

# Functional English

**Class XI**



ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ  
ਦਿੱਤੀ ਜਾਣੀ ਅਤੇ ਵਿਕਾਉ ਨਹੀਂ ਹੈ।



**Punjab School Education Board**

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3. In this book, daily use functional English has been used, tailored to the on-ground requirement of learners.

ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ

## Foreword

Education is the foundation of progress, shaping both individuals and society. In today's fast-changing world, learning must go beyond memorisation to focus on practical knowledge, industry relevance, and hands-on experience. This textbook, Functional English reflects this approach and highlights the need to equip students with skills for both higher education and careers. Keeping this in mind, this book blends academic knowledge with practical skills, helping learners prepare for jobs and further studies. With case studies, field visits, and real-world examples, it makes learning engaging and meaningful.

Functional English for Class XI will replace General English for the schools it is introduced. The coursework focuses on enabling learners to communicate effectively in various contexts within social, academic and professional spheres. It emphasises the relevance of language skills in actual communication and prioritises essential practical language skills for everyday conversation and professional success, such as listening, speaking, reading and writing, along with adequate coverage of grammar and vocabulary. I sincerely appreciate the efforts of the Curriculum Group and the entire Academic team at Punjab School Education Board. A special thanks to all the teachers who have played a key role in shaping this book.

May this book inspire students to explore, learn, and build a bright future. We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

**Chairman  
Punjab School Education Board**

**‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’ ਪੰਜਾਬ**





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**Scan for Listening Activity Audios**



# Introducing Yourself and Others

## What am I going to learn in this unit?

- ◆ How to introduce myself
- ◆ How to introduce others
- ◆ How to talk about my likes and dislikes
- ◆ How to respond to introductions
- ◆ How to talk about my interests and hobbies

## Let's get started | Introducing myself

### 1. Fill in your details in this table.

|                  |  |
|------------------|--|
| Name             |  |
| Age              |  |
| Nationality      |  |
| Home/city        |  |
| Hobbies          |  |
| Family           |  |
| Favourite food   |  |
| Favourite colour |  |
| Favourite sport  |  |
| Profession       |  |



### 2. Complete these statements with your own information.

- a. My name is ..... (name).
- b. I am ..... years old (age).
- c. I am from ..... (country).
- d. I like ..... (hobby).
- e. My favourite food is ..... (name of food/dish).
- f. I live in ..... (city/place) and I am a ..... (profession).

**Think, pair and share****3. Practise introducing yourself to your partner sitting next to you.**

**Step 1:** Think of something you like a lot.

**Step 2:** Say your name and something you like to the student sitting on your right or left.

(Example: I like football./I like my grandparents./I love watching movies./I like reading the newspaper.)

**Step 3:** Listen to what your partner likes.

**Step 4:** Share what you know with the class about your friend's likes when your teacher asks you.

(Example: Radha likes football./Jaspreet likes her grandparents./Rohini loves watching movies./Karunya likes reading the newspaper.)

**Let's read 1****TASK 1**

Here are two famous personalities introducing themselves. Read their inspiring stories.

I am Milkha Singh, also known as the 'Flying Sikh.' I was born on November 20, 1929, in Govindpura, Punjab (now in Pakistan). My childhood was tough. I lost my parents during the **partition** of India in 1947. Despite facing many challenges, I became a famous runner. In 1958, I won gold medals in the 200m and 400m races at the Commonwealth Games. I ended up getting the fourth position in the 400m race at the 1960 Rome Olympics. My story inspires many people to work hard and never give up on their dreams.

I am Harmanpreet Kaur, a cricketer known for my powerful batting skills. I was born on March 8, 1989, in Moga, Punjab, India. Cricket has been my passion since childhood. In 2017, during the Women's Cricket World Cup semi-final match against Australia, I played an **incredible** innings, scoring 171 runs off just 115 balls. This great performance was highly praised and **boosted** the popularity of women's cricket in India. I am proud to represent my country, **motivating** young girls to chase their cricket dreams.

**A. Choose the correct answers.**

1. Who is famously known as the 'Flying Sikh'?
  - a. Milkha Singh
  - b. Harmanpreet Kaur
  - c. Sachin Tendulkar
  - d. Virat Kohli
2. Where was Milkha Singh born?
  - a. Moga, Punjab, India
  - b. Govindpura, Punjab (now in Pakistan)
  - c. Delhi, India
  - d. Mumbai, Maharashtra, India
3. In which event did Milkha Singh win gold medals at the Commonwealth Games in 1958?
  - a. 100m and 200m races
  - b. 200m and 400m races
  - c. 400m and 800m races
  - d. long jump and high jump
4. What significant event took place during the Women's Cricket World Cup semi-final match in 2017 involving Harmanpreet Kaur?
  - a. She scored a century against England.
  - b. She took a hat trick against New Zealand.
  - c. She led the Indian team to victory against Pakistan.
  - d. She scored 171 runs off 115 balls against Australia.
5. Which sport does Harmanpreet Kaur excel in?
  - a. hockey
  - b. tennis
  - c. cricket
  - d. football

**B. Answer these questions in one or two sentences.**

1. Who is famously known as the 'Flying Sikh'?  
.....
2. When was Milkha Singh born?  
.....
3. Which gold medals did Milkha Singh win in 1958?  
.....
4. What happened during the 1960 Rome Olympics in the 400m race?  
(Hint: Did Milkha Singh win a medal?)  
.....
5. What impact did Harmanpreet Kaur's performance have on women's cricket in India? (Hint: Which sport became popular?)  
.....



## Let's listen 1



1.1, 1.2, 1.3, 1.4

### TASK 2

Listen to the self-introductions. As you listen to the audio track, complete the exercise.

### TASK 3

Listen to the audio. As you listen to the audio track, mark T for true and F for false.

Note that when we speak, we say *I'm*, *you're*, *he's*, *she's*, *you'll*, etc., instead of *I am*, *he is*, *she is*, *you will*, etc. These are called contracted forms of verbs. Practise them. These are called contractions. We sometimes also use contractions in informal writing.

- Rohan is from Ludhiana, Punjab.
- Rohan wants to study computer engineering.
- Rohan loves writing poems and reciting them whenever he gets the chance.
- Pooja enjoys reading detective stories and shares her thoughts through her blog.
- Pooja volunteers for the causes she believes in, such as girls' education.
- Aditya plays the *dhol* and often performs at local gatherings.
- Aditya's dream is to **pursue** a career in farming.
- Aditya grew up in a city surrounded by nature and farms.
- Sneha teaches complex songs to children at a local orphanage.
- Sneha has been learning singing since she was young.

T / F

T / F

T / F

T / F

T / F

T / F

T / F

T / F

T / F

T / F

### TASK 4

Listen to the audio again. As you listen to the audio track, fill in the blanks.

#### Rohan:

'Hi, I'm Rohan. I'm from Jalandhar, Punjab. I really enjoy ..... to folk music and trying out different tasty dishes and commenting on them. Even though I'm focused on studying software engineering, I love writing poems and ..... them whenever I get the chance. My goal is to blend ..... with art to make meaningful things happen.'



**Pooja:**

‘Hello, everyone! I’m Pooja. I love ....., especially short ..... stories and sharing my thoughts on them through my **blog**. When I’m not ..... commerce, you’ll find me volunteering for causes I believe in, like girls’ education. Someday, I want to make a difference in ..... practices.’

**Aditya:**

‘Hey there, I’m Aditya. I grew up in a village surrounded by ..... and farms. While I’m focused on my studies, I like playing the ....., a tradition passed down in my family. I often perform at local gatherings to bring joy to others through music. My ..... is to keep our ..... alive through various art forms.’

**Sneha:**

‘Hi, everyone! I’m Sneha. Reading and singing are my passions and I’ve been learning ..... since I was young. Besides my studies, I spend my time ..... simple songs to ..... at a local orphanage.’

**TASK 5** Now read these introductions.

Hello, I’m Raj. I’m in Class XI at Aadhar Public School, Patiala. I really enjoy science, especially doing experiments and learning about physics and chemistry. I’m good at maths and biology and I want to help find new solutions to real-world problems through science.



Hi, I’m Maya. I’m in Class XI at Arya Model School, Ludhiana. Science is my thing—I love doing experiments and **figuring out** how things work, especially in physics and chemistry. When I’m not doing that, I’m probably sketching or making something cool. What about you?

**A. Do you see any difference in the way Raj and Maya introduce themselves?**

Yes/No

While Maya speaks in a friendly manner, Raj speaks in a formal manner. To understand this further, let's understand the difference between formal and informal communication.

**Formal communication**

Imagine you are wearing a suit or some formal clothes.

Formal communication is like that—it's official, structured and serious.

Where is it used? Think of important work emails, official meetings or professional reports.

How does it sound? It uses polite language and follows specific rules.

Example: When you submit a letter to your principal, that's formal communication.

**Informal communication**

Imagine that you are meeting your friends wearing casual clothes. Informal communication is like that—it's casual, relaxed and friendly.

Where is it used? Informal communication happens when you talk with friends—no big words, just simple and natural language.

Example: When you tell your friend, 'Hey, can we go for a movie?'—that's informal communication.

**B. Now identify the type of communication that Raj and Maya are using in their introductions.**

Whose introduction is formal? Raj/Maya

Whose introduction is informal? Raj/Maya

**C. Identify words that make their introductions formal or informal. Write them in suitable columns.**

| Formal words | Informal words |
|--------------|----------------|
|              |                |

**Home assignment 1**

Imagine you are standing in front of a mirror, preparing to give a speech about your favourite hobby. Share your experience and **enthusiasm** as if you are addressing an audience. What is your hobby and what makes it so enjoyable for you? What skills or knowledge have you gained from pursuing this hobby? How does it contribute to your personal growth and well-being? Feel free to add anecdotes, tips or any other insights to make your speech engaging and informative.

**Grammar: Parts of speech****TASK 6**

Read these sentences. Observe how words in the sentences can be categorised under different parts of speech.

First, refer to this box to refresh your memory about parts of speech.

1. **Noun:** A word that represents a person, place, animal, thing or idea.  
**Example:** Raj, city, dog, book, love
2. **Pronoun:** A word that replaces a noun or noun phrase to avoid repetition.  
**Example:** he, she, it, they
3. **Verb:** A word that expresses action, occurrence or state of being.  
**Example:** run, eat, sleep, is
4. **Adjective:** A word that describes or modifies a noun or pronoun, providing additional information.  
**Example:** happy, big, red, beautiful, ugly, cruel
5. **Adverb:** A word that modifies a verb, adjective or another adverb, typically providing information about manner, place, time, degree or frequency.  
**Example:** quickly, here, now, very
6. **Preposition:** A word that shows the relationship between its object and another word in the sentence in terms of place, time, direction, etc.  
**Example:** in, on, under, beside

7. **Conjunction:** A word that connects words, phrases, clauses or sentences.

**Example:** and, but, or, because

8. **Interjection:** A word or phrase used to express strong emotion or sudden interruption, often followed by an exclamation mark.

**Example:** Wow!, Ouch!, Hey!

1. The cat sleeps peacefully on the soft rug.

**Noun:** cat, rug

**Verb:** sleeps

**Adverb:** peacefully

**Preposition:** on

**Adjective:** soft

2. She walked slowly to the park, enjoying the warm sunshine.

**Pronoun:** She

**Noun:** park, sunshine

**Verb:** enjoying

**Adverb:** slowly

**Adjective:** warm

3. Rahul ate his sandwich quickly because he was hungry.

**Noun:** Rahul, sandwich

**Pronoun:** his, he

**Verb:** ate, was

**Adverb:** quickly

**Conjunction:** because

**Adjective:** hungry

### TASK 7

Identify the parts of speech of the words in these sentences and write them in your notebook.

1. The children laughed joyfully.
2. Sameera read her favourite book quietly by the window.
3. The butterflies danced gracefully in the air.
4. Tom cleaned his room properly before his parents arrived.
5. The flowers swayed gently in the breeze.



## Grammar: Present simple tense for introducing yourself .....

The present simple tense is a verb tense used to describe actions that are habitual, regular or general truths. It's one of the most basic verb tenses in English grammar.

**Habitual actions:** The present simple tense is used to talk about actions that happen regularly or repeatedly.

**For example:** I **play** tennis every Sunday.

**Facts or general truths:** The present simple tense is also used to state facts or general truths that are always true, not just at the moment.

**For example:** Water **boils** at 100 degrees Celsius.

**Scheduled events:** The present simple tense can be used to describe scheduled events that are part of a timetable or fixed routine.

**For example:** The train **leaves** at 9:00 am every morning.

### TASK 8

Complete the conversation with the correct tense form of the verbs in brackets.

**Aman:** Hi! My name is Aman.

**Raj:** Hi Aman! I'm Raj. Nice to meet you.

**Aman:** Nice to meet you too, Raj. So, where do you ..... (1. live)?

**Raj:** I ..... (2. reside) in Amritsar, Punjab. It's a lovely city with a rich history.

**Aman:** That sounds cool! My cousin ..... (3. reside) there too, though I've never been there. I ..... (4. stay) in Ludhiana. It's a bustling city known for its industry.

**Raj:** Ah, I've heard a lot about Ludhiana. What do you ..... (5. do) for fun?

**Aman:** I ..... (6. participate) in music competitions at school. How about you?

**Raj:** I ..... (7. engage) in various sports activities. I'm a big fan of cricket.



- Aman:** That's interesting! Sports are so much fun. What kind of music ..... (**8. appeal**) to you?
- Raj:** I ..... (**9. enjoy**) listening to Punjabi folk music. I also play cricket with my friends. They ..... (**10. like**) to play cricket on Sundays. What about you?
- Aman:** I ..... (**11. love**) playing the *tabla* and writing songs. It's refreshing to express myself through music. My school ..... (**12. encourage**) us to explore our talents. In fact, we have a music club and our teacher ..... (**13. lead**) it. She ..... (**14. enjoy**) guiding us in discovering our musical abilities.
- Raj:** Well, it was great chatting with you, Aman.



### Vocabulary: Words used to describe people .....

We know adjectives are words that describe a noun. We use many adjectives when describing our personality during our introduction. Let us learn more about adjectives.

#### TASK 9

Here are a few sentences with adjectives describing people's personality. Read them.

1. The **lazy** boy refused to play.
2. Gauri is **confident**; she believes in herself and always tries her best.
3. Karan is **compassionate**; he cares about people and tries to help everyone.
4. Aman is **reliable**; whenever he says he'll do something, you can depend on him to do it.
5. Giridhar is **ambitious**; he works hard in school because he wants to become successful.
6. Sara is **patient**; she does not get upset easily.
7. Kamal is **creative**; he always comes up with new ideas for his projects.
8. Priya is quite **forgetful** and she often loses her purse.
9. My cousin, Harmeet cooks well, but he is **messy**. He needs to learn how to keep the kitchen clean.
10. Purti is **grumpy** when she doesn't sleep properly. Then you would find her irritable, frustrated and in an angry mood.

**TASK 10**

Match these adjectives with the correct meanings. Two additional definitions are given. Make sure you match the words with the correct ones.

| Adjective          | Definition                      |
|--------------------|---------------------------------|
| i. lazy            | a. thinks of new ideas          |
| ii. confident      | b. doesn't like to work hard    |
| iii. compassionate | c. often forgets things         |
| iv. reliable       | d. something full of energy     |
| v. ambitious       | e. untidy and dirty             |
| vi. patient        | f. cares about others' feelings |
| vii. creative      | g. easily annoyed or angry      |
| viii. forgetful    | h. can be counted on            |
| ix. messy          | i. wants to achieve big goals   |
| x. grumpy          | j. doesn't get annoyed easily   |
|                    | k. believes in themselves       |
|                    | l. a peaceful and calm person   |

**Let's speak 1****TASK 11**

Why should you practise speaking about yourself? Read these reasons and circle the one that is the most important for you.

- Speaking during assembly:** 'Hey everyone! So, last week, I had to speak during our school assembly. I talked confidently about why volunteering is important, and guess what? Our English teacher noticed me and asked me to lead a volunteer project! Speaking confidently can really make a difference right here in school.'



- Asking people for directions:** 'I got lost in an unknown part of my city. I was feeling helpless and worried because my phone battery was at five percent. Thankfully, I asked a passerby for directions. By explaining my situation and seeking help, I was able to find my way back. I felt relieved and grateful for their assistance.'

3. **School project presentation:** ‘Last month, we had to do a group project presentation in front of the whole class. I spoke clearly and confidently about our project and our teacher loved it! She even asked me to help organise the next class project presentation. So, speaking confidently in class can lead to more leadership opportunities!’
4. **At a job interview:** My elder sister recently appeared for a job interview and she was selected. When I asked her what helped her face the interview confidently she said, ‘I started by introducing myself confidently to the interviewers and this helped me face the rest of the interview with greater confidence.’

**TASK 12**

Now prepare a one-minute self-introduction in your notebook.  
Introduce yourself to the class in turns.

**Tips to remember**

1. Greeting: Decide whether you want a formal or an informal introduction. Start with a friendly greeting to the audience. **For example:** ‘Hi everyone!’, ‘Hello classmates!’ or ‘Good morning teachers and fellow students!’
2. Name and grade: Introduce yourself by stating your name and which grade you are in. **For example:** ‘My name is [name] and I’m in [grade].’
3. Hobbies or interests: Share one or two hobbies or interests that you have. This can help your classmates get to know you better. **For example:** ‘I really enjoy playing chess and painting in my free time.’ Or ‘I like singing folk songs, especially during celebrations in my family.’
4. Favourite subject: Mention your favourite subject in school and briefly explain why you like it. **For example:** ‘My favourite subject is Computer Science because I love learning about how technology works.’
5. Something unique about yourself: Share something unique or interesting about yourself that others may not know. **For example:** ‘One thing you might not know about me is that I can speak three languages fluently.’
6. Closing: End your introduction with a closing statement or invitation for questions. **For example:** ‘That’s a little bit about me! I’m excited to get to know all of you better. If you have any questions, feel free to ask!’ (informal) or ‘Thank you for allowing me the opportunity to introduce myself.’ or ‘I look forward to knowing more about you.’ (formal)



**Home assignment 2**

Use a dictionary and find two synonyms for each of the ten adjectives given in Task 10. Write down these adjectives and synonyms in your notebook.

**Let's write 1**

Are you aware that some people like to maintain a diary in which they write about their day, their thoughts and feelings? Scientists say that this is a healthy habit.

**TASK 13**

A sample diary entry is given below. Refer to it and complete the writing tasks that follow.

25 February 20.....

Dear Diary,

Today, I want to share a little bit about myself.

First, let me introduce myself. My name is Arjun and I am from Amritsar. I am 16 years old and I am currently studying in ABC School. One thing that I wish to share is that I love playing chess. It's something I'm **passionate** about and it brings me so much joy. It's my way of relaxing after a long tiring day.

I also have a loving family. My parents are my biggest **supporters** and my siblings are my **best friends**. We often spend time together in our farm, creating **memories** that I'll **cherish** forever. In the future, I hope to become a pilot. It's something I've been working towards and I'm **determined** to make it happen one day.

Well, that's all for now, Diary. Thanks for listening to my thoughts. I'll be sure to write again soon!

Warm regards,

Arjun

- A. Use a dictionary and locate the meanings of the words in bold and write them down.
- B. Now, fill in the blanks to personalise your diary entry. Note that your diary can be different from the one given above.

Dear Diary,

Today, I want to share a little about myself.

First, let me introduce myself. My name is ..... and I am from ..... I am ..... years old and I am currently studying in ..... One thing that I wish to share is that I love playing ..... It's something I'm passionate about and it brings me so much joy. It's my way of relaxing after a long day.

I also have a loving family. My parents are my biggest supporters and my siblings are my best friends. We often spend time together in our ....., creating beautiful memories that I'll cherish forever.

In future, I hope to become a ..... It's something I've been working towards and I'm determined to make it happen one day.

Well, that's all for now, diary. Thanks for listening to my thoughts. I'll be sure to write again soon!

Warm regards,  
.....



### Let's read 2

#### TASK 14

The table below provides key information about the achievements of Sachin Tendulkar and Virat Kohli. Read it carefully and answer the questions that follow.

| Achievement*                    | Sachin Tendulkar | Virat Kohli |
|---------------------------------|------------------|-------------|
| Total International Centuries   | 100              | 70          |
| ODI Runs                        | 18,426           | 12,169      |
| Test Runs                       | 15,921           | 7,692       |
| ICC Cricket World Cup Wins      | 1 (2011)         | 1 (2011)    |
| ICC Cricket World Cup Centuries | 6                | 5           |
| ICC Cricket World Cup Matches   | 45               | 31          |

\*Note: The information in the table above is dynamic and subject to change as the players cross greater milestones in career and life.

1. How many international centuries does Sachin Tendulkar have?
2. What is Virat Kohli's total number of ODI runs?
3. In which format does Sachin Tendulkar have the higher number of runs, ODI or Test cricket?
4. Which player has the higher average of centuries per match in ICC Cricket World Cup games?
5. Based on the provided data, which player has had a greater impact in ICC Cricket World Cup matches, considering both centuries and total runs scored?

**TASK 15**

Imagine that Mithali Raj is visiting your school. The whole school is excited and you have been given the important task of introducing her in your school assembly. Use this beginning and end to introduce her and include any additional information you know. Add more sentences.

*Beginning*

Good morning, everyone! Today is a special day for our school as we welcome a true inspiration, someone whose dedication and resilience have made her a legend in the world of sports. Can you guess who?...

*End*

...So, without further ado, let's give a huge round of **applause** and a warm welcome to Mithali Raj, as we're honoured to have her grace us with her presence today!



**Let's listen 2**



2

**TASK 16**

Listen to the conversation where Keerat is introducing her friend, Priya, to her parents. As you listen to the audio track, fill in the table given.

| Information | Priya | Keerat |
|-------------|-------|--------|
| Name        |       |        |
| Age         |       |        |
| School      |       |        |
| Grade       |       |        |
| Hobbies     |       |        |

**Home assignment 3**

Create a chart where you can list out your hobbies and depict them pictorially using cutouts from magazines and newspapers. Present it to the class in the next period.

**Let's speak 2****TASK 17**

Work in pairs. Exchange your notebooks with your partners and read what they have written about themselves. Introduce your partner to the class.

**Grammar: Common errors in self-introduction**

Read this dialogue between James and his teacher.

**Student:** 'Hello, myself James.'

**Teacher:** 'Hello, James. It's nice to meet you.'

**Student:** 'Nice to meet you too, Sir.'

**Teacher:** 'Just a quick note, James. When introducing yourself, you should not be using 'myself'. You can simply say, 'Hello, I am James.'

**Student:** 'Oh, I see! Thank you for correcting me, Sir.'

**Teacher:** 'You're welcome, James. Remember, keeping it simple and clear is always best when introducing yourself.'

Introducing oneself as 'myself James' is incorrect because of the misuse of the reflexive pronoun 'myself'. Reflexive pronouns are used when the subject and object of a sentence refer to the same person or thing. In this case, 'myself' is not necessary because 'James' is the subject, not the object. The correct way to introduce oneself would be simply 'I am James' or 'My name is James.'

As stated above, reflexive pronouns are used when the subject and object of a sentence are the same person or thing. For example, 'I trust myself.' or 'I remind myself every night to set the alarm.'

**Read these examples:**

'You should be proud of yourself.'

'She dresses herself for school.'

In both these sentences, the subject and the object are the same person.

**TASK 18** Find one word that can complete all the sentences.

1. My name is Leela and I often take care of my little sister .....
2. Hi, I'm Gautam and I like to challenge ..... with brain-teasers.
3. I enjoy playing music ..... on the piano.
4. Hello, I'm Mira and I always pack lunch ..... for school.
5. My name is Bijoy and I can entertain ..... with my imagination.

**TASK 19** Complete these sentences with suitable reflexive pronouns.

1. He likes to take care of .....
2. We should always believe in .....
3. She can dress .....

**Vocabulary: Words used for self-introductions**

While introducing yourself or others, you need a bank of words that describe the person being introduced. These words can be adjectives, verbs or nouns.

**TASK 20****A. Categorise the words in this word bank based on their parts of speech.**

- |                 |             |                 |
|-----------------|-------------|-----------------|
| 1. creative     | 7. listen   | 13. patience    |
| 2. share        | 8. kindness | 14. name        |
| 3. intelligence | 9. respect  | 15. like        |
| 4. family       | 10. help    | 16. curious     |
| 5. enjoy        | 11. funny   | 17. responsible |
| 6. brave        | 12. meet    | 18. friendship  |

| Adjectives | Verbs | Nouns |
|------------|-------|-------|
|            |       |       |

**B. Add five more words to the word bank. These should be words that you can use in your own introduction.**

**Let's write 2**

Look at this timeline of a person called Radha.

- ◆ 2006: Born in Bangalore, Karnataka.
- ◆ 2010: Started attending kindergarten at Little Angels School, Bangalore.
- ◆ 2014: Moved to Pune due to her father's job relocation.
- ◆ 2016: Celebrated her 10th birthday with a memorable trip to Goa with family.
- ◆ 2017: Transitioned to secondary school at Mount Carmel High School, Pune.
- ◆ 2018: Won first place in a science exhibition for her project on renewable energy.
- ◆ 2020: Endured the challenges of remote learning during the COVID-19 pandemic.
- ◆ 2021: Celebrated her fifteenth birthday with a small gathering of close friends and family.
- ◆ 2022: Represented her school in a national-level quiz competition and secured third place.
- ◆ 2024: Graduated from high school with honours and received the school's prestigious leadership award.

**TASK 21**

Now, pick any five to six important years from your life so far. Recollect some significant events you remember. Create your personal timeline in your notebook.

Creating a personal timeline helps us while making a self-introduction especially in formal situations such as interviews. It ensures we do not miss mentioning any important events in our life that can help us make a positive impression on our listeners.

**Home assignment 4**

Create a timeline based on your experience in Class X. Focus on both the challenges and the victories of the year.

**Glossary**

**partition:** the dividing of a country into separate countries

**incredible:** difficult to believe

**boosted:** increased or improved something

**motivating:** able to make someone eager to do something

**pursue:** try to do something

**blog:** a regular record of your thoughts, opinions or experiences that you put on the internet for other people to read

**figuring out:** to understand something or someone

**applause:** the sound of people clapping their hands in appreciation

**transitioned:** to change, or make something change

**endured:** to suffer something difficult, unpleasant or painful

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ introduce myself in various situations.
- ◆ respond to others during introductions.
- ◆ introduce others.
- ◆ use appropriate words and phrases during introductions.
- ◆ talk about my interests, hobbies, likes and dislikes.

## Daily Routines

### What am I going to learn in this unit?

- ◆ How to talk about things I do every day
- ◆ How to write about my day
- ◆ How to tell the order of things I do in a day
- ◆ How to use new words about daily activities
- ◆ How to write about daily routines

### Let's get started | What I do every day

1. Refer to these sample activities and fill in the given table.





| Morning   | Afternoon   | Evening   | Night   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Wake up</li> <li>• Brush teeth</li> <li>• Take a bath</li> <li>• Get dressed</li> <li>• Have breakfast</li> <li>• Pack lunch</li> <li>• Leave for school</li> <li>• Commute to school</li> <li>• Arrive at school</li> <li>• Attend classes</li> </ul> | <ul style="list-style-type: none"> <li>• Have lunch</li> <li>• Study/work on assignments</li> <li>• Take a break</li> <li>• Play sports or exercise</li> <li>• Do household chores</li> <li>• Attend extracurricular activities</li> <li>• Spend time with friends</li> <li>• Complete homework</li> <li>• Read a book or watch television</li> </ul> | <ul style="list-style-type: none"> <li>• Have dinner</li> <li>• Help with dinner preparation</li> <li>• Clean up after dinner</li> <li>• Attend evening classes/tuition</li> <li>• Spend time with family</li> <li>• Relax and refresh</li> <li>• Do homework/study</li> <li>• Listen to music or play games</li> <li>• Plan for the next day</li> <li>• Take a walk or go for a run</li> </ul> | <ul style="list-style-type: none"> <li>• Take a shower</li> <li>• Brush teeth</li> <li>• Get ready for bed</li> <li>• Set alarm for the next day</li> <li>• Read a book or listen to music</li> <li>• Think about the day</li> <li>• Turn off lights</li> <li>• Fall asleep</li> <li>• Dream</li> </ul> |

| Time  | Activity |
|-------|----------|
| 6 am  |          |
| 8 am  |          |
| 10 am |          |
| 1 pm  |          |
| 4 pm  |          |
| 6 pm  |          |
| 8 pm  |          |
| 10 pm |          |

2. Compare your choices with your friends' responses. Are the answers similar or different?

**Let's read 1** .....**TASK 1****Read the short story.****A Day in Priya's Life**

Priya was an ordinary girl living in Chandigarh. Her day started early, as the first rays of sunlight peeked through her window. As she woke up, she stretched her arms and yawned. It was time to start her daily routine. After freshening up, Priya headed to the kitchen where her mother was already busy preparing breakfast. The smell of spices filled the air as Priya sat down to eat. She enjoyed *paranthas* and curd before quickly getting ready for school.



With her schoolbag slung over her shoulder, Priya waved her parents goodbye and hurried out the door. She caught the crowded local bus to school, squeezing into a corner as she juggled her books and bag. At school, Priya attended all her classes, taking notes and participating in discussions. During the lunch break, she shared homemade snacks with her friends and they chatted about their plans for the upcoming weekend.

After school, Priya rushed home to finish her homework before her evening classes began. She attended tuition classes in the evenings for maths and science. Despite the long day, Priya remained focused and determined to do her best. Once her classes were over, Priya returned home to join her family for dinner. They sat around the table, sharing stories from their day and laughing together. After dinner, Priya helped her mother with the dishes before settling down to relax for the night. As she crawled into bed, Priya reflected on the events of the day. Despite the challenges, she felt grateful for her loving family and the opportunities that each day brought.

**A. Answer the questions in one or two sentences.**

1. Where does Priya live?
2. Describe Priya's morning routine.
3. How does Priya travel to school?
4. What does Priya do during her lunch break?
5. Why does Priya attend evening classes?
6. How does Priya spend time with her family in the evening?
7. What does Priya reflect on before going to bed?

**B. Identify the words in the passage and underline them.**

squeezed  
chatting  
freshen up  
grateful  
opportunities  
homemade

spices  
peeked  
tuition  
crawled  
stretch

**C. Complete the sentences using the words in the box above.**

1. The cook added some ..... to increase the flavour of the dish.
2. After a long day at work, Sarah decided to ..... by taking a relaxing bath.
3. Puran ..... his tuition notebooks into his schoolbag as he did not want to carry an extra bag.
4. Gurleen loves ..... with her friends over the telephone.
5. As a hobby, Maya enjoys making ..... pickles for her family and friends.
6. Despite facing many challenges, Priya remained ..... for the support of her loved ones.
7. The school offers ..... classes to help students improve their academic skills.
8. The school offers many ..... for students to learn new sports and games.

9. The children ..... into the staffroom to check if their teacher had arrived.
10. The baby ..... around the large room with its mother following it.



### Let's listen 1



3.1, 3.2, 3.3, 3.4

Have you ever listened to a **podcast**? There are many podcasts available for free on the internet on a variety of subjects. Podcasts are a rich source of both language and knowledge in any area you may be interested in.

### TASK 2

Listen to the podcast about the morning routines of different teenagers across the country. As you listen to the audio tracks, match the morning routine activity with the teenager who does it.

| Teenager  | Morning routine  |
|-----------|--|
| 1. Gita   | a. watches the sunrise while having <i>masala chai</i> |
| 2. Arjun  | b. starts the day with a swim in the sea               |
| 3. Ananya | c. does yoga stretches to wake up                      |
| 4. Raj    | d. goes for a brisk jog in the park                    |

### TASK 3

Listen to the podcast episode again and indicate whether each statement is true or false.

1. Gita's morning routine includes waking up to the sound of her alarm clock. T / F
2. Gita practises yoga to wake up her mind and body. T / F
3. Gita catches the bus to school with her friends. T / F
4. Arjun rides his bike to school after breakfast. T / F
5. Arjun's family enjoys having *paranthas* with fresh fruit for breakfast. T / F
6. Arjun's morning routine includes a brisk jog in the park near his house. T / F
7. Ananya meditates before having breakfast in the morning. T / F
8. Ananya watches the sunset from her balcony in the morning. T / F

9. Raj starts his day by going for a swim in the sea.

T / F

10. Raj enjoys South Indian food for breakfast.

T / F

**TASK 4** Match each word from the podcast with its correct explanation.

| Word         | Explanation   |
|--------------|---|
| 1. explore   | a. accepting something  |
| 2. snooze    | b. used in the context of an alarm clock button that allows a person to silence the alarm temporarily |
| 3. drag      | c. to travel through or into an unfamiliar area to learn or discover more                             |
| 4. brisk     | d. a gentle wind  |
| 5. embracing | e. to pull something or someone, typically with effort  |
| 6. soothing  | f. quick and active; done with energy   |
| 7. coastal   | g. calming or comforting  |
| 8. breeze    | h. refers to something relating to or located near a coast  |

**TASK 5** Here are a few breakfast choices discussed in the podcast. Write the city where you find these food combinations.

1. Toast and *chai* – .....
2. *Luchi* and *aloo dum* – .....
3. *Paranthas* with fresh fruit – .....
4. *Dosa*, *idli* and filter coffee – .....

**TASK 6** Discuss with your partner what their usual breakfast choices are and find the three most popular breakfast choices of your class.

1. ....
2. ....
3. ....

**Home assignment 1**

Talk to at least three people other than your family members. For example, you can talk to your teacher, milk vendor, school staff or bus driver. Ask questions about their daily routines. Note down two activities they do that you would like to do as well. Also, identify some of their activities that you feel would be difficult and challenging.



### Let's speak 1

#### TASK 7

#### What do your parents do everyday?

Have you observed the daily routines of your parents? How does the routine of your mother differ from that of your father? Answer the questions in the tables given.

**Table A: Daily routine of your father**

|  |  |
|--|--|
| Father's name:   |  |
| What time does your father wake up?                                    |  |
| What is the first thing that your father does in the morning?          |  |
| Does your father have breakfast?<br>If so, what does he usually eat?   |  |
| What does your father do during the day? (e.g., work, chores, hobbies) |  |
| What time does your father finish his day's activities?                |  |
| What time does your father go to bed?                                  |  |

**Table B: Daily routine of your mother**

|  |  |
|--|--|
| Mother's name:   |  |
| What time does your mother wake up?                                    |  |
| What is the first thing that your mother does in the morning?          |  |
| Does your mother have breakfast? If so, what does she eat?             |  |
| What does your mother do during the day? (e.g., work, chores, hobbies) |  |
| What time does your mother finish her day's activities?                |  |
| What time does your mother go to bed?                                  |  |

- A. Compare both the tables and answer these questions. Compare answers with your partner.
1. What did you learn about your parent's daily routine?
  2. Were there any surprises or interesting observations?
  3. How does your parent's routine compare to your own? Is it easy or difficult?
- B. Speak for a minute about what you think about your parents' daily routine.

**Let's write 1** .....**TASK 8**

Compare your daily routines on a regular school day and a day during your summer vacation. How do they differ? Write a short passage in 100 words.

Use the hints given in the box.

1. Think about what time you wake up on a school day versus during summer vacation.
2. Consider the activities you do in the morning, such as getting ready for school or sleeping in.
3. Compare your schedule during the day, including classes, extracurricular activities and free time.
4. Reflect on how your evenings differ, such as homework, relaxation or hanging out with friends.
5. Consider any other differences in your routines, such as mealtimes, screen time or family activities.



**TASK 9**

Write a short passage on the topic: A day without technology. Use the hints given.

1. Describe waking up without **relying** on an alarm clock or smartphone.
2. Explore activities such as reading a book, going for a walk or spending time outdoors.
3. Reflect on the absence of social media, emails and text messages throughout the day.
4. Consider how meals are prepared and enjoyed.
5. Discuss the **impact** of the absence of technology on communication and entertainment throughout the day.

**Let's read 2****TASK 10**

Is walking an activity a part of your daily routine? Read the passage in which an evening walk is described and complete the exercises given.

**A Peaceful Evening Walk**

As the sun sets, the city becomes quieter. I like to take a walk at this time because it feels calm. Leaving my busy apartment, I step outside. I can still hear the sounds of the city, but they're softer now—like cars far away and sometimes **crickets** chirping. As I walk, I feel relaxed. The streetlights make the sidewalk look warm and friendly. I walk through my neighbourhood, passing by familiar places. The trees along the sidewalk sway gently in the breeze. Their leaves make interesting shadows on the ground.

I smell coffee from the nearby café and hear people laughing inside. It feels cosy and welcoming. In the park, kids are playing and having fun. I enjoy watching them and listening to the sound of leaves and chirping crickets. I keep walking, noticing the pretty flowers and feeling the cool air on my skin. It's refreshing and makes me feel happy. With each step, I feel more peaceful and grateful for this quiet time. It's a reminder of the beauty around us, even in the simple moments of the evening.





