

Mohan **does** his work daily. **He wants** to complete it in time.

To understand the changes in verb, study the following table carefully.

Person	Singular	Plural
First Person	I go	We go
Second Person	You go	You go
Third Person	He goes	
	She goes	
	It goes	They go
	Mohan goes	The students go
	Mina goes	The animals go
	An elephant goes	Birds go

The above table says that-

1. The subject of First person singular is – I
2. The subject of First person plural is – We
3. The subject of Second person singular is – You
4. The subject of Second person plural is – You
5. The subjects of Third person singular are – He, She, It, name of a person, an animal, a bird, or thing
6. The subjects of Third person plural are – They, More than one persons, animals, birds, or things

NOTE: The table shows that only the subject belonged to third person singular carries the verb with 's' or 'es'.

Activity : 7 Read the following sentences carefully.

1. **I** write with **my** pen. (I, my)
 2. **We** draw a picture with **our** pencil. (We, our)
 3. **You** use **your** notebook. (You, your)
 4. **He** wears **his** shirt. (He, his)
 5. **She** spends **her** money. (She, her)
 6. **They** play **their** favourite game. (They, their)
-

Now study the following table and fill in the blanks given below it. See the example.

Subjective Case	Objective Case	Possessive Case
I	me	my
We	us	our
You	you	your
He	him	his
She	her	her
It	it	its
They	them	their

Example : I have a book. It is my book.

1. He always goes in _____ car.
2. They try _____ level best.
3. We give _____ time.
4. She uses _____ mind.
5. It is good for you to play with _____ toys.
6. Ramesh has _____ own car.
7. Mala gives _____ own pen.

Activity : 8 Read the following paragraphs after your teacher and note the differences.

(1) Use 'Sarlar' instead of 'I'.

I go to school by bus. I go there with my friends. I play Antakshri with them. I enjoy a lot. I attend my classes regularly. I return home in the evening.

Sarla goes to school by bus. **She goes** there with **her** friends. **She plays** Antakshri with them. **She enjoys** a lot. **She attends her** classes regularly. **She returns** home in the evening.

- (2) Use 'they' instead of 'I'.

I am a student. I study in class VIII. **My** class teacher's name is Manojbhai. I attend **my** classes regularly. I do **my** homework at night.

They are students. They study in class VIII. **Their** class teacher's name is Manojbhai. They attend **their** classes regularly. They do **their** homework at night.

- (3) Use 'I' instead of 'Sonal'.

Sonal gets up early in the morning. **She goes** for a walk daily. **She takes** care of **her** health very much. **She eats** pure and fresh food. **She** always **helps** other people.

I get up early in the morning. **I go** for a walk daily. **I take** care of **my** health very much. **I eat** pure and fresh food. **I** always **help** other people.

Activity – 9

- (1) Read the following paragraph carefully.

We go to school at 7:30 a.m. **We learn** all subjects there. Teachers help **us** in **our** study. **We enjoy** a lot there.

Now we use '**Karan**' instead of '**We**'. Note the changes that take place.

Karan goes to school at 7:30 a.m. **He learns** all the subjects there. The teachers help **him** in **his** study. **He enjoys** a lot.

- (2) Rewrite the following paragraph using 'Arjun' in place of 'Kala'.

Kala is a good girl. She always help her friends. All the friends like her. She is the best girl in the village.

_____ is a good _____. _____ always help _____ friends. All the friends like _____. _____ is the best _____ in _____ the village.

- (3) Rewrite the following paragraph using 'I' in place of 'Rohan'.**

Rohan is a pupil. He studies in class VIII. He goes to school daily. He does his homework in the evening. He watches T.V. at night.

- (4) Rewrite the following paragraph using 'We' in place of 'He'.**

He is a student. He likes to play Kabbaddi. But he does not neglect his studies. He works very hard. He always scores good marks.

- (5) Rewrite the following paragraph using 'Ramu' in place of 'I'.**

I get up early in the morning. I brush my teeth. I take bath. I take my breakfast. I do my homework. I go to school. I attend the classes. I return home in the evening.

TEST**Q.-1 Choose the correct option. (5)**

- (1) Sheetal and her grandfather were _____
(a) playing (b) talking (c) watching T.V. (d) cutting bamboo
- (2) What is the flute made of?
(a) paper (b) bamboo (c) iron (d) plastic
- (3) 'rushed in' means
(a) came in running (b) came in walking
(c) came slowly (d) came
- (4) The stem of bamboo is _____ between the joints.
(a) hollow (b) heavy (c) weak (d) long
- (5) 'To export goods secretly' means.....
(a) proper (b) robbery (c) building (d)smuggle

Q2. Read the paragraph and answer the questions. (5)

- (1) "Well, well," said Grandfather, "where did you get it from ?"
"It **belongs to** Anil. He gave it to me," said Anand.
"Let me play on it," said Sheetal.
"Here you are," said Anand giving it to her.

Q1. Whose flute was it?

- _____
- (2) Sheetal took the flute. Grandfather said, "But do you know what it is made of?"
"Of course, **bamboo!**" said Anand.
"Right", replied Grandfather. "It is made of that **wonderful** plant, bamboo".
"Wonderful ? What is wonderful about a bamboo?" asked the children.
"Well, bring that **stool** here. Anand, and sit down. Sheetal, you sit on this **sofa** beside me."

Q2. What is the flute made of?

Q3. Where did Sheetal sit?

(3) “A man wanted to steal the secret and take it to a western country. He did not know how to **smuggle** the **eggs of silkworms**. Suddenly he remembered....”

“I know, I know! Said Sheetal. “He remembered the hollow bamboo and he hid them inside it.”

Q4. What did a man want to do?

Q5. ‘Smuggle’ means....

Q3 Use the following words in your own sentences. (5)

(1) Shoots up

(2) Exclaimed

(3) Rushed in

(4) Wonderful

(5) Smuggle

Q4. Rewrite the following paragraph using ‘Rani’ in place of ‘I’. (5)

I get up early in the morning. I brush my teeth. I take bath. I take my breakfast. I go to school. I return home in the evening.

Start this way : Rani gets up early in the morning.

Q5. Answer the following questions. (5)

Q1. What did Grandfather tell about the growth of the bamboo? (2)

Q2. What are the uses of bamboo? (2)

Q3. How did a man smuggle silkworms eggs? (1)

UNIT – 5

Pre-task

Read the following story after your teacher.



