



Orient BlackSwan

1

Gul Mohar

Language for Life

Ninth Edition



The Package

Gul Mohar

Language for Life

Ninth Edition

For the Student

- ▶ Readers 1–8
- ▶ Grammar and Language Skills 1–8
- ▶ Primers 1 and 2
- ▶ Students' Smart App 1–8

For the Teacher

- ▶ Teachers' Resource Packs 1–8
- ▶ Smart Books 1–8
- ▶ Teachers' Portal

Reading

- ▶ hand-picked and thought-provoking prose and poetry from classic and modern Indian and world literature in English
- ▶ focus on literature and language—guided and graded literary appreciation sections that encourage in-depth appreciation of the texts
- ▶ a play in each Reader from Readers 2–8 (Shakespeare in Readers 7 and 8)

Grammar

- ▶ twin focus on meaning and form
- ▶ concepts introduced with examples, definitions, simple explanations and practice exercises
- ▶ exam topics with a focus on common errors in usage (6–8)

Words in Use

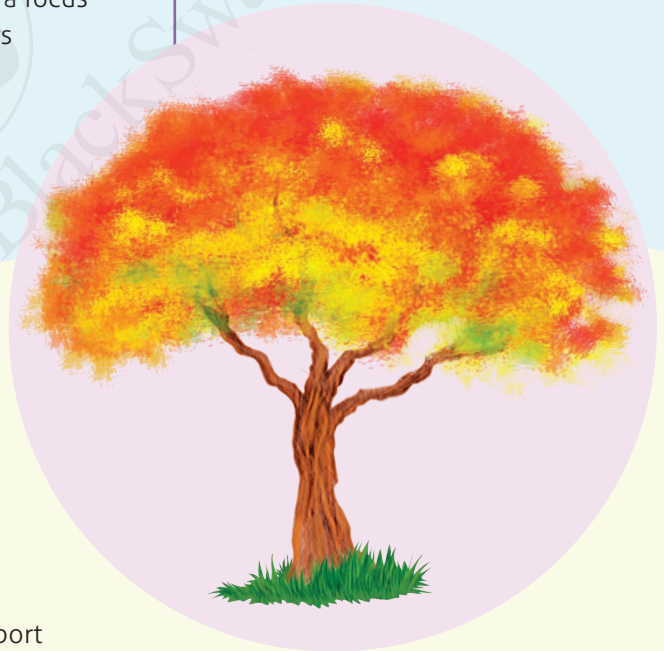
- ▶ equal attention to new words, phrases and expressions
- ▶ focus on building a rich and productive vocabulary

Teachers' Resource Pack

- ▶ lesson plans
- ▶ question bank
- ▶ worksheets
- ▶ sample creative writing passages
- ▶ reading passages for comprehension
- ▶ test papers
- ▶ answer key

Teachers' Portal

- ▶ comprehensive support for teachers
- ▶ interactive forum
- ▶ activities for language concepts
- ▶ FAQs



Smart Book

- ▶ digitally mapped to the Reader
- ▶ audio-visual support—animations for all texts and poems
- ▶ presentations and picture galleries
- ▶ interactive tasks
- ▶ helpful tips and reference material
- ▶ a variety of other resources

Writing

- ▶ variety of tasks for creative writing in a range of forms
- ▶ graded and fully guided with model formats in real-life situations

Listening/Speaking

- ▶ emphasis on fluency, accuracy and effective communication
- ▶ complete audio support

Dictionary Work

- ▶ emphasis on language building and accurate usage
- ▶ mini-dictionary for easy reference

Gul Mohar Grammar and Language Skills

- ▶ mapped to the English Language curriculum
- ▶ learning outcomes across language skill areas listed clearly in every unit
- ▶ a variety of unseen reading passages to develop and strengthen reading skills
- ▶ focus on fluency and effectiveness in writing, speaking and listening