The narrator describes the evening walk using several sensory effects like what is seen, heard or felt during the walk.

**A. Read the passage again and complete the given table.**

| Sight  | Sound   | Smell  | Feeling   |
|--|---|--|---|
| Draw or write about the things you see during the evening walk described in the passage. | Describe the sounds you hear during the walk. Use symbols or words to represent different noises. | Explain the smells you encounter during the walk. Use images or words to represent different scents. | Describe the emotions or feelings you experience during the walk. |

**B. Choose the best option for these questions.**

- What time of the day does the passage describe?
  - morning
  - afternoon
  - evening
  - night
- What feeling does the narrator experience during the evening walk?
  - excitement
  - fear
  - relaxation
  - sadness
- Which sensory element is NOT mentioned in the passage?
  - sight
  - taste
  - sound
  - smell
- What landmark does the narrator pass by during the walk?
  - library
  - café
  - school
  - hospital
- What is the overall mood of the passage?
  - chaotic
  - serene
  - suspenseful
  - joyful

**Let's listen 2**

4

**TASK 11**

Listen to the story of Ravi. As you listen to the audio track, answer the questions given.

**A. Put these events from Ravi's story in the correct order.**

1. Ravi goes to work.
2. Ravi dreams of a better future.
3. Ravi eats breakfast.
4. Ravi wakes up early.

**B. Answer these questions.**

1. Why does Ravi wake up early in the morning?
2. Where does Ravi work?
3. What does Ravi eat for breakfast?
4. What does Ravi dream of for the future?
5. Does Ravi go to school?
6. What does Ravi do after work?
7. How does Ravi feel about working hard?

**TASK 12**

Imagine yourself in Ravi's place, working long hours in difficult conditions to help your family. How do you think you would cope with the challenges he faces? Consider what you would do to stay positive and hopeful despite the hardships. Think more about this and write three sentences about your feelings.

**TASK 13**

Form a discussion group with classmates or friends and share your reflections on Ravi's story. Discuss the themes of hard work, sacrifice and hope and how they relate to your own lives. Listen to one another and offer support and encouragement.

**Home assignment 2**

Have you heard of Kailash Satyarthi? Browse the internet and find out more about this person. List out his achievements and why he became so famous. Watch at least two talks or interviews given by him available on the Internet. Imagine you are going to interview him representing your school. Write five questions you wish to ask him.



## Grammar: Parts of speech .....

In the previous unit, we learnt the four main parts of speech namely noun, verb, adjective and adverb. Now, let us explore the other parts of speech.

There are eight parts of speech in all: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Read these sentences. The words in bold indicate the parts of speech used.

1. **Noun:** Pritam's favourite **activity** is reading before **bedtime**.
2. **Pronoun:** **She** brushes **her** teeth every morning without fail.
3. **Verb:** Maya **walks** to school with her friends every day.
4. **Adjective:** The **delicious** smell of breakfast fills the kitchen.
5. **Adverb:** Ramesh runs **quickly** to catch the bus.
6. **Preposition:** The backpack is **on** the chair **next to** the door.
7. **Conjunction:** Jagneet wants to study, **but** she's feeling tired.
8. **Interjection:** **Wow**, what a beautiful sunrise!

The table below gives a list of commonly used pronouns, prepositions, conjunctions and interjections. This is for your quick reference. You can add a few words of your own to each category.

| Pronoun | Preposition | Conjunction  | Interjection |
|---------|-------------|--------------|--------------|
| I       | in          | and          | wow          |
| you     | on          | but          | ouch         |
| he      | at          | or           | hey          |
| she     | by          | nor          | oh           |
| it      | with        | yet          | ah           |
| we      | from        | so           | alas         |
| they    | to          | for          | bravo        |
| me      | into        | because      | hooray       |
| him     | onto        | although     | oops         |
| her     | upon        | while        | yikes        |
| us      | about       | since        | eureka       |
| them    | above       | unless       | phew         |
| my      | below       | therefore    | ugh          |
| your    | under       | however      | shh          |
| his     | over        | nevertheless | yay          |
| her     | through     | moreover     | yippee       |



2. During lunch break, I enjoy a delicious meal with my classmates, exchanging food, stories and laughter while refreshing myself for the afternoon classes. Ah, what fun it is!

|              |  |
|--------------|--|
| noun         |  |
| pronoun      |  |
| verb         |  |
| adjective    |  |
| adverb       |  |
| preposition  |  |
| conjunction  |  |
| interjection |  |



### Grammar: Adverbs of frequency .....

Adverbs of frequency are words that describe how often an action happens. They provide information about the frequency or repetition of an action in relation to time. They help to provide more detail about the routine actions in our lives.

Adverbs of frequency are often placed before the main verb in a sentence or after the auxiliary verb, depending on the sentence structure.

Listed below are some common adverbs of frequency.

**Always:** This adverb indicates that the action happens all the time or on every occasion.

**For example:** She always brushes her teeth before going to bed.

**Usually:** This adverb suggests that the action happens most of the time or as a general rule.

**For example:** I usually take the bus to work.

**Often:** This adverb indicates that the action happens frequently or regularly, but not necessarily all the time.

**For example:** He often goes jogging in the park.

**Sometimes:** This adverb suggests that the action happens occasionally or at irregular intervals.

**For example:** They sometimes have dinner at the restaurant.

**Occasionally:** Similar to **sometimes**, this adverb indicates that the action happens from time to time but not regularly.

**For example:** She occasionally visits her grandparents.

**Rarely:** This adverb indicates that the action happens infrequently or hardly ever.

**For example:** I rarely eat fast food.

**Seldom:** This adverb suggests that the action happens rarely or almost never.

**For example:** He seldom watches TV.

**Never:** This adverb indicates that the action does not happen at any time or on any occasion.

**For example:** They never miss their morning walk.

### TASK 15

A. Fill in the blanks with the appropriate adverb of frequency (always, usually, often, sometimes, rarely, never).

1. I ..... brush my teeth before going to bed.
2. She ..... takes the bus to school.
3. They ..... play football in the park.
4. He ..... forgets his umbrella when it rains.
5. We ..... eat fast food.
6. My sister ..... wakes up late on weekends.

B. Rewrite these sentences using different adverbs of frequency. Follow the given examples.

- a. I watch TV in the evening.  
Rewritten: I **usually** watch TV in the evening.
  - b. She visits her grandparents on Sundays.  
Rewritten: She **always** visits her grandparents on Sundays.
1. He reads books before bedtime.
  2. They go swimming in the summer.
  3. I eat pizza on Fridays.
  4. She plays the guitar after school.
  5. We visit the park on weekends.
  6. He takes the bus to work.
  7. She dances at parties.
  8. They drink coffee in the morning.
  9. I play basketball with my friends.
  10. He watches movies on Saturdays.

**TASK 16**

Create your sentences (at least five) using adverbs of frequency to describe your daily routines. Share them with a partner.

**Grammar: Prepositions of time**

Prepositions of time are words that show the relationship between a time and an event or action. They help us understand when something happens in relation to a specific point in time. By understanding parts of speech, adverbs of frequency and prepositions of time, you can describe daily routines more clearly and accurately. Practise using these elements to describe your own daily activities. Some common prepositions of time are given below.

| Preposition of time | Explanation  | Example  |
|---------------------|--|--|
| at                  | We use <b>at</b> to talk about specific points in time, such as hours, days and certain holidays.      | I have a dentist's appointment at 3 o'clock.   |
| in                  | We use 'in' to talk about longer periods of time, such as months, years, seasons and parts of the day. | She likes to go swimming in summer.            |
| on                  | We use 'on' to talk about specific days and dates.   | We're having a party on Saturday.              |
| before              | We use 'before' to show that something happens earlier than a specific point in time.                  | He always finishes his homework before dinner. |
| after               | We use 'after' to show that something happens later than a specific point in time.                     | We can play outside after lunch.               |
| during              | We use 'during' to talk about something that happens within a specific period of time.                 | I read a book during the weekend.              |

**TASK 17**

Fill in the blanks with the correct preposition of time.

- I usually wake up ..... 7 o'clock every morning.
- We have breakfast ..... the morning before leaving for school.
- She likes to take a shower ..... the evening before going to bed.

4. They always have lunch ..... noon.
5. He goes for tuition ..... the evening after school.
6. We often have dinner ..... 7 pm.
7. She brushes her teeth ..... night before going to sleep.
8. We watch TV ..... dinner.
9. He reads a book ..... bedtime every night.
10. They walk their dog ..... the morning before breakfast.

**TASK 18** Identify the errors in these sentences and correct them.

1. She usually goes to bed on 10 pm.
2. We have our lunch in noon.
3. They always exercise at the mornings.
4. He likes to go for a run at the evenings.
5. We often have dinner on 7 o'clock.
6. She reads a book at bedtime.
7. I usually take a shower in night.
8. They watch movies in the weekends.
9. We go for a walk at the afternoon.
10. He practises the guitar in night.



**Grammar: Subject-verb agreement**

Subject-verb agreement means making the verb (the action word) match the subject (the person or thing doing the action) in a sentence. If the subject is singular (one person or thing), the verb should also be singular. If the subject is plural (more than one person or thing), the verb should be plural too.

**For example:**

She runs fast. (singular subject **She** with the singular verb **runs**)

They run fast. (plural subject **They** with the plural verb **run**)

**TASK 19** Choose the correct verb form to complete each sentence.

1. She always ..... (cook/cooks) dinner for her family.
2. They ..... (go/goes) to the school every morning.
3. He ..... (play/plays) the guitar every evening.
4. We ..... (study/studies) together for the exam.



5. They ..... (watch/watches) movies on weekends.
6. She ..... (write/writes) in her journal every night.
7. The children ..... (run/runs) in the park after school.
8. He ..... (help/helps) his mother with the chores.



### **TASK 20** Rewrite these sentences with the correct subject-verb agreement.

1. They reads books in the library.
2. She go to the market on Sundays.
3. He drink tea in the mornings.
4. We is going to the park tomorrow.
5. She wash the dishes after dinner.
6. They watches TV in the evenings.
7. I doesn't like spicy food.
8. The sun rise in the morning.

### **Home assignment 3**

Let's imagine you are the creator of a planet where you can decide what everyone can do. Think about what you would like 17-year-olds to do. Should they go to schools? What should they learn or do? If you lived in the planet yourself, what would you like to do? Create a daily routine for 24 hours including a minimum of ten activities and share it with your friends in the class.



### **Let's speak 2** .....

Have you ever participated in a debate?

A debate is like a discussion where people argue about different sides of a topic. Each side tries to convince the other that their opinion is right. They do this by giving reasons and examples. A debate is a useful way to discuss an important issue and consider it from different points of view.

While working on the previous sections, you have understood that different persons have different types of routines. Do you think your routine is better than that of the others?

A model debate is given below. There are two teams and each team has two speakers. Do a role-play and practise the debate.

**Debate topic: Waking up early**

| Team for (supporting waking up early)   | Team against (waking up late is okay)  |
|---|--|
| <p><b>Speaker 1:</b> ‘Good morning, everyone! Waking up early is super beneficial. When you rise with the sun, you have more time to do things like exercise, eat a healthy breakfast and get ready for the day. It’s like getting a head start! Plus, waking up early helps you feel refreshed and ready to tackle whatever comes your way. Trust me, waking up early sets the tone for a productive and successful day!’</p> <p><b>Speaker 2:</b> ‘I totally agree! Waking up early gives you a quiet, peaceful time to yourself before the hustle and bustle of the day begins. You can use this time to plan your day, meditate or simply enjoy a cup of tea. It’s a great way to reduce stress and start your day on a positive note.’</p> | <p><b>Speaker 1:</b> ‘Hold on a second! While waking up early might work for some people, it’s not for everyone. Forcing yourself to wake up before your body is ready can leave you feeling tired throughout the day. Not everyone is a morning person and that’s okay! We all have different internal clocks and it’s important to listen to our bodies and get the amount of sleep we need.’</p> <p><b>Speaker 2:</b> ‘I would like to add that waking up early can be especially challenging for teenagers and young adults whose bodies naturally prefer to stay up late and sleep in. Forcing them to wake up early can disrupt their natural sleep patterns and affect their overall health and well-being. It’s more important to focus on getting enough sleep, regardless of what time you wake up.’</p> |
| <p><b>Closing statement:</b> ‘We understand that waking up early isn’t easy for everyone, but the benefits are undeniable. By waking up early, you have more time to take care of yourself, get things done and set a positive tone for the day. It’s all about finding a routine that works for you and sticking to it. So, let’s embrace the early mornings and make the most of each day!’</p>   | <p><b>Closing statement:</b> ‘Everyone’s body is different and what works for one person may not work for another. Instead of focusing on waking up early, let’s focus on getting enough sleep and listening to our bodies. Whether you’re an early bird or a night owl, what matters most is feeling fresh and ready to take on the day ahead.’</p>   |

**TASK 21**

Now, form groups of four and choose a side for or against topics A and B and debate them. Use the hints given to strengthen your arguments.

**A. Importance of breakfast**

| Team for   | Team against  |
|--|---|
| <ul style="list-style-type: none"> <li>• Having breakfast helps you have more energy for the day.</li> <li>• Breakfast gives your brain the food it needs to work well.</li> <li>• People who have breakfast do better at school or work.</li> <li>• Having breakfast sets you up to make healthier food choices later.</li> <li>• Breakfast makes you feel happier and less tired.</li> </ul> | <ul style="list-style-type: none"> <li>• Some people skip breakfast to help them stay thin.</li> <li>• Skipping breakfast can be a good way to control how much you eat.</li> <li>• Not everyone feels hungry in the morning.</li> <li>• Skipping breakfast saves time for busy people.</li> <li>• Skipping breakfast gives you more freedom to eat when you want.</li> </ul> |

**B. Screen time limits**

| Team for  | Team against   |
|---|--|
| <ul style="list-style-type: none"> <li>• Less screen time means more time to play and move your body, which is good for staying healthy.</li> </ul> | <ul style="list-style-type: none"> <li>• Mobile or computer screens can be fun and help you learn new things with games and videos.</li> </ul> |

| Team for  | Team against   |
|---|--|
| <ul style="list-style-type: none"> <li>• Sitting too much while looking at screens can make you feel stiff and tired.</li> <li>• When you're not using screens, you can go outside and play, enjoying the fresh air and sunshine.</li> <li>• Having rules about screen time gives families more chances to talk, play games or do things together.</li> <li>• Less screen time before bed can help you sleep better and wake up feeling refreshed.</li> </ul> | <ul style="list-style-type: none"> <li>• Watching TV or playing games on screens can help you relax and feel calm after a busy day.</li> <li>• Some screen activities let you be creative, like drawing or making videos.</li> <li>• Screens can help you stay in touch with friends and family, even if they're far away.</li> <li>• Having strict rules about screen time can feel unfair and limit your choices about how you spend your time.</li> </ul> |

### **TASK 22** Now, form teams and debate on the topic: Exercising to stay healthy.

Team for: Doing exercise is important for staying healthy and feeling good.

Team against: Too much exercise can be bad for you and some people don't like it.



### **Vocabulary: Collocations related to daily activities** .....

Collocations are words that often go together because people commonly use them that way. For example, we say **big dog** instead of **large dog** because it sounds more natural. Collocations help us speak and write more naturally in a language. By familiarising yourself with these collocations, you can more effectively describe your daily routines and sound more like a native speaker. Practise using such combinations in your sentences to improve your fluency.

**Look at these collocations that are usually found in talking about our daily routine.**

1. **Wake up:** Get out of bed, rise and shine, wake up early, wake up late
2. **Morning routine:** Brush teeth, take a shower, get dressed, have breakfast, pack lunch
3. **Commute:** Go to school, catch the bus, catch the train, ride a bicycle, walk to school
4. **Work/School:** Attend classes, complete assignments, participate in contests

5. **Lunchtime:** Have lunch, have a break, grab a snack, go out for lunch, pack a lunchbox
6. **Afternoon routine:** Finish work/school, relax at home, run errands, do household chores
7. **Evening activities:** Cook dinner, watch TV, exercise, spend time with family/friends, relax before bed
8. **Bedtime routine:** Read a book, listen to music, go to sleep

**TASK 23** Fill in the blanks with the correct collocations from the list given above.

1. I usually ..... early because I have to catch the bus to school.
2. After I ....., I always brush my teeth and take a bath.
3. I like to .....so that I can get some exercise and fresh air.
4. At noon, I ..... with my friends and chat.
5. In school, I ..... and complete assignments.
6. My evening routine includes cooking dinner, watching TV and ..... with my family.
7. Before my bedtime, I ..... to relax.



### Vocabulary: Time expressions

These are words or phrases that indicate the timing or duration of an action, event or state. They help to provide context and clarity about when something happens or how long it lasts. Time expressions can refer to specific points in time, durations, frequency or relationships between events.

|  |   |
|--|---|
| <p><b>Specific points in time</b></p> <ul style="list-style-type: none"> <li>• today, tomorrow, yesterday</li> <li>• Monday, Tuesday, Wednesday, etc.</li> <li>• January, February, March, etc.</li> <li>• 10 am, 3:30 pm, etc.</li> <li>• Next week, last month, this year</li> </ul> | <p><b>Duration</b></p> <ul style="list-style-type: none"> <li>• for two hours, for a long time, for three days</li> <li>• since last year, since childhood, since Monday</li> <li>• all day, all night, all week</li> </ul> |
| <p><b>Frequency</b></p> <ul style="list-style-type: none"> <li>• every day, every week, every month</li> <li>• once a week, twice a month, three times a year</li> <li>• often, sometimes, rarely</li> </ul>   | <p><b>Relationships between events</b></p> <ul style="list-style-type: none"> <li>• before, after, during</li> <li>• while, until, as soon as</li> <li>• between, among, since</li> </ul>                                   |

**TASK 24****A. Identify and underline the time expressions in these sentences.****Specific points in time**

1. Today is Monday, so we have our biology practical session.
2. Our project submission deadline is tomorrow, so I need to finalise it tonight.
3. The annual sports day is in January next year.
4. Our first period starts at 8 am sharp.
5. We're having a guest speaker for our History class next week.

**Duration**

1. I've been revising for the upcoming exams for two hours every evening.
2. She has been a part of the school debate team for a long time.
3. I haven't visited the library since last semester.
4. We had a cultural fest that lasted all day yesterday.
5. We'll be on summer break for two months in April.

**Frequency**

1. We have self-study sessions every day to prepare for the board exams.
2. Our class organises meetings once a week to discuss academic progress.
3. Our school conducts cultural events twice a month.
4. I often participate in sports activities after school.
5. She rarely forgets to attend the morning assembly.

**Relationships between events**

1. We'll have our group study session before the chemistry practical.
2. She left the debate competition after her team's poor performance.
3. I revise my notes while waiting for the bus.
4. He'll wait until the lunch break to meet with the teacher.
5. As soon as the bell rings, we'll head to the library.
6. I've been studying since the morning for the unit test.
7. He's been a member of the school orchestra since childhood.
8. The school cultural fest will be held between 9 am and 4 pm.
9. We sat among the audience during the school play.
10. I'll wait for you outside the classroom after the class.

**B. Complete these sentences with appropriate time expressions from the list below.**

|                 |                 |                     |           |
|-----------------|-----------------|---------------------|-----------|
| today is Monday | at 8 am sharp   | since last semester | every day |
| tomorrow        | during the week | every week          | often     |

1. I always wake up early .....
2. We have a class presentation scheduled .....
3. She has been practising music .....
4. Our school assembly starts .....
5. We have exams .....
6. I visit the library .....
7. I know what Kiran is up to because we ..... have dinner together.

**Let's write 2****TASK 25**

Imagine you are an alien from another planet where their daily routines are completely different from ours. You may use the points given in the table or create your own activities. Based on this information, write a short passage.

| Time  | Activity  |
|-------|---|
| 6 am  | Replenish energy with the community                 |
| 8 am  | Explore nearby landscapes and study plants          |
| 10 am | Share knowledge with others and discuss findings    |
| 1 pm  | Try new cuisines                                    |
| 4 pm  | Have fun with physical activities                   |
| 6 pm  | Conduct experiments in varied atmospheres           |
| 8 pm  | Reflect on the day and communicate with home planet |
| 10 pm | Rest and recharge                                   |

**Home assignment 4**

What are the changes you wish to bring in your everyday routine if you plan to be more successful in your life? Create a table of 'Dos' and 'Don'ts' for yourself listing certain activities you wish to stop and some activities you wish to start.

## Glossary

**peeked:** to look, especially for a short time or while trying to avoid being seen

**juggled:** to try to do two or more jobs or activities at a time

**podcast:** a digital audio or video programme that you can download from the internet and play on a computer or on a mobile phone

**hanging out:** to spend a lot of time in a place or with someone

**relying:** depending on

**impact:** a powerful effect that something, especially something new, has on a situation or person

**cricket (here):** a brown or black insect that makes short, loud noises by rubbing its wings together

**tackle:** to try to deal with something or someone

**hustle and bustle:** noise and activity

**embrace (here):** accept

## End-of-unit checklist

### Tick what you have learnt

In this unit I have learnt how to

- ◆ create simple sentences about daily routines.
- ◆ use correct words for everyday activities.
- ◆ describe different parts of a daily routine.
- ◆ use the right words to show when things happen.
- ◆ talk and write about daily activities accurately.



# Hometown and State

## What am I going to learn in this unit?

- ◆ How to talk about my hometown and the different things it has
- ◆ How to write about my home town or city using simple words and sentences
- ◆ How to tell the different features of a place
- ◆ How to use new words about hometown and how to use them
- ◆ How to write about my hometown

## Let's get started | Word guessing game

Have you played the word guessing game? It's a fun and interesting game in which we draw some dashes on the board, which show how many letters a word has. For example, if the word is 'Delhi', we draw five dashes like this: ....

The guessing team picks a letter of the alphabet. If the letter is in the word, we write it in the correct spot on the dashes. If not, we start drawing a part of a stick figure. For example, we may draw the stick figure of a boy kicking a football. You have seven chances, meaning seven parts of the stick figure.

We keep guessing letters one by one. If we guess a wrong letter, we draw more parts of the stick figure. We try to guess the word before the stick figure is complete.

If we guess the word right, we win a point. If the stick figure is complete first, the other team gets a point.

Your teacher will start the game and you have to guess the hometown on the board. Take turns and play the game.



### Let's read 1

#### TASK 1

Here is a description of Simranjeet's hometown. Read how it is portrayed.

### My Lovely Hometown

I live in a small town called Nangal in Punjab. It's surrounded by green hills and has lots of trees. There's a calm feeling here that makes you feel peaceful.

One special thing about Nangal is its pretty views. There are wide fields of green grass and colourful flowers. A river flows gently through the town and when the sun sets, it makes the water look golden and shiny.



Even though Nangal is small, it has been around for a long time. There are old stone buildings and streets made of bumpy stones. In the middle of the town, there's a big square with a huge tree. People come here to talk, laugh and enjoy themselves.

What I like the most about Nangal is how friendly the people are. People know each other well and are always ready to help. We have fun together during festivals and work together to help others when they need it. In short, even though Nangal is small, it's a beautiful and friendly place that feels like home.

#### A. Answer these questions in one or two sentences.

1. What things or places can you see in Nangal?
2. How does the river appear in the town?
3. What are the buildings and streets in Nangal made of?
4. Why do people gather in the town square?
5. What's the main feeling the author has about Nangal?

#### B. Read the passage again and state if the sentences given below are true or false.

1. Nangal is a big town.
2. Nangal has a river that flows through it.
3. The text says that Nangal has wide fields of green grass and colourful flowers, but there is no mention of a park.
4. The text describes a big square in the middle of town.
5. There is no mention of a school in the text.

T / F

T / F

T / F

T / F

T / F



### Let's listen 1



5

#### TASK 2

Listen to the interview. As you listen to the audio track, discuss your idea of a perfect town with your partner.  
What facilities should be available?

#### TASK 3

After you listen to the audio track, answer these questions in one line.

1. According to Ravi, what is the first thing an ideal hometown should have?
2. Why does Ravi think having friendly neighbours is important?
3. Name one thing Ravi mentions about parks and schools.
4. What does Ravi say about transportation in a town?
5. Why does Ravi think nature is important in a town?

#### TASK 4

Listen to the interview again. After you listen to the audio track, match the statements from the interview with the appropriate responses given by Ravi.

| Statements   | Responses  |
|--|--|
| 1. An ideal hometown should be safe for everyone.                  | a. It's nice to know you can rely on each other. |
| 2. Friendly neighbours and a sense of community are crucial.       | b. Safety is important, indeed.                  |
| 3. Parks provide places to play.                                   | c. Buses or trains that run on time are a must.  |
| 4. Having good schools is also important.                          | d. They give us places to have fun and relax.    |
| 5. Easy transportation makes it easier for everyone to get around. | e. They help children learn and grow.            |
| 6. Trees and clean air make a town feel healthy.                   | f. Nature is important too.                      |



### Let's speak 1

#### TASK 5

Prepare a presentation on your hometown. Use these hints to prepare your presentation.

- ◆ Introduction (name, age, hometown)
- ◆ Description of hometown (location, size, climate)

- ◆ Landmarks or points of interest
- ◆ Favourite places or activities
- ◆ Conclusion (overall feeling about your hometown)

**Use these sample phrases to begin your sentences.**

- ◆ My hometown is ...
- ◆ It is located ...
- ◆ The weather is usually ...
- ◆ One famous landmark is ...
- ◆ I like to visit ...
- ◆ Overall, I think my hometown is ...

**Here's a presentation that Gaurav gave on Jaipur, his hometown. Study it carefully.**

Hi, everyone! My name is Gaurav and today I'm going to tell you about my hometown, Jaipur. Jaipur is the capital city of Rajasthan, a state in Northern India. It's known as the 'Pink City' because many of its buildings are painted pink, which gives it a unique and colourful look. The city is located in the arid region of Rajasthan and experiences hot summers and cool winters.

One famous landmark in Jaipur is the Hawa Mahal or Palace of Winds. It's a beautiful palace with lattice windows. It was built for the royal women to observe street festivals without being seen. Another landmark is the Amer Fort, a royal fort situated on a hilltop overlooking the city. It's known for its stunning panoramic views of Jaipur.

One of my favourite places to visit in Jaipur is the City Palace. It's a grand palace complex with beautiful courtyards, gardens and museums showcasing Jaipur's royal history. I also love exploring the markets in Jaipur, especially Johari Bazaar and Bapu Bazaar, where you can find colourful textiles, handicrafts and traditional Rajasthani jewellery.

In conclusion, Jaipur is a vibrant and culturally rich city with a blend of history, architecture and tradition. I'm proud to call Jaipur my hometown and I hope you enjoyed learning a little bit about it today.



Now it's your turn. Present your hometown highlights for three minutes.

### Home assignment 1

Your hometown is not the same as what your parents or your grandparents lived in. Over the years, it must have transformed in many ways. Talk to your parents about their experiences in the place from their memories. Ask them about important landmarks in your hometown and how they have completely changed or disappeared. It could be buildings, parks, theatres or shops. Collect pictures from the internet about your hometown 50 years ago if available. Note at least ten changes and share them with your class.



### Let's write 1

#### TASK 6

After listening to the interview again, identify aspects that your hometown lacks. Create a fictional map of your ideal hometown. Write a paragraph of about 100 words highlighting its important features. Also, give an interesting name to the town you have created. You may use these features to label your map.



- ◆ free wi-fi
- ◆ pure water
- ◆ renewable energy
- ◆ vertical gardens
- ◆ waste management
- ◆ electric transportation
- ◆ urban farming
- ◆ videogame hub
- ◆ robotic assistants
- ◆ self-driving vehicles
- ◆ air quality monitoring
- ◆ advanced healthcare technology



### Let's listen 2

#### TASK 7

Let's listen to some tourists who have just returned to their hometowns after visiting various cities in Punjab.



6.1, 6.2, 6.3, 6.4, 6.5

- A. As you listen to the audio track, match the people to the cities they have visited in Punjab.

| S. No. | Tourist   | City       |
|--------|-----------|------------|
| 1.     | Claude    | Chandigarh |
| 2.     | Sangeetha | Ludhiana   |

| S. No. | Tourist | City       |
|--------|---------|------------|
| 3.     | Bipul   | Kapurthala |
| 4.     | Sneha   | Patiala    |
| 5.     | James   | Amritsar   |

**B. Listen to the audio again. As you listen to the audio track, choose the correct words to complete each sentence from the three choices given in brackets.**

1. Sneha was able to witness the ceremonies at the ..... (Golden Temple, industrial hub, Kullu Manali) and find spiritual fulfilment.
2. (Ludhiana, Amritsar, Patiala) ..... is also called 'The Manchester of Punjab'.
3. Bipul expected his industrial visit to..... (Amritsar, Ludhiana, Kapurthala) to be boring but he was proved wrong.
4. The tourist who loved historical tourism was ..... (Claude, Sangeetha, Bipul).
5. (Patiala, Kapurthala, Chandigarh) ..... is the capital of two states in India, Punjab and Haryana.



**C. As you listen to the audio track, state whether these statements are true or false.**

1. James rented a bicycle to explore the city of Chandigarh.
2. Kapurthala is referred to as the 'Pink City'.
3. Sangeetha's visit to Qila Mubarak will forever be in her memory.
4. Sneha became a little heavier after eating many delicious dishes in Amritsar.
5. Claude is planning a trip to China next year.

T / F

T / F

T / F

T / F

T / F

**Let's speak 2****TASK 8**

Imagine a scenario where you and your partner are planning a two-day vacation to any city in Punjab. Think and pick your favourite city in Punjab and convince your partner why you believe this is the best city to take a vacation. Each of you has a minute to convince the other of your favourite pick.

**Tips to remember**

1. **Name of the city:** Start off by mentioning the name of your city of interest to visit. **For Example:** 'I've always wanted to visit Jalandhar...'
2. **Uniqueness of the city:** Share one unique quality about the place. This will be the first and primary step of positively convincing your classmate about the place. **For Example:** 'It is one of the few places in Punjab which has a water park!'
3. **List out sightseeing sites:** Mention some of the famous sightseeing spots and briefly explain why you both will like visiting them. **For Example:** 'We would absolutely enjoy taking a walk by the Kala Sanghian Lake or going trekking by the hillside. We can visit Phillaur Fort as well to know more about our cultural heritage.'
4. **Share other common interests that both of you would enjoy:** **For Example:** 'We could do a little shopping in Sadar Bazaar and when we get tired, we can stop by a restaurant to have *sarson ka saag* with *makke ki roti* or *chhole bhature*. Yummy!'
5. **Closing:** Wrap up your preference with a closing statement as to why you think this is the best place to visit. **For Example:** 'We can cherish nature's beauty, know more of our history and heritage, eat tasty food, buy souvenirs and have an adventure. Jalandhar has it all!'

Read this sample conversation based on the tips. You can substitute the name of the town and other attractions and prepare your dialogues suitably.

**Student A:** Hey, I've always wanted to visit Amritsar! It would be amazing to visit the Golden Temple.

**Student B:** Amritsar is a great choice, but have you considered Jalandhar? It is one of the few places in Punjab which has a water park!



**Student A:** A water park sounds like fun! Are there any other interesting things to see and do in Jalandhar?

**Student B:** Sure! We could absolutely enjoy taking a walk by the Kala Sanghian Lake or going trekking by the hillside. We can visit Phillaur Fort as well to know more about our cultural heritage.

**Student A:** Trekking and a fort sound interesting! What about food?

**Student B:** We could do a little shopping in Sadar Bazaar and when we get tired, we can stop by a restaurant to have *sarson ka saag* with *makke ki roti* or *chhole bhature*. Yummy!

**Student A:** *Sarson ka saag* with *makke ki roti* sounds delicious! I think Jalandhar might be the perfect place for our two-day vacation. We can cherish nature's beauty, know more about our history and heritage, eat tasty food, buy souvenirs and have an adventure.

### Home assignment 2

Form groups with people who are from the same place and conduct short interviews with the elders to know what changes have happened over the years. You can ask them for memories related to their youthful days and how they spent their time. Collect information about wells, ponds, theatres or open grounds where they used to play and how these places have now been transformed. Create a selfie video of 3–4 minutes explaining all the transformations based on the information collected from the elders.



### Let's write 2

#### TASK 9

Do you have a favourite dish from your hometown or state? Have you made it before? Or ever thought of the process of making it or the ingredients that go into it? Look at the sample recipe given. Refer to it and complete the writing tasks.

#### *Kadhi Pakora*

##### Ingredients:

For *pakor*as:

100g gram flour

For *kadhi*:

250ml sour yoghurt



|                                   |  |
|-----------------------------------|--|
| 1 small onion, finely chopped     | 3 tbsp gram flour                            |
| 1 small potato, grated (optional) | 500ml water                                  |
| 1 green chilli, finely chopped    | 1 tsp mustard seeds                          |
| 1/2 tsp cumin seeds               | 1/2 tsp each fenugreek seeds and cumin seeds |
| 1/4 tsp turmeric powder           | 1 dried red chilli                           |
| salt, to taste                    | 1/4 tsp <i>hing</i>                          |
| water, as needed                  | 1/2 tsp turmeric powder                      |
| oil, for frying                   | 1 tsp red chilli powder (adjust to taste)    |
|                                   | salt, to taste                               |
|                                   | 1 tbsp oil                                   |
|                                   | fresh coriander leaves, for garnish          |

### Instructions for preparation:

#### 1. Prepare *pakor*as:

- Mix gram flour, onion, potato, green chilli, cumin seeds, turmeric powder and salt in a bowl.
- Gradually add water to make a thick batter. Mix well.
- Heat oil in a frying pan. Drop spoonfuls of batter into the hot oil and fry until golden brown. Drain on paper towels and set aside.

#### 2. Prepare *kadhi*:

- Whisk together yoghurt and gram flour until smooth. Gradually add water, whisking continuously.
- Heat oil in a pot. Add mustard seeds, fenugreek seeds, cumin seeds, dried red chilli and *hing* (asafoetida). Let them splutter.
- Reduce heat. Slowly pour in the yoghurt mixture, stirring constantly.
- Add turmeric powder, red chilli powder and salt. Stir well.
- Bring to a boil, then simmer for 20–25 minutes, stirring occasionally until thickened.
- Add the *pakor*as to the *kadhi* and simmer for another 5–7 minutes.

g. Garnish with fresh coriander leaves.

h. Serve hot with rice or chapati.

Enjoy your homemade *kadhi pakora*!

#### Notes to remember

- ◆ Use numbers to indicate the stages of each instruction.
- ◆ Always use the base form of the verb to give instructions in a recipe.
- ◆ List the ingredients in the order they will be used. This helps readers follow along more easily as they prepare the recipe.
- ◆ Make sure you test the recipe yourself to ensure it works as written. Adjust any steps or ingredients as necessary based on your experience.
- ◆ Provide suggestions on how to serve the dish, such as 'Serve hot with rice' or 'Garnish with fresh parsley before serving.'

A. Choose the most appropriate verbs from the box to complete the different recipe instructions.

|      |      |     |     |         |      |      |       |
|------|------|-----|-----|---------|------|------|-------|
| Stir | Coat | Cut | Fry | Squeeze | Boil | Heat | Check |
|------|------|-----|-----|---------|------|------|-------|

1. .... the onions into thin slices.
2. .... the oil in a saucepan and add mustard seeds. Wait for them to splutter.
3. .... the paneer cubes till they turn golden brown and crispy.
4. .... half a lemon over the simmering curry for extra flavour.
5. .... continuously for five minutes so that no lumps are formed.
6. .... whether the meat has cooked through by using a knife.
7. .... until the mixture gains a thick consistency.
8. .... the cleaned meat in the flour mixture.

- B. Copy the given template into your notebooks. Think about your favourite dish and fill in the table. Then, write the instructions for its preparation.

My favourite dish: .....

| S. No. | Ingredients | Measurements |
|--------|-------------|--------------|
|        |             |              |
|        |             |              |
|        |             |              |

(Paste a picture of the dish here)

**Instructions for preparation:**

1. ....
2. ....



### Grammar: Present simple tense

The present simple tense is one of the basic verb tenses in English and it is used to describe actions that are habitual, routine or generally true.

#### Form

For most verbs, the present simple tense is formed by using the base form of the verb (the infinitive without **to**). For the third person singular (he, she, it), verbs typically take an **-s** or **-es** ending.

**Example:** I **eat**, she **eats**, they **work**, he **watches**.

#### Usage

**Describing habitual actions:** We use the present simple tense to talk about actions that happen regularly, repeatedly or as part of a routine.

**Example:** She **reads** a book every night before bed.

**Stating facts or general truths:** We use the present simple tense to express facts or truths that are generally accepted or always true.

**Example:** The sun **rises** in the east.

**Talking about schedules and timetables:** We use the present simple tense to discuss schedules, timetables or fixed arrangements.

**Example:** The train **leaves** at 9 am.

**Expressing opinions, thoughts or emotions:** We can use the present simple tense to express opinions, thoughts or emotions in a more formal or literary style.

**Example:** I **believe** in the power of positivity.

**Signal words:** Signal words such as **always, usually, often, sometimes, rarely, never** and **every day** often accompany the present simple tense to indicate frequency.

