



Orient BlackSwan

3

# Gul Mohar

Language for Life

**Ninth Edition**



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## The Package

### 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

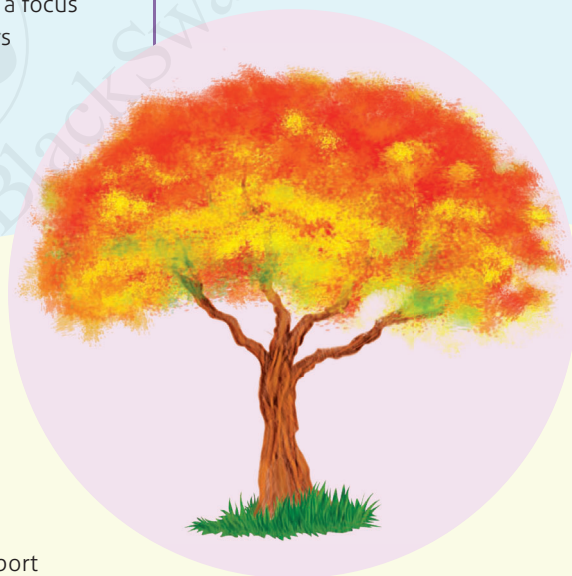
- ▶ equal attention to new words, phrases and expressions
- ▶ focus on building a rich and productive vocabulary

### 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
- ▶ 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

## 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**

# Language Syllabus

Unit No.	Name of the Text	Understanding the Text	Grammar and Usage	Words in Use	Listening/ Speaking	Writing
1.	Noi Saves a Whale	<ol style="list-style-type: none"> <li>match</li> <li>ERC</li> <li>think and answer</li> <li>literary appreciation— <ul style="list-style-type: none"> <li>personification</li> <li>character description</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>revision—common and proper nouns</li> <li>abstract nouns</li> <li>collective nouns</li> </ol>	<ol style="list-style-type: none"> <li>words from the text</li> <li>compound words</li> </ol>	<b>listening</b> — post-listening task	place description
2.	Kaku and Lal Hawa	<ol style="list-style-type: none"> <li>sequence</li> <li>ERC</li> <li>think and answer</li> <li>literary appreciation— inference</li> </ol>	<ol style="list-style-type: none"> <li>revision—articles</li> <li>determiners with countable and uncountable nouns</li> </ol>	<ol style="list-style-type: none"> <li>antonyms</li> <li>words related to train travel</li> </ol>	<b>listening</b> — while-listening task	descriptive paragraph
3.	Safe Again	<ol style="list-style-type: none"> <li>true or not true</li> <li>ERC</li> <li>think and answer</li> <li>literary appreciation— plot</li> </ol>	<ol style="list-style-type: none"> <li>connectors—<b>and, but, or, so</b></li> <li>possessive pronouns</li> </ol>	words from the text	<b>speaking</b> — picture talk	<b>narrative paragraph</b> — story extension
4.	A Wonderful Gift	<ol style="list-style-type: none"> <li><b>wh-</b> questions</li> <li>ERC</li> <li>think and answer</li> <li>literary appreciation— observations from the text</li> </ol>	<ol style="list-style-type: none"> <li>revision—adjectives: attributive, predicative and possessive</li> <li>adjectives of comparison— <b>-er</b> and <b>-est</b></li> </ol>	<ol style="list-style-type: none"> <li>phrases from the text</li> <li>antonyms</li> </ol>	<b>listening</b> — while-listening task	paragraph completion