Once there lived a **king**. He was brave and honest. One day a



magician came in his court. He shows beautiful tricks to the king. The king became happy and gave him a lot of gold. The magician practiced magic and got the



king out of his **palace**. He himself became the king. But the **prince** came to



know about this. He was also very brave and intelligent. He found out the secret of the magician. The secret is – the life of the magician was depend upon one



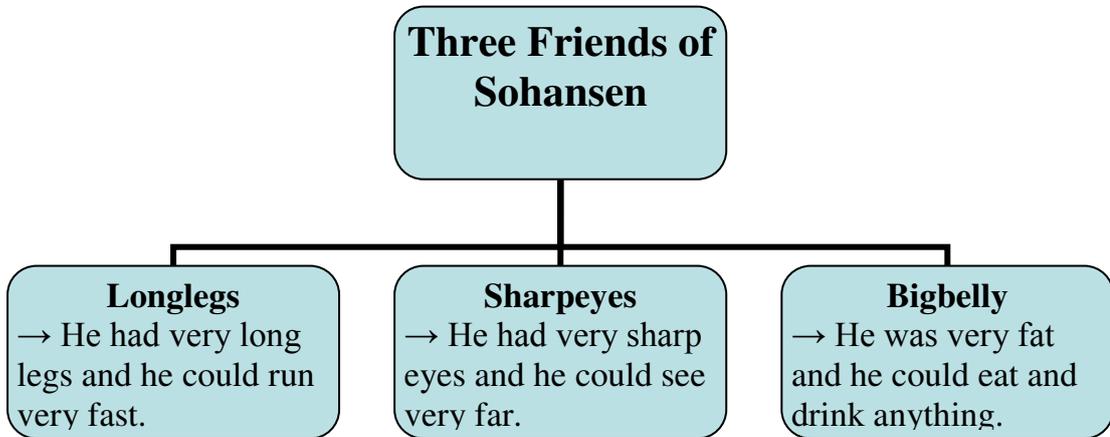
parrot. He found out that parrot and killed it. As soon as he killed the parrot, the magician was also died. The prince made his father the king again. They lived happily thereafter.

The Prince and His Friends



Once upon a time there lived a prince named Sohansen. He had three friends with special powers. One of the friends had very long legs. He could run very fast. His name was Longlegs. The second friend had very sharp eyes and he could see very

far. He was called Sharpeyes. The third was very fat and he could eat and drink anything. He was called Bigbelly.



Q1. Who was a prince?

Q2. How many friends Sohansen had? Who are they?

Q3. What is the special power of Longlegs?

Q4. What is the special power of Sharpeyes?

Q5. What is the special power of Bigbelly?

In that land, there lived a beautiful **princess**. Many young **princes** hoped to marry her. But, the **king**, her father, did not want his daughter to marry at all. He was

a **magician**. He practiced magic. So, he set three difficult tests. Each day he would hide the princess at a different place. The princes had to find and then bring her back to the palace. Many princes tried but failed in this test. So, the king turned them into **donkeys** with his magic.



Princess



Prince



King



Magician



Donkey

Q6. Who was a magician?

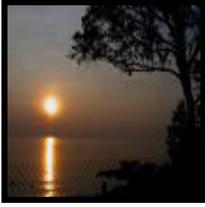
Q7. A person who practices magic is called _____?

Q8. Who did not want the princess to marry? Why?

Q9. What are the conditions of the kings for marrying the princess?

Q10. What did the king do to the princes when they failed into the tests?

Prince Sohansen wanted to marry the princess. He went to the king. The king said, "This is the first part of the test. I have hidden the princess somewhere. Find her out and bring her to me before **sunset**."

**Sunset**

Q11. Whom did Sohansen wanted to marry with? Where did he go?

The prince requested his friends to help him. Sharpeyes looked all around. Then he said, “I can see the princess a hundred miles away. I can see her sitting on the top of a **mountain**.” So, the prince asked Longlegs to **fetch** her. Longlegs ran as fast as the wind. He came back with the princess before dark.

**Mountain**

Q12. Who helped the prince?

Q13. Where is the princess?

Q14. Who brings the princess? When?

The prince took her to the king. The king was very **annoyed**. “You have succeeded this time,” he said. “Next time, I will make the test harder.”

Annoy – Angry, furious

The next day, he went to the prince and said, “This is the second part of the test. I have hidden the princess somewhere else. Bring her back to me before tonight.’

Q15. To annoy means

Q16. Why did the king become angry?

Once again, Sharpeyes looked all around. Then he said, “I can see the princess two hundred miles away. The king has changed her into a **golden leaf**. I can see the leaf **hanging** on a **branch**. I can see the leaf **shaking** in the wind.” So, again, Longlegs ran off and before the night fell, he came back with the princess. The king was angrier than before. “Next, time,” he said, “I will make the test very very difficult.”



Golden leaf



Hanging



Branch

Q17. How far away was the princess?

Q18. What had the king changed the princess into?

On the third day, he went to the prince and said, “I am sure this time you will fail. The test is very hard, I have hidden the princess for the third time. Find her back to me before nightfall.”

Again, Sharpeyes looked all around. At last he said, “The princess is **quite close**, but she is at the bottom of a very deep **lake**. The king has changed her into a **silver fish**.” The four friends hurried to the lake. They **dived** into the water several times, but could not reach the silver fish.

Hurried – Very quickly

Quite close – Very near



Lake



Silver Fish



Dive

Bottom – Land under water

Q19. Where was the princess?

Q20. What has the king changed the princess into?

“Now it is my turn,” said Bigbelly. He began to drink the water, and he drank and drank. The lake was almost **empty**. Then the prince caught the silver fish. And, it changed back into the beautiful princess! Both, the prince and the princess, were happy. They went to the king. The king was furious. He turned himself into a crow and flew away into the jungle. The prince and the princess lived happily thereafter.

Furious – Angry, Annoy

Empty – Without anything

**Caught****Crow****Flew away**

Q21. What did Bigbelly do?

Q22. 'Furious' means

Q23. What did the king do? Why?

Activity : 1 Match A with B.

	A	B
(1)	furious	very near
(2)	bottom	shaking
(3)	hurriedly	angry
(4)	quite close	very quickly
(5)	trembling	land under water

Activity : 2 Write True or False.

- The princess was two hundred miles away in the first test. _____
- The king turned many princes into crows with his magic. _____
- The king did not want her daughter to marry. _____
- Prince Sohansen did not want to marry the princess. _____
- Sohansen's friends were magician. _____

Activity – 3 Write the proper name against the given sentence.

1. He could eat and drink anything. _____
2. He was a magician. _____
3. He wanted to marry the princess. _____
4. He could see very far. _____
5. He could run very fast. _____

Activity : 4 Choose the correct option.

1. **Who had three friends with special powers.**
(a) King (b) Princess (c) Magician (d) Sohansen
 2. _____ **can run very fast.**
(a) Prince (b) Longlegs (c) Sharpeyes (d) Bigbelly
 3. **Who did not want the Princess to marry?**
(a) Sohansen (b) King (c) Prince (d) Bigbelly
 4. **Many Princes who failed in the test were turned into _____ by the king.**
(a) Fish (b) Leaf (c) Donkey (d) Crow
 5. **In which test the princess was 200 miles away?**
(a) 1st (b) 2nd (c) 3rd (d) 4th
 6. **Who can eat and drink anything?**
(a) Bigbelly (b) Longlegs (c) Sharpeyes (d) Sohansen
 7. **In which test the princess was turned into golden leaf?**
(a) 1st (b) 2nd (c) 3rd (d) 4th
-

Q4. What could Bigbelly do?

Q5. What did the King want the princes to do to marry his daughter?

Q6. Where was the Princess in the second test? What had the king changed her into?

LANGUAGE IN USE

Activity : 6 Read after your teacher activity. Read the following information of Dr Patel's life.