**Example:** She usually **drinks** coffee in the morning.

**Negative and interrogative forms:** To form negative sentences, we use the auxiliary verb **do** (or **does** for third person singular) + **not** + base form of the verb.

**Example:** She **does** not eat cake.

In questions, we invert the subject and auxiliary verb **do** (or **does** for third person singular) and use the base form of the main verb.

**Example:** **Do** you like chocolate?

### TASK 10

Using the word in the bracket, complete these sentences with verbs in the present simple tense.

- The main market in my hometown ..... (be) very busy on weekends.
- My hometown ..... (have) a famous historical monument that attracts tourists.
- People in my hometown ..... (celebrate) religious festivals with great enthusiasm.
- The climate in my hometown ..... (vary) throughout the year.
- My family ..... (visit) our relatives in our hometown every summer.
- The river that flows through my hometown ..... (provide) water for irrigation.



7. Many students from my hometown ..... (study) in the local college.
8. The local cuisine in my hometown ..... (consist) of spicy dishes.
9. The streets in my hometown ..... (get) crowded during festivals.
10. I ..... (meet) my friends at the park in my hometown every evening.

**TASK 11**

Conduct a survey using the present simple tense and discuss your findings. Take help of the verbs given in the brackets to complete these sentences.

1. How far ..... (be) your hometown from here?
2. .... (Do) your hometown look the same?
3. What ..... (do) people usually do for fun in your hometown?
4. .... (Do) it ..... (rain) a lot in your hometown?
5. .... (Be) there any famous landmarks or tourist attractions in your hometown?
6. How many people ..... (live) in your hometown?
7. .... (Be) there any traditional festivals celebrated in your hometown?
8. What ..... (be) the climate like in your hometown?
9. .... (Do) you ask your friends to visit your hometown?
10. What ..... (be) the primary mode of transportation in your hometown?

**Grammar: Past simple tense**

The past simple tense is a verb tense used to describe completed actions or events that occurred at a specific point in the past. It is one of the most commonly used verb tenses in English.

**Form**

There are two types of verb forms: regular and irregular.

In the past simple tense, regular verbs are conjugated by adding **-ed** to the base form of the verb.

**Example:**

- ◆ base form: walk
- ◆ past simple: walked

However, irregular verbs have unique forms in the past tense, which must be memorised.

**Example:**

- ◆ base form: go
- ◆ past simple: went

**Usage**

1. **Describing completed actions:** The past simple tense is used to describe actions or events that started and finished at a specific time in the past.

**Example:** She **visited** her grandmother yesterday.

They **watched** a movie last night.

2. **Narrating past events:** It is commonly used in storytelling, narratives or recounting past experiences.

**Example:** When I was a child, I **played** soccer every weekend.

He **travelled** to Paris last summer.

3. **Expressing past habits or routines:** It can be used to describe habitual or repeated actions in the past.

**Example:** She **read** books every night before bed.

They **ate** breakfast together every morning.

4. **Signal words:** Certain words and phrases often accompany the past simple tense to indicate a specific point or duration in the past. Some common signal words include:

- ◆ yesterday, last night, last week, last year
- ◆ ago (to indicate a specific time in the past)
- ◆ in + year/month/season (e.g., in 2005, in March)

**Example:** She **finished** her homework before dinner.

They **went** to the beach last weekend.

He **studied** Sanskrit for two hours yesterday.

The past simple tense allows speakers and writers to convey past actions, events or habits clearly and concisely, providing a framework for discussing past experiences in the English language.

**TASK 12**

Fill in the blanks with the correct form of the past simple tense of the verbs given in brackets.

1. Last summer, I .....  
(visit) my hometown after five years.
2. She ..... (spend) her  
childhood in a small village.
3. We ..... (have) a big  
family reunion during the holidays.
4. The town .....  
(organise) a festival last month.
5. He ..... (grow) up in  
the countryside before moving to the city.
6. They ..... (attend) the local school when they were kids.
7. The river ..... (flood) last winter due to heavy rain fall.
8. My grandparents ..... (live) in the same house for over  
fifty years.
9. She ..... (take) a lot of photographs of her hometown during  
her visit.
10. The bakery ..... (sell) delicious pastries that everyone loved.

**TASK 13**

Write a short paragraph about your hometown using the past simple tense. Include information about significant events, experiences or memories related to your hometown. Study this example and use it as a reference.

I grew up in a small town nestled in the hills. When I was a child, my friends and I often played in the local park, where we had picnics and played games until the sun went down. Every summer, the town organised a carnival with colourful rides and delicious food stalls. I remember the excitement of going on the Ferris wheel and winning prizes at the game booths. In the winter, the town square transformed into an ice-skating rink and families gathered to skate and sip hot cocoa. These memories of my hometown hold a special place in my heart.



**TASK 14**

Pair up with a classmate and take turns asking each other questions about your hometowns using the past simple tense. You may take the help of these questions.

- ◆ What was your favourite childhood memory in your hometown?
- ◆ Where did you travel with your family when you were a child?
- ◆ Can you share a funny or interesting story from your hometown?
- ◆ Did you have any special traditions or celebrations in your hometown?
- ◆ What was your school like when you were growing up?

**Home assignment 3**

Imagine your friend from a different state has to relocate to your hometown. Your friend hesitates as it is a new place and has called you to know more. What would you tell your friend to convince him/her that your hometown is interesting and has much to explore? Prepare a few statements to tell your friend highlighting the opportunities. You could also add the challenges that you have faced and give suitable ways to face them.

**Grammar: Adjectives**

Adjectives are words that describe or tell us more about nouns or pronouns. They help us understand what something is like. Adjectives can describe how something looks, feels, sounds, tastes or smells. They make our writing more interesting by providing details. They can be used to give more information about a noun, adding depth and dimension to our sentences. By using adjectives, we can paint a more vivid picture in the reader's mind, making our descriptions more engaging and livelier.

Adjectives can describe various qualities of a noun, such as:

- ◆ **Appearance:** These adjectives describe how something looks.

**Example:** red, large, sparkling

- ◆ **Feel:** These adjectives describe how something feels.

**Example:** soft, rough, smooth

- ◆ **Sound:** These adjectives describe how something sounds.

**Example:** loud, quiet, melodious



- ◆ **Taste:** These adjectives describe how something tastes.

**Example:** sweet, sour, bitter

- ◆ **Smell:** These adjectives describe how something smells.

**Example:** fragrant, stinky, fresh

Remember, the order of adjectives usually follows a certain pattern when multiple adjectives are used together. The general order is:

- ◆ **Determiner:** a, an, the
- ◆ **Quantity:** two, five, many
- ◆ **Opinion:** lovely, beautiful, nice
- ◆ **Size:** big, small, large
- ◆ **Age:** old, young, ancient
- ◆ **Shape:** round, square, flat
- ◆ **Colour:** red, blue, green
- ◆ **Origin:** American, British, French
- ◆ **Material:** wooden, brick, metal
- ◆ **Type:** electric, two-sided, basic
- ◆ **Purpose:** writing (desk), sleeping (bag)

#### **TASK 15** Find adjectives in these sentences about hometowns.

1. The town square is old and charming.
2. My bedroom is small but cosy.
3. The market is busy and colourful.
4. His apartment is big with a nice view.

#### **TASK 16** Write five sentences about your hometown using different adjectives. (Hint: Think about the various aspects of your town, such as the buildings, parks, people and any other special features. Use adjectives to describe these aspects, making your sentences more vivid and interesting.)

#### **TASK 17** Rearrange the words to make meaningful sentences. Use the correct order of adjectives.

1. crowded/busy/is/the/street/main
2. ancient/famous/temple/on/the/hill/is/the
3. he/red/old/lovely/chair/French/round/owns/a



## Grammar: Articles

Articles are words used before nouns to indicate whether the noun refers to something specific or something general. There are three articles: **a**, **an** and **the**.

### 1. Definite article **the**:

**The** is used before singular and plural nouns when the speaker and listener both know exactly what they are referring to.

**Example:** **The** Eiffel Tower is in Paris.

### 2. Indefinite articles **a** and **an**:

**A** is used before words that begin with a consonant sound.

**An** is used before words that begin with a vowel sound.

They are used to refer to any member of a group.

**Example:** **A** cat is an independent animal.

**An** elephant is a large animal.

If a word starts with a vowel sound, use **an** before it.

**Example:** **an** apple

**an** hour

**an** umbrella

**an** honest person

If a word starts with a consonant sound, use **a** before it.

**Example:** **a** book

**a** university

### **TASK 18** Identify whether these sentences need **a**, **an** or **the**.

1. We visited ..... museum in our hometown.
2. She lives in ..... old house near the river.
3. .... park in our hometown is beautiful.
4. He bought ..... new car last week.
5. They went to ..... beach for vacation.

**TASK 19** Complete these sentences with **a**, **an** or **the**.

1. I live near ..... school.
2. We went to ..... zoo yesterday.
3. She bought ..... new dress for the party.
4. They visited ..... historical monument in the city.
5. He is ..... architect.

**TASK 20** Rewrite these sentences, correcting any errors in the use of articles.

1. I live near school.
2. She is doctor.
3. They went to beach yesterday.
4. We saw bird in tree.
5. He is engineer.

**Vocabulary: Words related to features** .....

You will now try to describe some of your hometown's unique features while talking or writing about it. The list of words below will be helpful to you. By using these words, you can provide a detailed and engaging description of your hometown, making it come alive for your audience.

When you talk about your hometown, think about what makes it special. Is it the natural beauty, the historical buildings, the diverse community or the fun places to visit? Use the words from the list below to help you express these unique features.

**TASK 21** Read the words and use **any ten** of them in short sentences.

**Natural features:** mountains, rivers, beaches, forests, trees, animals

**Buildings and places:** houses, streets, parks, schools, malls, markets

**Special things:** statues, monuments, old buildings, festivals

**Natural beauty:** flowers, birds, wildlife, beautiful scenery



**Interesting facts:** museums, historical sites, traditions, unique events

**Weather:** hot, cold, rainy, sunny, windy

**People and diversity:** lots of people, different cultures, languages

**Jobs and money:** factories, shops, jobs, businesses

**Fun places:** restaurants, theatres, libraries, sports fields

**Getting around:** buses, trains, roads, airports

**TASK 22** Fill in the blanks with the appropriate words from the vocabulary list.

1. Tourists enjoy hiking in the ..... to witness breathtaking views.
2. Local ..... showcase traditional dances and music.
3. On a hot day, many people head to the ..... to swim and relax.
4. The ..... is known for its ancient architecture and historical significance.

#### Home assignment 4

Identify your favourite spots in your hometown and give reasons. You can write about when you first visited the place, your favourite memory related to the place and why you would visit it in future. Share this information with your friend and listen to their version.

## Glossary

**bumpy stones:** rocks with an uneven surface

**arid region:** very dry area with little rain

**lattice windows:** an ancient style of windows a crisscross pattern

**panoramic:** wide view of an area

**vertical gardens:** plants growing on walls

**videogame hub:** place for video games

**robotic assistants:** robots that help with tasks

**cherish nature's beauty:** deeply appreciate nature

**souvenirs:** items kept as keepsakes

**whisk:** to mix or beat quickly

**splutter:** make short, explosive noises

**Ferris wheel:** large wheel for viewing from height

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ create simple sentences about my hometown.
- ◆ use correct words for describing my hometown and state.
- ◆ describe different parts of a town.
- ◆ use the right words to give directions to places in my hometown.
- ◆ talk and write about my hometown accurately.

# Weather and Climate

## What am I going to learn in this unit?

- ◆ How to talk about weather and climate
- ◆ How to use weather as a topic to start small talk
- ◆ How to respond to comments on the weather
- ◆ How to talk about my views of the weather
- ◆ How to talk about things I like to do during a certain season
- ◆ How to discuss climate change and the environment

## Let's get started | Experiencing India's diverse seasons

We all know that India is a country with varying seasons. We experience heat, floods and cold during summer, monsoon and winter. Think about these seasons and fill in the given table. Compare your responses with your friends.

| My favourite season | Why I like it | What I usually prefer to do in this season | Why I dislike it |
|---------------------|---------------|--|------------------|
|                     |               |  |                  |



### Let's read 1 .....

#### TASK 1

Below is a table that lists the average temperature ranges of various Indian cities during January. Read the table and answer the questions.



| City      | Average Temperature Range in January (°C) |
|-----------|---|
| Delhi     | 7–20                                      |
| Mumbai    | 15–30                                     |
| Kolkata   | 12–26                                     |
| Chennai   | 20–29                                     |
| Bengaluru | 15–27                                     |
| Hyderabad | 15–29                                     |
| Jaipur    | 8–23                                      |
| Ahmedabad | 10–25                                     |
| Pune      | 10–27                                     |
| Lucknow   | 7–20                                      |
| Amritsar  | 3–14                                      |

#### A. Answer these questions in a sentence or two.

1. Is Delhi cooler than Chennai in January?
2. Would you wear a jacket in Amritsar or Mumbai in January?
3. Which city has warmer weather in January: Bengaluru or Hyderabad?
4. Is Kolkata cooler than Jaipur in January?
5. Would you expect colder mornings in Lucknow or Ahmedabad in January?

- B. Why do the temperatures vary so much across India? Think and share it with your partner.



**Let's listen 1** .....



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## TASK 2

Listen to the telephone conversation between Harleen and Sandra. Sandra wants to visit Chandigarh and talks about it with her friend Harleen. As you listen to the audio track, answer the questions.

- A. Listen to the audio again. As you listen to the audio track, write if these sentences are true or false based on the conversation.

1. Harleen mentioned that temperatures in Chandigarh can soar above 40°C during the peak summer months.
2. According to Harleen, evenings in Chandigarh are warmer than mornings during summer.
3. Harleen suggested that taking a siesta in the afternoon is a common practice in Chandigarh to avoid the heat.
4. Sandra plans to do mostly outdoor activities during the hottest part of the day in Chandigarh.
5. Harleen advised Sandra to prepare for rain during her visit to Chandigarh in summer.

T / F

T / F

T / F

T / F

T / F

- B. Listen to the audio again. As you listen to the audio track, complete these sentences using the words given in the box.

siesta      cooler      Chandigarh      heat      indoor activities

1. Harleen mentioned that temperatures in ..... can soar above 40°C during the peak summer months.
2. According to Harleen, early mornings and evenings in Chandigarh are relatively .....
3. Harleen mentioned that taking a ..... in the afternoon is common to avoid the heat.
4. Sandra plans to pack accordingly and schedule ..... during the hottest part of the day.
5. Harleen advised Sandra to be prepared for the ..... when exploring Chandigarh in summer.



**Let's speak 1****TASK 3**

Do you know if you wish to start a conversation with someone you just met, you can comment on the weather and make small talk?

If you are wondering what small talk is, it is a friendly conversation about everyday things like the weather, hobbies or what's going on around you. It's a way to be social and connect with others in a casual and easy way.

Weather is a great conversation starter because it affects everyone and is something we all experience. It's a safe and easy topic that doesn't lead to disagreements. Talking about the weather can help break the ice and make people feel more comfortable talking to each other. Plus, it can lead to other topics like outdoor activities or travel plans. So, whether it's sunny or rainy, discussing the weather is a simple way to connect with others.

**A. Read this dialogue that takes place between Manjeet and Kapil from Ropar, Punjab.**

**Manjeet:** It is a lovely day today, isn't it?

**Kapil:** Oh, absolutely! It's such a relief to finally have some sunshine after all those days of rain.

**Manjeet:** Definitely! I was starting to feel like I needed a boat instead of a car with all the flooding.

**Kapil:** I know what you mean! But now that the sun's out, it feels like a whole new world.

**Manjeet:** Absolutely. I'm thinking of going for a hike this weekend. How about you?

**Kapil:** That sounds like a fantastic idea! I was actually thinking of having a picnic in the park with some friends. It's been too long since we've been able to enjoy the outdoors.

**Manjeet:** That sounds perfect! There's nothing like spending time outside when the weather is so beautiful.

**B. Choose a partner in your class with whom you aren't too familiar and start a conversation about the weather.**

Given below are some words and phrases commonly used when discussing different weather conditions. You can use them in your conversation.

| 1. sunny  | 2. cloudy     | 3. rainy        | 4. snowy  |
|-----------|---------------|-----------------|-----------|
| sunny     | cloudy        | rainy           | snowy     |
| bright    | grey          | wet             | frosty    |
| sunshine  | gloomy        | drizzly         | snowfall  |
| warm      | hazy          | pouring         | flurries  |
| hot       | dull          | showers         | blizzard  |
| scorching | partly cloudy | downpour        | snowstorm |
| 5. windy  | 6. foggy      | 7. stormy       | 8. clear  |
| windy     | foggy         | stormy          | clear     |
| breezy    | misty         | thunderstorm    | crisp     |
| gusty     | fog           | lightning       | humid     |
| blustery  | murky         | thunder         | moisture  |
| windstorm | smoggy        | torrential rain | cloudless |
| gale      | hazy          | squall          | unclouded |

**Home assignment 1**

Have you noticed that we have certain food items during certain seasons? For example, on a hot day, we would like a glass of *lassi* or lemonade. Talk to your family members and ask them what their favourite food items are in particular seasons. Do they have certain favourites on a rainy day? Collect the relevant information and share it with your class.

**Let's read 2****TASK 4**

Read the weather news report on Ludhiana's weather and answer the questions.

**Heavy Rains Cause Flooding in Ludhiana, Punjab**

Ludhiana (Punjab), 18 July: Heavy rains over the past week have caused severe flooding in various parts of Ludhiana. Streets are **submerged**, making it difficult for residents to commute. Many areas are without power as water has damaged electrical lines.

Local authorities are working round the clock to provide relief and restore normalcy. Schools have been closed and people are advised to stay indoors. Emergency services are on high alert and rescue operations are going on to assist those stranded.

The weather department predicts more rain in the coming days. Residents are urged to take necessary precautions and stay updated on weather forecasts.



Answer these questions in a sentence or two.

1. What has caused the flooding in Ludhiana?
2. How have the heavy rains affected daily life in Ludhiana?
3. What measures are local authorities taking to address the flooding?
4. Why have schools been closed in Ludhiana?
5. What advice has been given to the residents of Ludhiana during the flooding?
6. How are emergency services responding to the situation?

**Let's listen 2**

8

**TASK 5**

Four friends are talking about the rainy season in their hometowns. As you listen to the audio track, complete the exercises.

**A. As you listen to the audio track, fill in this table.**

| Name   | Hometown |
|--------|----------|
| Prem   |          |
| Naren  |          |
| Fareen |          |
| Joseph |          |

**B. As you listen to the audio track, choose the correct option.**

- How does Prem feel about the rains in Mumbai?
  - He finds them annoying due to traffic jams.
  - He loves them for the relief they bring from the heat.
  - He thinks they are too frequent.
  - He dislikes the mud and puddles.
- How does Naren describe the rains in Kapurthala?
  - He loves the gentle rain.
  - He dislikes the mud and puddles.
  - He finds them refreshing.
  - He enjoys the cool breeze and greenery.
- What does Fareen wish for regarding the rains in Delhi?
  - More cool breeze and greenery.
  - Less mud and puddles.
  - More frequent rain.
  - Less humidity after it rains.
- How does Joseph feel about the monsoon in Kochi?
  - He dislikes the landslides and flooding.
  - He loves the cool breeze.
  - He thinks it's too hot.
  - He finds it to be like a celebration with lush greenery.
- What do the speakers agree on despite the inconveniences of rain?
  - The sound of raindrops on the roof.
  - The danger of landslides.
  - The annoyance of traffic jams.
  - The heat after the rain.

**Let's write 1****TASK 6**

Look at the travel brochure for Paradise Island. Read every section carefully.



## Welcome to Paradise Island!

**Best times to visit:**

Visit during the dry season (November to April) for sunny days and minimal rain.  
For fewer crowds and lower prices, visit during May, June, September, or October.

**Activities for every weather:**

**Sunny days:** Relax on beaches, enjoy water sports like snorkeling and jet skiing.

**Rainy days:** Explore rainforest trails, discover waterfalls, indulge in rainforest spa treatments.

**Windy days:** Try kite surfing, windsurfing or sunset sailing excursions.

**Special events and attractions:**

**Tropical carnivals:** Colourful parades, beachside parties and street festivals celebrating the island culture.

**Fruit festivals:** Sample exotic fruits at festivals with live music and cultural performances.

**Sunset yoga retreats:** Find inner peace amidst stunning sunset views with yoga sessions on the beach or hilltops.

Book your escape to Paradise Island today for an unforgettable tropical adventure!

Create your own Paradise Island! It can be an imaginary place or a real one. Prepare a brochure with details about the weather and a sales pitch on why your friends should book the trip!

**Home assignment 2**

Choose any five famous tourist destinations in India, preferably hill stations and find the best months of the year to visit them. Check the weather in the recommended season. Create an information brochure based on the five chosen tourist destinations.

**Let's speak 2****TASK 7**

Find out what the weather is like in different parts of the world now and collect information for a weather report. Imagine you are a news anchor for a TV channel and have to inform your viewers about the weather. A few city names are listed below. Pick a few and prepare a weather news report.

1. Tokyo, Japan
2. Paris, France
3. New York City, USA
4. Sydney, Australia
5. Mumbai, India

**Let's read 3****TASK 8**

Read the passage and answer the questions.

**A Festival for Every Season!**

India, known for its vibrant culture, celebrates numerous festivals throughout the year, many of which coincide with the changing seasons. These festivals not only mark the transition from one season to another but also reflect the rich diversity and traditions of the country.

As the scorching heat of summer gives way to the refreshing monsoon rains, India celebrates the festival of *Teej* with great fervour. *Teej* is especially popular in North India. Women dress in colourful attire and participate in lively processions and rituals.

As autumn sets in, heralding cooler temperatures and clear skies, India welcomes *Navaratri*, a nine-night festival dedicated to the worship of the divine feminine. *Navaratri* is celebrated with dance, music and elaborate displays of traditional art forms such as *Garba* and *Dandiya* in Gujarat and *Durga Puja* in West Bengal.

With the arrival of winter, the festival of *Diwali*, also known as the Festival of Lights, illuminates the country with its brilliance. *Diwali* symbolises the victory of light

over darkness and good over evil. Homes and streets are adorned with colourful decorations and people exchange sweets and gifts. Fireworks light up the night sky, creating a spectacle of joy and celebration.

*Lohri* is a vibrant Punjabi festival celebrated during the winter season.

It marks the end of **winter solstice** and the beginning of longer days.

Bonfires are lit and people gather around to sing folk songs and perform traditional dances like *bhangra* and *gidha*. *Til* and *rewari* are

essential elements of the celebrations, symbolising warmth and prosperity. Families exchange greetings and share traditional sweets like *rewari* and *gachak*.



In essence, festivals during season changes in India serve as a reflection of the cyclical nature of life, embracing the beauty of each season and fostering a sense of community and togetherness among its people.

**Pick the appropriate answers for these questions from the passage.**

- Which festival in India is dedicated to the worship of the divine feminine and is celebrated with dance and music?
  - Diwali*
  - Navaratri*
  - Teej*
  - Lohri*
- Which festival in India symbolises the victory of light over darkness?
  - Lohri*
  - Navaratri*
  - Diwali*
  - Teej*
- Which festival is celebrated with *Garba* and *Dandiya* dances in Gujarat and *Durga Puja* in West Bengal?
  - Lohri*
  - Diwali*
  - Navaratri*
  - Teej*
- What is the significance of bonfires during Lohri?
  - to symbolise the end of summer
  - to mark the beginning of longer days
  - to celebrate the monsoon season
  - to signify the harvest festival

5. Which traditional dance forms are commonly performed during *Lohri* celebrations?
- |   |   |
|---|---|
| a. <i>Bharatanatyam</i> and <i>Kathak</i> | c. <i>Odissi</i> and <i>Kuchipudi</i>       |
| b. <i>Bhangra</i> and <i>Gidha</i>        | d. <i>Kathakali</i> and <i>Mohiniyattam</i> |



### Let's listen 3



9

#### TASK 9

Listen to the weather forecast on the radio. As you listen to the audio track, respond to the questions given.

- A. As you listen to the audio track, complete the gap-filling exercise.

Good evening, Ludhiana! Welcome to tonight's weather update. Despite the ongoing monsoon season, Ludhiana continues to experience ..... (1) temperatures, with highs reaching ..... (2) and lows around ..... (3). However, citizens are urged to take precautions as ..... (4) levels remain a concern. The city's Air Quality Index (AQI) hovers around ..... (5) levels, primarily due to ..... (6) emissions and industrial activities. Residents are advised to limit outdoor activities, especially during peak traffic hours and to use masks when necessary. Authorities are working continuously to address the issue, but public cooperation is crucial. Stay tuned for further updates.

- B. What are your personal experiences with weather and air pollution in your locality? Have you read about any news items regarding this? Collect a few reports from the newspaper and prepare a collage.



### Grammar: Future tenses

#### TASK 10

Future tenses in English are used to talk about actions or events that will happen at some point after the present moment. There are several ways to express the future tense in English:

1. **Simple future (will):** This tense is formed by using **will**; followed by the base form of the verb. It is used for spontaneous decisions, predictions, promises and future facts. **For example:** I **will** call you later.
2. **Going to:** This tense is formed by using **am/is/are + going to** + base form of the verb. It is used to talk about intentions, plans and predictions based on present evidence. **For example:** She is **going to** visit her parents next weekend.



3. **Present continuous (future use):** This tense is formed by using **am/is/are** + present participle (**-ing** form of the verb). It is used to talk about fixed future arrangements or plans. **For example:** We **are meeting** at 8 o'clock tomorrow.
4. **Future perfect:** This tense is formed by using **will have** + past participle of the verb. It is used to indicate that an action will be completed before a specific point or action in the future. **For example:** By the time you arrive, we **will have finished** dinner.
5. **Future continuous:** This tense is formed by using **will be** + present participle (**-ing** form of the verb). It is used to describe actions that will be ongoing or in progress at a specific future time. **For example:** This time next week, I **will be studying** for my exams.

**A. Fill in the blanks with simple future tense.**

1. By 2050, scientists predict that there ..... (be) more frequent heatwaves.
2. If we don't take action, sea levels ..... (rise) significantly in the next decade.
3. By the end of the century, many coastal cities ..... (face) the threat of flooding.
4. The government ..... (introduce) new environmental policies next year.
5. Experts believe that extreme weather events ..... (become) more common in the coming years.

**B. Fill in the blanks with the correct verb form based on the future tense indicated in brackets.**

1. By next week, the rain ..... (stop) completely.  
(Future perfect)
2. We ..... (have) a sunny day tomorrow according to the forecast. (Simple future)
3. This time next week, it ..... (be) snowing in the mountains. (Future continuous)
4. The weather report says we ..... (see) a drop in temperature this evening. (Going to)
5. They ..... (forecast) thunderstorms for the weekend.  
(Simple future)
6. By the time the event starts, it ..... (clear up) and be sunny. (Future perfect)

7. I ..... (check) the weather before we leave for the picnic. (Present continuous)
8. At this hour tomorrow, it ..... (rain) heavily. (Future continuous)
9. We ..... (experience) some strong winds later this afternoon. (Going to)
10. The weather ..... (improve) by the end of the week. (Simple future)



### Grammar: Conditional statements

#### TASK 11

Conditional statements are like **if...then** sentences. They express a condition and its result.

#### 1. Zero Conditional

**Definition:** Used for general truths or scientific facts that are always true when the condition is met.

Structure: **If + present simple, present simple**

**For example:**

1. If you heat water to 100°C, it boils.
2. If you drop a ball, it falls to the ground.

In both cases, the conditions (heating water to 100°C or dropping a ball) always result in the stated outcomes (boiling or falling).

#### 2. First Conditional

**Definition:** Used for real and possible situations in the present or future. It talks about what will happen if a particular condition is met.

Structure: **If + present simple, will + base verb**

**For example:**

1. If it rains tomorrow, we will stay indoors.
2. If you study hard, you will pass the exam.

In these examples, the conditions (rain tomorrow or studying hard) are real possibilities and will lead to the specified outcomes (staying indoors or passing the exam).

### 3. Second Conditional

**Definition:** Used for hypothetical or unlikely situations in the present or future. It imagines what could happen if a certain condition were met.

Structure: **If + past simple, would + base verb**

**For example:**

1. If I won the lottery, I would buy a new house.
2. If she knew how to drive, she would travel more often.

These examples describe hypothetical scenarios (winning the lottery or knowing how to drive) and their imagined outcomes (buying a new house or travelling more).

### 4. Third Conditional

**Definition:** Used for imagining different outcomes in the past. It talks about situations that did not happen and their possible results.

Structure: **If + past perfect, would have + past participle**

**For example:**

1. If she had studied harder, she would have passed the exam.
2. If they had left earlier, they would have arrived on time.

In these cases, the conditions (studying harder or leaving earlier) did not occur, and the statements imagine the different results that would have followed.

#### A. Fill in the blanks with the correct form of the verb in brackets to complete these conditional sentences.

1. If I ..... (have) more time, I ..... (learn) to play the *dhol*.
2. If you ..... (study) hard, you ..... (get) good grades.
3. If it ..... (snow) tomorrow, we ..... (build) a snowman.
4. If she ..... (go) to bed early, she ..... (feel) more refreshed in the morning.
5. If he ..... (find) a job, he ..... (move) to a new city.

**B. Choose the correct conditional (zero, first, second or third) to complete the sentences.**

1. If I ..... (have) wings, I ..... (fly) to the moon.  
(second conditional/third conditional)
2. If the sun ..... (shine), the flowers ..... (bloom).  
(zero conditional/first conditional)
3. If I ..... (win) the lottery, I ..... (buy) a yacht. (first conditional/second conditional)
4. If she ..... (practise) piano every day, she .....  
(become) a great pianist. (zero conditional/first conditional)
5. If they ..... (come) to the party, we ..... (have) a lot  
of fun. (first conditional/second conditional)

**Home assignment 3**

Find the driest place in India and describe its weather in 30 words. Similarly, find the wettest place in India and describe its weather in 30 words. Would you like to live in one of these places? State the reasons for your choice.



**Let's read 4**

**TASK 12**

**Read this passage about the weather and climate in Patiala, Punjab and answer the questions.**

Patiala, renowned for its rich cultural heritage and princely history, experiences a diverse range of weather conditions throughout the year. The city, situated in southeastern Punjab, enjoys three distinct seasons: summer, monsoon and winter. Each season brings its own characteristic weather patterns, shaping life in this historical city.

**Summer:** From April to June, Patiala experiences hot and dry weather. Temperatures frequently soar above 40°C, making it the hottest time of the year. The scorching heat is typical of the plains of Punjab, influencing daily life and agricultural practices in the region.

**Monsoon:** July marks the onset of the monsoon season in Patiala, lasting until September. During this period, the city receives moderate to heavy rainfall, which provides much-needed relief from the intense summer heat. The monsoon rains are crucial for agriculture, replenishing water reservoirs and sustaining the region's lush green landscapes.

**Winter:** From November to February, Patiala transitions into winter, characterised by cold and foggy weather. Temperatures drop significantly, often reaching around 5°C or lower during December and January. Fog can blanket the city in the early mornings, creating a picturesque yet chilly atmosphere.

Patiala's climate is influenced by its geographical location in the plains of Punjab, coupled with its proximity to the Shivalik Hills to the north. This unique setting moderates extreme weather conditions to some extent, providing relatively milder temperatures compared to cities further north or those located deeper into the interior of Punjab.

**Answer these questions in a sentence or two.**

1. What are the three primary seasons experienced in Patiala, Punjab?
2. Describe the weather conditions during each season mentioned in the passage.
3. How does Patiala's climate compare to other cities in Punjab?
4. What geographical factors contribute to Patiala's weather patterns?
5. Based on the passage, in which season would you prefer to visit Patiala and why?

### TASK 13

**Compare and contrast the weather conditions during summer and winter in Patiala. Compare the key differences in temperature and precipitation and how they affect daily life.**



### Vocabulary: Terms related to weather and climate

### TASK 14

**Given below is a word list of weather-related terms. Arrange the given words in the following categories: sunny, windy, rainy and snowy.**

|           |            |               |
|-----------|------------|---------------|
| sun       | clear sky  | ice cream     |
| rain      | clouds     | snowball      |
| snow      | snowman    | hat           |
| wind      | windy      | puddle        |
| sunshine  | sunglasses | windmill      |
| umbrella  | thunder    | hot chocolate |
| snowflake | floods     | swim          |
| kite      | beach      | indoor games  |
| raincoat  | lightning  | skiing        |
| mittens   | boots      | sailboat      |
| sunscreen | linen      | silk          |

**TASK 15** Fill in the blanks with the correct weather-related word from the list.

1. Don't forget to bring your ..... when it's raining outside.
2. The ..... is shining brightly in the sky today.
3. Strong ..... can make flying a kite challenging.
4. We might need ..... if it's too sunny at the beach.
5. When there are ..... in our city, we experience power cuts.
6. I applied ..... before heading to the beach to protect my skin from harmful UV rays.

**TASK 16** Idioms are phrases that mean something different from what the words actually say. They're like secret codes in language that convey certain ideas or feelings in a fun and colourful way. Given below is a list of idioms that are related to weather. Read the meanings and the example sentences.

1. **to steal someone's thunder**  
**Meaning:** to take attention away from someone else's achievement  
**For example:**
  - a. Her announcement of the new project stole the manager's thunder.
  - b. The surprise guest stole the limelight and stole the speaker's thunder.
  - c. The new film's release stole the director's thunder.
2. **on cloud nine**  
**Meaning:** feeling extremely happy or delighted  
**For example:**
  - a. She's been on cloud nine since winning the award.
  - b. He was on cloud nine after his team's victory.
  - c. They're on cloud nine about their new home.
3. **under the weather**  
**Meaning:** feeling ill or unwell  
**For example:**
  - a. I'm feeling a bit under the weather today, so I'll stay in.
  - b. He's been under the weather with a cold all week.
  - c. She called in sick because she was feeling under the weather.

4. **come rain or shine**

**Meaning:** regardless of the weather or circumstances

**For example:**

- a. We'll have the picnic, come rain or shine.
- b. The event will go ahead, come rain or shine.
- c. He will be there on time, come rain or shine.

5. **to weather the storm**

**Meaning:** to endure a difficult situation until it passes

**For example:**

- a. The company weathered the storm of the economic downturn.
- b. They weathered the storm of the financial crisis and came out stronger.
- c. We'll weather the storm of this tough season and be fine.

**Choose the correct option for these questions.**

- 1. What does the idiom **to be under the weather** mean?
  - a. to be feeling happy
  - b. to be feeling ill or unwell
  - c. to be enjoying the sunshine
  - d. to be feeling energetic
- 2. If someone says **come rain or shine**, what are they expressing?
  - a. that they will only go outside when it's raining
  - b. that they will go outside regardless of the weather
  - c. that they prefer rainy weather to sunny weather
  - d. that they will stay indoors until the weather improves
- 3. What does the idiom **to steal someone's thunder** mean?
  - a. to take credit for someone else's achievements or ideas
  - b. to create a loud noise during a thunderstorm
  - c. to run away from a thunderstorm
  - d. to predict the weather accurately
- 4. If someone is described as being **on cloud nine**, how are they feeling?
  - a. angry
  - b. sad
  - c. extremely happy or euphoric
  - d. tired
- 5. What does the idiom **to weather the storm** mean?
  - a. to enjoy the rain
  - b. to wait for a storm to pass
  - c. to endure a difficult situation until it improves
  - d. to create a storm



## Let's write 2

### TASK 17

Collect newspaper reports about changing weather conditions from any part of the world in recent times and their consequences and write an essay on it in 150 words. Use the given hints.

1. **Extreme temperatures:** Increased frequency of unusually hot or cold weather events
2. **Heavy rain or drought:** Unusual amounts of rainfall leading to flooding or lack thereof causing droughts
3. **Storms and floods:** Higher frequency and severity of storms resulting in flooding
4. **Natural disasters:** More frequent hurricanes, cyclones, tornadoes or wildfires
5. **Rising sea levels:** Coastal flooding due to melting ice caps and thermal expansion of seawater
6. **Crop problems:** Failed crops and shifts in planting seasons due to changing climate patterns
7. **Health issues:** Rising cases of heatstroke, respiratory problems and vector-borne diseases
8. **Environmental damage:** Loss of trees, habitats and biodiversity due to climate-related factors



## Grammar: Passive voice

### TASK 18

Passive voice is a way of constructing sentences where the focus is on the action and not the person or thing performing the action. In passive voice sentences, the object of the action becomes the subject of the sentence.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>Active voice:</b> In active voice sentences, the subject performs the action expressed by the verb.<br/><b>Example:</b> The cat (subject) chased (verb) the mouse (object).</li> </ol> | <ol style="list-style-type: none"> <li>2. <b>Passive Voice:</b> In passive voice sentences, the object of the action becomes the subject of the sentence and the verb is changed into a form of <b>to be (is, are, was, were)</b> along with the past participle form of the main verb.<br/><b>Example:</b> The mouse (subject) was chased (verb) by the cat (agent).</li> </ol> |
|---|--|



**A. Identify whether these sentences are in active or passive voice.**

1. Were the trees blown down by the strong wind?
2. Has the snow melted on the mountains?
3. Are the crops being watered by the farmers?
4. Was the picnic cancelled due to the rain?
5. Has the weather forecast been updated for tomorrow?