Key Points

- ❖ rich selection of texts and poems from the finest writers and poets
- ❖ questions that explore the writer's style and craft (6–8) **NEW**
- ❖ more classic poems
- ❖ systematically planned grammar syllabus with revision of important topics
- ❖ comprehensive teacher support
- ❖ animations for all texts, poems and plays **NEW**
- ❖ AR elements to bring the texts and poems to life in the classroom **NEW**

- ▶ digital support, including audio tracks, for Speech Practice, Functions and Reading Aloud
- ▶ exam-style practice in Reading, Grammar and Words, Oral skills and Writing
- ▶ graded attention to accuracy by way of Spelling, Punctuation and Dictation
- ▶ integration of language with life skills and research skills

Language Syllabus

Unit No.	Name of the Text	Understanding the Story	Grammar and Usage	Words in Use	Listening / Speaking	Writing
1.	Meet my Family	<ol style="list-style-type: none"> 1. sentence completion 2. wh- questions 	<ol style="list-style-type: none"> 1. common nouns—boy, goat 2. regular plural pronouns—horses, boats 	family words	speaking—talk about yourself	match to make complete sentences
2.	Asma's House	<ol style="list-style-type: none"> 1. gap-fill 2. wh- questions 3. literary appreciation—setting 	<ol style="list-style-type: none"> 1. proper nouns—Mary, Monday, Mumbai, Amul 2. articles—a, an 	parts of a building	listening—while-listening task	sentence completion
3.	A Walk to the River	<ol style="list-style-type: none"> 1. true or not true 2. wh- questions 3. literary appreciation—setting 	pronouns— he, she, it, they	naming things	speaking—spot differences	describe a picture
4.	Grandma's Vegetable Garden	<ol style="list-style-type: none"> 1. sentence completion 2. wh- questions 3. literary appreciation—theme, plot development 	pronouns— I, you, we	word association	listening—while-listening task	repeat a pattern
5.	Daisy, the Cow	<ol style="list-style-type: none"> 1. reorder 2. wh- questions 3. literary appreciation—resolution in plot 	this, that, these, those	animal sounds	listening—while-listening task	sentence completion
6.	Bedtime!	<ol style="list-style-type: none"> 1. sentence completion 2. MCQ 3. literary appreciation—characterisation 	verbs or doing words— walk, eat	<ol style="list-style-type: none"> 1. action words 2. parts of a house 	speaking—description of a day	reorder words
7.	The Kite	<ol style="list-style-type: none"> 1. MCQs 2. wh- questions 	adjectives or describing words	<ol style="list-style-type: none"> 1. action words 2. word family 	listening—while-listening task	description

Unit No.	Name of the Text	Understanding the Story	Grammar and Usage	Words in Use	Listening / Speaking	Writing
8.	Sam and Mama Heron	1. reorder 2. MCQs 3. literary appreciation—plot analysis	the simple present tense	1. feeling words 2. antonyms		describe an object
9.	Pets Day	1. match 2. wh- questions 3. literary appreciation—characterisation; setting	1. is / is not / isn't 2. has / have	1. animal homes 2. antonyms	listening—while-listening task	reorder sentences
10.	The King's Drum	1. text search 2. match 3. literary appreciation—plot development	prepositions of place— in, on, under, above	1. word family 2. action words	speaking—talk about animals	describe an animal
11.	Jijo and Elly	1. reorder 2. sentence completion 3. literary appreciation—plot analysis	1. can / cannot 2. and	1. animals and their babies 2. occupations	speaking—talk about family	describe a scene
12.	Champa's Fruit Basket	1. MCQs 2. wh- questions	the present progressive tense	synonyms	listening—while-listening task	describe a person
13.	Keep the Beach Clean	1. T / NT 2. wh- questions 3. literary appreciation—characterisation; plot development	the simple past tense	1. names of places 2. names of things	speaking—picture talk	recount

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One day, Tiger sees
Mouse Deer by the river.
Tiger jumps and catches him.