Yesterday	Generally	Tomorrow
<p>Dr Patel got up at 7:00. He got ready at 8:30. He ate his breakfast at 9:00. He went to the hospital at 10:00. He visited the wards between 10:15 to 11:00. He carried out operations between 11:15 to 1:15. He ate lunch at 1:30. He checked patients between 2:00 to 5:00. He returned home at 5:30.</p>	<p>Dr Patel gets up at 7:00. He gets ready at 8:00. He goes to the hospital at 9:00. He visits the wards between 9:15 to 10:30. He carries out operations between 10:45 to 12:45. He eats lunch at 1:00. He checks patients between 1:30 to 6:00. he returns home at 6:30.</p>	<p>Dr Patel will get up at 6:30. He will get ready at 8:00. He will eat breakfast at 8:30. He will go to the hospital at 9:30. He will visit the wards between 9:45 to 10:45. He will carry out operations between 11:00 to 1:00. He will eat lunch 1:15. He will check patients between 1:45 to 5:30. He will return home at 6:00.</p>

Activity : 7 Ramu does the following activities regularly. He will do the same activities tomorrow. Let's try to understand his activities.

Ramu's Daily activities

Ramu **gets up** early in the morning. He **takes** bath. He **eats** breakfast. He **goes** to his farm. He **works** in his farm there. He **takes** his lunch in the afternoon. He **takes** some rest. Then again, he **starts** his work in the field. He **returns** home in the evening. He **takes** his dinner. Then, he **goes** to sleep.

Ramu's tomorrow activities

Ramu **will get up** early in the morning. He **will take** bath. He **will eat** breakfast. He **will go** to his farm. He **will work** in his farm there. He **will take** his lunch in the afternoon. He **will take** some rest. Then again, he **will start** his work in the field. He **will return** home in the evening. He **will take** his dinner. Then, he **will go** to sleep.

Activity : 8 Read after your teacher activity. Kala will visit the fire station of Vadodara with her friends. Read the following dialogue between Kala and Mala and get information about her visit.

Mala : How are you, Kala?

Kala : Fine, thank you. How are you?

Mala : Fine. What is your plan for next Sunday?

Kala : I shall visit the fire station of Vadodara.

Mala : Will you go alone?

Kala : No, I shall go with my friends. Do you want join us?

Mala : Sorry. I shall go for shopping with my family.

Kala : O. K. Buy, buy.

Mala : Buy, buy.

Activity : 9 Read after your teacher activity. Ramu and his family will go on a tour. Read the following paragraph and get the information about their tour.

My name is Ramu. I **shall** go on a tour with my family. We **shall** go on a tour during the Diwali vacation. We **shall** visit different places – Vadodara, Ahmedabad, Junagadh, Somnath, Porbandar, Dwarka, etc. We **shall** go there by luxury bus. We shall enjoy a lot there.

Now, read the same information explained by Ramu’s friend.

Ramu **will** go on a tour with his family. They **will** go on a tour during the Diwali vacation. They **will** visit different places - Vadodara, Ahmedabad, Junagadh, Somnath, Porbandar, Dwarka, etc. They **will** go there by luxury bus. They will enjoy a lot there.

Note : We can understand that, generally, **shall** is used with ‘I’ and “we” While **will** is used with all the subjects except ‘I’ and ‘We’.

Activity : 10 Change the following texts as shown below.

- (1) This year, I work hard to get success. I do my study well. I attend my classes regularly. My teachers help me in my study. I take the help from my friends. I help them too.

Start this way : Next year, I shall work hard to get success.

- (2) Sarla plays kho-kho daily. She plays it well. She always brings glory to her team. She works hard to get success. She helps her friends too.

Start this way : Sarla will play kho-kho next Sunday.

-
- (3) Asha goes for shopping. She gives a list to the shopkeeper. She picks up a soap cake and reads aloud. She asks for whole milk. She checks the total. She pays the bill.

Start this way : Asha will go for shopping.

- (4) Saad will celebrate his birthday. He will invite all his friends. His mother, Alkaben will welcome them. His father, Madhubhai will offer them chocolates. They will play the game of quiz. They will enjoy a lot.

Start this way : Saad celebrates his birthday.

- (5) Anand and Sheetal will go to their Grandfather. He will tell them about the bamboo plant. He will tell them about the uses of bamboo. He will tell them the story about the silkworms. The children will enjoy a lot.

Start this way : Anand and sheetal go to their Grandfather.

Test Paper

Q.-1 Choose the correct option. (5)

(1) Many Princes who failed in the test were turned into _____ by the king.

- (a) Fish (b) Leaf (c) Donkey (d) Crow

(2) Where was the princess in the third test?

- (a) In a lake (b) On the tree (c) On the mountain (d) In a Jungle

(3) “Now it is my turn.” – Who said this?

- (a) Princess (b) Prince (c) Bigbelly (d) Longlegs

(4) How far was the Princess in the first test?

- (a) Quite close (b) 200 miles (c) 100 miles (d) 300 miles _

(5) Who had three friends with special powers.

- (a) King (b) Princess (c) Magician (d) Sohansen

Q2. Read the paragraph and answer the questions. (5)

- (1) In that land, there lived a beautiful princess. Many young princes hoped to marry her. But, the king, her father, did not want his daughter to marry at all. He was a magician. He practiced magic.

Q1. A person who practices magic is called _____

Q2. Who did not want the princess to marry?

- _____
- (2) Once again, Sharpeyes looked all around. Then he said, “I can see the princess two hundred miles away. The king has changed her into a golden leaf. I can see the leaf hanging on a branch.
-

Q3. How far away was the princess?

Q4. What had the king changed the princess into?

(3) Again, Sharpeyes looked all around. At last he said, “The princess is quite close, but she is at the bottom of a very deep lake. The king has changed her into a silver fish.” The four friends hurried to the lake.

Q5. Where was the princess?

Q3. Match A with B

(5)

	A	B
(1)	Annoy	Very near
(2)	Bottom	Trembling
(3)	Quite close	Went quickly
(4)	Shaking	Land under water
(5)	Hurriedly	get angry

Q4. Rewrite the following paragraph as shown below.

(5)

Prince Sohansen lives with his three friends. He wants to marry the princess. He fulfills the condition put by her father, the magician. The magician does not want her daughter to marry. He gets angry. He turns himself into a crow and flies away.

Start this way : Prince Sohansen will live with his friends.

Q5. Answer the following questions. (5)

Q1. What could Longlegs do? (1)

Q2. What could Sharpeyes do? (1)

Q3. What could Bigbelly do? (1)

Q4. Where was the Princess in the second test? What had the king changed her into? (2)

APPENDIX III
REACTION SCALE

Dear friend,

This is a reaction scale about the Teaching Learning Material (TLM), which you used for learning Unit 1 to 5. Kindly give your responses as frankly as possible for improving such material. Your information will be used for research purpose only and will be kept confidential.

Following few statements are given here related to the teaching learning material. You are requested to put tick mark against the suitable alternatives, which will reflect your responses.

Name: _____

Ähili (m#ii[,

y&(nT 1 Y) 5 ni a¿yis miT[tm[upyi[gmi> l)F[l TLM n[lgt) ai a(Bp\iyiv(l C[. aivi TLMn[vF& siri bnivvi miT[tmiri a(Bp\iyi[(nOpx r)t[aipvi mh[rbin) krSi[. tm[aip[l mi(ht)ni[upyi[g mi#i s>Si[Fnni kiy< h[t& krvimi> aivS[an[t[n[s>p&N<pN[g&¼t riKvimi> aivS[.