Unit No.	Name of the Text	Understanding the Text	Grammar and Usage	Words in Use	Listening/ Speaking	Writing
5.	The Golden Bird	<ol style="list-style-type: none"> <li>1. sentence completion</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• character description</li> <li>• alternative ending</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. phrases</li> <li>2. prepositional phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. collocations</li> <li>2. time phrases</li> </ol>	<p><b>speaking</b>— poem recitation</p>	<p>first-person narrative using linkers— <b>because, but, and, also</b></p>
6.	The Great Escape	<ol style="list-style-type: none"> <li>1. sentence completion</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• character appreciation</li> <li>• elements of fantasy</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. adjective phrases</li> <li>2. noun phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. words from the text</li> <li>2. phrases from the text</li> </ol>	<p><b>speaking</b>— describing a picture</p>	<p>imaginative paragraph</p>
7.	The Seven Snowmen	<ol style="list-style-type: none"> <li>1. <b>wh-</b> questions</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— plot</li> </ol>	<ol style="list-style-type: none"> <li>1. revision—the simple present tense</li> <li>2. the present progressive tense</li> <li>3. revision—the simple past tense</li> </ol>	<ol style="list-style-type: none"> <li>1. phrases from the text</li> <li>2. homonyms</li> </ol>	<p><b>listening</b>— post-listening task</p>	<p>informal letter</p>
8.	A Trip to Mars	<ol style="list-style-type: none"> <li>1. <b>wh-</b> questions</li> <li>2. error correction</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• observations from the text</li> <li>• elements of science-fiction</li> </ul> </li> </ol>	<p>main verbs and auxiliary verbs</p>	<ol style="list-style-type: none"> <li>1. phrasal verbs from the text</li> <li>2. words and their meanings</li> </ol>	<p><b>speaking</b>— narrating an experience</p>	<p>imaginative paragraph</p>

Unit No.	Name of the Text	Understanding the Text	Grammar and Usage	Words in Use	Listening/ Speaking	Writing
9.	Heidi in the City	<ol style="list-style-type: none"> <li>1. MCQ</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• observations from the text</li> <li>• character appreciation</li> <li>• text appreciation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. sentences and questions</li> <li>2. <b>do</b> interrogative</li> <li>3. question words</li> </ol>	<ol style="list-style-type: none"> <li>1. phrases from the text</li> <li>2. <b>say</b> words</li> </ol>	<p><b>speaking</b>— describing a drawing</p>	<p>story using pictures and an outline</p>
10.	The Storm at Night	<ol style="list-style-type: none"> <li>1. <b>wh</b>- questions</li> <li>2. sentence completion</li> <li>3. literary appreciation— <ul style="list-style-type: none"> <li>• elements of humour</li> <li>• character appreciation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. revision—adverbs of manner</li> <li>2. adverbs of time</li> <li>3. adverbs of place</li> </ol>	<ol style="list-style-type: none"> <li>1. prefixes— <b>dis</b>- and <b>un</b>-</li> <li>2. <b>sound</b> words</li> </ol>	<p><b>listening</b>— post-listening task</p>	<p><b>descriptive paragraph</b>— another point of view</p>
11.	Eugenie and the Sharks	<ol style="list-style-type: none"> <li>1. <b>wh</b>- questions</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• character appreciation</li> <li>• inference</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. subject and predicate</li> <li>2. subject-verb agreement</li> </ol>	<ol style="list-style-type: none"> <li>1. suffixes— <b>-ful</b> and <b>-less</b></li> <li>2. movement words—single movement and chain of movements</li> </ol>	<p><b>listening</b>— while-listening task</p>	<p>imaginative paragraph</p>
12.	Afraid of the Dark	<ol style="list-style-type: none"> <li>1. true or not true</li> <li>2. ERC</li> <li>3. think and answer</li> <li>4. literary appreciation— <ul style="list-style-type: none"> <li>• character appreciation</li> <li>• role of the narrator</li> </ul> </li> </ol>	<p><b>will</b> to express future time</p>	<ol style="list-style-type: none"> <li>1. homophones</li> <li>2. the odd word out</li> </ol>		<p>conversation</p>

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There was once a king who had a golden bird in a golden cage. Every day, someone in the palace gave her food and water and **groomed** her **fine**, yellow feathers. And each day, the bird sang for the king.

But as time passed, the king began to **feel sorry for** the bird. 'It's not right,' he thought, 'to hold a bird in a cage.' So, he told his men to **set her free**.