**B. Rewrite these sentences in passive voice.**

1. Did the thunderstorm damage your garden?
2. Are they planting new flowers in the park?
3. Has the snowplough cleared the roads yet?
4. Did the flood destroy the crops?
5. Is the weatherman predicting sunny skies for the weekend?

**Home assignment 4**

What is your view on climate change? Have you experienced the effects of climate change or heard about it first-hand from people around you? How can we contribute as students to reduce problems arising from climate change? Refer to Greta Thunberg's popular speech related to global warming and give your views on it.

**Glossary**

**gusty:** windy with sudden strong bursts of wind

**blustery:** very windy with strong noisy winds

**murky:** dark gloomy and difficult to see through

**submerged:** covered or hidden under water

**exotic:** unusual and exciting often from a distant place

**tropical:** relating to hot and humid regions near the equator

**heralding:** signalling the arrival of something

**illuminates:** lights up or makes something clearer

**winter solstice:** the shortest day of the year occurring in winter

**Air Quality Index (AQI):** a measure that shows how clean or polluted the air is

**hovers:** stays in one place usually in the air or at a particular level

**coupled:** linked or connected together

**proximity:** being near in distance or time

**moderates:** to make something less extreme or severe

**thermal expansion of seawater:** the increase in seawater volume due to heating

**vector-borne diseases:** illnesses spread by insects or animals like mosquitoes

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ talk about the weather and its different aspects in various seasons.
- ◆ respond to others while talking about climate.
- ◆ do small talk using the weather.
- ◆ use appropriate words and phrases while talking about the weather.
- ◆ talk about problems in climatic conditions.

# Food Exploration

## What am I going to learn in this unit?

- ◆ How to talk about food choices
- ◆ How to use food as a topic in informal conversations
- ◆ How to respond to comments on food
- ◆ How to read menus and understand types of cuisines
- ◆ How to talk about experiences with exploring new food items
- ◆ How to follow good table manners

## Let's get started | Global delicacies

Food is essential for our survival and something that we have grown to love and enjoy. In the globalised world today, we can try different types of dishes that originated in various nations far and wide. Below is a list of some popular food items. Can you match them correctly with their countries of origin?

| Food            | Country          |
|-----------------|------------------|
| 1. burger       | a. Italy         |
| 2. pizza        | b. United States |
| 3. <i>dosa</i>  | c. Tibet         |
| 4. <i>momos</i> | d. Mexico        |
| 5. tacos        | e. India         |

How many did you know? Compare your answers with your classmates.



### Let's read 1

#### TASK 1

India is a foodie's paradise. People from different parts of the world explore Indian food and also write about it on social media as blog articles. Given below is one such blogger's experience of trying something new. Read it carefully and answer the question that follows.

### Exploring Punjab's Flavourful Delight: *Chole Bhature*—An Evergreen Classic!

Hey there, foodies! Today, I'm diving into the heart of Punjab to bring you a taste of one of its most beloved vegetarian dishes: *chole bhature*. If you haven't tried this mouthwatering combo yet, get ready for a culinary adventure that will tantalise your taste buds!



Picture this: A fluffy, deep-fried bread known as *bhature* paired with a spicy, tangy chickpea curry (*chole*). It's a match made in food heaven! But what makes *chole bhature* so special? Let's break it down.

First, let's talk about the *chole*. These tender chickpeas are cooked to perfection in a tantalizing blend of aromatic spices like cumin, coriander and *garam masala*. The result? A rich and flavourful curry that packs a punch with every bite. Whether you're a spice enthusiast or prefer milder flavours, *chole bhature* offers something for everyone.

Now, onto the *bhature*. These soft, golden fried dough pieces are perfect for scooping up the delicious *chole*. Crispy on the outside and soft on the inside, they provide the ideal complement to the hearty curry. And don't worry, even though they're fried, the indulgence is totally worth it!

But *chole bhature* is more than just a meal—it's a cultural experience. In Punjab, it's not just about the food; it's about coming together with family and friends to share a hearty, satisfying meal. Whether enjoyed at a roadside *dhaba* or a bustling restaurant, *chole bhature* brings people together and leaves a lasting impression.

So, the next time you're in Punjab or craving a taste of authentic Punjabi cuisine, be sure to seek out *chole bhature*. Trust me, once you've tried it, you'll understand why it's a vegetarian classic that has captured the hearts and taste buds of food lovers everywhere. Until next time, happy eating!

Given below is a list of words related to food from the blog. Match them correctly with their meanings.

| Word          | Meaning   |
|---------------|---|
| 1. tangy      | a. having a strong, pleasant smell; fragrant  |
| 2. tantalise  | b. to excite the senses or desires of someone in an enticing way                        |
| 3. indulgence | c. genuine; real; true to its origins   |
| 4. aromatic   | d. a person who is very interested or passionate about a particular activity or subject |
| 5. complement | e. pleasantly sharp or acidic in flavour  |
| 6. culinary   | f. something that completes or goes well with something else                            |
| 7. hearty     | g. involving or relating to cooking or the kitchen                                      |
| 8. tempting   | h. satisfying and substantial; substantial in amount, quantity or degree                |
| 9. enthusiast | i. the act of giving in to one's desires or indulging in something enjoyable            |
| 10. authentic | j. extremely attractive; causing one to desire something eagerly                        |



### Let's listen 1



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### TASK 2

Listen to an interview of a popular chef. As you listen to the audio track, answer the questions.

A. Listen to the interview again. As you listen to the audio track, choose the correct answer for each question.

- What is Chef Rahul's favourite cuisine?
  - Chinese
  - Italian
  - Mexican
- What is Chef Rahul's favourite Italian dish?
  - pizza
  - pasta
  - garlic bread

3. Where did Chef Rahul have a special Italian food experience?
  - a. at a fancy restaurant
  - b. at a family restaurant in Tuscany
  - c. at a street food stall in Rome
4. What does Chef Rahul remember about cooking with his grandmother?
  - a. They cooked Indian dishes together.
  - b. They made pizza from scratch.
  - c. It was where his passion for cooking started.
5. What does Chef Rahul say about his Italian food memories?
  - a. They are unimportant.
  - b. They are his favourite childhood memories.
  - c. They have no influence on his cooking.

**B. Listen to the interview again. As you listen to the audio track, put the sentences in the correct order.**

1. Chef Rahul explains that his favourite cuisine is Italian.
2. Chef Rahul talks about cooking Italian dishes with his grandmother when he was a kid.
3. Chef Rahul shares that his favourite Italian dish is pizza.
4. Chef Rahul recalls a memorable food experience in Italy at a family restaurant in Tuscany.
5. Chef Rahul expresses the significance of his memories of cooking with his grandmother in shaping his passion for cooking.



**Let's read 2** .....

**TASK 3**

*Puran Poli* are sweetened flatbread that hold significant cultural importance in Indian cuisine, particularly in Maharashtra, Gujarat, Karnataka and other regions where it is commonly prepared during festive occasions and celebrations. Read the recipe and answer the questions that follow.

### Puran Poli

**Ingredients:**

1 cup *chana dal*  
1 cup jaggery or sugar  
½ teaspoon cardamom powder  
1 cup whole wheat flour  
water, as needed  
*ghee* or oil, for cooking

**Instructions:**

1. Prepare the filling (*puran*):
  - ◆ Rinse the *chana dal* thoroughly and soak it in water for at least 2 hours.
  - ◆ Drain the soaked *chana dal* and cook it in a pot with enough water until soft and mushy. Drain any excess water and let it cool slightly.
  - ◆ Mash the cooked *chana dal* with a spoon or **masher** until smooth.
  - ◆ Mix in the jaggery or sugar and cardamom powder until well combined. Then, shape them into small balls. This is the *puran* filling.
2. Prepare the dough (*polis*):
  - ◆ In a mixing bowl, combine the whole wheat flour with water to form a soft, pliable dough. Cover and let it rest for 15–20 minutes.
  - ◆ Divide the dough into small balls, slightly larger than the *puran* balls.
3. Assemble and cook the *puran poli*:
  - ◆ Take one portion of the dough and roll it out into a small circle.
  - ◆ Place a portion of the *puran* filling in the centre of the rolled-out dough circle. Enclose the filling by bringing the edges of the dough together and sealing them.
  - ◆ Flatten the filled dough ball and roll it out into a thin circle.
  - ◆ Heat a skillet or *tawa* over medium heat. Place the rolled-out *puran poli* on the hot skillet and cook on both sides until golden brown, brushing each side with *ghee* or oil while cooking.
  - ◆ Repeat the process with the remaining dough and *puran* filling to make more *puran polis*.

Determine if the following statements about making *puran poli* are true or false.

1. *Chana dal* should be cooked until it is completely dry before mashing.
2. The dough for *puran poli* should be soft and pliable.
3. Jaggery is used to sweeten the *puran* filling.
4. The *puran* filling is placed on the dough before it is rolled out.
5. *Ghee* or oil is used only on one side of the *puran poli* while cooking.

T / F

T / F

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T / F

T / F



### Let's read 3

#### TASK 4

Read the snippets in which teenagers staying in hostels talk about their food preferences, and answer the questions that follow.

#### Priya

##### Favourite food: *Paneer tikka*

Hi, I'm Priya from Amritsar, and my favourite food is *paneer tikka*. I love it because it's so tasty and spicy! Every time I eat *paneer tikka*, it reminds me of family gatherings at my grandparents' house. We used to have it during special occasions and the smell of the spices cooking always made me feel happy. I've even tried making it myself once with my mother's help and it turned out really good! Now, whenever I miss home, I cook *paneer tikka* to bring back those memories.

#### Raj

##### Favourite food: *Masala dosa*

Hey there, I'm Raj from Bangalore and my all-time favourite food is *masala dosa*. It's just the best! I love the crispy *dosa* filled with spicy potato *masala* and served with coconut chutney and *sambar*. My mother makes the best *masala dosa* and whenever she cooks it, it takes me back to lazy Sunday mornings at home. I've even tried making *dosas* myself a few times, but they never turn out as good as my mother's. Maybe I need more practice!



**Neha****Favourite food:** *Golgappa*

Hey, I'm Neha from Delhi and my favourite food is *golgappa*. It's just the perfect snack! I love the crispy dough balls filled with spicy potatoes and tangy tamarind water. Whenever I eat *golgappa*, it brings back memories of street food adventures with my friends. We used to go to the local market after school and eat *golgappa* from the roadside vendors. It was so much fun! I've never tried making *golgappa* at home, but I think I'll give it a try soon.

**A. Read the passages and answer the questions.**

1. What is Priya's favourite food?
  - a. *masala dosa*
  - b. *chicken biryani*
  - c. *paneer tikka*
  - d. *golgappa*
2. What memory is associated with Raj's favourite food?
  - a. lazy Sunday mornings at home
  - b. family celebrations and weddings
  - c. street food adventures with friends
  - d. special occasions at grandparents' house
3. What does Neha recall about her favourite food?
  - a. special occasions at grandparents' house
  - b. lazy Sunday mornings at home
  - c. street food adventures with friends
  - d. family celebrations and weddings

**B. Read the statements and decide if they are true or false.**

1. Priya's favourite food is *masala dosa*.
2. Priya loves *paneer tikka* because it's sweet and mild.
3. Raj's mother makes the best *masala dosa*.
4. Neha has never tried making *golgappa* at home.
5. Neha's favourite food is *paneer tikka*.

T / F

T / F

T / F

T / F

T / F

**Home assignment 1**

Try and assist in the kitchen when your parent is cooking a meal. Identify three tasks that you find easy and three tasks you find difficult. Note them down and share them with your friends. Compare your answers with theirs and listen to their experiences too.

**Let's read 4****TASK 5**

Read the menu of a popular restaurant and answer the questions.

## Welcome to Fusion Flavours Restaurant

### Appetisers

**Vegetable pakoras:** Deep-fried fritters made from a mix of vegetables and gram flour, seasoned with spices.

**Samosas:** Triangular pastries filled with spiced potatoes, peas, and sometimes meat, then deep-fried until crispy.

**Aloo tikki:** Spicy potato patties made from mashed potatoes and spices, pan-fried until golden brown.

**Paneer tikka:** Tandoor roasted paneer marinated in spices, served with mint chutney.

### Soups and salads

**Tomato soup:** A smooth, tangy soup made from tomatoes, often seasoned with herbs and spices.

**Cucumber raita:** A cooling yoghurt-based side dish with chopped cucumbers, mint, and spices.

**Mixed vegetable salad:** A fresh salad with a variety of chopped vegetables, sometimes dressed with lemon juice or a light dressing.

**Main course**

**Paneer butter masala:** A rich and creamy curry made with *paneer* cooked in a tomato-based sauce with butter and cream.

**Chicken curry:** A spiced chicken dish simmered in a gravy made from onions, tomatoes, and a blend of spices.

**Jeera rice:** Fragrant rice cooked with cumin seeds, often served as a side dish with curries.

**Dessert**

**Gulab jamun:** Soft, round sweets made from milk solids, deep-fried and soaked in a sweet syrup flavoured with cardamom.

**Kheer:** A creamy rice pudding made with milk, sugar, and cardamom, often garnished with nuts.

**Rasgulla:** Soft, spongy balls made from *chenna* (curdled milk) soaked in a sweet syrup.

**Beverages**

**Masala chai:** Spiced tea brewed with black tea leaves, milk and a mix of spices such as cardamom and ginger.

**Mango lassi:** A refreshing, yoghurt-based drink blended with mango pulp and sometimes flavoured with cardamom.

**Lemonade:** A tangy, sweet drink made from fresh lemon juice, water and sugar.

Bon appétit!

**A. Read the menu carefully and answer the questions.**

1. What are the main ingredients used in vegetable *pakoras*?
2. How is *paneer butter masala* typically prepared and what makes it creamy?
3. What is *gulab jamun* made from?
4. Which dish in the menu is known for being a cooling side dish made with yoghurt and cucumbers?
5. What spices are commonly used to flavour *masala chai*?

**B. Choose one of the dishes from the menu and write a brief paragraph describing it to a friend who loves trying new foods. Include details about the ingredients, how it is served and why you think they should try it.**



## Let's listen 2



11

### TASK 6

Let's listen to Tavleen's experience of attending a potluck for the first time. As you listen to the audio track, answer the questions.

A potluck is an elaborate or small gathering for a meal where each guest brings one or more dishes that everyone shares.

#### A. As you listen to the audio track, choose the correct answer.

1. Tavleen was invited to a get-together by .....
  - a. Gurleen
  - b. Adith
  - c. Kiran
  - d. Jas minder
2. What is a potluck?
  - a. It is an imaginary pot filled with presents.
  - b. It is a group of graduates awaiting employment.
  - c. It's a membership meeting for a students' union.
  - d. It is a meal where guests bring a dish to share, creating a variety of food to taste.
3. Which of these was not on display at the dining table at Gurleen's home?
  - a. saag mutton
  - b. sweets
  - c. *Amritsari kulcha*
  - d. pasta

#### B. Listen to the passage again. As you listen to the audio track, fill in the blanks.

1. The get-together was on .....
2. At the get-together, everyone brought a dish to share, which is known as a .....
3. Tavleen's dish paired well with Kiran's .....
4. Tavleen thanked Gurleen for her .....
5. After the meal, Tavleen left with a full stomach and ..... memories.

**Let's read 5** .....**TASK 7**

Read this announcement for a food contest and answer the questions that follow.

## ***Lassi & Parantha Food Fest!***

Are you a lover of *lassi* and *paranthas*? Come and prove your love!

### **Calling all foodies!**

Get ready to test your taste buds and stretch your stomach at the Punjabi Food Fest—a sizzling event celebrating the flavours of our heritage!

#### **What's on the menu?**

- ◆ *Lassi* contest: Can you handle the creamiest, dreamiest *lassi*?
- ◆ *Parantha* contest: Who's the *parantha* king/queen?

Open to all students of PAV School, Jalandhar!

Register now! Spots are limited!

**Date:** 5 October, 2024

**Time:** 11:30 am

**Venue:** PAV School, Jalandhar

#### **Big prizes to be won!**

Don't miss out on the fun, food and friendly competition!

Punjabi Food Fest: Where taste buds triumph!

PAV Cultural Event

*Authentic Punjabi dhol beats will keep the energy high!*



**Answer these questions based on the announcement.**

1. What is the name of the event?
  - a. *Lassi & Parantha* Food Fest
  - b. Punjabi Cultural Extravaganza
  - c. Punjabi *Lassi* Competition
  - d. School Talent Show
2. Which food items are featured in the eating contests?
  - a. *lassi* and *pakor*as
  - b. butter chicken and *naan*
  - c. *lassi* and *paranthas*
  - d. *samosas* and *jalebis*
3. What is the main focus of the event?
  - a. to showcase Punjabi cultural performances
  - b. to raise money for a school project
  - c. to celebrate Punjabi food by holding eating contests
  - d. to welcome new students to the school
4. According to the announcement, who can participate in the contests?
  - a. only students from a specific grade level
  - b. anyone from the local community
  - c. all students from the school
  - d. teachers and staff only
5. What will the student receive after winning the contests?
  - a. a trophy
  - b. a trip to Kerala, India
  - c. a perfect attendance certificate
  - d. big prizes

### Home assignment 2

How many types of *lassi* are served in Punjab? Find the answers from your family elders and write them down. Also, find out if there are modern versions of it in recent times. Imagine a friend from Kanyakumari is curious to know about this. Write a letter to your friend regarding this.



## Grammar: Countable and uncountable nouns .....

### TASK 8

Let's look at the differences between the two.

| Countable nouns  | Uncountable nouns  |
|--|--|
| These are things you can count individually.                       | These are things you can't count individually.                   |
| You can use numbers like <b>one, two, three</b> , etc., with them. | They represent things that are considered a whole or continuous. |
| <b>For example:</b> dogs, books, chairs, tables, cars              | <b>For example:</b> water, air, sugar, happiness, knowledge      |

Remember these rules while using countable and uncountable nouns

**Rule 1:** Countable nouns have both singular and plural forms.

**Rule 2:** They can be preceded by numbers (one, two, three, etc.) or quantifiers (a, an, many, few, several, etc.).

**Rule 3:** They can be used with articles (the, a/an) and possessive determiners (my, your, his, her, our, their, etc.).

**Rule 4:** Uncountable nouns usually don't have plural forms and cannot be counted individually.

**Rule 5:** They cannot be preceded by numbers or used with articles in the singular form.

A. Identify if these nouns are countable (C) or uncountable (U).

1. apple

2. milk

3. bread

4. rice

5. cake

**B. Find and correct the mistakes in the sentences related to countable and uncountable nouns.**

1. She bought some furnitures for her new apartment.
2. There's two milks in the fridge.
3. How much sugars do you need for the recipe?
4. He wants to eat some fishes for dinner.
5. I'd like to order three pizza, please.

**TASK 9**

Let's now talk about the quantifiers used with countable and uncountable nouns. These are words used to specify the quantity or extent of something or when talking about the items/members within a group.

**Quantifiers used with countable nouns**

**Examples:** many, few, several, a few, a couple of, a number of, etc.

These quantifiers are used to indicate an approximate number or quantity of countable nouns.

**Example:** There are **many** books on the shelf.

**Examples:** each, every, all, both, either, neither, etc.

These quantifiers are used to refer to each individual item within a group of countable nouns.

**Example:** **Each** student received a certificate.

**Quantifiers used with uncountable nouns**

**Examples:** much, little, a little, some, any, a lot of, plenty of, etc.

These quantifiers are used to indicate an amount or quantity of uncountable nouns.

**Example:** There is **little** sugar left in the jar.

**Examples:** no, some, any, enough, etc.

These quantifiers are used to modify uncountable nouns to indicate absence, presence, or sufficiency.

**Example:** Do you have **any** milk?



**TASK 10** Choose the correct quantifier to complete each sentence.

1. There are ..... bananas on the table.
  - a. much
  - b. many
2. He drank ..... coffee this morning.
  - a. some
  - b. any
3. Do you have ..... tomatoes in the garden?
  - a. any
  - b. much
4. She ate ..... strawberries for breakfast.
  - a. little
  - b. a few
5. I don't have ..... eggs to make an omelette.
  - a. enough
  - b. some

**Grammar: Subject-verb agreement****TASK 11**

We have already learned about the subject-verb agreement previously.  
Let's revise it with these rules.

**Singular subject:** Use a singular verb.

**Example:** The apple tastes sweet.

**Plural subject:** Use a plural verb.

**Example:** The apples taste sweet.

**Subjects joined by 'and':** Use a plural verb.

**Example:** Pizza and salad are on the menu tonight.

**Singular indefinite pronouns (e.g., everyone, nobody):** Use a singular verb.

**Example:** Everyone enjoys pizza.

**Collective nouns:** Use a singular verb if acting as a unit and a plural verb if acting as individuals.

**Example (singular):** My family prefers to eat together.

**Example (plural):** My family are arguing about what to have for dinner.

**Quantifiers (some, all, most, any, none):** Use a plural verb for countable nouns and a singular verb for uncountable nouns.

**Example (countable):** Some of the apples are ripe.

**Example (uncountable):** Some of the water from the glass has spilled.

**TASK 12** Identify the sentence with the correct subject-verb agreement.

1. a. The tomatoes in the garden is ripe.  
b. The tomatoes in the garden are ripe.
2. a. Pasta with garlic and olive oil is my favourite dish.  
b. Pasta with garlic and olive oil are my favourite dish.
3. a. The sandwiches on the table is delicious.  
b. The sandwiches on the table are delicious.
4. a. Bread and butter are simple snacks.  
b. Bread and butter are a simple snack.
5. a. Chocolate chip cookies is a popular dessert.  
b. Chocolate chip cookies are a popular dessert.





## Grammar: Comparatives and superlatives

### TASK 13

Comparatives and superlatives are forms of adjectives and adverbs used to compare two or more things or people in terms of their qualities, quantities or characteristics.

#### Comparatives

Comparatives are used to compare two things or people and indicate which one has a higher or lower degree of a particular quality. They are formed by adding **-er** to the end of the adjective or adverb, or by using **more** before the adjective or adverb.

##### Adjective:

**Example:** The blue car is **faster** than the red car.

**Formation:** Add **-er** to the end of the adjective (**faster**)

##### Adverb:

**Example:** She runs **more quickly** than him.

**Formation:** Use **more** before the adverb (**more quickly**).

#### Superlatives

Superlatives are used to compare three or more things or people and indicate which one has the highest or lowest degree of a particular quality. They are formed by adding **-est** to the end of the adjective or adverb, or by using **most** before the adjective or adverb.

##### Adjective:

**Example:** The blue car is **the fastest** in the race.

**Formation:** Add **-est** to the end of the adjective (**fastest**)

##### Adverb:

**Example:** She runs **the most quickly** of all the athletes.

**Formation:** Use **most** before the adverb (**most quickly**).

#### Tips to remember

1. **Better** is used to compare two items or people, indicating which one has a higher degree of a particular quality.

**Example:** This book is better than that one.

Note that **better** is a unique form of comparison derived from **good**, not following the typical **-er** pattern.

2. **Best** indicates the highest degree of a quality among three or more items or people.

**Example:** This is the **best** book of all.

Note that **best** is an irregular superlative form derived from **good**, differing from the usual **-est** pattern.

**TASK 14**

Choose the correct form of the adjective or adverb to complete each sentence.

1. This cake is ..... than that one.
  - a. sweeter
  - b. sweetest
2. She cooks ..... than others in the class.
  - a. better
  - b. best
3. The pasta dish is ..... than I expected.
  - a. more spicy
  - b. spicier
4. That restaurant serves ..... sushi in the city.
  - a. more expensive
  - b. the most expensive
5. Her recipe is ..... to follow than mine.
  - a. simpler
  - b. simplest

**Let's read 6****TASK 15**

Read the short report on superfoods for teenagers and answer the questions that follow.

### Teens and Superfoods: A *Desi* Delight!

With busy schedules and evolving tastes, ensuring a balanced diet for teenagers can be challenging. A new report by Dr Aditi Sharma, a leading paediatric nutritionist in Delhi, highlights the power of readily available *desi* superfoods to boost teenage health in India.

Dr Sharma emphasises the importance of these nutrient-rich options:

- ◆ *Dal* (lentils): A powerhouse of protein, fibre and iron, it is perfect for vegetarian teens for building strong muscles and combating fatigue.
- ◆ Curd: Packed with calcium and probiotics, curd aids digestion and supports bone development. Look for local varieties like *dahi*.
- ◆ Seasonal fruits: From mangoes rich in Vitamin A to antioxidant-filled berries, seasonal fruits provide a natural energy boost and essential vitamins.



- ◆ Nuts and seeds: Almonds, walnuts and flaxseeds offer healthy fats, protein and minerals for brain function and overall well-being.
- ◆ *Ghee*: A source of Vitamin A and good fats, *ghee*, when consumed in moderation, can support growth and development.

Dr Sharma concludes, 'These readily available and affordable options can be incorporated into everyday meals, ensuring teenagers get the nutrients they need to thrive.'

**Answer the questions by choosing the options given.**

1. According to Dr Aditi Sharma, what is the challenge for teenagers in India when it comes to diet?
  - a. finding affordable food options
  - b. balancing busy schedules with healthy eating
  - c. lack of variety in traditional Indian cuisine
  - d. difficulty accessing fresh fruits and vegetables
2. Which *desi* superfood is recommended by the report as a good source of protein and iron for vegetarians?
  - a. curd
  - b. seasonal fruits
  - c. nuts and seeds
  - d. *dal* (lentils)
3. The report suggests replacing processed snacks with *desi* superfoods. What benefit does this potentially offer teenagers?
  - a. improved taste and variety in their diet
  - b. increased intake of essential vitamins and minerals
  - c. boost health
  - d. all of the above
4. What is the report's view on *ghee* (clarified butter) for teenagers?
  - a. It should be avoided due to high-fat content.
  - b. It's a healthy source of Vitamin A and good fats, but moderation is key.
  - c. It's not considered a superfood and offers no significant benefits.
  - d. It can be consumed freely as it promotes growth and development.



### Let's speak 1

#### TASK 16

Conduct interviews of at least five of your classmates to find out about the given points. Then, prepare and deliver a five-minute speech sharing your findings with the class.

1. their favourite foods and reasons behind them
2. their views ordering food from outside
3. recent changes in their eating habits
4. their focus on nutrition
5. their experience with cooking

#### Home assignment 3

Interview your teacher, family member or neighbour. Find out what their favourite food choices are and note them. Also, note the reason why the food item is a favourite for them. Share at least five food items mentioned by them.



### Vocabulary: Words related to cuisines and dishes

#### TASK 17

The word cloud given below has words that fall under categories of cuisines, utensils, cooking methods, ingredients and dishes. Make a table with these categories and put the words in the correct columns.





### Vocabulary: Adjectives of quality and quantity

#### TASK 18

Adjectives of quality describe the characteristics or attributes of nouns, while adjectives of quantity indicate the amount or degree of nouns.

| Adjectives of quality | Adjectives of quantity |
|-----------------------|------------------------|
| delicious             | many                   |
| beautiful             | few                    |
| spicy                 | several                |
| soft                  | plenty                 |
| fragrant              | numerous               |
| fresh                 | abundant               |
| tender                | some                   |
| rich                  | all                    |
| smooth                | none                   |
| crispy                | enough                 |

- A. Read each sentence and identify whether the underlined adjective is an adjective of quality or an adjective of quantity.

Write 'Q' for adjectives of quality and 'Qt' for adjectives of quantity.

- The restaurant served many delicious dishes.
- She admired the beautiful flowers in the garden.
- There were a few seats left in the auditorium.
- He added plenty of spicy chillies to the recipe.
- The soft blanket kept her warm on cold nights.

|  |
|--|
|  |
|  |
|  |
|  |
|  |

- B. Fill in the blanks with the appropriate adjective from the brackets.

- She bought ..... flowers for her mother's birthday.  
(beautiful, none)
- There are ..... seats available for the movie tonight.  
(pretty, enough)
- The chef prepared ..... dishes for the tasting menu.  
(soft, numerous)
- The bakery sells ..... pastries every morning.  
(fresh, plenty)
- We have ..... oranges left in the fruit basket.  
(sad, many)



### Vocabulary: Phrases to express likes and dislikes .....

#### TASK 19

When we talk about food, we use many phrases to express our likes and dislikes. Take a look at the list below:

| Likes               | Dislikes            |
|---------------------|---------------------|
| I love...           | I hate...           |
| I really enjoy...   | I can't stand...    |
| It's great...       | It's awful...       |
| I'm fond of...      | I really dislike... |
| I'm a big fan of... | I'm not a fan of... |
| It's fantastic...   | It's terrible...    |

#### TASK 20

Match the statement expressing a food preference with its corresponding statement expressing a food dislike.

| Likes   | Dislikes   |
|---|--|
| 1. I adore homemade chocolate chip cookies.   | a. I can't stand the taste of mushrooms on pizza.  |
| 2. I love pizza; it's my favourite dish.      | b. It's awful to eat overcooked pasta.             |
| 3. I'm a big fan of sushi rolls.              | c. I really dislike the texture of raw vegetables. |
| 4. I'm crazy about fresh salads.              | d. I detest the smell of seafood.                  |
| 5. It's fantastic to indulge in creamy pasta. | e. I hate the bitterness of dark chocolate.        |



### Vocabulary: Terms and phrases associated with table manners and etiquette .....

#### TASK 21

Table manners and etiquette are the polite behaviours we follow while eating.

**Say please and thank you:** Use polite words like **please** when asking for things and **thank you** when receiving them.

**Excuse yourself before leaving the table:** If you need to leave during the meal, politely say **excuse me**.



**Don't talk with food in your mouth:** Finish chewing and swallowing before you speak.

**Keep your cell phone off the table:** Keep your phone away during meals to focus on the people you're with.

**Offer to pass dishes to others before serving yourself:** If there are shared dishes, offer them to others before serving yourself.

Here are some phrases you can use while eating with others.

|   |   |   |
|---|---|---|
| <b>Requesting</b> <ul style="list-style-type: none"> <li>• Please pass the salt.</li> <li>• Can you hand me the water, please?</li> <li>• May I have some <i>roti</i>, please?</li> </ul> | <b>Apologising</b> <ul style="list-style-type: none"> <li>• Sorry for the mess.</li> <li>• Oops, my mistake.</li> <li>• Whoops, my bad.</li> <li>• I apologise for interrupting.</li> </ul> | <b>Engaging</b> <ul style="list-style-type: none"> <li>• How was your day?</li> <li>• What do you think of this dish?</li> <li>• Tell me about your weekend.</li> </ul>   |
| <b>Complimenting</b> <ul style="list-style-type: none"> <li>• This is delicious!</li> <li>• You're a great cook.</li> <li>• I love the flavour.</li> </ul>                                | <b>Thanking</b> <ul style="list-style-type: none"> <li>• Thank you for the meal.</li> <li>• Thanks for passing the dish.</li> <li>• Thanks for hosting.</li> </ul>                          | <b>Closing</b> <ul style="list-style-type: none"> <li>• Thanks for a nice meal.</li> <li>• It was lovely dining with you.</li> <li>• Goodbye and thanks again.</li> </ul> |

## TASK 22

Read the scenarios and choose the appropriate response for each situation.

- You're having dinner with your relatives and you'd like some more gravy. What should you say?
  - 'Pass the gravy!'
  - 'May I have some gravy, please?'
  - 'Give me the gravy!'
- You accidentally knock over your water glass, spilling some water on the table. What's the best response?
  - 'Oops, sorry!'
  - 'That's great.'
  - Stay silent and pretend it didn't happen.
- Your aunt has just served you a delicious dessert. What's a polite way to express your gratitude?
  - 'Yum, this looks good!'
  - 'Thank you for the dessert, Auntie.'
  - 'I want more dessert!'

4. Your brother is talking with his mouth full of food and it's making you uncomfortable. What could you say to remind him of good manners?
  - a. 'Could you wait until you've finished eating before speaking? It's a bit distracting.'
  - b. 'You should talk with your mouth full if you're in a hurry.'
  - c. It's fine to chat while chewing; it's not a big deal.'

**Let's speak 2****TASK 23**

Read the scenarios and role-play them. You can work in groups, write suitable dialogues, practise and perform in front of the class.

1. You and your friend are at a restaurant. It's your turn to tell the waiter what you want to eat. Practise telling the waiter what food you want, asking questions about the menu and being polite.
2. You're at a market buying fruits and vegetables. The seller tells you the prices but you think they're too high. Practise talking to the seller, asking if prices can be lower and deciding on a fair price.
3. Practise explaining why you like or don't like certain foods and listening to your friend's preferences.

**Let's write 1****TASK 24**

Read the blog article on *Chole Bhature* again. Create a similar blog article in 150 words for one of your favourite food items. Use the tips given below to make your blog article impressive.

1. Identify your readers' interests in food—recipes, restaurant reviews, cooking tips or food stories.
2. Choose a food topic you're passionate about that will also engage your readers, such as a favourite recipe, food trend or dining experience.
3. Write from your own perspective, sharing personal anecdotes to make your content authentic and engaging.
4. Use simple, descriptive language to vividly describe the food, flavours and experiences.
5. Include photos or videos of the food to make your blog visually appealing and help readers connect with your content.

**Home assignment 4**

Imagine you are hosting a birthday party. You need to decide the food menu for the party. Remember that the party will be attended by your family, friends and relatives. What are the food items you feel will interest everyone and should be there on the menu? Also, if you are specific about the colour, size or taste of any food item, note that down in your menu. Name all the items based on your liking. Once the final menu is ready, share it with your class.

## Glossary

**aromatic:** having a strong, pleasant smell

**scooping up:** picking up something with a spoon or similar object

**hearty:** warm and friendly, or full of food and energy

**indulgence:** allowing oneself to enjoy something special or luxurious

**bustling:** busy and lively with activity

**masher:** a tool used to crush or mash food

**evolving:** gradually developing or changing

**combating:** fighting

**fragrant:** having a strong, pleasant smell

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ talk about food choices.
- ◆ respond to others while talking about food.
- ◆ read and understand menus, recipes and cuisines.
- ◆ talk about likes, dislikes and memories associated with certain foods.
- ◆ use appropriate words and phrases that show good table manners.

# Celebrations and Festivals

## What am I going to learn in this unit?

- ◆ How to talk about celebrations
- ◆ How to use festivals as a topic in conversations
- ◆ How to respond to comments on celebrations
- ◆ How to read information on celebrations and festivals
- ◆ How to talk about memories of celebrations and festivals

## Let's get started | Celebrity guest list

Imagine you are hosting your birthday party and inviting five celebrities to it. Fill in the table by stating their names, what they do best and why you wish for them to come. Once everyone in the class completes the table, exchange notes with your partner about their choices.

| S. No. | Name of the celebrity | What they do the best | Reason for inviting |
|--------|-----------------------|-----------------------|---------------------|
| 1.     |                       |                       |                     |
| 2.     |                       |                       |                     |
| 3.     |                       |                       |                     |
| 4.     |                       |                       |                     |
| 5.     |                       |                       |                     |



## Let's read 1

### TASK 1

Have you ever wondered why we celebrate events or occasions? Why do such moments bring us happiness? Read the passage to understand more.

We all love a good party, but celebrations are more than just fun and cake. They're like little bursts of happiness that light up our lives. They fill us with positive feelings like laughter and excitement, which are good for our minds and bodies, just like sunshine helps plants grow. They're **high fives** for our accomplishments. Did you finally master that bicycle trick? Celebrate!



It reminds us of all the cool things we've achieved, big or small, and makes us feel proud of ourselves. Celebrations bring people together. Sharing happy moments with loved ones strengthens our bonds. It reminds us that we're not alone and that we have people who care. They create awesome memories we can treasure forever. Remember that time you won a football game? Celebrating the victory makes it even sweeter. It is something you'll smile about for years to come.

#### A. Match the words from the passage with their correct meanings.

|                    |  |
|--------------------|--|
| 1. burst           | a. a feeling of great enthusiasm and eagerness |
| 2. excitement      | b. things that have been achieved successfully |
| 3. accomplishments | c. a sudden and intense release of something   |
| 4. bonds           | d. something valuable that is highly prized    |
| 5. treasure        | e. connections or relationships between people |

#### B. Fill in the blanks with the correct word from the passage.

- The fireworks created a beautiful ..... of light in the night sky.
- She felt a **surge** of ..... when she won the award.
- He was proud of his ..... in school.
- The ..... between the two friends was unbreakable.
- She held onto the childhood toy as a ..... memory.