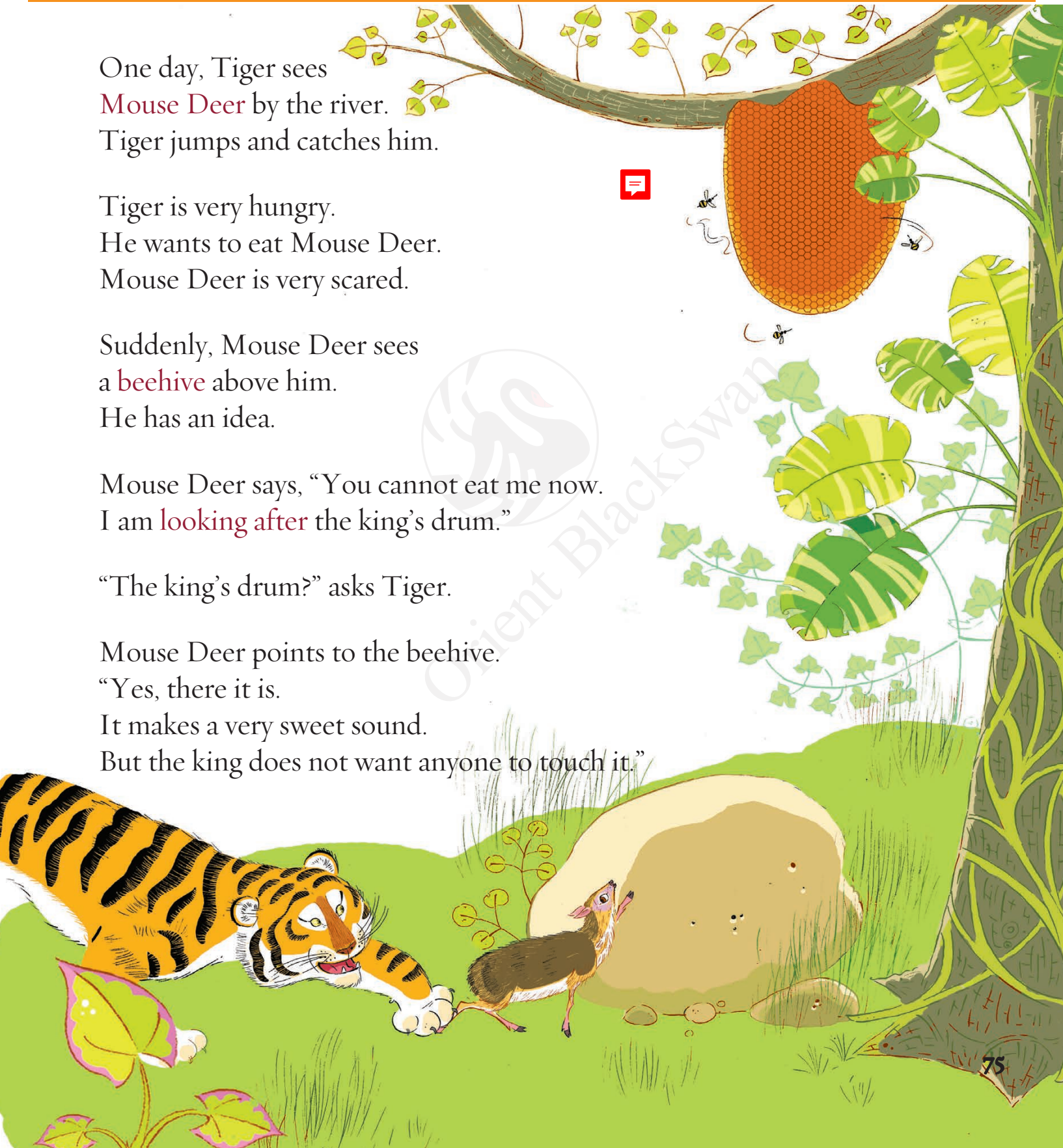
Tiger is very hungry.
He wants to eat Mouse Deer.
Mouse Deer is very scared.