The men took the cage deep into the forest, set it down, opened the door and went away.

The golden bird hopped out. She looked around her. She was hungry.

After a while, she saw a monkey swinging from a tree.

"Hello there!" said the monkey. "Who are you?"

The bird **tossed her head** and said, "I'm the golden bird."

"I can see you're new to the forest," said the monkey. "Do you want to see the best places to feed?"

"What can a monkey teach me?" replied the bird. "And you have such a funny face. Have you seen my beautiful beak?" she added.

"Do as you like!" said the monkey, as he **swung off into the trees**.

Sometime later, the golden bird heard a hissing noise in the grass and saw a snake.



#### New Words

- **groomed**: brushed and cleaned
- **fine**: very soft, thin and small
- **feel sorry for**: feel sad about
- **set her free**: let her out of the cage so that she could go wherever she wanted
- **tossed her head**: moved her head back proudly
- **swung off into the trees**: moved from one tree to another by swinging on the branches





“Well, hello,” hissed the snake. “Who are you?”

“I’m the golden bird,” replied the bird.

“Come, let me show you the forest,” said the snake

“No,” said the bird. “What can a snake teach me? And you have a hissing voice. Do you know I sing beautifully?”

“Very well,” hissed the snake and he **slithered** away.

Just then, something moved in the tree in front of the bird. She looked up and saw a **chameleon**. He was the same colour as the tree trunk.

“You must be the golden bird. When I’m in danger, I do something wonderful. Let me show you...” said the chameleon.

“No, thanks,” replied the bird. “What could a lizard like you teach me? Don’t you wish you had golden feathers like me?”

“Well, I tried to help you,” **muttered** the chameleon and **darted away**.

Suddenly, the golden bird saw a large eagle above the forest. The other animals too spotted the eagle.

The monkey hid among the leaves of the trees. The snake **slid** into the deepest part of the ground. The chameleon also stayed quite still.

No one could see him!

The golden bird was scared of the eagle and wanted to fly away fast. She flapped her wings but they were weak. She had never used them in the king’s palace, and now she could not fly.

“Please help me someone!” she cried.

At that moment, the golden bird felt something like a rope pulling her into some bushes. It was the snake. Then, a long, hairy arm lifted her up into a tree. It was the monkey.

#### New Words

- ▶ **slithered**: moved quickly and smoothly by twisting its body
- ▶ **chameleon**: a type of garden lizard that can change its colour to match the place it is in
- ▶ **muttered**: spoke in a low voice (not sounding pleased)
- ▶ **darted away**: moved away quickly
- ▶ **slid**: moved quietly and quickly



“Don’t move!” whispered the chameleon and pushed her into the centre of a large, yellow flower. “The eagle won’t see you there.” The golden bird was just the colour of the flower.

The eagle did not see her and **flew straight past her**.

“How can I thank you all?” exclaimed the bird. “You saved my life!”

“You can sing for us,” replied the animals kindly.

From then on, the monkey, the snake and the chameleon looked after the golden bird. And she sang her beautiful song for them every day.



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### New Words

- **flew straight past her**: flew to the other side without seeing her

## Understanding the Text

### A | Complete these sentences.

1. The king felt sorry for the bird because...
2. The monkey wanted to show the bird where to find food because...
3. The bird said that the snake could not...
4. No one could see the chameleon because...
5. The chameleon wanted to...
6. The three animals helped the bird by...



### B | Answer these questions.

1. “Do as you like!” said the monkey.  
What made the monkey say this?
2. “No,” said the bird to the snake.  
What had the snake just said to her?
3. “When I’m in danger, I do something wonderful. Let me show you,”  
said the chameleon.  
What did the chameleon want to show the golden bird?



4. Suddenly, the golden bird saw a large eagle.  
What did the monkey, the snake and the chameleon do?
5. The eagle did not see her.  
How did this happen?
6. "How can I thank you all?" exclaimed the bird.  
How did the bird thank the monkey, the snake and the chameleon?