TLM n[lgti k[Tlik vikiy[n)c[aip[li C[. tmiri sici a(Bp\iyi[dSi<vvi yi[³y (vkÄpn) sim[Krin) (nSin) kri[.

nim: _____

Sr.No. a.n>.	Statement viky	Yes hi	No ni	I don't know mn[Kbr nY)
1.	I like the learning with TLM mn[TLM siY[S)Kvin&> gÀy&>.			
2.	TLM helped me in better understanding of the given points. aip[li m&Ñiai[n[sir) r)t[smjvimi> TLM a[mn[mdd kr).			
3.	The pictures used in TLM helped me in understanding the difficult words. TLMni (c#ii[a[aGri S¼di[smjvimi> mn[mdd kr).			
4.	The activities used in TLM helped me in doing the drill work more effectively. TLMn) p\ Z(_iai[a[mn[asrkirk r)t[ØQ)krN krvimi> mdd kr).			
5.	TLM inspired me to work in group. TLMY) gZpmi> kim krvin) mn[p\[rNi mL).			
6.	TLM helped me in understanding the Units of the textbook easily. piqyp&Atkni y&(nT smjvimi> mn[TLMY) mdd mL).			
7.	TLM helped me in understanding the grammatical points effectively. gij mrni m&Ñi asrkirk r)t[smjvimi> mn[TLMa[mdd kr).			
8.	TLM helped me in developing listening skill. si>BLvin&> ki]]SÃy (vksivvimi> TLMa[mn[mdd kr).			
9.	TLM helped me in developing speaking skill. bi[lvin&> ki]]SÃy (vksivvimi> TLMa[mn[mdd kr).			
10.	TLM helped me in developing reading skill. vi>cvin&> ki]]SÃy (vksivvimi> TLMa[mn[mdd kr).			
11.	TLM helped me in developing writing skill. lKvin&> &> ki]]SÃy (vksivvimi> TLMa[mn[mdd kr).			

12.	TLM gave me the opportunity to work when I like. h&> eμC&> R yir[kim krvin) tk TLMa[mn[aip).			
-----	--	--	--	--

Sr.No. a.n>.	Statement Viky	Yes hi	No ni	I don't know mn[Kbr nY)
13.	The test after every unit gave me the chance to test my preparation. dr[k y&(nT pC) T[ATn[kirN[mn[mir) t]yir) ckisvin) tk mL).			
14.	The TLM gave me the opportunity to improve my ability according to my pace. TLMa[mn[mir) S(kt an&sr mir) xmtiai[(vksivvin) tk p&r) piD).			
15.	The TLM helped me in preparing myself for the examination. pr)xin) t]]yir) krvimi> TLMY) mn[mdd mL).			
16.	The TLM gave me the chance of extra reading of relating topics. s>b>(Ft m&Ñiai[s>dB[< vFirin&> vi>cn krvin) tk TLMa[mn[aip).			
17.	The TLM gave me the opportunity to help my classmates. miri shpiq)ai[n[mdd krvin) tk TLMa[mn[aip).			
18.	The TLM gave me the chance to take the help of other friends. miri shpiq)ai[Y) mdd l[vin) tk TLMa[mn[aip).			
19.	The TLM inspired me to understand the topic in detail. m&Ñiai[n[U>DiNY) smjvimi> TLMY) mn[p\i[Rsihn mÇy&>.			
20.	I enjoyed the learning with TLM. TLM siY[BNvin) mn[mji aiv).			

APPENDIX IV

Sample of students considered in the experimental and control groups on the basis of their Pre-test Scores in Achievement Test.

Sr.No.	Pre Test Marks	Name of the Students in Experimental Group	Name of the Students in Control Group	Pre Test Marks
1.	01	Gamit Sandip S.	Vasava Sauren B.	01
2.	02	Gamit Kiran B.	Vasava Sandip S.	02
3.	02	Gamit Ankit L.	Vasava Vipul D.	02
4.	3.5	Gamit Pinkal B.	Vasava Vishal P.	3.5
5.	04	Gamit Harsang N.	Vasava Dharmendra D.	04
6.	04	Gamit Nitesh J.	Vasava Mehul S.	04
7.	04	Vasava Ranjeet S.	Vasava Sunil R.	04
8.	04	Chaudhri Milan C.	Vasava Abhishek G.	04
9.	04	Chaudhri Bhargav I.	Vasava Ankit L.	04
10.	4.5	Gamit Shilesh J.	Vasava Sohan G.	4.5
11.	5.5	Gamit Rahul S.	Vasava Arjun J.	5.5
12.	5.5	Gamit Savan M.	Vasava Haresh D.	5.5
13.	06	Gamit Ankur M.	Vasava Ashish M.	06
14.	06	Gamit Jokin M.	Vasava Mehul R.	06
15.	06	Gamit Keyur G.	Vasava Vipul A.	06
16.	06	Vasava Sanjay D.	Vasava Rahul R.	06
17.	6.5	Gamit Atul K.	Vasava Kamlesh A.	6.5
18.	07	Vasava Akash G.	Chaudhari Jayesh D.	07
19.	08	Chaudhri Chetan P.	Patel Ashish R.	08
20.	08	Chaudhri Nadim V.	Vasava Akash R.	08
21.	8.5	Chaudhri Nirkunj C.	Vasava Mehul B.	8.5
22.	8.5	Vasava Ajay J.	Vasava Haresh B.	8.5
23.	09	Gamit Kristin R.	Chaudhri Shreyash A.	09
24.	09	Vasava Divyesh V.	Vasava Jignesh R.	09
25.	09	Gamit Francis D.	Vasava Haresh B.	09
26.	09	Chaudhri Kartik K.	Vasava Sanket N.	09
27.	11	Chaudhri Praful R.	Gamit Filip K.	11
28.	11	Chaudhri Ganesh R.	Vasava Ankit B.	11
29.	11	Vasava Shailesh C.	Vasava Kunjan G.	11
30.	15	Mathew David R.	Vasava Vijesing P.	15

APPENDIX V



Sixth Annual Issue : January, 2013

ISSN 0974 - 7966

DEI FOERA

A Research Journal In Education

**DAYALBAGH EDUCATIONAL INSTITUTE
FACULTY OF EDUCATION RESEARCH ABSTRACTS
(DEI-FOERA)
DAYALBAGH, AGRA**

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डी0ई0आई0 में अध्ययनरत् बी0एड0 प्रशिक्षणार्थियों की धार्मिक अभिवृत्तियों का शैक्षिक उपलब्धियों के परिप्रेक्ष्य में अध्ययन	विष्णु प्रकाश	261
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Implementation of Teaching Learning Material (TLM) for Teaching English to Standard VIII Students of Adarsh Nivasi Schools for S.T. in Gujarat

**Ashutosh Biswal
Arun Aggarwal**

Abstract

English is one of the important communicative language spoken by maximum number of people all over the world. It plays a vital role in connecting the people living in different parts of the country as well as in the world. But adequate attention is not paid in teaching-learning process of English as observed by experts. In Many cases we consider the teaching learning of English language very similar to mother tongue and that is one of the major problem many rural and tribal students face and they do not manage it properly. It creates the problem of poor foundation of English language among students. This is one of the problem among the tribal students learning in the schools of Gujarat. This lead the researchers to prepare some teaching learning material to help these tribal students to understand and learn the language in a better and interesting way and hence the present study is the modest attempt in this direction. The present study is an experimental study where pre-test post test control group design was followed. Data were analysed using u-test, percentage and intensity Index. The findings of the study states that the developed TLM was found to be significantly effective in terms of enhancing students' achievement in English in comparison to the traditional approach, and (2) it was also found to be effective in terms of positive reaction of students towards the package. The findings of the present study have implication for using TLM in teaching English in rural and tribal schools. The findings of the present study showed that where and when the developed TLM was implemented, it created an atmosphere where the students learnt and achieved more. An English teacher can use such TLM during instructional process in the classroom and make teaching learning process more effective and interesting. The present study also has large implication for the remedial teaching of English for the deprived groups like, the students of Adarsha Nivasi Schools in Gujarat.