Suddenly, Mouse Deer sees
a beehive above him.
He has an idea.

Mouse Deer says, "You cannot eat me now.
I am looking after the king's drum."

"The king's drum?" asks Tiger.

Mouse Deer points to the beehive.
"Yes, there it is.
It makes a very sweet sound.
But the king does not want anyone to touch it."



Tiger says, "I must hear that sweet sound.

Let me **beat** the drum."

"No, the king will not like that," says Mouse Deer.

Tiger says, "Just once, Mouse Deer, please.

"All right, but I don't want the king to **scold** me.

Let me go away," says Mouse Deer.

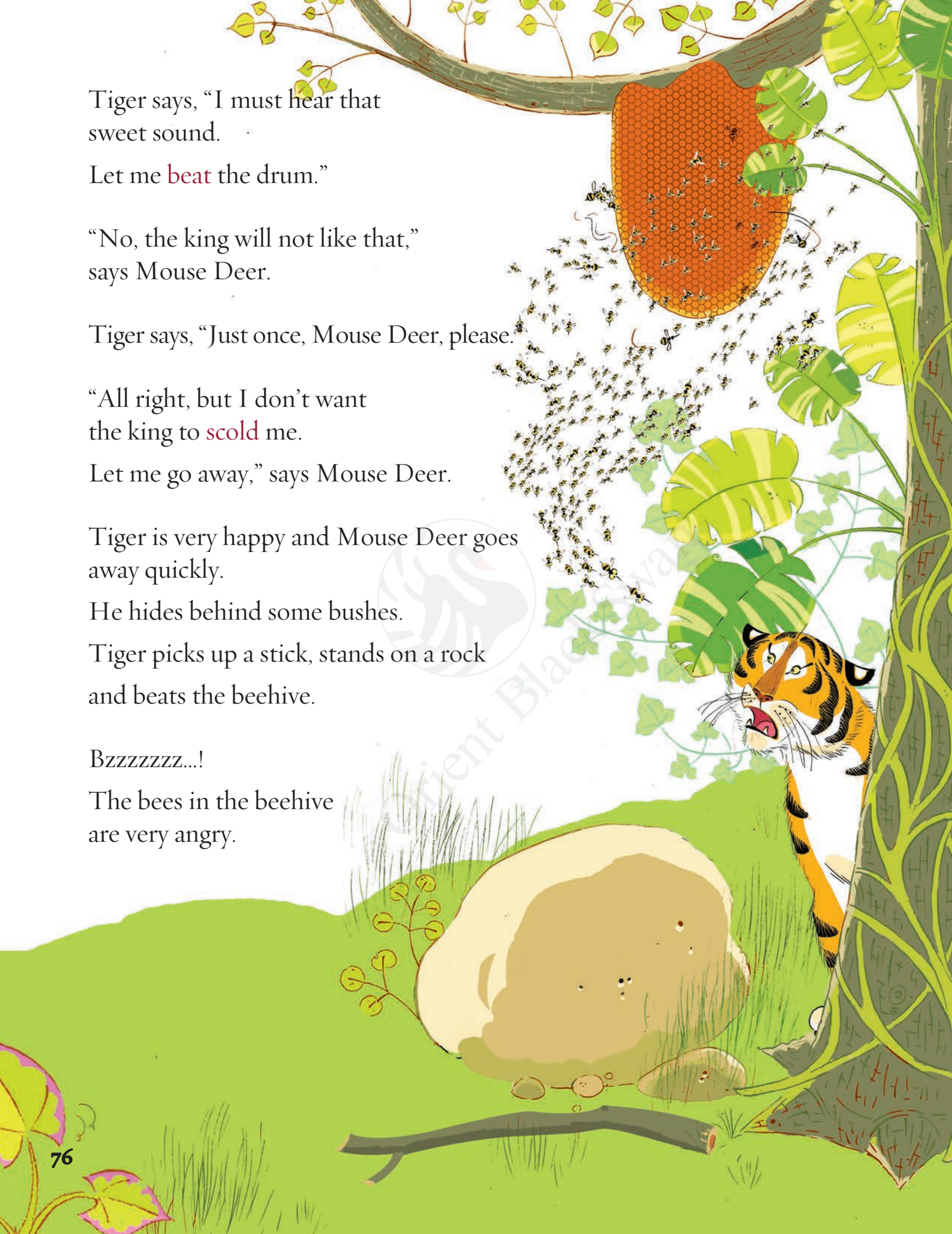
Tiger is very happy and Mouse Deer goes away quickly.