### C | Answer these questions in your own words.



1. Do you think the golden bird would have been able to save herself from the eagle, if the other animals had not helped her? Say why you think so.
2. What do you think we can learn from the text?
3. At the king's palace, the golden bird was given food and water. Her fine, yellow feathers too were regularly groomed. But, she was locked in a golden cage.

In the forest, the golden bird was free to fly around and live with her other animal friends. But she had difficulty looking after herself.

Which life do you think the golden bird enjoyed more and why?

### Enjoying the Text



1. How would you describe the monkey, the snake and the chameleon?
2. How different would the text's ending be if the other animals had behaved in the same way as the golden bird?

### Grammar and Usage

>>> phrases

#### Look at these phrases.

- ▶ take care of
- ▶ for a long time

Each of these is a **phrase**. A phrase is a group of words that makes sense or has meaning. Unlike a sentence, a phrase does not begin with a capital letter and end with a full stop. When we write a phrase, it cannot stand alone but can only be part of a sentence.



**A** Match the parts in A with the phrases in B to make complete sentences.

A		B
1. The traveller walked slowly	●	a. very suddenly.
2. Please write	●	b. in their small fishing boats.
3. The last train to Salem	●	c. not very good for your teeth.
4. Eating too many sweets is	●	d. through the woods.
5. It all happened in the morning,	●	e. healthy and tasty.
6. The food that he cooks is both	●	f. leaves at 10.45 p.m.
7. The fishermen set out to sea	●	g. the answers to these questions.

1. The traveller walked slowly through the woods.

>>> prepositional phrases

**Read these sentences.**

- ▶ The king looked at the cage **for a long time**.
- ▶ The monkey hid **among the leaves**.

The words in colour are called **prepositional phrases**. We use a prepositional phrase to say something more about a person or an action. It answers these questions:

- ▶ **Which?**—(the man) in a green shirt
- ▶ **When?**—(arrived) at eight o'clock
- ▶ **Where?**—(stopped) in a busy market
- ▶ **How?**—(travelled) by train

A **prepositional phrase** usually starts with a preposition (**in, on, under, behind, at, to, from, through, across** and so on) and ends with a noun or a pronoun.

**B** Complete these sentences with the correct prepositional phrases from the box. Look at the words in brackets for help.

at a high speed (fast)	in a moment (soon)	by seven (before it is seven o'clock)
for my headache (to cure the headache)	across the river (moving from one side to another)	with patience (without getting angry)

- Please wait, the doctor will be with you in a moment.
- I really need something \_\_\_\_\_ . My head hurts badly.



3. Do make sure you are ready \_\_\_\_\_ .  
The play begins at seven-thirty.
4. Anna was so kind. She answered all our questions \_\_\_\_\_ .
5. I'm afraid to cross the road. Sometimes the cars go by \_\_\_\_\_ .
6. It is not safe to swim \_\_\_\_\_ .  
There are crocodiles in it.



## Words in Use

>>> collocations

### Read these sentences.

- ▶ A snake hissed and **slithered away**.
- ▶ The eagle **swooped down** towards her.

The words in colour are usually used together.

- A** | Join the words in A with the words in B to make complete sentences.  
Then write the complete sentences in your notebook.  
Underline the words which are used together in the sentences.

A	B
1. The baby snake disappeared and <b>slid</b>	a. <b>away</b> your old toys. You can donate them.
2. Our class teacher asked us to <b>find</b>	b. <b>along</b> soon.
3. Please do not <b>throw</b>	c. <b>up</b> the groceries on his way back home.
4. Mother asked us to <b>take</b>	d. <b>into</b> the deepest part of the ground.
5. My brother will <b>pick</b>	e. <b>out</b> the names of singing birds.
6. Let's wait here—the next bus will <b>come</b>	f. <b>down</b> the address quickly.