Keywords: *Teaching Learning Material, Teaching English, Standard VIII Students*

Introduction

English is the most important communicative language as it is spoken by maximum number of people in the world. It

has been used almost all over the world. It plays a vital role in connecting the people living in different parts of the country as well as in the world. Because of its

uniqueness, the government of India has given it a special place in Education. Though English plays a vital role in developing one's career, it is not being paid adequate attention in teaching-learning process. Gokak (1964) says "what is needed is something like a revolution in the methodology of teaching English. Though for last several years this subject has been taught at school level, students are not able to read, write and communicate his/her thoughts correctly and confidently in English." What Gokak noticed in the year 1964 is right for today also. And this fact is more crucial for the rural and tribal students. It clearly points out that we should think about the methods of teaching English language. In Many cases, we consider the teaching learning of English language very similar to other languages like mother tongue and that is one of the major problem many rural and tribal students face and they do not manage it properly. It creates the problem of poor foundation of English language among students. It is the problem among the standard VII and VIII students where the teaching learning of English language starts at standard V or VI. This type of problem is rampant among the standard VII and VIII rural and tribal students all over the country. This is one of the problem among the tribal students of Gujarat state. There are lots of schools in Gujarat where we can find maximum number of students belong to tribal

community. The schools named Adarsh Nivasi Shala (school) for S.T. in Gujarat are one of such kind. These schools are managed by the tribal department of the state government. Teaching learning of English is one of the academic problem the students of these schools have. The students of standard VIII some times are not able to read English text books properly. After visiting some of the Adarsh Nivasi Schools for S.T. and having discussion with some of the teachers and the principals of these schools, the researchers tried to understand the status of teaching-learning in these schools. Having discussed with some of the teachers and the principals working in these schools, the researcher came to know that the traditional method of teaching is used in most of these schools and the students completely depend upon their teachers for their English learning. In such condition, if the teacher is not competent enough or not prepared well, the condition of the students becomes worse. Unlike, English medium schools and schools in urban areas, the students of these schools only depends upon their teachers and their text books. In many cases it was found that the students found their text books very difficult for them as a large number of examples and pictures given in their text books are not contextual to their tribal culture and environment. This lead the researchers to prepare some material to help these tribal students to understand the learn them English language in a better and

interesting way and hence the present study is the modest attempt in this direction.

From the reviewed researches, the investigators found that there has been a great concern regarding the teaching learning of English. From the review of related literature it was found that a large number of studies are related to teaching-learning process of English. Most of the researches have been conducted to see the effectiveness of the different methods of teaching English. Those methods are CAI, PLM, CALL, etc. like, Karandikar (1996) used video-instructional package, Rathore (1984) compared two instructional methods – Modular and Peer tutoring, Chaudhary (1985) and Kapadia (1988) prepared programmed learning material, Chaudhary (2000) studied on the effect of joyful learning on attendance, Jayashree (1989) studies the difficulty in teaching and learning English a second language etc. Many studies conducted in foreign countries were also found based on multimedia and CAI, modules and programs related with computer and technology. Most of the studies are found relating to self-learning packages. But all those packages are related with computer or some other technology. No study was found directly related to having some material for rural or tribal students which they can use easily for their English language learning. Therefore there is a felt need for present study to develop teaching learning material with context and

environment specific pictures and example to teach English to the tribal students of Adarsh Nivasi Schools in Gujarat.

Statement of the Problem

Implementation of Teaching Learning Material (TLM) for teaching English to Standard VIII Students of Adarsh Nivasi Schools for S.T. in Gujarat.

Objectives of the Study

- (i) To develop Teaching Learning Material to teach English to Standard VIII Students of Adarsh Nivasi Schools for S.T. in Gujarat.
- (ii) To study the effectiveness of the developed Teaching – Learning Material in terms of achievement of standard VIII Students of Adarsh Nivasi Schools for S.T. in Gujarat in English.
- (iii) To study the effectiveness of the developed Teaching – Learning Material in terms of the reactions of standard VIII Students of Adarsh Nivasi Schools for S.T. in Gujarat in English.

Hypotheses of the Study

Following null hypotheses was formulated to achieve the objectives of the present study which were tested at 0.01 level of significance.

There will be no significant difference between the post-test mean achievement scores of the students of control group those studies through traditional method and that of experiment groups those studied through

the developed teaching Learning Material in English.

Delimitation of the Study

In the present study English Teaching is delimited to teaching of five Units of Standard VIII English text-book, i.e. A Quiz, Let's Go Shopping, A Fireman's Day, Bamboo – A Wonderful Plant and The Prince and His Friends.

Research Design

The present study was an experimental research where a TLM in English was developed by the researchers to make the teaching-learning of English easier and effective. TLM in English was implemented. Experimental and control group design was used to study the effectiveness of the implemented TLM. Quasi experimental research design was followed in the present study. Only Post-test equivalent group design was used for the present study. The experimental group and the control group were made equivalent on the basis of the post test achievement of English.

Population

All the students of Standard VIII studying in all 43 Adarsh Nivasi Schools for S.T. of Gujarat constituted the population for the present study.

Sample

The sample for the present study was selected purposively. For this, the researchers selected standard VIII students studying in two Adarsh Nivasi schools of Surat district namely Adarsh Nivasi School, Surat and Adarsh Nivasi School, Tarsadi-Kosamba. These two schools were selected with the purpose of getting all the required facilities for data collection. On the basis of the result of the Pre test achievement test in English 30 students from Adarsh Nivasi School, Surat and 30 from Adarsh Nivasi School, Tarsadi-Kosamba were taken as the Sample for the present study.

Tools of Data Collection

Following tools were constructed to realize the objectives of the present study:

Achievement Test in English: The researchers constructed and standardized achievement test in English for pre-test and post-test purposes taking selected topics of Unit 1 to 5 of standard VIII Gujarati Medium following GS&HSEB curriculum. The achievement test included objective type questions, questions based on paragraph, find out similar words, find out odd one, questions based on advertisement, fill in the blanks etc. The achievement test was of 25 marks and the time required to complete the test was of one hour.

Reaction Scale: A Likert type three point Reaction scale was prepared to know the

reaction of the students about the developed TLM. It was constructed by the researchers with 20 items about the prepared TLM in which the students have to put tick mark (✓) in the appropriate box, ranging from Yes, Cannot Say and No.