He hides behind some bushes.

Tiger picks up a stick, stands on a rock and beats the beehive.

BZZZZZZZ...!

The bees in the beehive are very angry.

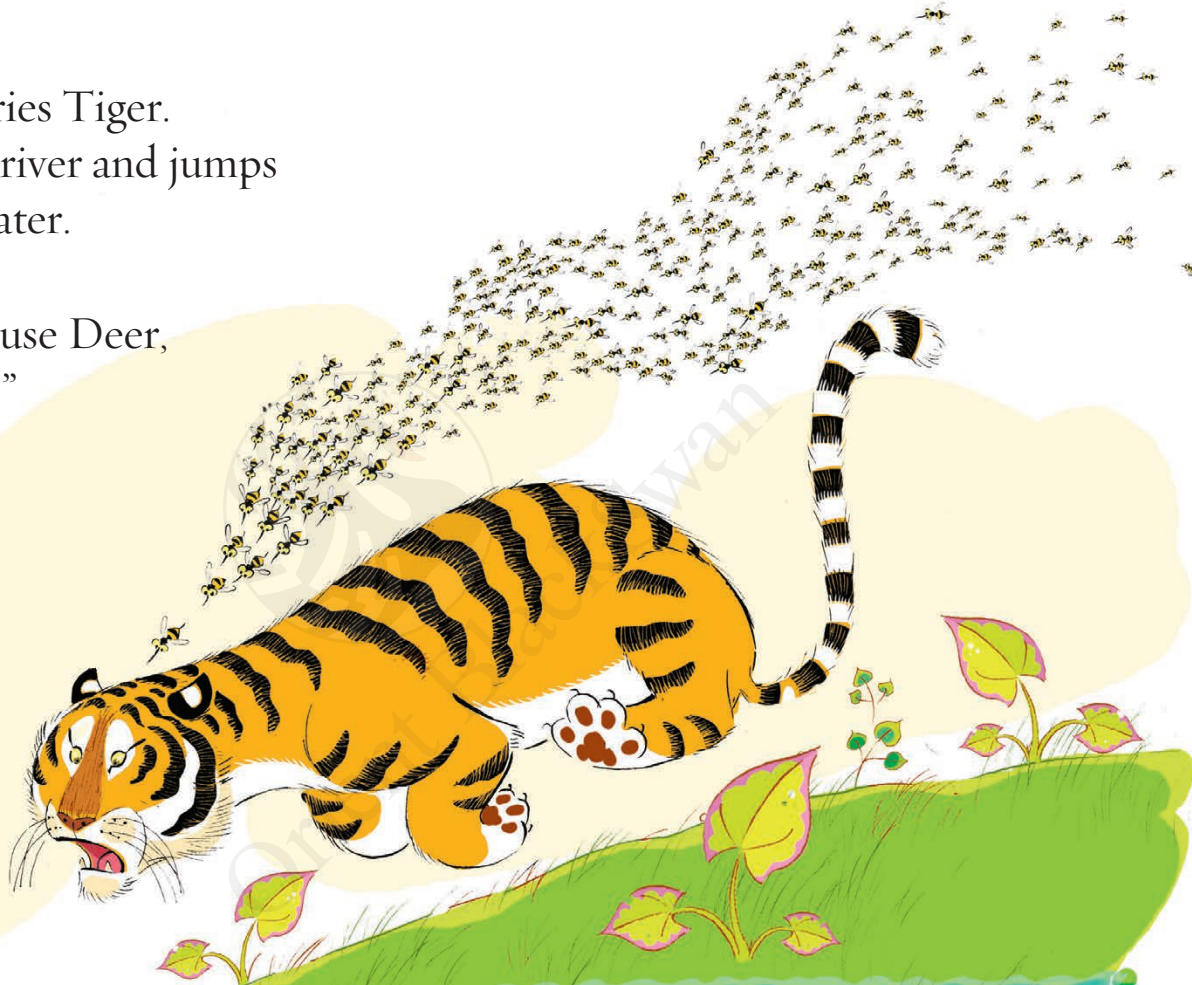


They come out of the beehive.
The bees see Tiger hitting the hive.
Bzzzzzzz...!
They **attack** Tiger and **sting** him.



“Owwwww!” cries Tiger.
He runs to the river and jumps
into the **cool** water.

“Aha!” says Mouse Deer,
“I am **safe** now.”



New Words

- ▶ Mouse Deer
- ▶ attack
- ▶ beehive
- ▶ sting
- ▶ looking after
- ▶ cool
- ▶ beat
- ▶ safe
- ▶ scold



Understanding the Story

A | Pick the sentences in the story which say these. 

1. The king's drum is really a beehive.
2. Tiger thinks the beehive is a drum and wants to beat it.
3. Mouse Deer is happy when Tiger jumps into the river.

B | Match the words in A with the correct words in B to make complete sentences.

A		B
1. Tiger catches Mouse Deer because	<input type="radio"/>	a. he can beat the drum.
2. Mouse Deer is scared because	<input type="radio"/>	b. he is hungry.
3. Mouse Deer looks at the beehive and	<input type="radio"/>	c. the bees cannot sting Tiger now.
4. Tiger is happy because	<input type="radio"/>	d. Tiger hits the beehive.
5. Bees sting Tiger because	<input type="radio"/>	e. Tiger wants to eat him.