1. The baby snake disappeared and slid into the deepest part of the ground.



**Read these sentences.**

- ▶ **After a while**, she saw a monkey swinging from a tree.
- ▶ **Just then**, something moved in the tree in front of the bird

These groups of words in colour talk about **time**.

**B | Complete these sentences with the correct time phrases from the text.**

From then on   as time passed   Sometime later   At first   At that moment

1. The king was happy to have the golden bird. But as time passed, he thought he should let her go.
2. The golden bird spoke rudely to the monkey and the monkey went away. \_\_\_\_\_, a snake came slithering by.
3. \_\_\_\_\_ the golden bird did not see the chameleon because he lay against a tree trunk that was of the same colour.
4. The golden bird saw the eagle and called for help. \_\_\_\_\_, the golden bird felt something like a rope pulling her into some bushes. It was the snake.
5. The golden bird thanked all the animals, and they became her friends. \_\_\_\_\_, the monkey, the snake and the chameleon looked after her.

**Writing**

&gt;&gt;&gt; first-person narrative with linkers



**Imagine you are the king who set the golden bird free. One day, the bird comes to visit you and tells you about her experience in the forest.**

**Write two short paragraphs in your notebook describing what the golden bird told you.**

**Join the sentences in the paragraphs using *and*, *but*, *because* and *also*.**

**You may begin like this—**

I always thought I was very lucky to have a golden bird in my palace. The beautiful bird also sang for me every day. But sometimes I felt sad for her because she was locked in a cage...





Listen to this poem. Then recite it in class with suitable actions and expressions.

### Fly Away, Little Birds

Fly away, little birds,  
It is your season to go;  
The winter is coming,  
With cold winds and snow.

The flowers have gone  
From the meadows around,  
To live in their seeds,  
And their roots underground.

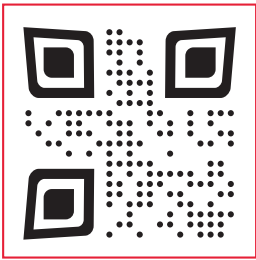
The leaves have turned red  
On the bushes and trees,  
And fall from the branches  
In every light breeze.

The moth lies asleep  
In the bed he has spun,  
And the bee stays at home  
With his honeyed work done.

So now, little birds,  
You must hasten away  
To the South, where the sunshine  
And blossoms will stay.

But return with the spring,  
When the weather is fair.  
And sing your sweet songs  
In the warm pleasant air.





# A Frog in a Well

Alice Schertle

The world is round and  
Deep and cool.  
The bottom of the  
World's a pool  
With just enough room  
For a frog alone.



The walls of the world  
Are of stone on stone.  
At the top of the world,  
When I look up high,  
I can see a star in a  
Little round sky.





## New Words

- **world's**: world is
- **with just enough room for a frog alone**: with space for only one frog
- **stone on stone**: with stones placed one on top of another

**Alice Schertle** is an American writer who has written several popular books for children. She was a school teacher before becoming an author. She lives in Massachusetts, USA.

This poem tells us how a frog sees the world from its well.

## Understanding the Poem

### A | Complete these sentences.

According to the speaker—

1. the world is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. the bottom of the world is a \_\_\_\_\_.
3. the walls of the world are made of \_\_\_\_\_.
4. the sky is \_\_\_\_\_ and \_\_\_\_\_.

### B | Answer these questions in your own words.

1. Who is the speaker? How do you know?
2. Where is the speaker? Which lines in the poem tell you that?
3. What does the speaker think about the world? Why? Is the speaker sure they are right?
4. Do you think the speaker wants to know more about the world? Why do you think so?

## Enjoying the Poem

1. Find the three word pairs in the poem that rhyme.
2. In many poems, the poets describe things and places as an animal would see them. Is *A Frog in a Well* such a poem? How?



## Going Further

1. Did you know the phrase **frog in the well** is very well-known? Its words are simple but it has a deep meaning.

The phrase simply means that a frog is forever inside a well and its idea of the world is only what it sees from the small hole above.