**C. Use these words in sentences of your own.**

- |             |            |
|-------------|------------|
| 1. laughter | 4. create  |
| 2. positive | 5. forever |
| 3. remind   |            |



**Let's listen 1**



12

**TASK 2**

How do you celebrate your birthday? Would you like to know how your grandmother would have celebrated it? Listen to this short narrative where Gurpreet's grandmother talks about her birthday and how she celebrated it as a young woman. As you listen to the audio track, answer these questions.

**A. Listen to the audio again. After you listen to the audio track, write the answer in a sentence or two for each question.**

1. What time of day did Gurpreet's grandmother wake up on her birthday?
2. How did the children at school celebrate her birthday?
3. How did the family celebrate her birthday in the evening?
4. What kind of gifts did her father usually give her?
5. How did the grandmother feel about her birthday celebrations?

**B. Listen to the audio again. As you listen to the audio track, identify if the sentences are true or false.**

1. Gurpreet's grandmother's day began with her preparing breakfast and making sure the house was in order.
2. The children at school celebrated her birthday by organising a grand party with decorations.
3. The family enjoyed homemade *saag* and *makki di roti* for her birthday meal.
4. She received expensive, lavish gifts from her father on her birthday.
5. She felt blessed, loved and appreciated by her family during the birthday celebrations.

T / F

T / F

T / F

T / F

T / F



## Grammar: Subordinate clauses

Look at this example sentence.

**Example:** When the sun set, the farmer returned home.

There are two clauses within the above sentence. 'The farmer returned home' and 'when the sun set'. 'The farmer returned home' can stand alone as a sentence. Hence it is a main clause, whereas 'when the sun set' depends on the rest of the sentence to convey its complete meaning. Hence it is a subordinate clause.

Subordinate clauses are clauses that do not make complete sense on their own. They are connected to the main clause within a sentence.

Let us now look at three types of subordinate clauses with examples: Noun clauses, Adjective clauses and Adverb clauses.

| Type of clause    | Noun clause  | Adjective clause   | Adverb clause  |
|-------------------|--|--|--|
| <b>Definition</b> | A noun clause is a group of words with a subject and predicate of its own and does the work of a noun.   | An adjective clause is a group of words with a subject and predicate of its own and does the work of an adjective.   | An adverb clause is a group of words with a subject and predicate of its own and does the work of an adverb.   |
| <b>Examples</b>   | <p>I expect <b>that I will win a prize in the painting competition.</b> (Expect what?)</p> <p>Pay attention to <b>what I am going to say.</b> (Pay attention to what?)</p> <p>They do not know <b>where I live.</b> (What do they not know?)</p> | <p>The bag <b>which has a red zipper</b> is mine. (Which bag?)</p> <p>The house <b>where I was born</b> has been sold. (Which house?)</p> <p>Please select the locality <b>that you want to live in.</b> (Which locality?)</p> | <p>He responded <b>when I called him.</b> (When?)</p> <p>She forgave him <b>as he repented.</b> (Why?)</p> <p>They painted the wall <b>very neatly.</b> (How?)</p> |

## TASK 3

## A. Complete the subordinate clauses in these sentences. Use the hints given in brackets.

1. I will be happy .....  
(I get a good job).
2. I am not aware .....  
(wrote this book).
3. People ..... should  
not throw stones at others. (glass houses)
4. The workers, .....  
after the day's work, lay down to rest. (tired)
5. ...., he is very  
contented with whatever he has. (though poor)
6. If she .....,  
she would have recovered faster. (doctor's advice)

## B. Identify the type of clause in these sentences (noun clause / adjective clause / adverb clause).

1. **The dog that bites** does not bark.  
.....
2. Fools rush in **where angels fear to tread**.  
.....
3. Make hay **while the sun shines**.  
.....
4. It is well known **that he is honest**.  
.....
5. I do not make a promise **that I cannot keep**.  
.....
6. The bus **on which I left my bag** seems to have reached the depot.  
.....





### Vocabulary: Words related to celebrations and festivals .....

#### TASK 4

Look at the table containing lists of words that are related to celebrations and festivals.

| Types of celebrations  | Activities  | Decorations   | Food and drink   | Entertainment   |
|--|---|---|--|---|
| festival<br>holiday<br>party<br>ceremony<br>event<br>occasion<br>gathering                     | dancing<br>singing<br>games<br>parade<br>feasting<br>fireworks<br>rituals | balloons<br>streamers<br>banners<br>confetti<br>lights<br>ribbons<br>flowers          | cake<br>sweets<br>snacks<br>beverages<br>dinner<br>appetisers<br>desserts    | music<br>performances<br>theatre<br>comedy<br>magic shows<br>concerts<br>film screening |
| Clothing and attire  | Gifts and tokens  | Emotions and atmosphere   | Roles and participants   | Preparations and planning   |
| costume<br>outfit<br>uniform<br>formal wear<br>traditional dress<br>fancy dress<br>accessories | gift<br>souvenir<br>token<br>present<br>favour<br>prize<br>certificate    | joy<br>excitement<br>happiness<br>cheerfulness<br>elation<br>festivity<br>celebration | host<br>guest<br>performer<br>organiser<br>attendee<br>audience<br>volunteer | invitation<br>planning<br>setup<br>arrangement<br>coordination<br>schedule<br>rehearsal |

- A. Below is a list of words and categories related to celebrations and festivals. Draw a line to match each word with the correct category.

| Words           | Categories          |
|-----------------|---------------------|
| 1. presents     | a. decorations      |
| 2. games        | b. food and drink   |
| 3. cake         | c. activities       |
| 4. balloons     | d. equipment        |
| 5. music system | e. gifts and tokens |

**B. Use the words from the box to fill in the blanks and complete the sentences.**

|             |            |         |            |
|-------------|------------|---------|------------|
| performer   | feasting   | costume | parade     |
| decorations | excitement | cake    | invitation |

1. The children eagerly awaited the annual ..... that marched through the town square.
2. She baked a delicious ..... for the birthday party.
3. Each guest received a beautifully designed ..... to the event.
4. The hall was adorned with colourful ..... that brightened up the space.
5. The talented ..... captivated the audience with their dance routine.
6. There was a lot of ..... as the fireworks display began.
7. Everyone wore a unique ..... to the theme party.
8. The family enjoyed ..... on traditional dishes during the holiday celebration.

**Home assignment 1**

You are planning a surprise birthday party for your mother. What are the plans you will have to make? Create a list of arrangements you need to get done so that your mother can have a memorable birthday. Write down ten sentences that describe everything you plan to do.



**Let's read 2**

**TASK 5**

Here are posters that are displayed on the notice board of your school regarding various celebrations planned for the year. Note the details carefully and complete the exercises.

# 26TH JANUARY HAPPY REPUBLIC DAY

## Republic Day celebrations

**Date:** 26th January

**Time:** 9 am–12 pm

**Venue:** School Auditorium

### Join us for a patriotic celebration!

- ◆ Flag-unfurling Ceremony
- ◆ Cultural Performances
- ◆ Parade by students
- ◆ Speech by the principal
- ◆ Art and Essay Competitions

**Wear your best traditional attire!**

**Let's honour our nation together!**



## Gandhi Jayanti celebration

**Date:** 2nd October

**Time:** 10 am–1 pm

**Venue:** School Hall

### Honouring the Father of the Nation

- ◆ Special Assembly on Gandhiji's life
- ◆ Skits and Plays by students
- ◆ Essay and Art Competitions
- ◆ Screening of a documentary on Mahatma Gandhi
- ◆ Cleanliness Drive in School Premises

**Dress code: Khadi or Simple Attire**

**Let's follow the path of Peace and Truth!**

### Flag Day celebration

**Date:** 7th December

**Time:** 10 am–12:30 pm

**Venue:** School Playground

#### Join us to honour our national flag!

- ◆ Flag-Hoisting Ceremony
- ◆ Tribute to Armed Forces
- ◆ Patriotic Songs and Speeches
- ◆ Art and Craft activities for students
- ◆ Special Guest Lecture on Patriotism
- ◆ Fundraiser for Soldiers' Welfare

**Dress code:** School uniform with tricolour badges

**Show your patriotism and support!**



#### A. State if the statements below are true or false based on the posters.

1. The Republic Day celebrations at the school includes a flag-unfurling ceremony, cultural performances and a speech by the principal. T / F
2. Gandhi Jayanti will feature an essay and art competitions, a special assembly on Gandhiji's life and a cleanliness drive in the school premises. T / F
3. The Flag Day celebration will include a screening of a documentary on Mahatma Gandhi. T / F
4. The special guest lecture on Flag Day is about patriotism and includes a fundraiser for soldiers' welfare. T / F
5. The Republic Day celebration includes art and essay competitions. T / F

#### B. Pick the appropriate option to answer the given questions.

1. What is the venue for the Republic Day celebration?
  - a. school playground
  - b. school hall
  - c. school courtyard
  - d. school auditorium

2. Which activity is not part of the Republic Day celebration?
  - a. flag-unfurling ceremony
  - b. parade by students
  - c. cleanliness drive
  - d. cultural performances
3. What is the dress code for the Gandhi Jayanti celebration?
  - a. white and tricolour
  - b. school uniform with tricolour badges
  - c. best traditional attire
  - d. khadi or simple attire
4. Which activity will not take place during the Gandhi Jayanti celebration?
  - a. skits and plays by students
  - b. special assembly on Gandhiji's life
  - c. art and craft activities
  - d. cleanliness drive
5. Which activity is included in the Flag Day celebration?
  - a. parade by students
  - b. tribute to armed forces
  - c. skits and plays by students
  - d. screening of a documentary on Mahatma Gandhi

**Let's listen 2**

13

**TASK 6**

Let's listen to an Independence Day address by the principal of a school. As you listen to the audio track, answer the questions.

- A. Listen to the audio again. As you listen to the audio track, pick the appropriate option to answer the given questions.
1. What is the first activity mentioned in the Independence Day celebration?
    - a. cultural performances
    - b. display of artwork
    - c. flag-hoisting ceremony
    - d. special assembly
  2. What type of performances will students present during the celebrations?
    - a. science experiments
    - b. cultural dances, songs and skits
    - c. sports events
    - d. cooking demonstrations

3. What is the purpose of the special assembly mentioned in the address?
  - a. to showcase sports skills
  - b. to reflect on the history of the independence movement
  - c. to distribute awards
  - d. to plan future school events
4. What will be displayed during the celebration to express students' understanding of the nation's history?
  - a. technology projects
  - b. culinary creations
  - c. scientific models
  - d. artwork and essays
5. What is Independence Day a reminder of?
  - a. our academic achievements
  - b. our responsibility towards the country
  - c. upcoming school events
  - d. our favourite hobbies

**B. Listen to the audio again. As you listen to the audio track, fill in the blanks.**

1. Today is a day of immense ..... and joy as we come together to celebrate Independence Day.
2. As we raise our national flag this morning, let us remember the ..... of this day.
3. This morning, we will begin with a ..... ceremony.
4. These performances are not just a display of talent, but a celebration of our cultural ..... and the values that bind us together.
5. Today's celebration will also feature a display of ..... and essays created by our students.



**Let's write 1**

**TASK 7**

Your school is celebrating its Silver Jubilee Year and as the Student President, you need to invite a celebrity to make this event a grand success. Look at a sample invitation letter that is sent to Sachin Tendulkar inviting him as the chief guest.

Soma  
*Address*

Date:

Shri Sachin Tendulkar

*Address*

Dear Mr Tendulkar

**Subject:** Invitation to be the chief guest for PS School's Silver Jubilee Celebration (SJC)

I hope this letter finds you in good health and high spirits. It is with great pleasure and excitement that we extend our heartfelt invitation to you to be the Chief Guest at the Silver Jubilee Celebration of PS School, scheduled to be held on 4th January 2025.

As we are going to celebrate 25 years of excellence in education, we are keen to mark this momentous occasion with a grand event that honours the hard work, dedication and achievements of our students, staff and alumni. We believe that your presence at our Silver Jubilee Celebration will greatly inspire our students and provide them with invaluable life lessons on dedication and the pursuit of excellence. The event will include a series of performances, exhibitions and an award ceremony, culminating with your keynote address.

**Details of the event:**

**Date:** 4th January 2025

**Time:** 10 am

**Venue:** Central Auditorium, PS School

We would be honoured if you could kindly accept our invitation and grace the occasion with your esteemed presence. Please let us know your availability at your earliest convenience, so that we can make the necessary arrangements to ensure a comfortable and memorable experience for you.

We look forward to your positive response and to welcoming you to our school.

Warm regards  
Soma  
Student President

Imagine you are Sachin Tendulkar. Write a response letter to the Student President accepting the invitation to attend the SJC.



### Grammar: Gerund and to-infinitive .....

#### TASK 8

A gerund is a verb form that ends in **-ing** and functions as a noun in a sentence. In other words, it's the **-ing** form of a verb used as a subject, object or complement.

**Examples:** **Swimming** is a good form of exercise. (Here, **Swimming** is the subject of the sentence.)

I enjoy **reading**. (In this case, **reading** is the object of the verb **enjoy**.)

I like **swimming**.

Gerunds can be used as subjects.

**Examples:** **Travelling** is fun.

**Trekking** is tiring.

They can also be used as objects.

**Example:** I love **skiing**.

They can also be used after prepositions.

**Example:** She is good at **drawing**.

A bare infinitive is the base form of a verb. If a bare infinitive is preceded by a 'to' it is referred to as a to-infinitive or a full infinitive. An infinitive is often used to express purpose, intention or to function as a noun, adjective or adverb.

**Examples:** She wants **to learn** French. (Here, **to learn** is the object of the verb **wants**.)

He is excited **to start** his new job. (In this case, **to start** explains the purpose of being excited.)

When we change an infinitive to a gerund, the preposition also changes.

**Example:** He is excited **to start** his new job. / He is excited **about starting** his new job.

Infinitives can be used as subjects.

**Example:** **To err** is human.



They can also be used as objects.

**Example:** I plan **to visit** my grandmother.

They can also describe purpose or intention.

**Example:** She went to the store **to buy** groceries.

**A. Read the sentences and identify whether the highlighted verb form is a gerund or an infinitive.**

1. We enjoy **celebrating** festivals with our friends.
2. They decided **to have** a grand party for their anniversary.
3. **Dancing** is my favourite part of any celebration.
4. She promised **to organise** the best birthday bash ever.
5. He enjoys **photographing** the guests at special events.
6. We hope **to make** this year's celebration unforgettable.

**B. Rewrite the sentences by changing the gerund to an infinitive or vice versa. Make sure the sentences still make sense.**

1. Celebrating together is important for our family. (Change **celebrating** to an infinitive.)
2. They are planning to invite all their friends. (Change **to invite** to a gerund.)
3. We started practising our favourite dance moves for the party. (Change **practising** to an infinitive.)
4. She began to bake the cake. (Change **to bake** to a gerund.)
5. His passion is decorating venues. (Change **decorating** to an infinitive.)

### Home assignment 2

Write a letter to your friend about the grand Silver Jubilee Celebrations at your school. Include details of the Chief Guest, Sachin Tendulkar, and his inspiring speech on success, perseverance and teamwork. Mention the vibrant performances and the celebration of 25 years of excellence.



### Let's read 3

#### TASK 9

We celebrate many festivals throughout the year in our country. Have you heard of the literary festival that is celebrated every year in the neighbouring state of Rajasthan?

A literary festival is an event where authors meet and discuss books on various subjects. Read the passage to know how this festival originated.

### The History of the Jaipur Literature Festival

The Jaipur Literature Festival, held every year in Jaipur, Rajasthan, is one of India's most famous literary events. It started in 2006, thanks to Namita Gokhale and William Dalrymple, who wanted to celebrate books and bring people together to talk about literature. The festival takes place primarily at the beautiful Diggi Palace and attracts writers, poets and thinkers from all over the world.



At the festival, people can attend various discussions, book readings and performances. It's a great chance for new writers to meet famous authors and for readers to discover new books. The event has grown in importance and is known for its lively and engaging atmosphere. It reflects India's rich culture and its growing influence in the world of literature.

The Jaipur Literature Festival is not just about books; it is a place where people come together to share ideas and enjoy the love of reading. It continues to be an inspiring event that highlights the importance of literature in our lives.

**A. Choose the correct answer for each question based on the passage.**

1. When was the Jaipur Literature Festival first held?
  - a. 2005
  - b. 2006
  - c. 2010
  - d. 2012
2. Who founded the Jaipur Literature Festival?
  - a. Anil Kapoor and Namita Gokhale
  - b. William Dalrymple and Namita Gokhale
  - c. Namita Gokhale and Anil Kapoor
  - d. William Dalrymple and Anil Kapoor
3. What is the primary focus of the Jaipur Literature Festival?
  - a. music and dance performances
  - b. celebrating books and literature
  - c. art and craft exhibitions
  - d. sports and games

4. Where is the Jaipur Literature Festival primarily held?
  - a. at the Red Fort
  - b. at the Digg Palace
  - c. at the Taj Mahal
  - d. at the Lotus Temple
5. What kind of guests does the Jaipur Literature Festival attract?
  - a. international movie stars
  - b. only Indian musicians
  - c. international authors, poets and thinkers
  - d. only Indian authors

**B. Determine whether the statements are true or false based on the passage.**

1. The Jaipur Literature Festival is primarily held at the Digg Palace in Jaipur.
2. The festival attracts participants only from India.
3. The festival was initially organised to celebrate global cinema.
4. The Jaipur Literature Festival is known for featuring discussions, readings and performances.
5. The festival was founded by William Dalrymple and Namita Gokhale.

T / F

T / F

T / F

T / F

T / F



**Let's speak 1**

**TASK 10**

How do you like to celebrate festivals? Do you prefer to keep it small or go big? Many of us have varied opinions on this. Role-play the debate given below.

**Debate topic:** Large-scale celebrations vs. Small gatherings: Which of these is more meaningful?

Team A will support large-scale celebrations.

Team B will support small gatherings.

**Moderator:** Welcome to today's debate. We will discuss whether large-scale celebrations or small gatherings are more meaningful. Each team will present their views and then respond to the other team. Let's start with Team A.

|                             | Team A<br>(Large-scale celebrations)   | Team B<br>(Small gatherings)  |
|-----------------------------|--|---|
| <b>Opening statements</b>   | <b>Speaker 1:</b> Large-scale celebrations, like big festivals or national holidays, are important because they bring many people together. They create a sense of community and can make everyone feel connected. For example, a huge festival with music and games can be exciting and memorable for many people. These events help people from different backgrounds come together and share experiences. | <b>Speaker 1:</b> Small gatherings, like family dinners or close friends' get-togethers, are also very meaningful. In these settings, people can have deeper conversations and build stronger relationships. A family dinner allows everyone to catch up and enjoy each other's company without the distractions of a big crowd. These personal moments are often more special and memorable. |
| <b>Opposing views round</b> | <b>Speaker 2:</b> While small gatherings are nice, large-scale celebrations can reach more people and have a bigger impact. Big events can raise money for good causes or celebrate important cultural traditions that everyone can enjoy. They create a sense of belonging and excitement that smaller gatherings might not achieve.  | <b>Speaker 2:</b> Large-scale celebrations might be fun, but they can sometimes be overwhelming and impersonal. Small gatherings focus on close relationships and personal connections, which are very important. They provide a chance for people to really talk and bond with each other, which can be more meaningful than a big event.  |
| <b>Closing statements</b>   | <b>Speaker 3:</b> In summary, large-scale celebrations are great for bringing people together and creating a shared experience. They have a big impact and can make many people feel connected and excited. While small gatherings are important too, large events have a special way of uniting everyone.   | <b>Speaker 3:</b> To wrap up, small gatherings are more valuable because they allow for deep personal connections and meaningful conversations. Even though large celebrations are impressive, the personal touch of small gatherings makes them special and memorable in their own way.  |

**Moderator:** A huge round of applause for both the teams. This ends our debate on large-scale celebrations versus small gatherings. Let's think about the points made and how both types of celebrations have their own special value.

- A. Form pairs and identify two reasons given in the debate why smaller or bigger celebrations are interesting. Pick a side. Add two more reasons and convince your partner.
- B. Debate on the topic: The necessity of celebrating birthdays. Form groups of five where there are four speakers and a moderator. Model your debate on the sample given earlier.



### Vocabulary: Words and expressions related to celebrations

#### TASK 11

Festivals are an integral part of cultural heritage, reflecting the traditions and celebrations unique to each community. In Punjab, festivals are celebrated with great enthusiasm and are characterised by vibrant traditions and customs. Understanding the vocabulary associated with these festivals enhances our appreciation of their cultural significance.

- A. Match each word related to celebrations with its correct definition.

| Words              | Definitions   |
|--------------------|---|
| 1. <i>Baisakhi</i> | a. a traditional Punjabi folk dance   |
| 2. <i>Lohri</i>    | b. a festival celebrating the harvest                                       |
| 3. <i>Gidha</i>    | c. a type of drum played during Punjabi festivals                           |
| 4. <i>Dhol</i>     | d. a meal served at a religious event                                       |
| 5. <i>Langar</i>   | e. a festival marking the end of winter and the start of the harvest season |

- B. Fill in the blanks with the appropriate vocabulary word from the box.

*Gidha*

*Baisakhi*

festivities

*langar*

*dhol*

1. .... is a major Punjabi festival that celebrates the harvest.
2. During the festival of *Lohri*, people dance to the beat of the .....
3. .... is a traditional Punjabi folk dance.

4. The ..... during festivals includes singing, dancing and enjoying traditional foods.
5. At the *Gurdwaras*, ..... is served as a free meal to all the visitors.

### TASK 12

In every community, expressing emotions and sentiments is an important part of social **interactions**. Whether it's celebrating achievements, showing appreciation or conveying good wishes, the right expressions can make these moments more meaningful. Here are some vocabulary words that are commonly used to express joy, gratitude and wishes, each accompanied by a brief explanation and example.



1. **elated**  
**Definition:** Extremely happy or joyful  
**Example:** She felt **elated** when her village won the annual fair competition.
2. **ecstatic**  
**Definition:** Overwhelmed with intense joy or happiness  
**Example:** The whole community was **ecstatic** during the *Baisakhi* festival celebrations.
3. **grateful**  
**Definition:** Feeling or showing appreciation for something received or done  
**Example:** I am **grateful** to my neighbours for their support during the wedding preparations.
4. **appreciative**  
**Definition:** Showing gratitude or thankfulness  
**Example:** The children were **appreciative** of the gifts they received during *Lohri*.
5. **best wishes**  
**Definition:** Conveying good luck and positive thoughts for someone's future  
**Example:** Sending **best wishes** to you for a prosperous new year ahead!
6. **heartfelt**  
**Definition:** Sincere and deeply felt  
**Example:** His **heartfelt** speech during the community gathering moved everyone.
7. **overjoyed**  
**Definition:** Extremely happy or delighted  
**Example:** The farmer was **overjoyed** when he saw his fields ready for harvest.

8. **delighted****Definition:** Feeling great pleasure or happiness**Example:** She was **delighted** to see her relatives who were visiting from abroad.9. **sincere****Definition:** Genuine and honest in feelings or expressions**Example:** Her **sincere** appreciation was evident in the thank-you note she wrote.10. **warm wishes****Definition:** Friendly and kind expressions of good fortune or happiness**Example:** Sending you **warm wishes** for your upcoming exams and good luck!

Write a short paragraph expressing gratitude to a friend or family member for their support during a traditional Punjabi festival or celebration. Use at least three vocabulary words from the list provided.

**Home assignment 3**

Find out which festivals are celebrated in your family regularly. Pick your favourite one. Prepare a 2-minute talk on the festival with details of the name of the festival, the reason for celebrating the festival, what is done on the day, special food served and other activities you remember.

**Let's read 4****TASK 13**

**Baisakhi** is a vibrant festival celebrated in April, marking the arrival of the harvest season with traditional dances, festive attire and special meals. Read the passage and complete the exercises given.

*Baisakhi*, also known as *Vaisakhi*, is one of the many harvest festivals celebrated in India. Like Kerala has its *Onam*, Tamil Nadu has its *Pongal* and Maharashtra has its *Gudi Padwa*, Punjab and most of North India celebrates *Baisakhi* with great fervour. Taking place in April, this festival marks the arrival of the harvest season and is a joyous occasion for farmers and other communities alike. It heralds the end of the winter crops and the beginning of the new agricultural cycle.





The festival is celebrated with enthusiasm and a sense of community spirit. Traditional activities include vibrant *Bhangra* and *Gidha* dances, where people dress in bright, festive attire and perform energetic dance moves to the rhythm of traditional drums. These dances are not only a form of celebration but also a way to express gratitude for the bountiful harvest.

Families gather together to enjoy a special meal that often includes seasonal dishes made from fresh produce. The festival is also marked by the preparation of traditional sweets and snacks, adding to the festive cheer. As people visit local fairs and markets, the atmosphere is filled with the aroma of delicious food and the sound of joyous celebrations.

In addition to its agricultural significance, *Baisakhi* is a time for reflecting on the cultural heritage and traditions of Punjab. It serves as a reminder of the close bond between the land and its people, celebrating the fruits of hard work and dedication. The festival also provides an opportunity for people to come together, strengthening their sense of community and sharing the happiness of a successful harvest.

*Baisakhi* is a vibrant and meaningful festival that highlights the rich cultural traditions of Punjab and the importance of celebrating the changing seasons.

**A. Answer these questions.**

1. When is *Baisakhi* celebrated?
2. What kind of attire do people wear during *Baisakhi* dances?
3. What is the main purpose of *Baisakhi* in relation to agriculture?
4. What type of food is commonly prepared on *Baisakhi*?
5. How does *Baisakhi* instill a sense of community among people?

**B. Determine if these statements are true or false based on the passage.**

1. *Baisakhi* is celebrated in the Indian state of Tamil Nadu. T / F
2. Traditional dances during *Baisakhi* include *Bhangra* and *Gidha*. T / F
3. *Baisakhi* marks the beginning of the winter crops. T / F
4. The festival includes the preparation of traditional sweets and snacks. T / F
5. *Baisakhi* is a festival that takes place in August. T / F

**C. Fill in the blanks using the words from the box.**

|              |           |            |          |         |
|--------------|-----------|------------|----------|---------|
| <i>Gidha</i> | community | dedication | seasonal | harvest |
|--------------|-----------|------------|----------|---------|

1. *Baisakhi* marks the arrival of the ..... season.
2. Traditional dances performed during *Baisakhi* include *Bhangra* and .....



3. The festival is celebrated with a special meal that often includes ..... dishes made from fresh produce.
4. *Baisakhi* provides an opportunity for people to come together and strengthen their sense of .....
5. The festival of *Baisakhi* celebrates the fruits of hard work and .....



### Let's speak 2 .....

#### TASK 14

Have you ever participated in a group discussion? When we want to watch a film, buy something or plan a trip, we discuss it with our family and friends, expressing our choices and listening to theirs. By discussing our views and understanding others, we benefit a lot.

Let us understand more about how group discussions work.

A group discussion is when a few people talk together about a certain topic. Everyone shares their ideas and listens to what others have to say.

What happens in a group discussion?



1. **Topic:** There is a specific subject or question everyone is talking about. For example, discussing your favourite sports event.
2. **Participants:** A small group of people, usually 4 to 12, takes part in the discussion. Everyone gets a chance to speak.
3. **Leader:** Sometimes, there is someone who helps guide the conversation and makes sure everyone gets to talk.
4. **Interaction:** People talk to each other, ask questions and share their opinions. The conversation is friendly and respectful.
5. **Goal:** The aim is to understand the topic better, come up with new ideas or make decisions together.
6. **Ending:** At the end, the group might summarise what was talked about and decide on what to do next, if needed.

**A. Imagine you are discussing a Sports Day celebration that was held in your school. Use these questions and discuss them in groups.**

- ◆ What was the most exciting event during Sports Day?
- ◆ How did you feel before and after participating in or watching the events?
- ◆ What was your favourite part of the day and why?
- ◆ How did you or your team prepare for the events?
- ◆ What did you learn from participating in or watching Sports Day?

**B. Choose a topic and conduct a group discussion for ten minutes. Form groups of five to six.**

- ◆ What is your favourite festival and why do you like it?
- ◆ Share your best memory from a festival or celebration. What made it so memorable?
- ◆ What are some special foods you enjoy during festivals?
- ◆ How do you decorate your home or classroom for festivals?



### Let's write 2

#### TASK 15

You now know that a lot of planning goes into organising any celebration or festival. You need to prepare a checklist before making any arrangements. Read the set of statements which show how any celebration can be made successful.

Let us look at the checklist to organise a Science Festival in your school.

1. Decide what you want to achieve with the Science Fest.
2. Create a team of students, teachers and staff to help plan the event.
3. Finalise a date and book a place for the fest.
4. Make a list of costs and create a budget for the event.
5. Choose a theme and plan displays and exhibits around it.
6. Invite guest speakers and organise fun science activities and workshops.
7. Promote the fest using posters, flyers, social media and school announcements.
8. Set up a check-in desk and make sure you have all the equipment needed.
9. Follow the event schedule and make sure everything runs smoothly.
10. Collect feedback after the event and send thank you notes to everyone who helped.



**TASK 16**

Prepare a checklist to organise an Annual Day celebration in your school. Write ten sentences that will help you do it. Use the template given in Task 15.

**Home assignment 4**

Imagine you have the opportunity to create your very own festival. Think about what makes festivals exciting and enjoyable. What would your festival celebrate? Would it honour a special event, cultural heritage, a fun activity or something else? Explain why you chose this theme and why it is important to you and others.

## Glossary

**high five:** a greeting or an expression of admiration in which two people each raise a hand above their shoulder and bring the fronts of their hands together with force

**surge:** a sudden and great increase

**momentous:** very important because of effect on future events

**adorned:** added something decorative to a person or thing

**captivate:** to hold the attention of someone by being extremely interesting, exciting, pleasant or attractive

**interaction:** an occasion when two or more people or things communicate with or react to each other

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ talk about celebrations and festivals.
- ◆ respond to others while talking about celebration.
- ◆ read and understand posters of events of school celebration.
- ◆ talk about memories associated with celebrations.
- ◆ use appropriate words and phrases discussing celebrations.

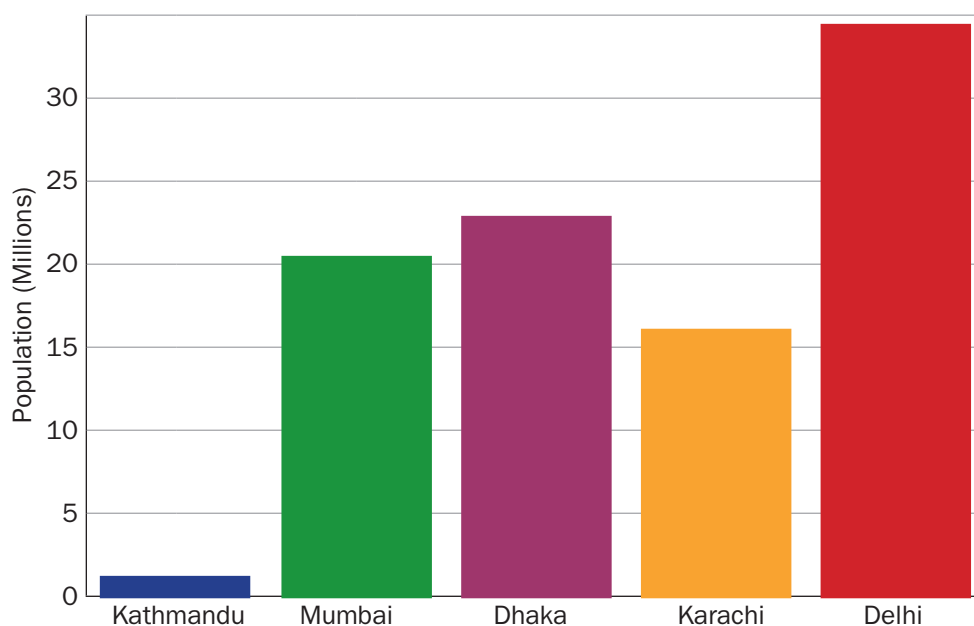
# Urban Living

## What am I going to learn in this unit?

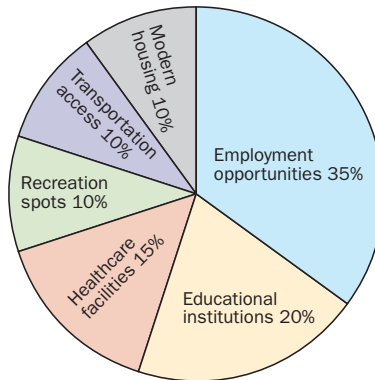
- ◆ How to talk about life in the city
- ◆ How to use urban living as a topic in conversations
- ◆ How to respond to comments on lifestyle in cities
- ◆ How to read information on cities and infrastructure
- ◆ How to talk about the challenges and benefits of urban living

## Let's get started | Populous cities

- A. The bar graph below displays the population (in millions) of five major cities. The cities are arranged in a random order. Examine the bar graph and list the cities in descending order of population, starting with the most densely populated city.



- B. Can you think of the reasons why these cities are so populated? Pick your top three reasons from the pie chart.



### Let's read 1

#### TASK 1

Do you like living in a city or a village? Let us compare the urban and rural lifestyles to make our choice.

The attraction of city life is unquestionable. Vibrant cultures, endless opportunities and a fast-paced lifestyle attract many people. Cities offer a variety of amenities, from world-class education and healthcare to diverse entertainment and dining options. The convenience of public transportation and a wide range of employment possibilities make them magnets for ambitious individuals. However, the hustle and bustle can be **overwhelming**, leading to stress, isolation and a higher cost of living.



In contrast, village life offers a slower, more tranquil pace. Strong communities, fresh air and a closer connection to nature are its main advantages. People tend to know their neighbours and look out for one another, fostering a sense of belonging. Moreover, the cost of living is generally lower, allowing for a higher quality of life. Nevertheless, limited access to certain services, such as specialised medical care and educational institutions, can be a drawback.

Ultimately, the choice between city and village life depends on individual preferences and priorities. While cities provide excitement and opportunities, villages offer peace and community. Finding the right balance between these two lifestyles may be the ideal solution for many.

So, what is your choice?

**A. Match the words from the passage with their meanings.**

| Word                 | Meaning                                   |
|----------------------|---|
| 1. tranquil          | a. beyond doubt or dispute                |
| 2. amenities         | b. encouraging the development of         |
| 3. hustle and bustle | c. peaceful and quiet                     |
| 4. unquestionable    | d. a disadvantage or problem              |
| 5. fostering         | e. desirable features or facilities       |
| 6. drawback          | f. a state of constant activity and noise |

**B. Fill in the blanks with the correct word from the passage.**

- The beauty of the countryside is .....
- The city offers a wide range of ....., such as parks and libraries.
- The ..... of city life can be overwhelming.
- The village atmosphere is ..... and relaxing.
- Parents should ..... their children's creativity.
- One ..... of living in a small town is limited job opportunities.



**Let's listen 1**



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**TASK 2**

Do you know how cities came into existence? Listen to this interview of a history professor who discusses the origin of cities in India. As you listen to the audio track, answer these questions.

**A. Listen to the interview again. As you listen to the audio track, identify if the sentences are true or false.**

- Indian cities like Harappa and Mohenjo-daro were not well planned.
- After British rule, cities like Mumbai and Kolkata grew rapidly.
- Trade played a major role in the growth of cities like Surat and Cambay.
- There were no significant problems with Indian cities during British rule.

T / F

T / F

T / F

T / F

**B. Listen to the interview again. As you listen to the audio track, fill in the blanks with the correct word from the interview.**

1. Ancient Indian cities like ..... and Mohenjo-daro were well planned.
2. Cities like ..... and Kolkata expanded rapidly after the British arrived.
3. The growth of cities like Surat and Cambay was driven by .....
4. During British rule, overcrowding and poor living conditions were common in Indian .....



**Grammar: Continuous tenses**

**TASK 3**

Continuous tenses are used to describe actions that are ongoing or in progress at a particular time. They emphasise the duration of an action rather than its completion.

There are three main continuous tenses:

| Present continuous tense  | Past continuous tense  | Future continuous tense  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Used for actions happening now or around now.</li> <li>• Structure: subject + am/is/are + verb + -ing</li> <li>• Example: She <b>is studying</b> English right now.</li> </ul> | <ul style="list-style-type: none"> <li>• Used for actions that were happening at a specific time in the past.</li> <li>• Structure: subject + was/were + verb + -ing</li> <li>• Example: They <b>were playing</b> football when it started to rain.</li> </ul> | <ul style="list-style-type: none"> <li>• Used for actions that will be in progress at a specific time in the future.</li> <li>• Structure: subject + will be + verb + -ing</li> <li>• Example: I <b>will be working</b> on my project tomorrow afternoon.</li> </ul> |

1. Continuous tenses often use time expressions like **now, at the moment, while, when**, etc.
2. They are not used with verbs that describe states rather than actions, such as **know, like, believe**, etc.

**A. Fill in the blanks with the correct present continuous tense form of the words in the given box.**

paint                      walk                      explore                      prepare                      rush

1. A street artist ..... a mural on a brick wall.
2. Many commuters ..... to catch the morning train.
3. Tourists ..... the city's historical landmarks.
4. Shopkeepers ..... their stores for opening.
5. Pedestrians ..... through busy streets.