6. Tiger jumps into the river, so	<input type="radio"/>	f. he has an idea to save himself.

Enjoying the Story 

Tick (✓) the correct answers. There may be more than one correct answer.

1. Mouse Deer says the beehive is a king's drum because...
 - a. he really thinks it is the king's drum.
 - b. he wants to play a trick on Tiger.
 - c. he wants Tiger to beat the king's drum.



2. Do you think Mouse Deer runs away because...

- a. he does not want the king to scold him?
- b. he does not want Tiger to eat him up?
- c. he knows the bees will come out and sting?

Grammar and Usage

>>> prepositions of place—**in, on, under, above**

Read these sentences.

- ▶ The bees **in** the beehive are very angry.
- ▶ Tiger stands **on** a rock.
- ▶ Mouse Deer sees a beehive **above** him.

Words like **in, on, under** and **above** help us to show where a person or thing is.

- ▶ **in** the basket



- ▶ **on** the table



- ▶ **under** the tree



- ▶ **above** the bed



A | Match these sentences in A with the correct pictures in B.

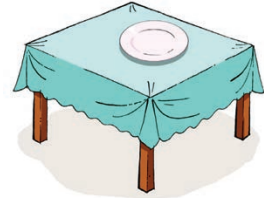
A

B

1. The spoon is in the cup.



a.



2. The plate is on the table.



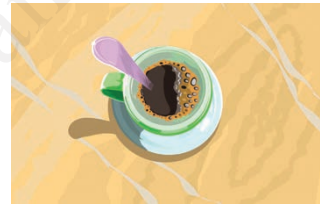
b.



3. The crow is above the fox.



c.



4. The slippers are under the bed.



d.



5. The cat is in the box.





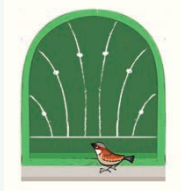


e.