Development of Teaching Learning Material (TLM)

The researcher went through the Standard VIII English textbook of Gujarati Medium, which is prescribed by Gujarat Secondary and Higher Secondary Education Board, Gandhinagar. The researcher took the first five Units from the text book to prepare the TLM and analyzed the content of these five units. These units were: A Quiz, Let's Go to the Shopping Centre, The Fireman, Bamboo – the Wonderful Plant and The Prince and His Friends. Development of Teaching Learning Material was done in the form of printed material. TLM was made in two parts – Pre-stage learning material and current learning material for selected topics. Pre-stage learning material was developed in such a way that it helped the students to understand the selected topic in a better way. It was developed to provide the pre-requisites to the students to learn the present chapters easily. The current learning material was prepared in such a way that the students could have the clear-cut idea to understand the present topics. Lots of pictures, charts, examples, quiz, games, exercises etc. were used to increase the

interest of the students in learning English as well as in using the Teaching Learning Material. Most of the pictures and examples in the TLM was related to the context and environment of the students. Before preparing the material a great deal of healthy discussion was done with the English teachers teaching in different Adarsh Nivasi Schools. On the basis of the discussions, the rough draft of the material was prepared. The rough draft was first shown to the experts in the field of education as well as the English. The suggestions given by the experts were duly incorporated in the TLM by the researchers. The prepared TLM was tried out in one of the Adarsh Nivasi School of Surat district and modified according to the need of the students.

Procedure of Data Collection

The researchers administered the pre-test on both the groups – the experimental as well as the control group. On the basis of the post test result, the researchers selected 30 students from each group having same pre-test score and made the experimental and control group equivalent in terms of English achievement. Then, the researchers taught the experimental group with the help of the developed teaching – learning material. The control group was taught the same topics during the same period of time by their regular teachers. Then, the researchers administered the post-test on the students of both the groups - experimental group and

the control group to know the achievement of the students and to know the effectiveness of the developed Material. The reaction scale developed by the researchers was administered on the experimental group to know the reaction of the students about the developed material. The researchers observed the experimental group through out the experimentation.

Analysis and Interpretation of Data

The collected data were analyzed by employing quantitative data analysis techniques. Mean, Standard Deviation, Standard Error of Mean and Mann-Whitney U-test were used to analyze the quantitative data. The non-parametric Mann Whitney U-test was used to analyze the data as the sample was taken purposively. The detailed analysis and interpretation of the data is given as follow.

To achieve objective 2 of the present study data were analyzed and given in table 1 and table 2.

Table 1: Mean, Standard Deviation and Standard Error of Mean wise distribution of Achievement in English of Experimental and control group Students

Achievement in English	N	M	SD	SE _M
Control Group	30	12.05	4.87	0.90
Experimental Group	30	20.83	4.01	0.74

From the table 1 it was found that the Mean English achievement of experimental and

control group students were 20.83 and 12.05 respectively out of total score of 25. The Standard Deviations from the Means for the achievement in English grammar were found to be 4.01 and 4.87 respectively for experimental group and control group students with Standard Error of Means of 0.74 and 0.90 for achievement in English for the experimental and control group respectively. Comparing the Means it was found that the Mean achievement in English of experimental group students was higher than that of control group students. From the Standard Deviations and Standard Error of Means of both the groups it was also observed that the experimental group was more homogeneous in terms of their achievement in English in comparison to their control group counterpart. The higher mean achievement score of experimental group in English achievement and less standard deviation and standard error of mean of the experimental group in comparison to the control group, may be due to the implementation and effect of the Teaching Learning Material. To find whether the difference in the mean was significant or by chance and to test the null hypothesis i.e. H_0 , Mann-Whitney U-test was used. The summary of the Mann-Whitney U-test is given in table 2, which is followed by analysis.

Table 2: Summary of Mann-Whitney U-test for English Achievement of Experimental and Control group students with the Number of sample(N), Sum of Ranks(R), U-value, z-value and Probability(p)

	N	R	U	z	p
Control Group	30	539.08	825.92	5.56	0.00003
Experimental Group	30	1279.89			

From table 2 it was observed that the Sum of Ranks of experimental group and control group students in English achievement score were 1279.89 and 539.08 respectively with 30 students in each group. The U-value and z-value were found to be 825.92 and 5.56 respectively. Referring Table for normal probability (Table A of Siegel, 1956) under null hypothesis (H_0) of z, for $z \leq 5.56$, the two tailed probability was found to be 0.00003 which is lesser than our decided significance level (α) i.e. 0.01. Hence the null hypothesis i.e. 'There will be no significant difference between the post-test mean achievement scores of the students of control group those studies through traditional method and that of experiment groups those studied through the developed teaching Learning Material in English', is rejected and it can be said that experimental group and control group students differ stochastically in terms of their achievement in English. From table 1, it was also found that the mean achievement of experimental group in English is more than the mean achievement of control group in English

which is due to teaching English using Teaching Learning Material. Hence it showed that the developed Teaching Learning Material in teaching English is effective in enhancing achievement of students in comparison to traditional approach.

To achieve objective 2 of the present study, the effectiveness of the developed TLM was also measured with the help of the reaction of students of experimental group. Out of 20 statements in the reaction scale that describes different aspects of the developed TLM, students had favourable reaction for 19 statements, and undecided reaction towards one statement. The overall reaction of the students towards the TLM was also found to be favorable. Hence it can be concluded that students have favorable reaction towards the TLM through which they learned English. So it can be observed that the TLM developed by the researcher to teach English was found to be effective in terms of the reaction of students towards the material.

Findings

1. The developed TLM was found to be stochastically (significantly) effective in terms of enhancing students' achievement in English in comparison to the traditional approach.
2. The developed TLM to teach English was also found to be effective in terms of the reaction of students towards the package.

Conclusion

The findings of the present study have implication for using TLM in teaching English in rural and tribal schools. The findings of the present study showed that where and when the developed TLM was implemented it created an atmosphere where the students learnt and achieved more. An English teacher can use such TLM during instructional process in the classroom and make teaching learning process more effective and interesting. In the rural and tribal schools where the students do not get a proper atmosphere to learn English and have very less scope to get help from their parents and the society, this type of TLM can be developed considering the rural and tribal background in incorporating suitable pictures, examples and games to make it easy and interesting for the students to learn English. Even in this age of computers and multimedia, this type of TLM in printed form can be of great use where a large portion of student community are deprived of such modern facilities due to unavailability of infrastructure facilities, financial problem of the parents, unavailability of electricity, lack of interest among teachers to use such facilities and many more. This type of TLM can also be prepared and used for any language learning by taking the help of internet as many of the pictures and graphics to prepare the present TLM was taken from the internet which is available in free of cost. One of the facility