**B. Fill in the blanks with the correct past continuous tense form of the words in the given box.**

sing                      play                      build                      juggle                      shelter

1. Construction workers ..... a new skyscraper when the accident happened.
2. Street performers ..... for a crowd of onlookers.
3. Children ..... in a park while their parents chatted.
4. The musician ..... a beautiful melody on a crowded street corner.
5. People ..... themselves from the sudden downpour under the bus stops.

**C. Fill in the blanks with the correct future continuous tense form of the words in the given box.**

perform                      celebrate                      deliver                      wait                      prepare

1. The mail carrier ..... packages throughout the neighbourhood tomorrow afternoon.
2. Musicians ..... at a street festival all weekend long.
3. Commuters ..... on a crowded platform for their train during rush hour.
4. Restaurant staff ..... for a busy evening service.
5. People ..... New Year's Eve with fireworks at midnight.





### Vocabulary: Words related to urban life .....

#### TASK 4

Look at the table containing lists of words that are related to urban life.

| People and society   | Environment and infrastructure  | Economy and lifestyle                                    | Challenges and issues                                    | Positive aspects   |
|--|---|--|--|--|
| migrant, slum dweller, rickshaw driver, hawker, joint family, commuter | pollution, smog, traffic jam, local train, water shortage, suburbs, public square | outsourcing, BPO, IT, factories, middle class, Bollywood | overpopulation, poverty, crime, sanitation, child labour | diversity, festivals, hospitality, community spirit, family values |

#### A. Categorise the words under the correct heading from the table.

- |                  |                 |              |
|------------------|-----------------|--------------|
| 1. family values | 3. sanitation   | 5. Bollywood |
| 2. smog          | 4. slum dweller | 6. diversity |

#### B. Fill in the blanks with the appropriate word from the table.

- The city faces severe .....
- Many ..... move from rural areas to cities in search of better job opportunities.
- The growth of ..... has boosted the economy.
- The issue of ..... affects millions of people.
- ..... is essential during festivals and celebrations.

#### Home assignment 1

Think about the sounds around you. Identify at least five different sounds you hear and write a short 100-word paragraph describing a scene based on those sounds.

**Let's read 2****TASK 5**

Read the news reports on leading cities in India with the latest developments. Note the details carefully and complete the exercises that follow.

## PUNE IS GETTING SMARTER

Pune is becoming a smart city! They are using new ways to make the city cleaner and easier to live in. Special bins that sort out trash have been put in many places. This helps keep the city clean. People can also use buses and trains more easily now.



## HYDERABAD IS GOING DIGITAL

Hyderabad is using technology to improve life for its people. You can now use free Wi-Fi in many places. The city's lights are getting smarter too. They can change how bright they are depending on how many people are around. This saves energy and keeps people safe.



## AHMEDABAD CARES FOR THE EARTH

Ahmedabad is trying to be a green city. They are using the sun's power to make electricity. People are also encouraged to ride bicycles and walk instead of using cars. This helps keep the air clean. The city is also saving water, which is very important.



### A. Answer the questions in a sentence or two.

1. Which city in the news is focusing on improving its waste management system?
2. What kind of technology is Hyderabad using to improve its streets?
3. Name one way Ahmedabad is trying to protect the environment.
4. What is the main benefit of having smart bins in a city?
5. Which city is trying to make it easier for people to ride bicycles and walk?

### B. Pick a suitable option for these questions.

1. Which city is being recognised for its efforts in waste management?
  - a. Hyderabad
  - b. Pune
  - c. Ahmedabad
  - d. none of these
2. What is the main goal of smart streetlights in Hyderabad?
  - a. to reduce traffic congestion
  - b. to improve air quality
  - c. to enhance safety and energy efficiency
  - d. to promote public transportation
3. Which city is focusing on renewable energy sources?
  - a. Pune
  - b. Hyderabad
  - c. Ahmedabad
  - d. all of these
4. What is the primary benefit of Pune's improved public transportation system?
  - a. reduced air pollution
  - b. increased traffic congestion
  - c. higher cost of living
  - d. decreased job opportunities

5. How is Ahmedabad promoting a healthier lifestyle for its citizens?
- by constructing more skyscrapers
  - by encouraging cycling and walking
  - by increasing the number of cars
  - by promoting fast food consumption



### Let's listen 2



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### TASK 6

Let's listen to four city residents talking about the challenges they face. Each speaker will highlight a particular problem. As you listen to the audio track, answer the questions.

- A. Listen to the audio again. As you listen to the audio track, choose the correct option for the questions based on the audio.

- Which speaker expressed frustration about the difficulty of finding affordable housing?
  - Navdeep
  - Simran
  - Dilpreet
  - Amarinder
- What is the main problem faced by Navdeep?
  - lack of affordable housing
  - noise pollution
  - traffic congestion
  - air pollution
- Which speaker mentioned the negative impact on their health?
  - Navdeep
  - Simran
  - Dilpreet
  - all the speakers
- What is the complaint of Amarinder?
  - traffic congestion
  - noise pollution
  - lack of green spaces
  - overcrowding
- Which problem affects the residents as well as the visitors to the city?
  - lack of affordable housing
  - traffic congestion
  - noise pollution
  - all of these

- B. Listen to the audio again. As you listen to the audio track, fill in the blanks.

Navdeep couldn't stand the ..... It took him an hour to get to work, even though it was only a few kilometres away. The roads were always ..... and there was honking everywhere.

Simran found it a ..... to find a decent place to live in the city. Rents were ..... and the available housing was often in terrible condition.

Dilpreet was worried about the ..... in the city. She had to wear a mask just to walk to work. The smog was so thick sometimes, she could barely see the .....

Amarinder couldn't sleep at night because of all the .....  
Cars honking, people shouting, construction work and music blasting from nearby apartments—it was constant.



### Grammar: Coordinating clauses

#### TASK 7

Coordinating clauses are akin to two independent ideas that each stand alone, yet choose to be combined for greater clarity and expression. Each clause is a complete sentence, able to stand alone. However, they decide to join forces using coordinating conjunctions like **and**, **but**, **or**, **nor**, **for**, **yet**, and **so** to form a compound sentence. These conjunctions act as links between ideas, allowing them to be expressed together while maintaining the independence of each part.

#### Examples:

**I love to read and my sister enjoys painting.** Both the clauses are independent, but the conjunction '**and**' joins them to show a shared interest.

**She studied hard but she didn't pass the exam.** Each clause could stand on its own, but the conjunction '**but**' creates contrast between effort and result.

**We can go to the movies or we can stay home and watch a film.** The conjunction '**or**' presents two options, linking the choices while keeping each valid.

In this way, coordinating conjunctions allow independent clauses to work together, enhancing the meaning without losing their individual identities.

#### A. Combine the pairs of sentences into a single sentence using an appropriate coordinating conjunction.

1. The city is full of opportunities. The cost of living is high.
2. I love the vibrant culture of the city. I dislike the heavy traffic.
3. She dreams of living downtown. Her budget is tight.
4. The city offers excellent public transportation. There is still a lot of congestion.
5. There are many schools in the city. Getting admission to a good school is difficult.

**B. Expand the simple sentences into compound sentences by adding a coordinating clause.**

1. The city is noisy.
2. I enjoy going to the park.
3. The sky is polluted.
4. She is a hardworking person.
5. Urban roads are congested.



**Grammar: Prepositions of place, time and direction** .....

**TASK 8**

**Prepositions of place**

Prepositions of place indicate location, position or direction relative to a noun or pronoun. Common prepositions of place include:

- in:** used for enclosed spaces  
(**Example:** in a room, in a city)
- at:** used for specific points or locations  
(**Example:** at the door, at the bus stop)
- on:** used for surfaces  
(**Example:** on the table, on the wall)
- beside:** used for objects located next to each other
- between:** used for objects located in the middle of two other objects
- among:** used when something is in or with a group of few, several or many things (more than two)
- behind:** used for objects located at the back of something
- in front of:** used for objects located in front of something
- above:** used for objects located higher than something else
- below:** used for objects located lower than something else

**Examples:**

The book is **on** the table.

She is standing **behind** the door.

The park is **in** the centre of the city.

### Prepositions of time

Prepositions of time indicate when something happens or when something exists in relation to another event.

Common prepositions of time include:

- at:** used for specific points in time  
(**Example:** at 3 pm, at Christmas)
- on:** used for days and dates  
(**Example:** on Monday, on December 25th)
- in:** used for longer periods of time  
(**Example:** in the morning, in 2024)
- before:** used for events that happen earlier
- after:** used for events that happen later
- during:** used for events that happen within a period of time

#### Examples:

The exam is **at** 2 pm.

I will finish **my** homework before dinner.

She was born **in** 1995.

### Prepositions of direction

Prepositions of direction indicate movement or position in relation to a starting point. Common prepositions of direction include:

- to:** used to indicate movement towards a destination  
(**Example:** go to the store)
- from:** used to indicate movement away from a starting point  
(**Example:** come from home)
- through:** used to indicate movement across or inside something  
(**Example:** walk through the park)
- across:** used to indicate movement from one side to another  
(**Example:** across the street)
- along:** used to indicate movement parallel to something  
(**Example:** walk along the river)
- around:** used to indicate movement in a circular direction  
(**Example:** walk around the block)

**Examples:**

She walked **to** the library.

The car drove **through** the tunnel.

Let's walk **along** the beach.

**A. Complete the sentences with the correct preposition of place.**

1. The park is ..... the heart of the city.
2. The skyscraper loomed ..... the small houses.
3. The subway station is ..... the busy street.
4. The cafe is ..... the bookstore and the cinema.
5. She stood ..... the door and knocked.

**B. Complete the sentences with the correct preposition of time.**

1. The city wakes up ..... dawn.
2. The shops close ..... midnight.
3. I usually go to work ..... at 8 am.
4. There are fewer people ..... the weekend.
5. The students attended a summer camp ..... the summer vacations.

**C. Choose the correct preposition of direction to complete the sentences.**

1. Walk ..... the park to reach the museum.
2. The bus goes ..... the city centre.
3. The pedestrian walked ..... the other side carefully.
4. The train goes ..... the tunnel.
5. The people are walking ..... the bus stop.

**Home assignment 2**

Imagine you live in an urban area in a city. Write a short essay based on your experiences.



**Let's read 3****TASK 9**

Read the feature article. Note the details carefully and complete the questions.

**Jalandhar grapples with housing shortage amidst rapid urbanisation**

The growing metropolis of Jalandhar is experiencing a severe housing crisis, caused by rapid urbanisation and an influx of migrants. The city's skyline, once dominated by heritage buildings, is now filled with towering skyscrapers, a stark contrast to the growing number of slums and unauthorised colonies.

Experts attribute the housing shortage to a mismatch between supply and demand. While the city has witnessed a construction boom, the focus has primarily been on luxury and mid-segment housing, leaving a huge gap in the affordable housing segment. This has resulted in increasing property prices, making home ownership a distant dream for the majority of the city's residents.

To address the issue, the government has initiated several affordable housing projects. However, critics argue that these efforts are inadequate to meet the growing demand. Additionally, concerns have been raised about the quality of construction and the lack of basic amenities in these affordable housing units.

As the city continues to grow, finding logical solutions to the housing crisis is important. Experts suggest a multi-pronged approach including increased investment in public housing, promoting mixed-use development and improving public transportation to reduce urban sprawl.

**A. Look at the provided glossary entries for the new words from the passage. Make sure you understand each definition and how the word is used in context.**

1. metropolis: a large, busy city
2. influx: arrival of a large number of people
3. skyline: the outline of a city's buildings as seen from a distance
4. stark: harsh, severe or bare
5. contrasting: showing differences
6. slums: areas of a city that are very poor and overcrowded
7. unauthorised colonies: settlements built without official permission
8. segment: a part of something larger
9. inadequate: not enough or not good enough
10. amenities: things that make life comfortable or easy

11. multi-pronged: involving many different parts or methods
12. urban sprawl: the spread of a city into the surrounding countryside

**B. Answer the questions in a sentence or two.**

1. What are the causes of housing shortage in Jalandhar?
2. What are the consequences of this shortage for the city residents?
3. What measures can be taken to address the housing crisis?
4. How can the government and private sector collaborate to provide affordable housing?



**Let's speak 1**

**TASK 10**

Pick a city that is your favourite. It could be within or outside India. Gather information and draft a speech. Consider focusing on these key areas. Use the table and note down your ideas.

|                           |  |
|---------------------------|--|
| history                   |  |
| landmarks and attractions |  |
| people                    |  |
| economy                   |  |
| food                      |  |
| transportation            |  |
| education                 |  |
| personal connection       |  |

**Read this sample speech about our national capital city, New Delhi.**

Delhi, the heart of India, is a city where ancient history combines with modern aspirations. With its roots tracing back centuries, the city boasts **iconic** landmarks like the Red Fort and the Qutub Minar, which have witnessed histories over the centuries. Today, Delhi stands tall as a busy city, with tall skyscrapers and vibrant marketplaces.



A melting pot of cultures, Delhi offers a wide range of experiences. From the soulful melodies of *Qawwali* to the energetic beats of Bollywood, the city's music

scene is as diverse as its people. The aroma of tasty street food, ranging from spicy *chaats* to buttery *paranthas*, attracts everyone's taste buds.

However, Delhi also struggles with challenges like traffic congestion and pollution. Yet, its undying spirit shines through, with several initiatives aimed at improving infrastructure and quality of life. As India's capital, Delhi continues to evolve, embracing its heritage while striving for a brighter future.

**Using the sample speech and the clues given, prepare a 3–4 minute speech and deliver it in class.**



### Vocabulary: Descriptive words related to urban experiences

**TASK 11** Study the list of words related to urban experiences.

|              |               |       |
|--------------|---------------|-------|
| contaminated | clean         | empty |
| varied       | packed        | loud  |
| quiet        | contemporary  |       |
| similar      | old-fashioned |       |

**A.** Find the synonym and antonym for the words related to urban experiences. Use the words given in the box.

|              |         |        |               |       |
|--------------|---------|--------|---------------|-------|
| varied       | similar | packed | old-fashioned | loud  |
| contaminated | quiet   | clean  | contemporary  | empty |

| Word     | Synonym | Antonym |
|----------|---------|---------|
| crowded  |         |         |
| modern   |         |         |
| noisy    |         |         |
| diverse  |         |         |
| polluted |         |         |

- B. Complete the table by forming new words from the given root words. Use the words given in the box. Note that some words like **polluted** and **developed** can be used both as verbs and adjectives depending on the context where they are used.

|              |             |             |
|--------------|-------------|-------------|
| urbanise     | populated   | residential |
| urban        | development | polluted    |
| developed    | populate    | develop     |
| pollution    | pollute     | resident    |
| urbanisation | reside      | population  |

| Base word | Noun | Adjective | Verb |
|-----------|------|-----------|------|
| populate  |      |           |      |
| urban     |      |           |      |
| develop   |      |           |      |
| reside    |      |           |      |
| pollute   |      |           |      |

### Home assignment 3

Meet at least five elders in your neighbourhood who are above 70 years of age. Talk to them about their hometown or native place and ask them their experiences with the city and the reasons for their migration. It could be the elders or their children who have moved to cities. Find three main reasons from the information you have collected. Note down their responses and your views on it.



### Let's read 4

#### TASK 12

Read this passage on Jalandhar and complete the questions.

#### Urban Echoes: A day in Jalandhar

Jalandhar, located in Punjab, India is a city where tradition and modernity blend seamlessly. As the sun rises, the city comes alive with the sounds of daily life. The aroma of freshly baked *paranthas* from street vendors **mingles** with the scent of incense in the air, creating a harmonious start to the day.

The busy markets of Jalandhar are filled with rickshaws, scooters and stalls selling Punjabi fabrics and traditional jewellery. The lively interactions between vendors and shoppers contribute to the city's vibrant atmosphere.

By midday, visitors might explore the Jange-Azadi Memorial, which offers insights into the region's history and cultural heritage.

In the evening, families often enjoy dining at local eateries where the aroma of spicy *dal makhani* and butter chicken fills the air. The streets light up with cheerful conversations and activity, adding to the lively ambience.

At night, traditional folk music infuses the city with a festive spirit. Jalandhar, with its blend of **historical charm** and **modern energy**, offers a unique urban experience where the past and present coexist **harmoniously**.

**A. Answer the questions in three or four sentences.**

1. What creates a harmonious start to the day in Jalandhar?
2. What items can be found in Jalandhar's markets?
3. What do families enjoy in the evening?
4. How does the city's atmosphere change at night?

**B. Match the words from the text with their correct definitions.**

| Word        | Definition                             |
|-------------|--|
| 1. vibrant  | a. work of art/item displayed publicly |
| 2. bustling | b. full of activity and energy         |
| 3. insight  | c. relating to a celebration or party  |
| 4. festive  | d. full of life and enthusiasm         |
| 5. exhibit  | e. understanding or awareness          |



**Let's speak 2**

**TASK 13**

Do you have a dream city in which you wish to live? You will now design and pitch an ideal city. As a first step, brainstorm the ideas required to build your city. Discuss in groups and complete the table.



**Name of the city:** A new city

**Location:** Where is it?

**Environment:** Climate, nature, pollution levels

**Transportation:** How do people get around?

**Housing:** What kind of housing is available?

**Education:** Schools, universities, learning opportunities

**Work:** Job opportunities, work-life balance

**Leisure:** Entertainment, parks, sports facilities

**Technology:** How is technology integrated into daily life?

**City planning:** A basic outline or mind map of the city, including key features and attractions.

Take turns to present your city to the class in groups. The class can act as a panel of judges, asking questions and providing feedback.



## Grammar: Subject-verb agreement .....

### TASK 14

From the previous sections, we now know that subject-verb agreement means that the verb must match the noun (or pronoun) it goes with.

**Groups of people:** Collective nouns like **team**, **family** or **group** can use a singular or plural verb. Use a singular verb when the group acts as one unit; use a plural verb when thinking about the members as individuals.

**Example:** The team is winning. or The team members are arguing.

**Words like everyone, somebody, nothing:** These words look like many, but they take a singular verb.

**Example:** Everyone is happy.

**Sentences with lots of words:** A verb should agree with its proper subject in a sentence. Sometimes there are many words between the noun and the verb. Find the noun to decide if the verb should be singular or plural.

**Example:** The book, which is about dogs, is on the table.

**Questions:** The **helping verb** comes before the noun.

**Example:** Is the book on the table?

**Two nouns together:** When two nouns are joined by **and** use a plural verb. But if they express or denote one idea then use a singular verb.

**Example:** The cat and the dog are playing. Bread and butter is my favourite breakfast.

|                            |   |
|----------------------------|---|
| <b>Collective nouns</b>    | The city council is meeting to discuss the new traffic plan.<br>The population of Mumbai has increased rapidly. |
| <b>Indefinite pronouns</b> | Everyone needs access to clean water.<br>Somebody has stolen my bike.   |
| <b>Clauses and phrases</b> | The traffic that moves slowly is frustrating.<br>The woman who drives the bus is friendly.                      |
| <b>Inverted sentences</b>  | Where are the buses?<br>There is a lot of pollution in the city.  |
| <b>Compound subjects</b>   | The mayor and the city councillors are responsible for public safety.<br>Two and two equals to four.            |

**A. Choose the correct verb form from the brackets to complete the sentence.**

1. Everyone in the city ..... (needs/need) to recycle.
2. The number of homeless people ..... (is/are) increasing.
3. The city council ..... (has/have) decided to build a new park.
4. There ..... (is/are) many different cultures in this city.
5. The noise from the traffic ..... (keeps/keep) me awake at night.

**B. Fill in the blanks with the correct verb form.**

1. The traffic in the city ..... terrible during rush hour.
2. The skyscrapers of New York City ..... famous worldwide.
3. The population of many cities ..... increasing rapidly.
4. The mayor and the city council ..... working on a new housing project.
5. The committee ..... discussing the traffic congestion problem.

**Let's write****TASK 15**

Can you think of a few problems that people living in the city face?  
Write them in your notebook.

Let us look at some phrases for writing a complaint about bad roads.

| Describing the road condition  | Describing the impact  | Making a request   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• The road is full of potholes.</li> <li>• The road surface is uneven and bumpy.</li> <li>• The road is filled with cracks and holes.</li> <li>• The road is in a very poor condition.</li> <li>• The road is a safety hazard.</li> </ul> | <ul style="list-style-type: none"> <li>• The bad road causes heavy traffic congestion.</li> <li>• The road condition leads to frequent accidents.</li> <li>• The road is difficult for pedestrians to walk on.</li> <li>• The road damage affects public transport.</li> <li>• The poor road condition is causing damage to vehicles.</li> </ul> | <ul style="list-style-type: none"> <li>• I request the immediate repair of the road.</li> <li>• I urge the authorities to take action.</li> <li>• I appeal for a permanent solution to the issue.</li> <li>• I suggest using alternative materials for road construction.</li> <li>• I demand proper maintenance of the road.</li> </ul> |



Read this sample complaint about a traffic signal light malfunctioning.

The Traffic Commissioner  
Amritsar  
27 July 2024

Subject: Complaint regarding malfunctioning traffic signal

Dear Sir

I am writing to formally register a complaint about a malfunctioning traffic signal located at Batala Road, Amritsar.

The traffic signal at this intersection has not been working properly for the past 15 days (since 12 July). It is blinking continuously and sometimes even displaying incorrect signals. This has resulted in significant traffic congestion, increased wait times and a heightened risk of accidents.

The malfunctioning traffic signal is causing considerable inconvenience to commuters and pedestrians alike. I request that the issue be addressed promptly to ensure the safety of road users.

I have attached three photos and two videos of the malfunctioning traffic signal for your reference.

I look forward to a timely resolution of this matter.

Thank you for your immediate attention to this issue.

Sincerely  
Amar Singh

Now, write a letter based on the sample given above complaining about the bad condition of roads in your area.

#### Home assignment 4

Do you think children in a densely populated city go to school? Why do you think some cities have more people than others? What do you think we could do to help children in a densely populated city? If the population trend continues, which city do you think will have the most number of people in the next ten years?

## Glossary

**overwhelming:** very strong or intense, hard to deal with

**commuter:** someone who regularly travels to work or school

**Bollywood:** the film industry based in Mumbai known for its lively films

**community spirit:** a feeling of working together and helping each other in a community

**metropolis:** a large and busy city

**influx:** a large arrival of people or things

**multi-pronged approach:** using several methods to achieve a goal

**iconic:** something that is widely recognised and represents a culture or idea

**contaminated:** made dirty or harmful by something harmful

**contemporary:** belonging to the present time or the same period

**urbanise:** to develop areas to become more like a city

**mingles:** mixes

**historical charm:** the attractive qualities of something from the past

**modern energy:** the lively and innovative atmosphere of the present time

**harmoniously:** in a way that is balanced and works well together

**malfunctioning:** not working properly

### End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ talk about life in the city.
- ◆ respond to comments on lifestyle in cities.
- ◆ use urban living as a topic in conversations.
- ◆ talk about the challenges and benefits of urban living.

# Health and Fitness

## What am I going to learn in this unit?

- ◆ How to talk about health and fitness
- ◆ How to use health and fitness as a topic in conversations
- ◆ How to respond to comments on health and fitness
- ◆ How to read information on health and fitness
- ◆ How to talk about the benefits of health and fitness

## Let's get started | Personal favourites

Fill in the table with names that you think are appropriate.

|                                      |  |
|--------------------------------------|--|
| Your favourite sportsperson (male)   |  |
| Your favourite sportsperson (female) |  |
| Your favourite actor                 |  |
| Your favourite actress               |  |

Compare your answers with your partner. What makes them your favourite other than their talent?

**Let's read 1** .....**TASK 1**

Read the short article on health and fitness and complete the exercises.

The **pursuit** of a healthy lifestyle has become increasingly prevalent in contemporary society. With growing awareness of the link between physical well-being and overall quality of life, individuals are placing greater emphasis on fitness and nutrition. Engaging in regular exercise is **paramount** for maintaining physical health, preventing **chronic** diseases and boosting mental well-being.

A balanced diet, rich in essential nutrients, **complements** physical activity in **optimising** health outcomes. It is crucial to prioritise whole foods, including fruits, vegetables, lean proteins and whole grains, while minimising processed foods and sugary beverages. Hydration is another critical component of a healthy lifestyle, as it aids in digestion, temperature regulation and overall bodily functions.

Beyond physical health, mental and emotional well-being are equally important. Incorporating stress management techniques such as meditation, yoga or deep breathing into daily routines can significantly enhance overall quality of life. **Prioritising** sufficient sleep and maintaining positive social connections also contribute to a **holistic** approach to health and wellness.

It is essential to consult with healthcare professionals to create a personalised health and fitness plan tailored to individual needs and goals. By making informed choices and adopting **sustainable** habits, individuals can **embark on** a journey towards a healthier and happier life.



**A. Identify if these statements are true or false.**

1. Regular exercise is important only for physical health.
2. Processed foods and sugary drinks are essential for a balanced diet.
3. Managing stress is a crucial part of overall well-being.
4. Hydration plays a minimal role in maintaining good health.
5. Consulting a healthcare professional for a personalised fitness plan is recommended.

T / F

T / F

T / F

T / F

T / F

**B. Answer these multiple-choice questions based on the article.**

1. Regular exercise is important for
  - a. physical health only.
  - b. mental health only.
  - c. both physical and mental health.
  - d. neither physical nor mental health.
2. Which of the following is not considered a healthy food choice?
  - a. fruits
  - b. vegetables
  - c. sugary drinks
  - d. lean proteins
3. Managing stress can be achieved through
  - a. meditation and yoga.
  - b. overeating.
  - c. ignoring problems.
  - d. watching excessive tv.
4. Hydration is essential for
 

|                            |                              |
|----------------------------|------------------------------|
| a. digestion.              | c. overall bodily functions. |
| b. temperature regulation. | d. all of these.             |
5. To create a personalised health and fitness plan, it is recommended to consult a
 

|                        |                             |
|------------------------|-----------------------------|
| a. friend.             | c. healthcare professional. |
| b. fitness influencer. | d. nutritionist.            |

**Let's listen 1**

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**TASK 2** Listen to the interview and answer these questions.**A. Let's listen to an interview of a nutritionist. As you listen to the track, answer these questions.**

1. What is the name of the interviewer? Which school is she from?

.....

2. What is the name of the nutritionist?

.....

3. For what purpose is the interview being conducted?

.....

4. The nutritionist says, 'Let's bust some myths' What do you think this expression means?

.....

5. The nutritionist mentions 'junk food cravings'. What are those?

.....

**B. As you listen to the audio track, fill in the blanks with the correct word or phrase from the interview.**

1. Before a sports match, it's advisable to eat something .....
2. Junk food provides a quick energy burst but can leave you feeling .....
3. Instead of relying on diet fads, focus on a ..... diet.
4. To overcome picky eating habits, parents can involve children in ..... and .....
5. The nutritionist emphasised the importance of ..... for overall health.



### Grammar: Modifiers

#### TASK 3

Modifiers are words, phrases or clauses that provide additional information about another word or group of words in a sentence. They describe, limit or qualify the word they modify. Let us look at this table carefully.

| Type             | What they modify                 | Examples  |
|------------------|----------------------------------|---|
| adjectives       | nouns, pronouns                  | the <b>big</b> dog                                |
| adverbs          | verbs, adjectives, other adverbs | He ran <b>quickly</b> .                           |
| relative clauses | nouns, pronouns                  | The woman <b>who lives next door</b> is a doctor. |

Modifiers should be placed close to the words they modify to avoid ambiguity. Incorrect placement can lead to misunderstandings.

**A. Identify the modifiers in these sentences.**

1. The red car was parked in the driveway.
2. She spoke softly and clearly.
3. The delicious cake sat on the table.
4. Rajveer is the boy who won the medal.

**B. Choose the best modifier from the brackets to complete the sentence.**

1. A ..... diet is essential for a healthy lifestyle. (balanced, quick, restrictive)
2. .... sleep is vital for physical and mental well-being. (Sufficient, Active, Disturbed)
3. .... stress can negatively impact overall health. (Chronic, Occasional, Moderate)
4. .... exercise improves heart health and endurance. (Regular, Slow, Intense)
5. Consuming ..... grains provides essential fibre for digestion. (whole, refined, sugary)

**Vocabulary: Words related to health and fitness****TASK 4**

Look at the table containing lists of words that are related to health and fitness. Refer to the glossary for meanings of the highlighted words.

| Physical health  | Fitness and exercise   | Nutrition   | Mental health   |
|--|--|---|---|
| <b>Body parts:</b><br>head, neck, shoulders, arms, hands, torso, chest, back, waist, hips, legs, feet, fingers, toes | <b>Exercise types:</b><br>cardio, strength training, flexibility, balance, power endurance<br><b>Fitness activities:</b><br>running, hiking, swimming, yoga, cycling, dancing, weightlifting | <b>Nutrients:</b><br>carbohydrates, proteins, fats, vitamins, fibre, minerals, water<br><b>Food groups:</b><br>fruits, vegetables, grains, dairy, protein | <b>Emotions:</b> happy, sad, angry, calm, stressed, anxious, depressed, relaxed<br><b>Mental health:</b><br>stress, anxiety, depression, bipolar disorder, insomnia |

| Physical health   | Fitness and exercise   | Nutrition  | Mental health  |
|---|--|--|--|
| <b>Health conditions:</b><br>illness, disease,<br>injury, pain,<br>symptom,<br>diagnosis,<br>treatment,<br>recovery,<br>prevention<br><b>Vital signs:</b><br>temperature,<br>blood pressure,<br>heart rate,<br>breathing rate | <b>Equipment:</b><br>treadmill, gym<br>dumbbells,<br>barbell, resistance<br>bands, workout<br>clothes<br><b>Fitness goals:</b><br>weight loss,<br>muscle gain,<br><b>toning,</b><br><b>endurance,</b><br>flexibility, strength | <b>Dietary terms:</b><br>calorie, nutrition,<br>diet, balanced<br>diet, healthy<br>eating, portion<br>control<br><b>Eating habits:</b><br>snacking, eating<br>disorders, food<br>allergies, food<br>intolerances | <b>Well-being:</b><br>happiness,<br>satisfaction,<br>fulfilment,<br>balance<br><b>Coping mechanisms:</b><br>meditation,<br>mindfulness,<br>relaxation,<br>therapy, support |

A. Match the words on the left with the most appropriate category on the right.

1. vitamins
2. flexibility
3. depression
4. heart rate
5. hiking
6. strength training
7. balanced diet
8. relaxation

physical health

fitness and exercise

nutrition

mental health

B. Fill in the blanks with the most suitable word from the table.

1. .... improves your ability to move your body parts easily.
2. Eating a ..... helps you get all the nutrients your body needs.
3. .... is a mental health condition that can make you feel sad and hopeless.
4. Your ..... is a measure of how fast your heart is beating.
5. .... is a type of exercise that helps you build muscles.



- C. Write down as many words as you can that are related to each of these categories.

|                             |  |
|-----------------------------|--|
| 1. Fitness activities       |  |
| 2. Nutrients                |  |
| 3. Mental health conditions |  |
| 4. Health conditions        |  |
| 5. Fitness goals            |  |

### Home assignment 1

Have you heard of Body Mass Index (BMI)? Find out how to calculate this and create a BMI table of your family members. Present your findings to the class.

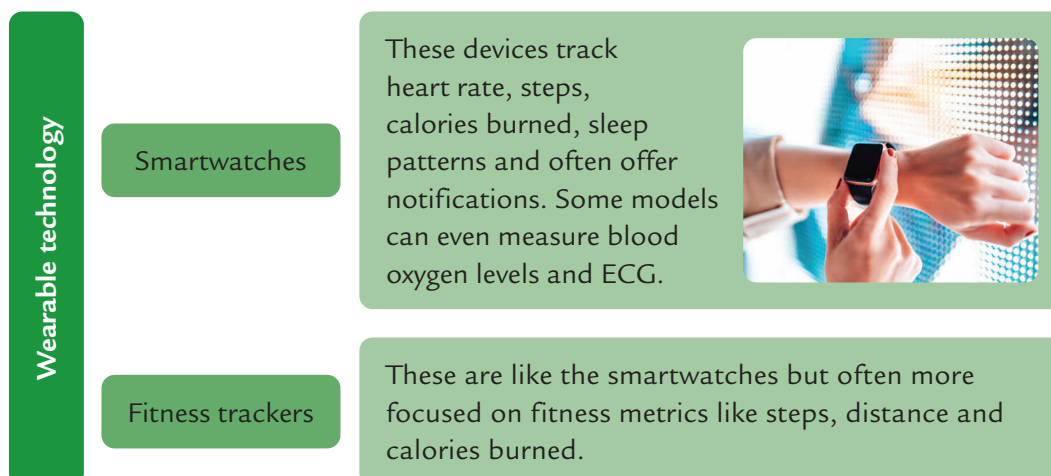


### Let's read 2

#### TASK 5

Read this infographic on smart gadgets that are now used to track and maintain health and fitness. Note the details carefully and complete the exercises.

### Smart gadgets for health and fitness



|                           |                                     |   |
|---------------------------|-------------------------------------|---|
| At-home fitness equipment | Smart treadmills and exercise bikes | These machines offer interactive workouts, virtual classes and performance tracking.              |
|                           | Smart scales                        | Beyond weight, these scales can measure body fat percentage, muscle mass and even bone density.   |
|                           | Smart yoga mats                     | These mats provide guidance, posture correction and even virtual classes.                         |
| Health monitoring devices | Smart blood pressure monitors       | These devices allow you to track blood pressure at home and share data with your doctor.          |
|                           | Smart thermometers                  | These are digital thermometers with additional features like fever detection and app integration. |
|                           | Smart sleep trackers*               | These devices monitor sleep patterns, breathing and snoring to help improve sleep quality.        |
| Other innovative gadgets  | Smart water bottles                 | These bottles track water intake and remind you to stay hydrated.                                 |
|                           | Smart nutrition scales**            | These nutrition scales accurately measure food portions and macronutrients.                       |



\*Smart sleep tracker



\*\*Smart nutrition scale

**A. Determine whether these statements are true or false based on the text.**

1. All smartwatches can measure blood oxygen levels.
2. Smart scales can only measure weight.
3. Fitness trackers are a type of smartwatch.
4. Smart water bottles can track water intake.
5. Smart yoga mats offer virtual classes.

T / F

T / F

T / F

T / F

T / F

**B. Choose the best answer for each question.**

1. Which device is most likely to help you improve your sleep quality?
  - a. Smartwatch
  - b. Smart scale
  - c. Smart sleep tracker
  - d. Smart water bottle
2. What kind of gadget would be most helpful for tracking your daily steps?
  - a. Smart treadmill
  - b. Fitness tracker
  - c. Smart blood pressure monitor
  - d. Smart yoga mat
3. Which device can provide interactive workouts?
  - a. Smartwatch
  - b. Smart treadmill
  - c. Smart water bottle
  - d. Smart scale

**C. In a short paragraph, summarise the main points of the infographic. What are the different types of smart gadgets mentioned and what do they do?****Let's listen 2**

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**TASK 6**

Listen to these imaginary snippets from popular sportspersons from India. As you listen to the audio track, answer these questions.

**A. Listen to the snippets again. As you listen to the audio track, determine if the statements are true or false.**

1. Harbhajan Singh includes gym workouts in his fitness routine.
2. Anup Kumar prefers indoor workouts to outdoor activities.
3. Yogeshwar Dutt incorporates traditional Indian exercises in his training.
4. Sandeep Singh's diet includes *makke di roti* and *sarson ka saag*.
5. All the sportspersons mentioned cycling as part of their routine.

T / F

T / F

T / F

T / F

T / F

**B. Listen to the snippets again. As you listen to the audio track, fill in the blanks with the correct words.**

1. Harbhajan Singh emphasises the importance of ..... and ..... in his fitness routine.
2. Anup Kumar incorporates ..... into his training for speed and strength.
3. Yogeshwar Dutt believes ..... is essential for recovery after workouts.
4. Sandeep Singh enjoys ..... as part of his training regimen.
5. All the sportspersons mentioned the importance of ..... in their fitness routines.



**Grammar: Placement of modifying phrases and clauses**

**TASK 7**

**Modifying phrase:** A group of words that describes or adds detail to another part of the sentence. It doesn't have a subject and verb.

**Example:** with a friendly smile in **The boy with a friendly smile greeted me.**

**Modifying clause:** A group of words that contains a subject and verb and provides additional information about another part of the sentence.

**Example:** who loves to play guitar in **The girl who loves to play guitar is talented.**

The placement of modifying phrases and clauses significantly impacts sentence clarity and meaning. Let us study the placement.

1. Modifying phrase at the beginning of a sentence: Emphasises the additional information

**Example:** **Running through the park,** the dog chased its tail.

2. Modifying phrase in the middle of a sentence: Describes the noun or pronoun it modifies

**Example:** The book, **filled with exciting adventures,** kept me entertained.

3. Modifying phrase at the end of a sentence: Provides additional, non-essential information

**Example:** The old man walked slowly, **supported by a cane.**

**A. Identify the modifying phrases in each sentence and underline it.**

1. Weighing all the ingredients, she started baking the cake.
2. The new treadmill with its digital display fascinated me.
3. The child with the bandaged foot joined the race.
4. The girl picked up the cricket bat with a nervous look on her face.
5. Searching through my room, I found my old skipping rope.