B | Look at these pictures. Complete these sentences with the words given in the box. You may use a word more than once.

in on above under

<p>1. The box is <u>on</u> the shelf.</p>	
<p>2. My socks are _____ my shoes.</p>	
<p>3. We sleep _____ a quilt because it is cold.</p>	
<p>4. The lamp hangs _____ the table.</p>	
<p>5. The bird is _____ the window-sill.</p>	

Words in Use

>>> word family

A | Circle the odd one out.

1. tiger lion bear goldfish
2. king crown emperor queen



- | | | | |
|------------|------|---------|-----------|
| 3. flute | drum | violin | whistle |
| 4. sparrow | bee | ladybug | butterfly |

>>> action words

B | Look at the pictures. Write the correct action words.



1. D _ _ _ _ _



2. H _ _ _ _



3. B _ _ _ _



4. D _ _ _ _ _





5. S _ _ _ _

Speaking

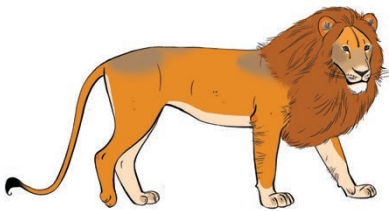


>>> talk about animals

Look at the pictures of these animals. Choose one animal and tell the class about it. Say—

- ▶ its name.
- ▶ what it looks like.
- ▶ where it lives.
- ▶ what it eats.

a.



b.



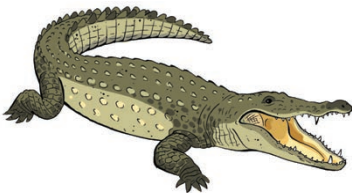
c.



d.



e.



f.



Read these sentences about a mouse deer.

The mouse deer is a **small animal**.

It is mostly **reddish brown**.

It has **spots and stripes** in white or a light colour.

It eats **leaves and fruits**.

It lives in **holes in trees and rocks**.

Now, complete these sentences about a tiger with the correct words from the box. Then, write the sentences in your note-book.

yellow or orange bushes or caves other animals
black stripes large animal

You may begin like this.

1. The tiger is a **large animal** _____.
2. It is mostly _____.
3. It has _____.
4. It eats _____.
5. It lives in _____.





Laya and her friends, Tarun, Rohan and Nitu, went to the beach.

They wanted to play there, but the beach was dirty. There were **plastic bags**, **wrappers**, tin cans and **waste-paper** on the beach!

“Oh, no! We can’t play here. Let us play in my garden,” said Tarun.

“Yes, we can. Let us clean this place first. Come, let us pick up all the **rubbish**,” said Laya.

“We’ll help too,” said Nitu and Rohan.





The children **worked hard** all morning. They picked up the plastic bags, wrappers, tin cans and waste-paper. Then, they put these in the big **dustbins** on the beach.

“Now, the beach is clean,” said Tarun, happily.

“We must tell others not to **litter** the beach,” said Laya.

“That is a good idea,” said her friends.

Early next morning, Laya and her friends went back to the beach.

Once again, they picked up the rubbish and cleaned the beach.

Then, they sat under the coconut trees and made the **signs**. They put up the signs everywhere!



“Now, the beach will always be clean and beautiful,” said Laya happily.



New Words

- | | | | |
|----------------|------------|---------------|-----------|
| ▶ plastic bags | ▶ wrappers | ▶ waste-paper | ▶ rubbish |
| ▶ worked hard | ▶ dustbins | ▶ litter | ▶ signs |



Understanding the Story

A | Write true (T) or not true (NT).

1. Laya and her friends went to the beach to play.
2. Laya and her friends began to play on the beach.
3. They threw the rubbish into the sea.
4. The beach was dirty the next morning.
5. They put up signs to tell others to keep the beach clean.

B | Answer these questions.

1. Why were Laya and her friends at the beach?
2. "Oh no! We can't play here," said Tarun. Why did he say that?
3. How did Laya and her friends clean the beach?
4. What did the signs say?