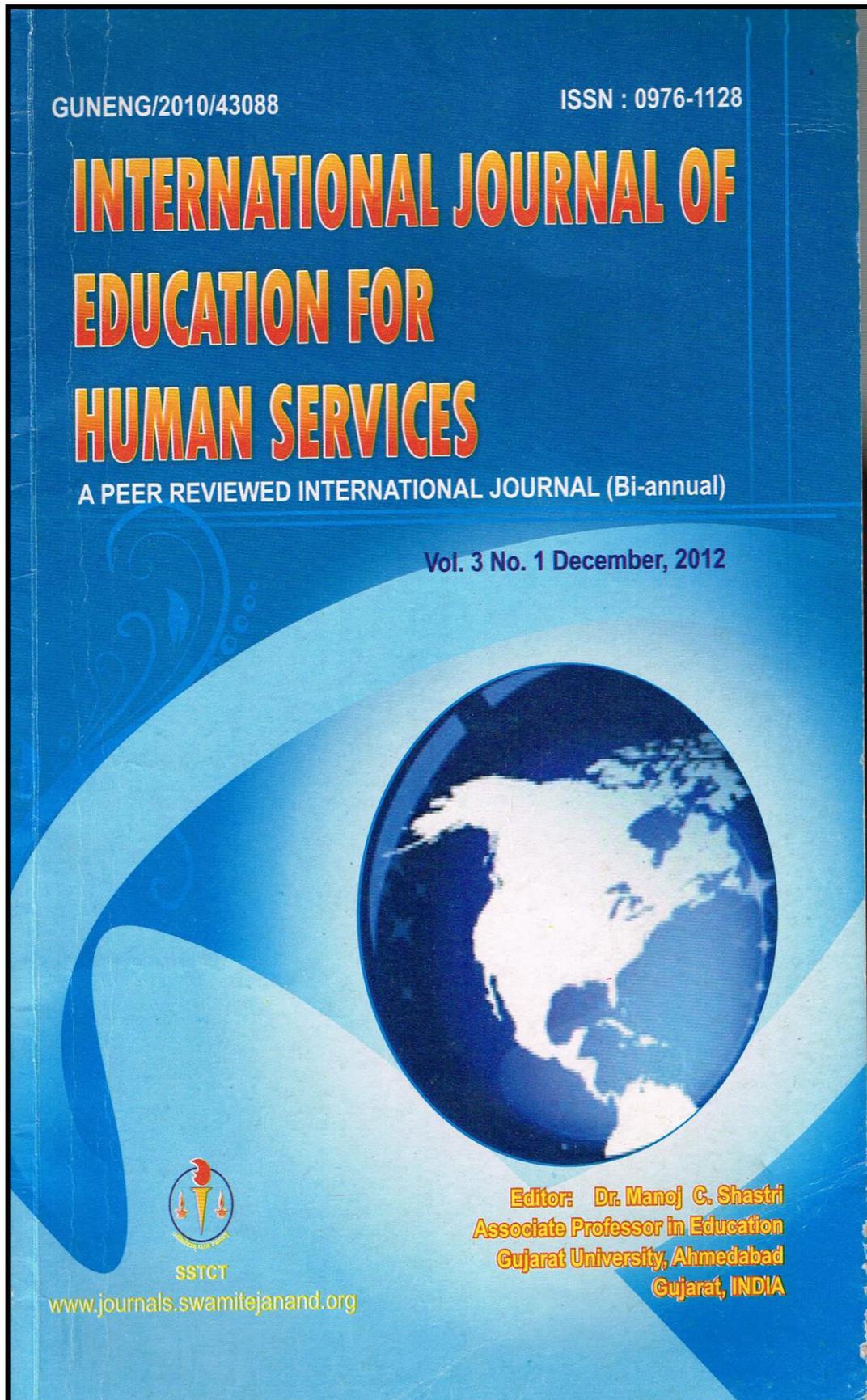
of the present TLM i.e. pre-stage learning material is of immense use to the slow learners those are lacking the minimum required competencies to understand the present curriculum of English. The present study has a huge implication for the remedial teaching of English for the deprived groups like, the students of Adarsha Nivasi Schools in Gujarat.

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**PROBLEMS IN ENGLISH TEACING-LEARNING AT ADARSH NIVASI
SCHOOLS FOR S.T. IN GUJARAT**

Dr. Ashutosh Biswal*

Arun Aggarwal**

Abstract

Language learning is very important for human being and a part and parcel of the educational process. Language learning includes the learning of different language starting from the mother tongue to the classical language having varied importance of all languages at different phases of life. English Language is one of such language which is compulsorily taught in Indian schools either in the form of first language or second language or third language. There are lots of schools in Gujarat where we can find maximum number of students belong to tribal community and found very poor in English Language, as it is reflected from the result of standard X. In comparison to other subjects, the students of Adarsh Nivasi Schools for ST were found with less scores in English and more numbers of students were found failed in English Language. It is one the concern of the researcher to know the problems of the students and teachers at these schools related to teaching learning of English. Hence the present study. The researchers made a survey randomly taking 10 English teachers and 10 principals and 50 students those were problems of teaching learning in English from 10 Adarsh Nivasi Schools from Gujarat. Data were collected through separate Interview schedules prepared for teachers, principals and students. The findings of the research revealed that problems are multilarious related to students, parents and teachers and the environment in which they are working. There is need to address the problems of English teaching learning at Adarsh Nivasi Schools from Gujarat. The concepts like, joyful learning, learning without burden etc. could be implemented at these schools and English teachers of these schools should be send for remedial and special training for handling the deprived students of these schools. The students and the teachers of these schools should be provided some reference material or TLM for effective teaching- learning of English. These are some of the things, the researchers thought quite important for these schools and there are many things may be needed for the betterment of English teaching learning at these schools for which there is a need for proper diagnosis of the problem through rigorous research work and accordingly remedial measures could be provided.

INTRODUCTION: Language is one of the most important aspect of human life that makes human beings different from the other animals. Hence language learning is very important for human being and a part and parcel of the educational process. Language learning includes the learning of different language starting from the mother tongue to the classical language having varied importance of all languages at different phases of life. English Language is one of such language which is compulsorily taught in Indian schools either in the form of first language or second language or third language. It is considered as the universal language which opens the window of the world information and has its own importance in India. It enjoys the status of universal language because it has been the most important language of the world.

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It is called the library language as a vast amount of world information and literature is available in English. It is considered as a link language as it connects one country to the other. It is also considered as the language of trade and commerce as a very large portion of the world trade and commerce is done through this language. As it is one of the web languages, student cannot use web effectively, without the knowledge of English. At present the impact of the English is so much that the teaching-learning of English language plays an important role in the society at large and the schools as particular.

In a country like India which is called as a land of diversity with different regional languages, cultures and patterns, English is gaining the position of a powerful communication language among the people of India due to various regions. English is this language which is understood almost all the regions of India in addition to national language of Hindi. Because of its uniqueness, the government of India has given it a special place in Education. Though English plays a vital role in the society and helps to develop one's career, it is not being paid adequate attention in teaching-learning process in our country. Except few English medium schools, the teaching learning condition of English language is not up to the mark and is of poor quality. It is reflected by many eminent people. Prof. Gokak (1964) says "what is needed is something like a revolution in the methodology of teaching English. Though for last several years this subject has been taught at school level, students are not able to read, write and communicate his/her thoughts correctly and confidently in English." What Prof. Gokak noticed in 1964 is quite equally right for present time also. And this fact is more crucial for the rural, tribal and unprivileged students in any parts of the country. One can observe a similar scenario in the state of Gujarat also. There are lots of schools in Gujarat where we can find maximum number of students belong to tribal community. There are some special schools in Gujarat named Adarsh Nivasi Schools for ST (Scheduled Tribe), where most of the students belong to ST community. The students studying in these schools were found very poor in English Language, as it is reflected from the result of standard X. In comparison to other subjects, the students of Adarsh Nivasi Schools for ST were found with less scores in English and more numbers of students were found failed in English Language. It is one the concern of the researcher to know the problems of the students and teachers at these schools related to teaching learning of English. Hence the present study. Researchers also reviewed some literature related to the present problem. From the reviewed literature, the researcher has found that there has been a great concern regarding the teaching - learning of English. So many researches have been conducted on this aspect, which can be seen from the studies conducted by Jain (1987), Kapadia (1987), Jayshree (1989) and Ngangbam (2000). All the researches have been related with the difficulties in teaching or learning of English and the remediation. No study has been seen regarding the problems of teaching English in the Adarsh Nivasi schools for S.T. in Gujarat or related to any special schools. So the researcher has tried to find out the problems of teaching English in the Adarsh Nivasi schools for S.T. in Gujarat.