**B. Choose the grammatically correct modifying phrase or clause in each sentence.**

1. The athlete (who won the gold medal, which won the gold medal) is a national hero.
2. (With a sore back, had a sore back,) I went to the doctor.
3. The book (at the table, on the table) is mine.
4. (Searching through the book, Searching the book), I found the image that I was looking for.
5. (To improve my health, To improve in my health,) I started exercising.

**Grammar: Modal verbs****TASK 8**

Modal verbs are special types of auxiliary verbs that express modality, which refer to the speaker's attitude or mood towards an action or event. They are used with the main verb to indicate possibility, ability, permission, obligation, necessity and other meanings.

**Common modal verbs**

**can/could:** ability, permission, possibility

**Example:** I can swim. (ability)

**may/might:** possibility, permission

**Example:** It may rain tomorrow. (possibility)

**must/have to:** obligation, necessity

**Example:** You must finish your homework. (obligation)

**should/ought to:** advice, recommendation

**Example:** You should eat more vegetables. (advice)

**will/would:** future, willingness, request

**Example:** I will help you. (willingness)

**Key characteristics of modal verbs**

- They do not change form (no **-s**, **-ed**, or **-ing** endings).
- They are followed by the base form of the main verb (without **to**).
- They express a speaker's attitude or mood.

**Examples of modal verbs in sentences**

- Ability:** She can speak three languages.
- Possibility:** It might snow tomorrow.
- Permission:** May I use your phone?
- Obligation:** You must wear a helmet when cycling.
- Advice:** You should exercise regularly.
- Future:** I will visit you next week.

**A. Choose the correct modal verb to complete the sentences:**

1. You ..... cut out junk food if you want to lose weight.  
(will, shouldn't, must)
2. People with diabetes ..... be careful about their sugar intake. (might, should, can)
3. We ..... go for a walk after dinner. (could, mustn't, can't)
4. You ..... gain flexibility if you do yoga. (should, must, might)
5. You ..... lift heavy weights without proper guidance.  
(shouldn't, can, must)

**Modal verbs often help us express ourselves more directly and clearly especially while speaking. For example instead of saying, 'It is imperative for one to eat healthy', it is more suitable in speech to say, 'One must eat healthy'.**

**B. Rewrite the sentences using the modal verb indicated in brackets.**

1. It is necessary to exercise regularly. (must)
2. Perhaps you should try yoga. (might)
3. You are able to lose weight with a healthy diet. (can)
4. It is advisable to drink plenty of water. (should)
5. It is possible to feel tired after a workout. (may)

**Home assignment 2**

Write a short story (100–150 words) about a superhero or supervillain whose powers are related to health and fitness. Write about their diet and physical strengths. Give a suitable name to your imaginary character.

**Let's read 3****TASK 9**

For teenagers, exams can be a key reason for stress which can lead to problems in physical and mental health. Read the passage which discusses this.

Exams can be a major source of stress for teenagers. The pressure to perform well often leads to anxiety and worry. However, it's important to remember that stress is a normal part of life, and it's possible to manage it effectively.

One of the best ways to combat exam stress is through effective time management. Create a study schedule that breaks down your subjects into manageable chunks. Ensure you **allocate** enough time for rest and relaxation. Remember, quality study time is more important than quantity. Physical activity is another excellent stress-buster. Whether it's dancing, playing sports or simply going for a walk, exercise helps release **endorphins**, which improve mood. A balanced diet rich in fruits, vegetables and whole grains provides the necessary energy to focus and concentrate.

Getting enough sleep is crucial. Aim for 7–9 hours of uninterrupted sleep each night. Establish a calming bedtime routine to signal to your body that it's time to wind down. If stress levels become overwhelming, don't hesitate to seek support. Talk to a friend, family member, teacher or counsellor about how you're feeling. Sometimes, simply sharing your concerns can **alleviate** stress. Remember, you're not alone, and there are people who care about your well-being.



**A. Match the word from the passage with its meaning:**

| Word             | Meaning   |
|------------------|---|
| 1. anxiety       | a. very important                                 |
| 2. manageable    | b. to focus one's attention                       |
| 3. endorphins    | c. a regular pattern of behaviour                 |
| 4. uninterrupted | d. to reduce or lessen                            |
| 5. alleviate     | e. capable of being handled                       |
| 6. overwhelming  | f. without being disturbed                        |
| 7. crucial       | g. feeling of worry or nervousness                |
| 8. concentrate   | h. general state of health and happiness          |
| 9. routine       | i. natural substances that reduce pain and stress |
| 10. well-being   | j. extremely strong or intense                    |

**B. Fill in the blanks with the correct word from the box.**

crucial      anxious      concentrate      routine      overwhelmed

1. Feeling ..... after the exam, I decided to take a long walk.
2. It is ..... to get enough sleep before an exam.
3. The student felt ..... about the upcoming test.
4. Eating a balanced diet can help you ..... better during exams.
5. Following a daily ..... of exercise can help in handling exam stress.

**C. Answer the questions in one or two sentences.**

1. What is the main topic of the passage?
2. How can effective time management help reduce exam stress?
3. What role does physical activity play in managing stress?
4. How can establishing a bedtime routine help manage stress?
5. Who can we seek support from when dealing with overwhelming stress?



**Let's speak 1**

**TASK 10**

In pairs, take time to brainstorm, prepare and discuss for three minutes what improvements you can make related to your own health and fitness. List four points of change at the end of your discussion that you would like to incorporate into your daily routine for overall better well-being. Refer to all the previous sections for gathering ideas.



| S. No. | Changes to be made |
|--------|--------------------|
| 1.     |                    |
| 2.     |                    |
| 3.     |                    |
| 4.     |                    |

- A. Prepare a short speech on the importance of good health. Include your ideas gathered in the previous task as the content for a speech. You can use the template given and fill the space with your ideas.

| Introduction             |  | Your ideas |
|--------------------------|--|------------|
| <b>Hook</b>              | A captivating statement, question or anecdote related to health and fitness.   |            |
| <b>Central statement</b> | Clearly state the main point of your speech ( <b>Example:</b> the importance of a healthy lifestyle, the benefits of exercise, the impact of nutrition). |            |
| <b>Preview</b>           | Briefly outline the key points you will discuss in the body of your speech.  |            |
| <b>Body</b>              | <b>Point 1:</b> Present your first main point, supported by evidence or examples. Elaborate on the importance or benefits of this point.                 |            |
|                          | <b>Point 2:</b> Present your second main point, supported by evidence or examples. Elaborate on the importance or benefits of this point.                |            |

| Introduction              |  | Your ideas |
|---------------------------|--|------------|
|                           | <b>Point 3:</b> Present your third main point, supported by evidence or examples. Elaborate on the importance or benefits of this point. |            |
| <b>Conclusion summary</b> | Briefly recap the main points discussed in the body of the speech.   |            |
| <b>Call to action</b>     | Encourage the audience to take steps towards a healthier lifestyle.  |            |
| <b>Closing statement</b>  | End with a memorable thought or quote related to health and fitness.   |            |

- B. Using the sentences written in the above table, make a short speech for about three minutes in front of the class. Five useful tips are given below before you deliver your speech.

#### Tips to remember

1. Know your listeners. Think about who you're talking to.
2. Practise what you will say. Say your speech out loud a few times.
3. Look at people. Don't just stare at your notes.
4. Use easy words. Don't use big, hard words.
5. Be yourself. Talk like you normally do.



#### Let's write 1

#### TASK 11

Have you noticed the 'Letters to the Editor' section in newspapers? Common people express their views on key issues through these letters to create widespread awareness. Read the letter given on the next page that highlights a common problem many of us are facing currently – overuse of mobile phones and its consequences that impact our health and well-being. Observe the structure and content of the letter.

Dear Editor

I am writing to express deep concern about the alarming impact of excessive mobile phone use on teenagers. While these devices offer numerous benefits, their overuse has become a significant obstacle to the holistic development of our youth.

Constant exposure to screens disrupts sleep patterns, leading to fatigue, difficulty concentrating and impaired academic performance. The addictive nature of social media and online gaming can also contribute to feelings of isolation, anxiety and depression. Furthermore, the preoccupation with smartphones often hinders face-to-face interaction, which is essential for developing crucial social skills.

We must address this issue collectively. Schools, parents and the technology industry must work together to promote digital well-being. Establishing screen time limits, creating device-free zones and encouraging outdoor activities are essential steps.

By fostering a healthier relationship with technology, we can empower teenagers to unlock their full potential and lead balanced, fulfilling lives.

Sincerely

Adil Singh



- A. Write five problems that teenagers face today because of the overuse of mobile phones and other digital devices. Identify a few from the letter and add your views on the problem.
- B. Write a letter to your friend about your plans to pay attention to your sleep patterns. Write about how the overuse of mobile phones has led to changes in sleep patterns in teenagers.

### Home assignment 3

Ask your parents and other elders in your neighbourhood for three tips on maintaining good health and fitness. Note down their ideas. Create a list of 10 tips that can be helpful for your classmates. Observe and comment if there are a few common tips that many of them recommended.

**Let's read 4****TASK 12**

Read the poster and complete the exercises.

**Prioritise your health and fitness****1. Stay active**

- ◆ Aim for at least 30 minutes of moderate exercise, such as brisk walking or cycling, most days of the week.
- ◆ Incorporate strength training exercises twice a week to build muscle and bone strength.
- ◆ Try yoga or stretching to improve flexibility and reduce stress.

**2. Eat a balanced diet**

- ◆ Include a variety of fruits, vegetables, whole grains and lean proteins in your meals.
- ◆ Limit your intake of sugary, fatty and processed foods.
- ◆ Stay hydrated by drinking plenty of water throughout the day.

**3. Maintain a healthy weight**

- ◆ Monitor your weight regularly and make adjustments to your diet and exercise routine as needed.
- ◆ Avoid crash diets and focus on gradual, sustainable changes to your eating habits.

**4. Get quality sleep**

- ◆ Aim for 7–8 hours of sleep each night to allow your body to recover and rejuvenate.
- ◆ Establish a regular sleep schedule and create a relaxing bedtime routine.

**5. Mental well-being**

- ◆ Practise mindfulness or meditation to manage stress and improve mental health.
- ◆ Engage in activities you enjoy and connect with friends and family to enhance your emotional well-being.

**6. Regular health check-ups**

- ◆ Schedule regular visits with your healthcare provider for check-ups and screenings.
- ◆ Stay up to date with vaccinations and preventive health measures.

**Invest in your health today for a brighter tomorrow!**

**For more tips and resources, visit your local health centre or community centre.**

**Stay Active. Eat Well. Live Well.**

**A. Based on the poster, determine if the statements are true or false.**

1. Exercise should be performed at least 30 minutes a day, most days of the week. T / F
2. Eating a balanced diet means including a variety of fruits, vegetables and lean proteins. T / F
3. Strength training exercises are recommended to be done only once a month. T / F
4. Staying hydrated involves drinking only sugary drinks throughout the day. T / F
5. Getting quality sleep involves having a consistent sleep schedule and aiming for 7–8 hours of rest each night. T / F

**B. Answer the questions in a sentence or two.**

1. How many minutes of moderate exercise are recommended each day?
2. What type of foods should you limit to maintain a balanced diet?
3. How often should strength training exercises be incorporated into your routine?
4. What is the ideal amount of sleep recommended per night?
5. Which practice can help manage stress and improve mental health?


**Vocabulary: Common words associated with healthy lifestyles and fitness**
**TASK 13**

In the pursuit of a healthy lifestyle, several words capture the key principles of well-being and fitness. These phrases highlight the importance of maintaining a balanced diet, engaging in regular exercise and caring for one's overall health. They serve as reminders that good health is not just a goal but a continuous journey that involves mindful choices and daily habits.

**A. Match the words with their correct definitions.**

| Words          | Definition  |
|----------------|---|
| 1. obesity     | a. the ability to resist illness  |
| 2. flexibility | b. the rate at which your body uses energy  |
| 3. endurance   | c. the ability to bend and move easily  |
| 4. calories    | d. excessive body fat   |
| 5. metabolism  | e. the process of providing or obtaining the food necessary for health and growth |
| 6. nutrition   | f. units of energy found in food  |
| 7. immunity    | g. the ability to sustain physical or mental exertion for an extended period      |
| 8. hydration   | h. the process of taking in fluids  |

**B. Fill in the blanks with the appropriate words from the box.**

activities      sedentary      balanced      essential      nutrients

1. A ..... diet includes a variety of foods from all food groups.
2. Regular exercise is ..... for maintaining good health.
3. People who have ..... lifestyles are at risk of health problems.
4. Our bodies need ..... from food to grow and function properly.
5. It's important to find a balance between ..... and rest.

**Let's speak 2****TASK 14** Prepare well and attempt these two speaking tasks.

- A. Imagine your school has planned a yoga camp. A yoga trainer has come to demonstrate yoga poses and explain its benefits. Read the speech given by the yoga trainer. Simplify the speech and deliver it to your class.**

Namaskar boys and girls! The teenage years are a roller-coaster of emotions, academic pressures, and social challenges. It's a time of incredible growth and discovery, but also of stress and uncertainty. That's where yoga comes in.

Yoga is more than just physical exercise; it's a journey to discover inner peace and balance. For teenagers, it is a powerful tool to navigate the complexities of life. It helps improve flexibility, strength and balance, but it also does wonders for the mind. Yoga teaches us to focus, to breathe deeply and to find calm amidst the storm. It helps manage stress, anxiety and even depression.

Regular yoga practice can boost self-esteem, improve sleep and enhance overall well-being. It's a chance to connect with your body, mind and spirit, and to develop a positive outlook on life. So, let's embrace yoga as a valuable companion on this exciting journey of adolescence. Let's find our balance, our strength and our inner peace through this ancient practice. Remember, a little bit of yoga every day can go a long way in creating a happier, healthier you.



- B. Now prepare and deliver a presentation with your partner on any one *yogasana* of your choice. One of you will demonstrate the *asana*. The other will give instructions. Use the example given in the box below to plan your presentation.

### Introduction

Good morning everyone! Today, I'm going to talk about a basic yoga pose called mountain pose, or *tadasana* in Sanskrit. It might seem simple, but it's actually a very important pose that helps align your body and mind.

### Demonstration

Demonstrate mountain pose, ensuring proper alignment: feet hip-width apart, knees slightly bent, core engaged, shoulders relaxed, the crown of the head reaching upwards.

### Benefits

- ◆ Improves posture and balance
- ◆ Strengthens the legs and ankles
- ◆ Lengthens the spine
- ◆ Increases body awareness
- ◆ Calms the mind

### Tips

- ◆ Focus on rooting your feet into the ground.
- ◆ Imagine your spine lengthening like a tall tree.
- ◆ Take deep, slow breaths.
- ◆ Hold the pose for a few breaths and feel the energy flowing through your body.

### Conclusion

Mountain pose might seem basic, but it's a powerful pose that sets the foundation for many other yoga poses. Incorporate it into your daily routine to improve your overall well-being.



### Let's write 2

#### TASK 15

Create a poster for a yoga camp your school is conducting. Invite all students and announce contests for the participants. Refer to the poster in the previous section of Let's read and use ideas from the Let's speak yoga presentation section.

**Home assignment 4**

Think about the various concepts you have learnt in this unit. Do you think you need to incorporate some of the learnings in your daily routine? Write a letter to yourself about what changes you need to make and how you plan to do it.

## Glossary

**pursuit:** an activity that you spend time and energy doing

**paramount:** more important than anything else

**chronic:** continuing for a long time

**complements:** helps make something complete or more effective

**optimising:** making something as good as possible

**prioritising:** deciding which things are the most important so that you can deal with them first

**holistic:** dealing with or treating the whole of something or someone and not just a part

**sustainable:** able to continue over a period of time

**embark on:** to start to do something

**bipolar disorder:** a mental health condition that affects somebody's moods, so that they can sometimes feel very depressed and at other times very excited and energetic

**insomnia:** the condition of being unable to sleep, over a period of time

**toning:** making a body or muscles firm and strong

**endurance:** used to describe sports or activities that demand the ability to make a lot of physical effort over a long period of time

**allocate:** (here) to give a particular amount of time to something so that it can be used in a particular way

**endorphins:** chemicals naturally released in the brain to reduce pain, that in large amounts can make you relaxed or full of energy

**alleviate:** to make something less painful or less severe

**fatigue:** tiredness

**impaired:** something that is less effective than it should be

**addictive:** an addictive activity is something you cannot stop doing once you have started

**fostering:** to encourage the development or growth of ideas or a feeling

**roller-coaster:** a feeling, situation or experience that changes very quickly (like the fast-moving open cars on rails in an amusement park)

**incredible:** difficult to believe

**navigate:** (here) to deal effectively with a difficult situation



## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ talk about health and fitness.
- ◆ use health and fitness as a topic in conversations.
- ◆ respond to comments on health and fitness.
- ◆ read information on health and fitness.
- ◆ talk about the benefits of health and fitness.

# Locations and Directions

## What am I going to learn in this unit?

- ◆ How to describe locations and routes clearly and concisely
- ◆ How to apply location and direction-based language in real-life contexts
- ◆ How to understand and use a variety of prepositions related to locations and directions accurately
- ◆ How to use appropriate vocabulary related to locations, directions and movement
- ◆ How to speak about locations and directions

## Let's get started | Route to home

Work in pairs. Draw a route from your school to home. Mark at least five places (shops, parks, hospitals, friend's house or any other landmark) on the route. Explain to your friend the way home from school.



## Let's read 1

### TASK 1

Read the passage on maps and cartography given on the next page, and complete the tasks.

A map is a **symbolic** representation of a place, drawn on a flat surface. It shows features like cities, rivers, mountains and roads. Maps help us **navigate**, understand geography, and visualise information.



The earliest maps were likely simple sketches on cave walls or animal hides. Ancient civilisations like the Babylonians and Egyptians created more detailed maps for **surveying** land and planning **irrigation** systems. The Greeks contributed significantly to map-making with the concept of latitude and longitude. Cartography refers to the drawing of maps and cartographers are skilled professionals who create maps. They combine art, science and technology to **transform** geographic data into visual representations. From ancient explorers to modern geographers, cartographers have played a vital role in human history. Over centuries, maps **evolved** with advancements in technology and exploration. Today, we have digital maps that provide real-time information and detailed **imagery**.

**A. Identify if the statements are true or false.**

1. Maps have always been digital.
2. Cartographers are people who create maps.
3. The earliest maps were very detailed.
4. Maps can help us find our way.
5. Only scientists use maps.

T / F

T / F

T / F

T / F

T / F

**B. Fill in the blanks with suitable words from the passage.**

1. A ..... is a picture of a place.
2. People who make maps are called .....
3. Ancient ..... and ..... made detailed maps.
4. Maps help us understand .....
5. Maps have changed over time because of .....



### Let's listen



18

#### TASK 2

A. Listen to the audio carefully. After you listen to the audio track, identify if the statements given are true or false.

1. Knowing location and direction is not important.
2. The author got lost in a forest.
3. The author was scared when lost.
4. A kind lady helped the author.
5. The author never wants to get lost again.

T / F

T / F

T / F

T / F

T / F

B. After you listen to the audio track, answer the questions in a sentence or two.

1. Why is it important to know location and direction?
2. Where did the author get lost?
3. How did the author feel when lost?
4. Who helped the author?
5. What did the author learn from the experience?



### Grammar: Prepositions of place and time

#### TASK 3

Prepositions of place are words that tell us where something or someone is located. They help us describe position, direction and location.

While there are many prepositions that can indicate place, here are some of the most common:

| Preposition of place | Used for                                | Examples                                  |
|----------------------|---|---|
| in                   | enclosed spaces or general locations    | The book is <b>in</b> the bag.            |
| on                   | surfaces or things on top of something  | The cat is <b>on</b> the mat.             |
| at                   | specific points or locations            | I'm <b>at</b> the bus stop.               |
| above                | something is higher than something else | The bird is flying <b>above</b> the tree. |

| Preposition of place | Used for                                     | Examples   |
|----------------------|--|--|
| across               | indicating position from one side to another | The library is located <b>across</b> the street from the park. |
| below                | something is lower than something else       | Answer the questions given <b>below</b> the passage.           |
| beside               | something is next to something else          | The car is parked <b>beside</b> the house.                     |
| between              | something is in the middle of two things     | The book is <b>between</b> the two pencils.                    |

**A. Choose the most appropriate preposition of place to complete each sentence.**

- The park is ..... the city centre.  
a. in                      b. on                      c. at                      d. from
- The library is ..... the school and the hospital.  
a. between              b. in                      c. at                      d. on
- The museum is ..... the top of the hill.  
a. in                      b. on                      c. at                      d. from
- The boat is ..... the lake.  
a. in                      b. on                      c. at                      d. from
- The river flows ..... the valley.  
a. in                      b. on                      c. at                      d. across
- The restaurant is ..... the corner.  
a. in                      b. under                  c. around                  d. from

**B. Each sentence below contains an error related to the use of preposition of place. Identify the error and correct it.**

- The park is on the school and the library.  
.....
- The book is in the table, beside the pen.  
.....
- The car is parked at the garage.  
.....
- The picture is hanging in the wall.  
.....

5. The children are playing on the garden.

6. The treasure is hidden under the old chest.

#### TASK 4

Prepositions of time indicate when something happens. They show the relationship between a noun or pronoun and time.

| Preposition of time | Used for                                  | Examples   |
|---------------------|---|--|
| at                  | specific points in time                   | <b>at</b> 3 pm, <b>at</b> night, <b>at</b> Christmas             |
| on                  | days, dates and specific days of the week | <b>on</b> Monday, <b>on</b> December 25th, <b>on</b> my birthday |
| in                  | longer periods of time                    | <b>in</b> the morning, <b>in</b> April, <b>in</b> 2023           |
| before              | earlier than a specific time              | <b>before</b> 12 pm, <b>before</b> Monday                        |
| after               | later than a specific time                | <b>after</b> 3 pm, <b>after</b> Sunday                           |
| during              | throughout a period of time               | <b>during</b> summer vacation, <b>during</b> the festival season |
| for                 | over a period of time                     | <b>for</b> two years, <b>for</b> the whole week                  |
| since               | from a particular point in time until now | <b>since</b> November, <b>since</b> 2022                         |

#### A. Choose the most appropriate preposition of time to complete each sentence.

- I usually go to bed ..... 10 pm.  
a. in                      b. on                      c. at                      d. for
- My birthday is ..... March 15th.  
a. in                      b. on                      c. at                      d. for
- We went for swimming ..... summer.  
a. in                      b. on                      c. at                      d. for
- I have lived in this city ..... five years.  
a. in                      b. on                      c. at                      d. for
- She has been waiting at the bus stand ..... 30 minutes.  
a. in                      b. on                      c. at                      d. for
- The party will start ..... 7 pm.  
a. in                      b. on                      c. at                      d. for

**B. Each sentence below contains an error related to the use of preposition of time or location. Identify the error and correct it.**

1. I will meet you on Monday in 5 pm.

.....

2. She has been living in this city for 2010.

.....

3. The party starts at 8 pm for tonight.

.....

4. I studied for two hours in yesterday.

.....

5. We will go on a picnic on summer.

.....

6. The train arrives at the station at time.

.....

### Home assignment 1

Imagine your aunt has come to visit you. Your aunt wants to know the location of your school and the route to your school and classroom. Answer her accurately.



### Let's speak

#### TASK 5

Read and practise the sample role-play given.

#### Roles

**Student A:** A foreign tourist visiting Ludhiana for the first time

**Student B:** A friendly local who knows the city well

#### Scenario

Student A, the tourist, is lost and needs directions to reach the Guru Nanak Stadium. Student B, the local, must provide clear and **concise** directions, using appropriate language and vocabulary related to location and direction.

- ◆ The tourist can ask follow-up questions for clarification.
- ◆ The local can suggest locations along the way.

**Tourist:** Excuse me, I am lost. I am staying at Hotel Raj Palace, but I don't know how to get back.

**Local:** Don't worry, I can help you. Where do you want to go?

Given below are scenarios for role-play. Create at least three exchanges for each scenario.



1. **Asking for directions**

**Setting:** A busy market in Ludhiana

**Characters:** A tourist for a specific shop and a shopkeeper familiar with the area

**Scenario:** The tourist is looking for a particular shop, perhaps a tailor or a jewellery store. They ask a local shopkeeper for directions. The shopkeeper provides clear and detailed instructions, using **landmarks** and distances.

2. **Lost and found**

**Setting:** A crowded bus stand in Ludhiana

**Characters:** A tourist who has lost their luggage and a bus stand attendant who works at the bus stand

**Scenario:** The tourist has lost their luggage while travelling to Ludhiana. They approach the bus stand attendant for help. The attendant asks for details about the luggage and tries to locate it through announcements or checking with other staff.

3. **Seeking recommendations**

**Setting:** A local restaurant in Ludhiana

**Characters:** A tourist looking for recommendations on local attractions and a restaurant owner

**Scenario:** The tourist finishes their meal and asks the restaurant owner about interesting places to visit in Ludhiana. The owner suggests places based on the tourist's interests.





## Grammar: Prepositions of direction .....

### TASK 6

Prepositions of direction indicate movement, position or location in relation to something else. They help us describe how things are positioned or how something moves.

| Preposition of direction | Used for                                  | Examples                                   |
|--------------------------|---|--|
| across                   | moving from one side to another           | The boys ran <b>across</b> the field.      |
| along                    | moving in the same direction as something | We walked <b>along</b> the beach.          |
| around                   | moving in a circular path                 | The car drove <b>around</b> the block.     |
| through                  | moving from one end or side to the other  | The river flows <b>through</b> the forest. |
| up                       | moving to a higher position               | The woman climbed <b>up</b> the mountain.  |
| down                     | moving to a lower position                | The ball rolled <b>down</b> the hill.      |
| into                     | moving inside something                   | The cat jumped <b>into</b> the box.        |
| out of                   | moving outside something                  | The bird flew <b>out of</b> the cage.      |

#### A. Fill in the blanks with the correct prepositions of direction.

- The pilgrims walked ..... the Golden Temple to offer prayers.
- We climbed ..... the stairs to see the view from the terrace.
- She walked ..... the stairs to the basement.
- The dog ran ..... the tree in circles.
- The farmers drive their tractors ..... the fields.

#### B. Choose the correct preposition to complete the sentence.

- He put the money ..... his pocket. (in/into)
- The children walked ..... the **pathways** of the garden. (along/through)
- The road passes ..... the city centre. (along/through)
- The tourists went ..... the **countryside**. (to/along)
- The train is going ..... Delhi. (to/into)



### Vocabulary: Phrases related to locations and directions .....

#### TASK 7

Read the table listing out phrases related to locations and directions.



| General phrases  | Giving directions  | Describing locations  |
|--|--|---|
| right around the corner<br>a stone's throw away<br>in the middle of nowhere<br>lost in translation<br>on the map<br>on the wrong side of<br>the tracks | go straight ahead<br>turn left/right<br>make a U-turn<br>follow the road<br>cross the street<br>take the first/second/<br>third exit   | in the heart of the city<br>on the outskirts of town<br>at the crossroads<br>by the river<br>near the airport<br>across the street<br>next door |
| Distance and time  | General locations  | Specific locations  |
| a short distance<br>a long way<br>within walking distance<br>around the corner<br>a matter of minutes<br>a quick journey                               | in the vicinity<br>in the neighbourhood<br>off the beaten path<br>out of the way<br>in the middle of nowhere<br>at the end of the road | city centre<br>countryside<br>suburb<br>downtown<br>uphill<br>downhill  |

#### A. Fill in the blanks with suitable phrases.

- The library is just ..... from my house.
- Let's explore the old city, it's .....
- The new mall is .....
- The abandoned house is ....., hidden deep in the woods.
- It is ..... to the beach from here.

**B. Choose the correct phrase to complete the sentence.**

1. The village is located ..... (in the heart of the city/in the middle of nowhere).
2. Let's take a shortcut, it's only a ..... (long way/ short distance).
3. The restaurant is ..... (around the corner/ on the outskirts of town).
4. We got lost ..... (on the map/at the crossroads).
5. I live ..... (next door/in the city centre).

**Home assignment 2**

Try and close your eyes and walk from the school gate to your classroom. Take your friend's help in getting directions. Note all the instructions given by your friend. Were you able to reach the correct location in your classroom? In turn, help your friend do the same.

**Let's read 2****TASK 8**

The table on the next page contains information on various flights that connect Indian cities. The routes are not direct but the flight stops in between in a different city for a brief time. Observe the data and complete the tasks.



| Departure city | Arrival city | Connecting city | Departure time | Arrival time | Layover duration     |
|----------------|--------------|-----------------|----------------|--------------|----------------------|
| Mumbai         | Delhi        | Ahmedabad       | 07:00 am       | 11:00 am     | 1 hour               |
| Bangalore      | Kolkata      | Chennai         | 12:30 pm       | 04:00 pm     | 2 hours              |
| Hyderabad      | Pune         | Mumbai          | 09:00 am       | 12:30 pm     | 45 minutes           |
| Jaipur         | Chennai      | Delhi           | 05:30 pm       | 10:30 pm     | 2 hours              |
| Kochi          | Kolkata      | Hyderabad       | 08:00 am       | 03:00 pm     | 1 hour<br>30 minutes |

**A. Write if the statements are true or false.**

1. A passenger travelling from Mumbai to Delhi will have a **layover** in Hyderabad. T / F
2. The journey from Bangalore to Kolkata involves a connection through Chennai. T / F
3. The flight from Hyderabad to Pune has the shortest layover time. T / F
4. Jaipur to Chennai flight has the earliest **departure** time among the given options. T / F
5. Kochi to Kolkata flight has the longest journey time. T / F

**B. Fill in the blanks with the correct cities.**

1. The flight from Mumbai to Delhi has a layover in .....
2. A passenger travelling from Hyderabad will reach ..... after a layover in Mumbai.
3. The shortest layover is for the flight from ..... to .....
4. The earliest departure is from ..... to .....
5. The connecting city between Kochi and Kolkata is .....



**Grammar: Imperatives**

**TASK 9**

Imperatives are sentences that give orders, commands, instructions or requests. They are often used in everyday speech and writing.

**Structure of an imperative sentence**

**No subject:** The subject (**you**) is implied.

**Verb:** The verb usually comes first.

### Examples

Close the door.

Be quiet.

Pass that book.

### Uses of imperatives

**Giving orders:** Clean your room.

**Making requests:** Please help me.

**Giving instructions:** Turn left at the next corner.

**Offering advice:** Be careful.

**Extending invitations:** Come to my party.

### Examples

Turn left at the traffic lights.

Follow the road straight ahead.

Don't park here.

Be careful when crossing the street.

Take the first exit.

Find the nearest bus stop.

Avoid the crowded market area.

Use the map for directions.

Check the traffic before stepping out.

Respect the local customs.

**A. Make sentences with appropriate imperative verbs based on the given situations.**

1. You are in a library. (quiet)
2. You want to ask a friend to open the door. (open)
3. You are giving directions to a lost person. (turn)
4. You want to advise someone about driving carefully. (drive)
5. You want to request someone to pass the salt. (pass)

**B. Rewrite the sentences as imperatives.**

1. You need to finish your homework.
2. You should follow the map.
3. Kindly pass the book.
4. You should wait for your turn.
5. Don't forget to lock the door.

**Let's read 3****TASK 10**

Study the map carefully. Identify the places, routes and directions given and complete the tasks.

**A. Write if the statements given are true or false.**

1. Circle Road connects the grocery shop and the veterinary hospital.
2. The market is opposite to the residential block D.

T / F

T / F

3. The library is far from the café.
4. The park and the market can be reached through a straight road.
5. 60 ft Road connects the mall and the hospital.

T / F

T / F

T / F

**B. Answer the questions in a sentence or two.**

1. Starting from the pinned location A, how do you reach the park?
2. Give directions to someone who needs to reach the museum from residential apartment C.
3. If you start from the theatre, how do you reach residential apartment B?
4. Where is the fountain located on the map?
5. How does one reach the hospital from the market?

**Home assignment 3**

Open the navigation app on your phone while at the location of your house. Find the directions to

- a. a nearby hospital
- b. a government college
- c. the nearest railway station
- d. your favourite restaurant
- e. a petrol pump

Note the directions on a piece of paper.

**Grammar: Present continuous tense****TASK 11**

Present continuous tense describes actions happening now or around the current time. It is formed using *am/is/are + verb-ing*. This tense is useful when discussing locations and ongoing activities.

**Examples**

I **am standing** outside the library.

She **is walking** towards the market.

They **are waiting** at the traffic signal.

In conversations about locations and directions, the present continuous can highlight real-time actions.

We **are driving** past the city centre.

He **is looking** for the museum near the park.

**A. Complete the sentences with the present continuous tense of the verbs given.**

1. The tourists ..... (explore) the old fort.
2. I ..... (search) for the post office near the station.
3. She ..... (ask) the shopkeeper for directions to the cinema.
4. They ..... (wait) at the crossroads for the signal to turn green.
5. We ..... (follow) the map to reach the hotel.

**B. Write the sentences in the present continuous tense. Use correct punctuation.**

1. I/walk/towards/school
2. She/wait/at /the bus stop
3. They/enjoy/tea/in the café
4. We/look/for/the nearest petrol pump
5. He/talk/to the receptionist at the hotel



**Grammar: Future continuous tense**

**TASK 12**

The future continuous tense describes actions that will be ongoing at a particular moment in the future. It is formed using *will be + verb-ing*. This tense is useful for discussing plans and future activities related to locations and directions.

**Examples**

I **will be waiting** at the bus stop at 5 pm.

She **will be travelling** to the city centre tomorrow morning.

They **will be visiting** the museum this afternoon.

In conversations about locations and directions, the future continuous can indicate planned activities:

- ◆ We **will be driving** along the highway at this time tomorrow.
- ◆ He **will be asking** for directions to the hotel when he arrives.

**A. Fill in the blanks with the future continuous tense of the verbs given.**

1. This time tomorrow, I ..... (relax) on the beach.
2. They ..... (study) for their exams next week.
3. We ..... (have) dinner at 7 pm tonight.
4. She ..... (watch) a movie at 9 pm.
5. I ..... (not work) tomorrow since it's a holiday.



B. Write the sentences using the future continuous tense. Use correct punctuation.

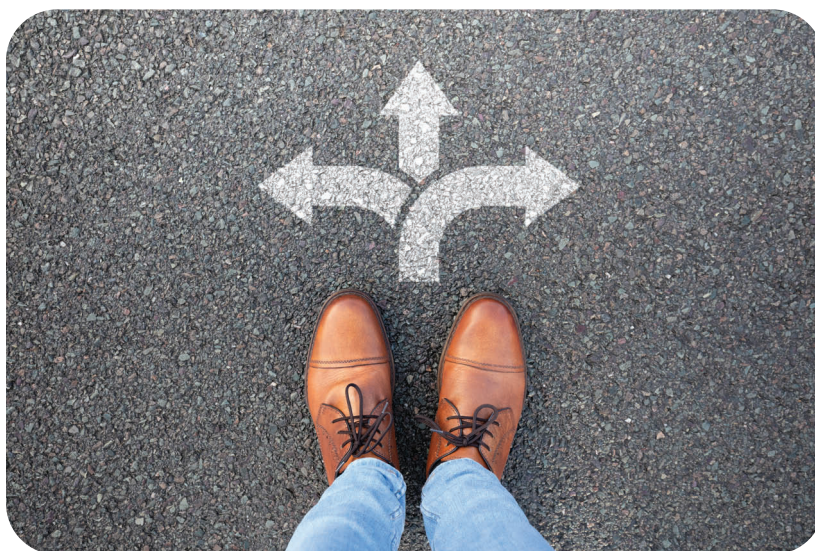
1. You/sleep/at 10 pm tonight
2. It/rain/tomorrow afternoon
3. We/play/football/this evening
4. She/cook/dinner/when he arrives
5. They/travel/to Europe/next summer



### Vocabulary: Terms related to navigation apps

#### TASK 13

Read the terms related to navigation apps used for locations and directions.



1. **Navigation app:** Software used for finding directions
2. **GPS:** Global Positioning System, technology used for determining location
3. **Map:** Visual representation of an area
4. **Route:** Planned path between two points
5. **Destination:** Final point of a journey
6. **Landmark:** Prominent feature used for navigation
7. **Traffic:** Vehicle movement on roads
8. **Real-time:** Current information
9. **Zoom:** Changing the scale of a map
10. **Satellite image:** Photo of the Earth's surface taken from space

11. **Street view:** Interactive images of streets
12. **Public transportation:** Options like buses, trains and metro
13. **Walking directions:** Route guidance for **pedestrians**
14. **ETA:** Estimated time of arrival
15. **Traffic congestion:** Heavy traffic conditions
16. **Detour:** Alternative route due to road closures or traffic
17. **Point of Interest (POI):** Specific location of interest
18. **Geolocation:** Determining a device's location
19. **Map scale:** Ratio between map distance and real-world distance
20. **Compass:** Tool for determining direction

**A. Fill in the blanks with the correct terms.**

1. The planned path between two points is a .....
2. I need to find my ..... to reach my destination.
3. The ..... shows the traffic conditions.
4. I used a ..... to find the best route.
5. The ..... helped me locate the restaurant easily.