Enjoying the Story

1. Who is your favourite character? Tell your teacher why.
2. Do you think it was a good idea to clean the beach and not play? Tell your teacher why.

Grammar and Usage

>>> the simple past tense

Read this sentence.

- ▶ They **cleaned** the beach.

When we talk about an action that is over, we add **-d** or **-ed** to the doing word or the verb.

- ▶ work + **-ed** = **worked**



A | Add **-ed** to these words. Three words are from the story.

1. jumped
2. frighten_____
3. reach_____
4. walk_____
5. play_____



B | Now, complete these sentences with the words you have just written.

1. The big spider frightened Pam.
2. The cat _____ out of the basket.
3. I _____ football yesterday.
4. She _____ school very late.
5. We were tired. So, we _____ slowly.

Words in Use

>>> names of places

A | Look at these pictures. Choose the correct words from the box.

garden beach station market park

1. In summer, we love to go to the b _ _ _ _ .



2. There are many flowers in our g _ _ _ _ .



3. In the evening, Rita and I play in the p _ _ _ .



4. We buy fruits and vegetables from the m _ _ _ _ _ .

5. A train stops at a railway s _ _ _ _ _
for people to get up and get down.



>>> names of things

B | Look at these pictures. Unscramble the letters to make correct words. Clue: The words are from the story.

1. PPERA – P _ _ _ _ R



2. RILTET – L _ _ _ _ _ R

3. SNDUBTI – D _ _ _ _ _ N



4. RDEFSNI – F _ _ _ _ _ S

5. SHAELSEL – S _ _ _ _ _ _ L



6. CKUEBT – B _ _ _ _ _ T



Speaking



>>> picture talk

Look at this picture. Tell your class about six things you see.
You can use the words given in the box.

ice-cream sand boat sea ball sun juice mat



Writing

>>> recount

You went to the beach last Sunday with your family. Complete these sentences about what you did there. Use the words in the box. Then, write these sentences in your note-book.

umbrella crab sandcastle ice-creams seashells orange mat

1. We went to the beach last Sunday.
2. My father and mother sat on _____.
3. They sat under _____.
4. My brother looked for _____.
5. I made _____.
6. My sister was frightened when she saw _____.
7. Before coming home, we ate _____.



Gul Mohar

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Ninth Edition

Reader 1



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The Gul Mohar Readers provide a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

The 9th edition of Gul Mohar is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication and Creativity	Speaking	7
Critical Thinking	Enjoying the Story	35
Creativity	Writing	62
Social and Emotional Learning	Lesson Text	89–91
	Enjoying the Story	69
Multiple Intelligences	Going Further	16
	Speaking	95
	Enjoying the Poem	64

Experiential/ Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Going Further	16
	Enjoying the Story (1)	26
	Speaking	39

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Lesson Text	1–2
	Lesson Text	24–25
	Lesson Text/Exercises	111–112
Art Integration	Listening	7
	Going Further	64
Health and Wellness	Lesson Text	41–42
Values	Lesson Text	105–106
Life Skills	Lesson Text	75–77

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Lesson Text	17–18
	Lesson Text	24–25

Digital Integration

The use of digital tools to enhance and support the teaching–learning process

ICT/Digital resources

Orient BlackSwan Smart App - Interactive Activities, Augmented Reality, QR-linked Animations

Teacher Empowerment

- Teachers' Resource Pack - Lesson Plans, Question Bank, Worksheets, Sample Creative Writing Passages, Reading Passages for Comprehension, Test Papers, Answer Key
- Teachers' Portal - Comprehensive Support for Teaching Online and Offline, Interactive Forum, Smart Tips, Video Lessons and Helpline.
- Teachers' Smart Book - Digitally mapped to the Reader, Animations for all Texts and Poems, Presentations and Picture Galleries, Interactive Tasks, Helpful Tips and Reference Material



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