**Ask your family members or teachers and find out the deeper meaning of the phrase.**

**Find a matching or similar phrase in your home language and share it in class.**



2. How do you think an ant would see your room in your house?

**Draw a picture of your room in the box just as you think an ant would see it. Then say how different it is from the way you see it.**

A large, empty rectangular box with a thin black border, intended for a student to draw a room as seen from an ant's perspective. The box is mostly blank, with a faint watermark of a swan and the text 'Orient BlackSwan' visible in the background.



### List of characters

- Story-teller
- Mr Barn Owl
- Mrs Barn Owl
- Little Boy
- Plop

### Scene I

**Story-teller:** Plop is a baby barn owl who lives with his mother and father at the top of a tall tree in a field. Plop is fluffy with a heart-shaped **ruff** and enormous, round eyes. But, there is one strange thing about him—he is very afraid of the dark.

**Mrs Barn Owl:** Plop, you can't be afraid of the dark. Owls are never afraid of the dark. We are **night birds**!

**Plop** (*looking down at his toes and mumbling*): I don't want to be a night bird. I want to be a day bird.

**Mr Barn Owl** (*firmly*): You are what you are.

**Plop:** **What I are\*** is afraid of the dark.

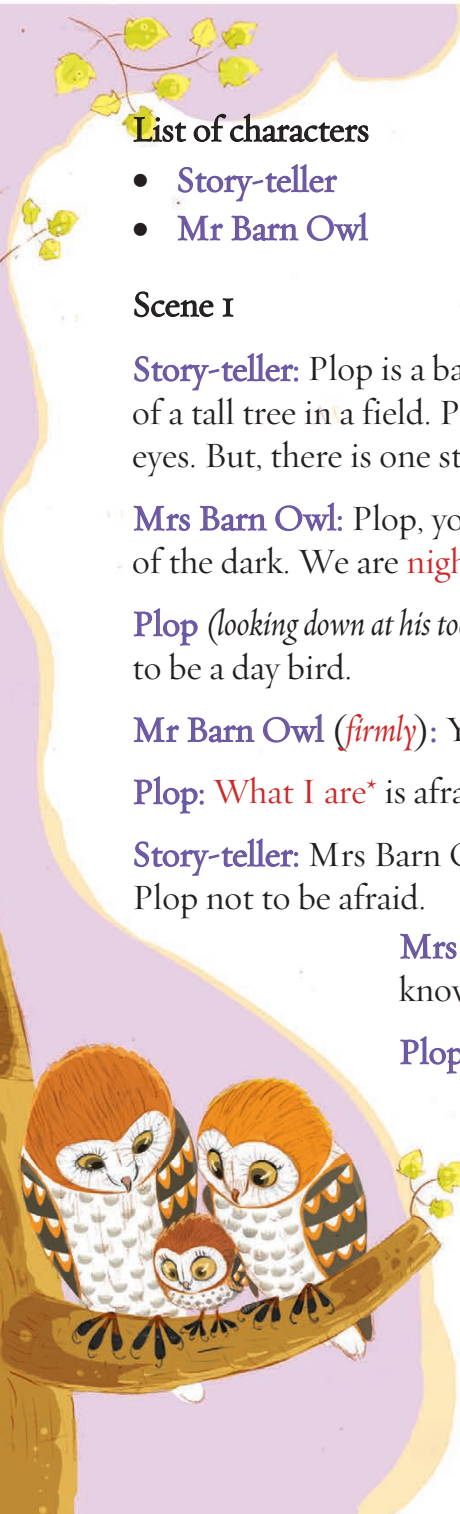
**Story-teller:** Mrs Barn Owl is very worried. She tries to think how best she can help Plop not to be afraid.

**Mrs Barn Owl:** You are only afraid of the dark because you don't know about it.

**Plop:** It is black and I don't like it. I do not like it AT ALL.

### New Words

- **ruff:** coloured ring of feathers around the neck of a bird
- **night birds:** birds that are active at night, like owls and nightingales
- **mumbling:** speaking in a low voice which is not clear and is difficult to understand
- **firmly:** in a strong manner
- **\*What I are...:** The correct usage here should be "What I am..." Since Plop is a baby owl, he does not know the correct way of saying it.