**B. Match the term with its definition.**

| Term        | Definition                                 |
|-------------|--|
| 1. GPS      | a. a prominent feature used for navigation |
| 2. route    | b. vehicle movement on roads               |
| 3. landmark | c. a planned path between two points       |
| 4. traffic  | d. a visual representation of an area      |
| 5. map      | e. Global Positioning System               |



**Let's write**

**TASK 14**

You have recently shifted to a new school. You want to write a letter to your friend from your earlier school about it. Write about the new route you take to school and the places you notice on the way. Compare it to your old school's route and talk about what you like and don't. Use the vocabulary and sentence structures used in the unit.

**Home assignment 4**

Can you imagine travelling without navigation apps? Talk to your parents about how they managed locations and directions before the advent of this technology. Ask them to narrate specific incidents where they found it difficult to locate places or were lost. Also, ask them whether they use maps or GPS now to travel or find particular locations. Share the information you have collected with your class.

**Glossary**

**cartography:** the practice of making maps

**symbolic:** representing something else, often an idea or concept, through symbols

**navigate:** to plan or direct the course of a journey, especially over water, land or air

**surveying:** measuring and mapping the physical features of an area

**irrigation:** the supply of water to land or crops to help growth typically through channels

**transform:** change significantly in form, appearance or character

**evolved:** gradually developed over time

**imagery:** pictures or visuals, often used to describe mental images or representations

**concise:** brief and to the point

**landmarks:** recognizable objects or features of a landscape, often used for navigation

**countryside:** rural area with natural scenery away from towns or cities

**pathways:** routes or tracks designed for walking or moving through

**outskirts:** the outer parts of a city or town

**vicinity:** the area surrounding or near a particular place

**suburb:** a residential area on the edge of a city or town

**downtown:** the central, often commercial, area of a city

**layover:** a short stop between parts of a journey, especially during air travel

**departure:** the act of leaving a place, often to start a journey

**customs:** a belief that has been followed for a long time

**veterinary:** related to the medical care and treatment of animals

**navigation:** the process of finding and following a route often using maps or devices

**pedestrians:** people walking, especially in an area designated for walking

## End-of-unit checklist

**Tick what you have learnt.**

In this unit I have learnt how to

- ◆ describe locations and routes clearly.
- ◆ apply location and direction language in real-life contexts.
- ◆ understand and use a variety of prepositions related to location and direction accurately.
- ◆ use appropriate vocabulary related to locations, direction and movement.
- ◆ speak about locations and directions.

# Project Work

## What am I going to learn in this unit?

- ◆ How to manage project work on *Functional English*
- ◆ How to select a topic for the group project and create a combined report
- ◆ How to collect relevant information on the topic
- ◆ How to refer to various sources and gather references
- ◆ How to plan and draft the written report
- ◆ How to collaborate with the group to make a verbal presentation

## Section 1 | Understanding project work

### What is project work for *Functional English*?

Project work is a collaborative learning activity where you will explore a topic through research and analysis, presenting your findings as a team. The topics chosen for the project will largely be based on the themes covered within the learning units. The project will give you the opportunity to put the skills you have learnt so far in this course into practice. The group presentation at the end of the project will contribute to the Practical Speaking Examination that forms a part of the overall assessment for the *Functional English* Course for Grade XI.

### Purpose

- ◆ To enhance understanding of real-world English applications
- ◆ To build research, collaboration and presentation skills
- ◆ To develop confidence in discussing topics relevant to academic and professional contexts

### Key features

#### Group-based approach:

- a. A group of four to six students will collaborate on a common topic.
- b. Topics relate to everyday language use and require exploring different perspectives.

**Equitable division of work:**

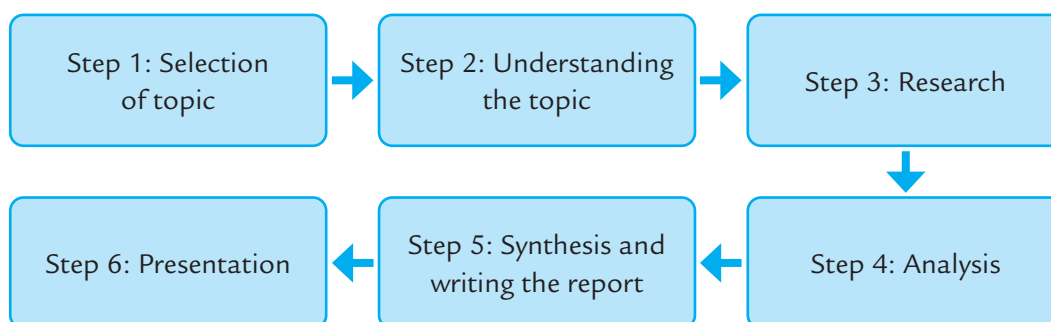
- a. Each student is responsible for a specific section of the topic.
- b. Everyone must understand the entire project for the speaking exam.

**Practical language use:**

Topics focus on analysing and applying language in real-life scenarios.

**Steps for project work and planning** .....

Working on any project involves the following six steps.



**Let us understand these steps in detail using short examples.**

**Step 1: Selection of topic**

**Students may select one out of the following topics or can choose a similar topic of their choice.**

**1. Exploring Punjabi cuisine and its cultural significance**

What you could focus on:

- a. Overview of traditional Punjabi dishes and their historical roots
- b. Role of food in major festivals like *Lohri*, *Baisakhi* and *Gurpurab*
- c. Influence of globalisation on Punjabi cuisine
- d. Suggestions for promoting Punjabi cuisine internationally

**2. The impact of climate change on agriculture in Punjab**

What you could focus on:

- a. Changes in crop patterns due to rising temperatures and erratic rainfall
- b. Challenges in irrigation and water management
- c. Role of technology and government schemes in adapting to climate change
- d. Suggestions to promote sustainable agricultural practices

**3. Reviving folk music and dance forms of Punjab**

What you could focus on:

- a. Popular traditional art forms like *Bhangra*, *Giddha* and *Tumbi* music
- b. Decline in popularity due to modernisation and urbanisation
- c. Initiatives to preserve and revive these art forms
- d. Recommendations to involve youth in promoting folk music and dance

**4. Street food safety**

What you could focus on:

- a. Overview of popular street foods in Punjab, such as *chaat*, *kulchas* and *jalebis*
- b. Assessment of hygiene standards and their health implications
- c. Role of government regulations in ensuring food safety
- d. Suggestions to improve hygiene and awareness among vendors and consumers

**5. Promoting eco-tourism in Punjab's wetlands and wildlife sanctuaries**

What you could focus on:

- a. Overview of eco-tourism sites like Harike Wetlands and Abohar Wildlife Sanctuary
- b. Visitor experiences and the ecological significance of these locations
- c. Challenges in maintaining sustainability and preserving biodiversity
- d. Proposals for eco-tourism initiatives that benefit both the environment and local communities

**6. The role of handicrafts in empowering Punjab's rural women**

What you could focus on:

- a. Types of traditional handicrafts in Punjab, like *phulkari* and pottery.
- b. Current initiatives to promote rural women's participation in handicraft production
- c. Economic benefits and challenges faced by women artisans
- d. Suggestions to enhance market access and fair pricing for their products

**7. Harmful effects of drug addiction**

What you could focus on:

- a. Types of substances commonly abused in Punjab
- b. Physical, mental and social consequences of drug addiction
- c. Role of families, schools and communities in prevention
- d. Recommendations for awareness campaigns and de-addiction programs.

**8. Millets—A wonder food**

What you could focus on:

- a. Nutritional benefits of millets and their role in a balanced diet
- b. Traditional millet-based recipes from Punjab
- c. Role of millets in sustainable agriculture and combating climate change
- d. Strategies to promote millet farming and consumption in the state

**9. Rapid urbanisation of rural areas and the consequent challenges**

What you could focus on:

- a. Key drivers of urbanisation in rural Punjab
- b. Impacts on infrastructure, culture and the environment
- c. Challenges faced by residents in transitioning rural areas
- d. Recommendations to ensure sustainable development and maintain cultural identity

**10. The importance of developing skills for a specific career**

What you could focus on:

- a. Common career paths chosen by students in Punjab
- b. Importance of skill development in enhancing employability
- c. Government and private initiatives for vocational training
- d. Suggestions for improving access to and quality of skill-based education

**11. Reviewing a travel blog**

What you could focus on:

- a. Definition and purpose of travel blogs
- b. Analysis of specific travel blogs, their writing style and target audiences
- c. Destinations covered and the kind of information provided
- d. Recommendations for improving blog content to better engage readers

**12. Usefulness of gyms for health and fitness**

What you could focus on:

- a. Description of services offered by gyms and their costs
- b. Overview of the type of people who sign up at gyms
- c. Survey of gym users and non-users
- d. Conclusions on usefulness and affordability of gyms
- e. Suggestions for improvement



**13. A report on a festival celebrated in Northeast India**

What you could focus on:

- a. Description and significance of the festival
- b. How it is celebrated publicly and within homes
- c. Comparison with similar festivals in other regions of the country
- d. Ways in which knowledge of the festival can be communicated to the rest of the country

**14. Reviewing a travel blog**

What you could focus on:

- a. Definition and purpose of a travel blog
- b. Description of a few specific travel blogs and their target readers
- c. List of destinations they cover
- d. Tone, language style and usefulness of the blog

**15. How the use of GPS Technology for navigation transformed travel and commuting**

What you could focus on:

- a. What is GPS technology
- b. What fields is GPS technology used in
- c. On what gadgets can this technology be used
- d. Comparison of travel and commuting between pre-GPS and post-GPS times

**Step 2: Understanding the topic**

The second step is to ensure everyone in the group has a clear and shared understanding of the project topic. This involves discussing the topic together, identifying key ideas and interpreting the topic in your own words. Doing this helps everyone focus on the same goal and avoid confusion later.

One way to understand the topic better is to break it into smaller and manageable questions. These questions help you explore the topic from different angles and guide your research. Let us use an example to understand the process better.

**Example:**

**Topic:** *A report on the variety of street food available in our town/city and the health and safety standards maintained by the vendors*

- a. What does this topic mean? What is the purpose of the report?  
*The study seeks to find out how safe the street food in the town/city is. The purpose of the report is to help the readers of the report make safe choices while eating street food.*
- b. Why is this topic important or relevant?  
*It will make the readers aware of the importance of hygiene and nutrition while choosing street food items to eat. It will also make them aware of the potential health concerns that can arise from making unsafe choices.*
- c. What are the main ideas or components of this study?
  - ◆ *Listing of variety of items available/categories of food (Example: snacks, meals, beverages, desserts, after meal items like paan, mouth fresheners, etc.) Each category of food items may require different safety standards. Hence it is important to first list the categories.*
  - ◆ *Hygiene standards maintained by vendors of various categories of items*
  - ◆ *Potential dangers like food poisoning, diarrhoea, food allergies, etc.*
  - ◆ *Precautions people can take (Example: avoiding uncooked food items, insisting on use of safe water, use of gloves by vendors, using clean and safe utensils, disposable items, etc.)*
  - ◆ *Surveys done, number and category of people surveyed or interviewed, questionnaire used, analysis of responses received, etc.*
  - ◆ *What the government authorities are doing or can do (Example: compulsory registration for street food vendors, listing safety criteria, regular food inspections, etc.)*
- d. Are there any special words, phrases or terminology linked to this topic?  
*Food related vocabulary—deep fried, shallow fried, boiled, sauce, ketchup, pulped, extracted, sugarless, heated, warmed, frozen, preserved, etc.*
- e. How does language play a role in this topic (Example: persuasive, descriptive or informative)?  
*The objective of this report is to persuade/convince the readers to make careful choice of street food items they consume.*

By answering such questions, you will be able to understand what your project needs to cover and how.

### Step 3: Research

Research is the basis of the project and is the process of gathering information from various sources to learn more about a specific topic. It's like exploring a new world and collecting pieces of information to build a complete picture.

| Gathering information  | Various sources   |
|--|---|
| This means searching for and collecting data from various sources. | <p><b>Books:</b> Printed materials that provide in-depth knowledge on a subject</p> <p><b>Articles:</b> Shorter pieces of writing often found in magazines, newspapers or online journals</p> <p><b>Online resources:</b> Websites, databases and digital archives that offer information on a wide range of topics</p> <p><b>Surveys:</b> Answers to survey/interview questionnaires</p> |

**Example:** Look at the example given below for a list of possible sources.

**Topic:** *A report on the variety of street food available in our town/city and the health and safety standards maintained by the vendors*

*Sources of information: websites, newspapers, magazines, food blogs, online articles, photographs, videos of vloggers, surveys, etc.*

#### Why is research important?

- Building knowledge helps you learn new things and understand a topic better.
- Supporting arguments provide evidence to back up your claims or ideas.
- Solving problems can help you find solutions to challenges or questions.

#### How to do research?

- Identify reliable sources by making sure the information you're gathering is trustworthy and accurate.
- Take notes by writing down key points and ideas to help you remember what you have learned.
- Create simple questionnaires and seek answers from a small sample size of people of the desired age and social groups.
- Evaluate information by critically analysing the information you find to determine its relevance and credibility.

### Step 4: Analysis

Once you have gathered information, the next step is to analyse it. This means looking closely at the details, comparing ideas and deciding which ones are most useful for your project. Analysis helps you understand how the information is connected and what it means for your topic.

**Example:** Look at the example below for a hint on how to analyse the information gathered.

**Topic:** *A report on the variety of street food available in our town/city and the health and safety standards maintained by the vendors*

*Are the street food options in your town/city showing any specific patterns? Compare the variety of food items available across different areas – residential, commercial and tourist spots. Compare the opinions of various groups such as food vendors, consumers, health experts and local authorities regarding hygiene and safety standards.*

### How to analyse information?

- a. **Find connections between ideas:** Look for patterns, similarities or differences in the information you have collected.
- b. **Compare different opinions:** Check if your sources agree or disagree on certain points. Decide which opinion makes the most sense or has the best evidence.
- c. **Identify key points:** Summarise the most important ideas that answer your project questions.
- d. **Think about what you have learned:** Reflect on how the information helps you understand the topic better. Write down your thoughts.

### Step 5: Synthesis and writing the report

Synthesis is the process of bringing all the gathered and analysed information together to create a cohesive and well-structured report. This step focuses on organising ideas, developing clear arguments or points and ensuring that the project flows logically.

### Combining information

- a. Review all the ideas and insights collected by the group and decide how they fit together.
- b. Look for connections between different pieces of information and identify the main themes or arguments.
- c. Avoid repeating the same ideas; instead, integrate them into a clear and unified explanation.

**Example:** Look at this example to learn how to break down the topic into actionable steps.

*A report on the variety of street food available in my town/city and the health and safety standards maintained by the vendors*

- ◆ *Look at the list of categories of street food items and mark those which can be potentially unsafe for consumption. List the reasons for this—uncooked/raw, use of unsafe water, possibility of handling by unwashed hands, items that spoil faster than others and need refrigeration, use of chemical food colours, etc.*
- ◆ *Research the internet for health problems arising out of consuming the unsafe street food items you have listed.*
- ◆ *If you have interviewed people on the potential hazards of eating unsafe street food using a questionnaire, analyse the answers given by various categories of people to the survey questions: teenagers, parents, grandparents, street food vendors, doctors. Create a table to compare/contrast their opinions and recommendations.*
- ◆ *Research the internet for best practices followed in other states/cities/towns to tackle the issue. Draw conclusions from your analysis and list the best solutions for your town in your conclusion.*

### TASK 1

- A. Given below are two food items. Research and list the potential health concerns that can arise from eating these items from street vendors who do not follow health and safety norms. Use the template given for your findings.

1. *Pani Puri*
2. Milk-based desserts

| Concern  | What to do  | Your findings |
|--|---|---------------|
| 1. Identify food items and risks                                 | List street food items (Example: <i>pani puri</i> , milk-based desserts). Identify risks (e.g., unsafe water, bad storage). |               |
| 2. Research health concerns through reports, articles, internet. | Find out the health problems linked to unsafe food practices (Example: food poisoning, allergies).                          |               |

| Concern                            | What to do  | Your findings |
|------------------------------------|---|---------------|
| 3. Survey and interview data       | Ask different people (Example: teenagers, parents, vendors) about their views on street food safety. Compare answers. |               |
| 4. Best practices for food safety  | Look up safety practices used in other places (Example: clean water, good hygiene) and how they can be applied.       |               |
| 5. Conclusions and recommendations | Summarise your findings and suggest ways to improve food safety in your town or city.                                 |               |

- B. Here is a simple questionnaire, entitled ‘Safety concerns over street food’, that can be used to survey people’s opinion. Complete the questionnaire by adding three questions of your own.

**Note:** The questions can be a mix of Multiple Choice Questions (MCQs) and open-ended ones.

**Questionnaire**

**Safety concerns over street food**

**Name:**

**Gender:** M/F/Other

**Age:**

-----

**Answer these questions based on your individual preferences and habits. Your answers will help us study the subject and make suitable recommendations on food safety.**

1. How often do you consume street food in a month?

a. once

c. more than twice

b. twice

d. never

2. Which street food items do you like the most? List your top three favourites.

3. ....

.....

.....

4. ....

.....

.....

5. ....

.....

.....

### Step 6: Presentation

The presentation is the final step where your group will present the findings and insights from the project. This step involves creating both a written report and a verbal presentation. The spoken presentation requires students to explain their role in the project, their learning experience and contribute to a discussion during the spoken interaction.

**Written report:** The written report should include all research and findings in a well-organised format. It should have the following:

- a. **Title page:** Includes the project title, group members' names and date of submission.
- b. **Introduction:** Explains the project purpose and provides an overview of the topic.
- c. **Main sections:** Organise the research findings logically, with subheadings for different ideas or arguments.
- d. **Conclusion:** Summarises the key points and reflects on the group's learning.
- e. **References:** Lists all sources used.

You can plan to incorporate visuals such as charts, graphs, images or diagrams to enhance the presentation of data or concepts. Visuals help convey information in a clear and engaging way.

**TASK 2**

List the main sections of the report on the topic: *A report on the variety of street food available in my town/city and the health and safety standards maintained by the vendors.*

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

**Group presentation (5–8 minutes)**

- a. Each group member should prepare a 1–2-minute speech explaining their contribution to the project. Focus on:
  - i. **Role:** What part of the project you worked on and how it contributed to the overall result.
  - ii. **Learning:** Discuss what you learned through the project, both about the topic and about working in a group.
  - iii. **Key findings:** Summarise the most important findings or conclusions from your section of the project.
- b. Your presentation should be brief but clear, making it easy for the examiner to understand your part and insights.

**Example:** Look at an example of a student speaking at the project presentation describing what part of the project they worked on.

*Group member 1: 'I helped my group gather information on the variety of street food items available in our city. I used the Internet for this research. I also spoke to my friends and family members who are fond of street food. I shared the list with my group. We collectively went through the list and shortlisted the items that can be potentially unsafe for consumption without adequate safety measures being followed. After that we passed the list on to another group member who researched on the health hazards.'*



**Spoken interaction (5 minutes)**

- a. After the individual presentation, there will be a spoken interaction where students in the group will be asked questions about the project, the topic and the report.
- b. Prepare to answer questions about:
  - i. specific details or examples from the project
  - ii. your understanding of the project topic
  - iii. the reasons behind certain choices or conclusions in the project
- c. Be confident in speaking about the entire project, not just your own section, as the examiner may ask questions related to the whole group's work.

**TASK 3**

Imagine that your group has been asked the following questions after the presentation. Write down your answers.

1. What was your role in the project?
2. What did you do well?
3. What could you have done better?
4. During your project, what did you like the most?
5. What conclusion did you draw about the food habits of different age groups?
6. What are your food preferences and mention five ingredients that go into it?

**TASK 4**

Tick (✓) the boxes for what you should do, and cross out (X) what you should avoid in your project report, preparation and presentation.

- |  |                          |
|--|--------------------------|
| 1. Include a title page.   | <input type="checkbox"/> |
| 2. Write an introduction giving an overview of the topic.                    | <input type="checkbox"/> |
| 3. Organise the main sections clearly.                                       | <input type="checkbox"/> |
| 4. Summarise the key points and learning in the conclusion.                  | <input type="checkbox"/> |
| 5. Clutter the report with irrelevant or confusing visuals.                  | <input type="checkbox"/> |
| 6. Explain what you learned about the topic and teamwork.                    | <input type="checkbox"/> |
| 7. Highlight the key findings from your section of the project.              | <input type="checkbox"/> |
| 8. Practise speaking clearly and confidently.                                | <input type="checkbox"/> |
| 9. Speak too fast or too slow.   | <input type="checkbox"/> |
| 10. Focus only on your contribution and ignore the rest of the presentation. | <input type="checkbox"/> |
| 11. Understand the overall project, not just your section.                   | <input type="checkbox"/> |
| 12. Give feedback to each other to improve speaking, clarity and confidence. | <input type="checkbox"/> |

## Section 2 | Modalities

### Project submission and group presentation .....

Here are some details to refer to before starting on your group project. Use this table to plan your project as a group.

| Project topic   | Details |
|---|---------|
| <b>Page extent of project report</b> (Suggested: 10–15 pages)<br><i>To be submitted as a stapled file with a neat front cover</i> |         |
| <b>Mode of verbal presentation</b> (Slides/Poster/Chart/<br>Role Play/Enactment)  |         |
| <b>Number of presenters</b> (Suggested: 4–6)  |         |
| <b>Names and roll numbers of team members</b>   |         |
| <b>Date of submission of report</b>   |         |
| <b>Date of verbal presentation</b>  |         |
| <b>Presentation time</b> (Suggested: 5–8 minutes per group)   |         |
| <b>Potential questions that the examiner may ask</b><br>(Duration of interaction: 5 minutes per group)                            |         |

## Section 3 | Collaboration and teamwork

### How can you plan to collaborate? .....

Here are some ways to help you collaborate and divide the work for the project.

**Example:** Look at the following example where the project work responsibilities have been broken down student-wise.

**Topic:** Traffic challenges in your town/city and solutions

**Student 1:** Identify the high traffic zones in the city based on information from the internet, newspapers, etc.

**Student 2:** List the problems caused by traffic congestion with brief descriptions (delays, health concerns, mental stress, etc.)

**Student 3:** List the modes of transport used within the city and categorise them.

**Student 4:** Gather suggestions for improvement of traffic situation by speaking to people; design a questionnaire.

**Student 5:** Shortlist best solutions after discussing with the entire group.

#### Tips to remember

1. **Divide work clearly:** Agree on who does what based on individual strengths.
2. **Share understanding:** Regularly meet to ensure everyone knows the entire project.
3. **Prepare for speaking:** Discuss key points as a group and anticipate potential questions.

#### TASK 5

Given in Column A are some typical challenges to working in a group. Match each challenge with a suitable solution/s from Column B. You can choose more than one solution.

| Column A: Challenges  | Column B: Solutions   |
|---|---|
| 1. Some students have more workload than others.                        | a. Create a shared schedule to decide meeting times when everyone is available.   |
| 2. Difficulty in scheduling meetings due to different time commitments. | b. Assign specific roles and tasks to each member during the planning phase.      |
| 3. Miscommunication leading to errors in tasks.                         | c. Divide work equally, based on individual strengths and availability.           |
| 4. Unclear roles and responsibilities for team members.                 | d. Set rules for respectful discussions, allowing everyone to share their views.  |
| 5. Conflict over ideas or ways to complete the work.                    | e. Allocate tasks fairly so resources can be shared as required.                  |
| 6. Limited access to resources for all team members.                    | f. Set clear expectations for communication, such as weekly updates or check-ins. |
| 7. One member dominating discussions and decisions.                     | g. Resolve conflicts by discussing pros and cons of ideas and voting as a team.   |

## Section 4 | Graphics to be used in project reports

### How can graphics be used effectively in project work? .....

In your project work, using graphics can help convey information clearly and make your presentation more engaging. Visual aids such as charts, diagrams and graphs are effective tools to illustrate complex ideas and data in a simple, easy-to-understand format. They can highlight key points, show relationships, or represent trends in a visual way, making it easier for your audience to follow along. Here are a few common types of graphics that you can use in your written presentation.

#### 1. Mind map

What it is: A central idea with branches connecting related concepts

How to create:

- Draw a circle in the middle of the page for the main topic.
- Add branches for sub-topics and further sub-branches for details.
- Use colours and symbols for clarity.

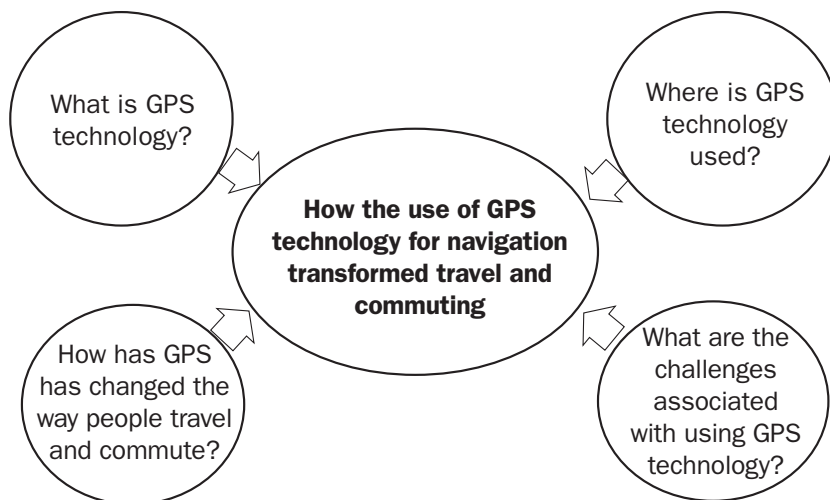
**Example:** *How the use of GPS technology for navigation transformed travel and commuting*

Branch 1: What is GPS technology?

Branch 2: Where is GPS technology used?

Branch 3: How has GPS changed the way people travel and commute?

Branch 4: What are the challenges associated with using GPS technology?



## 2. Flowchart

What it is: A step-by-step visual representation of a process

How to create:

- Use cylinders for steps and arrows to show the sequence.
- Include decision points as diamonds.

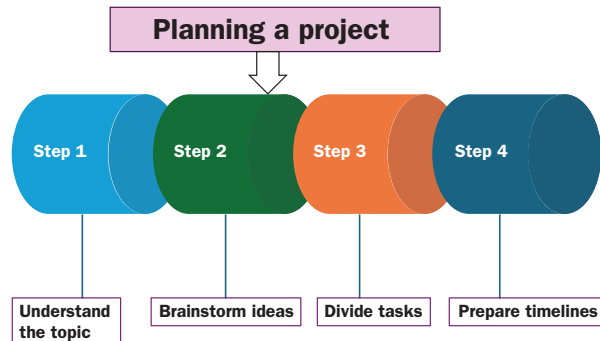
**Example:** *Planning a project*

Step 1: Understand the topic.

Step 2: Brainstorm ideas.

Step 3: Divide tasks.

Step 4: Prepare timelines.



## 3. T-chart

What it is: A simple table with two columns.

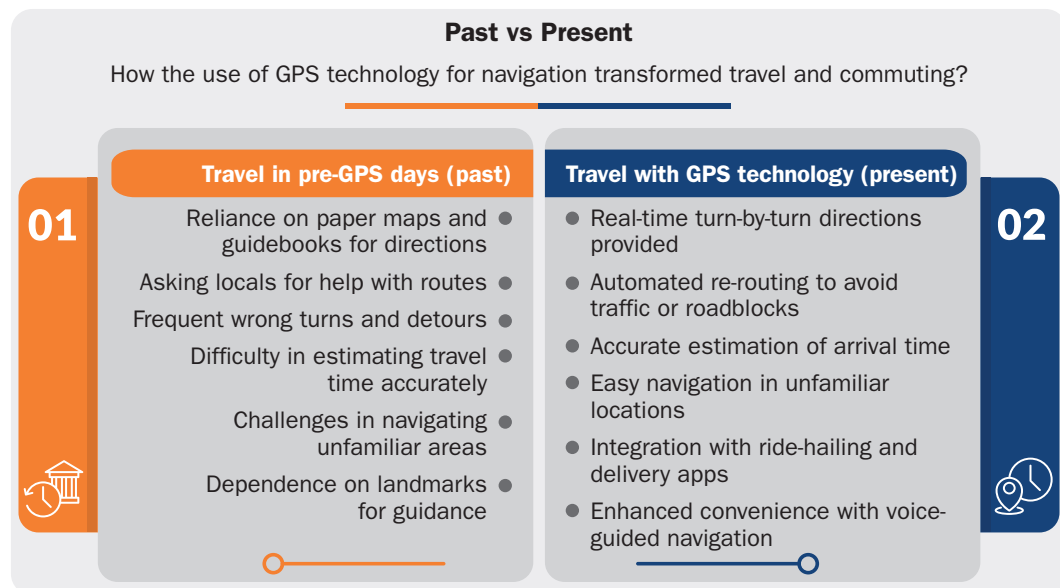
How to create:

- Draw a large 'T' on the page.
- Label the columns (Example: pros/cons, cause/effect).

**Example:** *How the use of GPS technology for navigation transformed travel and commuting*

Column 1: Travel in pre-GPS days (past)

Column 2: Travel with GPS technology (present)



#### 4. Venn diagram

What it is: Overlapping circles showing similarities and differences

How to create:

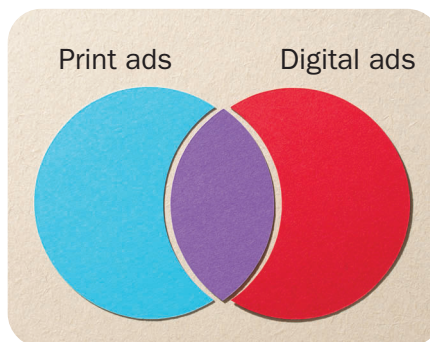
- Draw two or more overlapping circles.
- Label each circle and fill in the sections with relevant points.

**Example:** *Print vs. Digital ads*

Circle 1: Print Ads (Example: static visuals, one-time exposure)

Circle 2: Digital Ads (Example: interactive, wider reach)

Overlap: Both use persuasive language.



#### 5. Pie chart

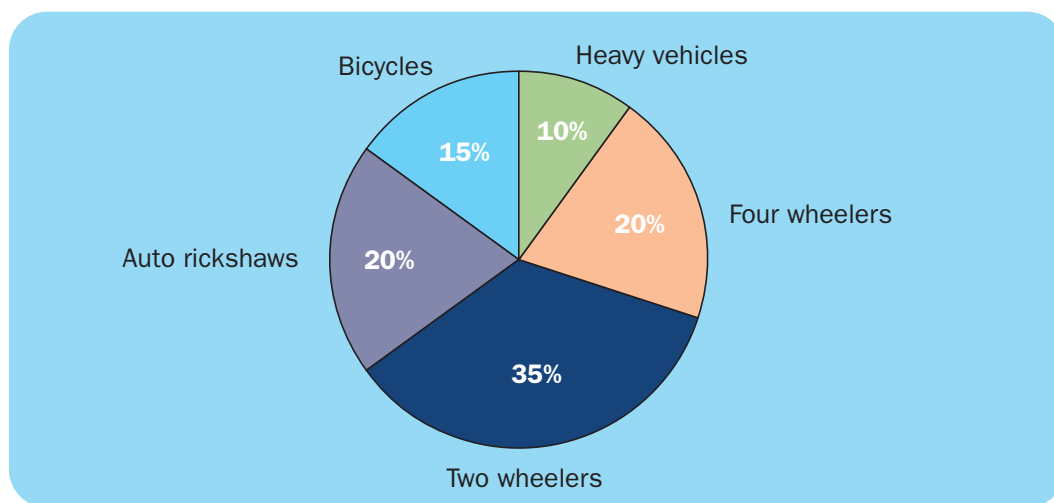
What it is: A circular chart divided into sections to represent proportions

How to create:

- Draw a circle and divide it into segments based on data or categories.
- Label each segment.

**Example:** *Percentage of vehicles on road in ..... town*

- ◆ Heavy vehicles: 10%
- ◆ Four wheelers: 20%
- ◆ Two wheelers: 35%
- ◆ Auto rickshaws: 20%
- ◆ Bicycles: 15%



## 6. Timeline

What it is: A linear representation of events or tasks in chronological order

How to create:

- Draw a horizontal or vertical line or a curve.
- Mark key milestones or deadlines along the line.

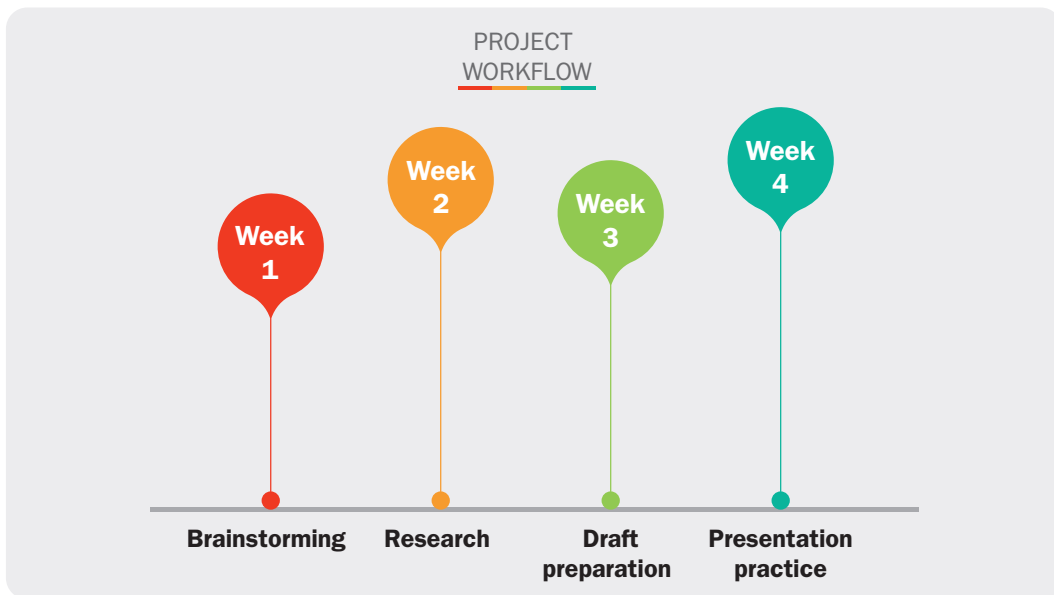
**Example:** *Project workflow*

Week 1: Brainstorming

Week 2: Research

Week 3: Draft preparation

Week 4: Presentation practice



### TASK 6

Look at the topics on the following page. List the type of diagram/graphic you would like to use for each presentation.

mind map   flowchart   T-chart   Venn diagram   pie chart   timeline

**Note:** You need not use up every option in the box above. It is important that the type of graphic chosen suits the purpose well.

**Topic 1:** Traffic challenges in your town/city and solutions .....

**Topic 2:** Usefulness of gyms for health and fitness .....

**Topic 3:** A report on a festival celebrated in northeast India .....

**Topic 4:** The beautiful tribes of India and their cultural richness .....

**Topic 5:** Reviewing a travel blog .....

**Topic 6:** How the use of GPS technology for navigation transformed travel and commuting .....

### TASK 7

Discuss with your designated group and finalise the topic of your project and select one group member to lead your group. The leader will convey the topic to the teacher.

**Note:** Use the space below to plan your project.

Our topic: .....

Group members (names and roll numbers): .....

.....

.....

.....

.....

.....

Group leader: .....

Date of submission: .....

Project timelines: .....

.....

.....

.....

.....

.....

Responsibilities: .....

.....

.....

.....

.....

.....



### Quick Recap

1. Choose a topic and plan the project
  1. Select a relevant topic
  2. Organise tasks and allocate responsibilities
2. Research and gather information from various sources
  1. Use reliable sources for research
  2. Collect and note down key information
3. Structure and enhance the written report
  1. Organise the content logically
  2. Add graphics for visual appeal
4. Collaborate with the group to prepare for the presentation
  1. Assign sections of the presentation
  2. Rehearse together to ensure smooth delivery
5. Present confidently and handle questions
  1. Deliver the presentation with clarity
  2. Respond to questions effectively

### End-of-unit checklist

**Tick what you have learnt.**

In this unit, I learnt how to

- ◆ work on a topic and plan our project work.
- ◆ refer to various sources and gather information.
- ◆ plan a written report for our project and make it visually appealing with graphics.
- ◆ collaborate with my group to prepare for the presentation.
- ◆ deliver a verbal presentation and answer questions.

‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ’ ਪੰਜਾਬ

## Notes

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