STATEMENT OF THE PROBLEM

Problems in English Teaching-Learning at Adarsh Nivasi Schools for S.T. in Gujarat

OBJECTIVES OF THE STUDY: The researchers had conducted the present study with the following objectives.

1. To study the problems of teachers teaching English in Adarsh Nivasi Schools for S.T. in Gujarat.
2. To study the problems of Students learning English in Adarsh Nivasi Schools for S.T. in Gujarat.

DEFINITION OF TERMS USED: The following terms used in the present study is defined for the clarity of understanding of the readers.

Adarsh Nivasi Schools for ST: These are the special schools introduced by the Gujarat Government in the year 2087 as per the Circular number PAVARU/ 1585/ 180/, dated-11/5/87, of Government of Gujarat. These are the schools established in all the districts of Gujarat and more in tribal dominated districts and managed by the Tribal Development Department of the Government of Gujarat. According to Information Commissioner (2008), there are 43 Adarsh Nivasi Schools (Shala) for S.T. in Gujarat. Out of them 23 schools are for boys and 20 schools are for girls.

RESEARCH DESIGN: The present study is a survey type of research. Descriptive survey method was used to study the problems in teaching learning process of English in the Adarsh Nivasi Schools for S.T. in Gujarat.

POPULATION OF THE STUDY: All the 43 Adarsh Nivasi Schools for S.T. in Gujarat constituted as the population for the present study. All the students, teachers and principals of these schools in Gujarat also constitute as the population of the present study.

SAMPLE OF THE STUDY: Sample for the present study was selected randomly. Ten Adarsh Nivasi Schools for S.T. were selected randomly out of 43 schools in the state of Gujarat. All the English Teachers, principals and 5 standard VIII students from each school were taken as the sample. Hence the sample for the present study constituted of 10 English teachers and 10 principals and 50 students those were problems of teaching learning in English.

TOOLS OF DATA COLLECTION: Separate Interview schedules were prepared for teachers, principals and students to know the problems of teaching learning of students in the subject of English. Interview schedule had questions related to teaching of teachers and the learning of students were used to collect the required data.

PROCEDURE OF DATA COLLECTION: The researchers collected most of the information personally from all the students and few teachers and principals. The researchers collected rest of the information from the principals and teachers over telephonic interview.

DATA ANALYSIS: The collected data was analyzed separately using content analysis. Frequency and percentage were used to analyse the quantitative data.

MAJOR FINDINGS: On the basis of analysis and interpretation of the collected data, the following major findings were drawn. Followings were the conclusions based on the problems indicated by the English teachers and principals for which students were found poor in English in Adarsh Nivasi schools for ST.

1. According to most of the principals and English teachers, they get students very poor in English. Many of the students taking admission in these schools in the standard VII don't know even English alphabets properly for which it used to be difficult for them for reading and writing of English books. Those few students who are able to read and write English, are very poor in speaking. They are not able to

make correct pronunciation. According to the English teachers and principals the major causes for these problems in English reading, writing and speaking were.

- students coming from primary schools did not taught the preliminary English i.e. alphabets, it's use, word formation etc.,
 - due to the illiteracy of most of their parents in English, they are not able to help their children in learning English,
 - apart from English text books which is provided by the Government free of cost, students do not get extra support materials for English teaching learning like, note books for hand writing, dictionary etc. as they are not able to purchase these materials and only depend oh their text books and teachers.
2. According to most of the principals and teachers, due to the poor family background and unhealthy educational environment in the family, students never seem to be serious in their study.
 3. According to most of the teachers, though teachers take lots of effort in teaching English to students, the students don't show the interest in learning English due to one or other reasons.
 1. According to principals and teachers, teachers use more Gujarati language in the class room while teaching English as the students do not understand English properly for which it becomes very difficult to create an environment that would help students to acquire four skills of LSRW in English.
 5. According to principals and teachers, most of the time teachers have to use traditional method of teaching English using mother tongue and the classroom environment is not conducive to either communicative approach or direct approach of teaching english.
 6. According to them, though teachers discuss the lessons in the class and also try to dictated the answers of the questions in the classrooms, students never try take the notes properly.
 7. According to them students only remember certain facts and try to write those during examination without much understanding.
 8. According to them many students don't complete their homework regularly due to their laziness. Some students are so irregular that they don't remain present in the school at the time of unit test and give the excuses either of illness or something else.
 9. According to some teachers and principals, though some teachers use computer and CD in the class for making it interesting, many students don't seem to be interested in learning with them. They don't seem to pay attention on them. So the teachers find it very difficult to use modern technology in the classrooms. According to them, it is also very difficult for them to use technology as the supply of electricity is not very regular in these areas.

Followings were the conclusions based on the problems indicated by the students for which they are not able to do better in English in Adarsh Nivasi schools for ST.

1. According to most of the students, they found it very difficult to read and write English when they join the school as their English background is very poor in English.
2. According to them, they do not found the English classes interesting.

3. According to them teachers while teaching English do not use computers, any gadgets or teaching aids.
4. According to them they do not get proper atmosphere to do the practice for developing SLRW skills in English.
5. According to them, they do afraid to attend English class and even attended by compulsion do not show interest in the class.
6. According to most of the students, they had developed such an attitude that they only want to pass English by any means

CONCLUSION: From the findings of the present study, it can be concluded that the English Teaching learning Environment at the Adarsh Nivasi Schools for ST is quite unhealthy for both students and teachers. According to teachers and principals they are not responsible for the poor conditions of students in English and they are trying to their level best to make it better. From the responses of the students, it can also be concluded that they are also not responsible for their poor result in English. Then who is responsible for this ? Whether the Environment ! the government policy ! parents. It is not the time to pass the bug to others. There is need to introspect and retrospect the system of English teaching learning at these schools and to prepare a plan of action to provide remedial measures to both teachers and students to improve the teaching learning condition of English at those schools. There is a need to take steps to prepare a sound foundation for English among the tribal students when they are in the primary schools or there is a need to take steps at these schools to prepare a sound foundation for acquiring English skills at these schools when they take admission and needed materials for this should be made available at these schools. The concepts like, joyful learning, learning without burden etc. could be implemented at these schools and English teachers of these schools should be send for remedial and special training for handling the deprived students of these schools. The students and the teachers of these schools should be provided some reference material or TLM for effective teaching- learning of English. These are some of the things, the researchers thought quite important for these schools and there are many things may be needed for the betterment of English teaching learning at these schools for which there is a need for proper diagnosis of the problem through rigorous research work and accordingly remedial measures could be provided.

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APPENDIX VII

Coursework Completion Certificate


THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Mr. Agrawal Arunkumar Madanlal**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **303** dated **22/09/2009**, for pursuing Ph.D. on has undertaken and completed the course work with the **Grade B**.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Mr. Agrawal Arunkumar Madanlal (M)**
 Faculty/Institution: Faculty of Education & Psychology
 Department: Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction to Research & Research Writings	3	B
II.	Introduction to Basic Computer Functions & Application for Research Purposes	3	C
III.	Quantitative Research Techniques & Data Analysis	3	E
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework of the Study	3	B
Overall Grade			B

ACA3/7
 Date of Issue: 11/07/2013
 Place: Vadodara


 Registrar (OSD)