**Mrs Barn Owl:** Well, dark can be a lot of other colours. I don't think you know anything about the dark at all.

**Plop** (*loudly*): Dark is **nasty**.

**Mrs Barn Owl:** You don't know that. You've never had your beak outside the nest-hole after dusk. I think you had better go down now and find out more about the dark.

**Story-teller:** Plop climbs out of the nest-hole and **wobbles** along the branch outside. He peeps over the edge.

**Plop:** I cannot land very well. I might **spill** myself.

**Mrs Barn Owl:** Your **landing** will improve with practice. Look! There's a little boy down there on the edge of the wood. Go and talk to him.

## Scene 2

**Story-teller:** Plop shuts his eyes, takes a deep breath and falls off his branch. His small white wings carry him down. However, he cannot land properly and does some very fast somersaults past the little boy.

**Little boy:** A giant **Catherine-wheel**!

### New Words

- **nasty:** unkind; mean
- **wobbles:** moves unsteadily
- **spill:** here, fall
- **landing:** the act of coming to the ground after moving through the air
- **Catherine-wheel:** a type of a firework that rotates quickly and produces sparks and coloured flame



**Plop** (*picking himself up*): Actually, I am an owl.

**Little boy**: Oh yes! Of course, you couldn't be a firework. Daddy says we can't have the fireworks until it gets dark. Oh, I wish it would hurry up and get dark soon.

**Plop** (*amazed*): You want it to get dark?

**Little boy**: Oh yes, **DARK IS EXCITING**. And tonight is especially exciting because we are going to have fireworks.

**Plop**: What are fireworks? I don't think owls have them.

**Little boy**: Oh, they are **rockets**, **flying saucers**, and **sparklers**. Daddy sets fire to their tails and they *whoosh* into the air and fill the sky with coloured stars. Some burst into **showers of stars** and some whizz around your head. I am only allowed to hold the sparklers.

**Plop**: I think I would like fireworks.

**Little boy**: I am sure you would. You can watch the fireworks from the top of a tree. You can look out as soon as it gets dark...

**Plop**: Does it have to be dark?

**Little boy**: Of course it does! You can't see fireworks unless it is dark. Well, I must go now. Goodbye!

**Plop**: Goodbye!

### Scene 3

**Story-teller**: Plop **flutters** up to the landing branch and dives into his nest-hole.

**Plop** (*to his mother*): The little boy says **DARK IS EXCITING**. I still do not like it at all. But, I am going to watch the fireworks—if you will sit beside me.

---

#### New Words

► **picking himself up**: standing up after falling ► **DARK IS EXCITING**: The little boy believes that darkness is very exciting because something as interesting and dazzling as fireworks can take place only when it is dark. The little boy is very eager to watch the fireworks against the night sky. ► **rockets, flying saucers, sparklers**: different types of fireworks ► **showers of stars**: the firecrackers burst in such a way that they looked like stars sprinkling down from the sky ► **flutters**: flies by flapping or beating his wings quickly and lightly



**Mrs Barn Owl:** Yes, I will sit by you.

**Mr Barn Owl:** So will I.

**Story-teller:** When it begins to get dark, Plop takes brave little steps out of the nest-hole and joins his parents. They sit on a big branch at the top of the tree. There are flames leaping and crackling at the end of the boy's garden. *WHOOSH* goes a rocket and sprinkles out a shower of green stars and a fountain of stars spring up from the ground. Another one goes whizzing about leaving bright **trails** of **squiggles** behind.

**Plop:** Oooh! That's a flying saucer.

**Mr Barn Owl:** You seem to know a lot. What's that **fizzy** one that keeps **jigging** up and down?

**Plop:** That's my friend with a sparkler. Look! That's a Catherine-wheel. The Little Boy thought I was a Catherine-wheel when I landed on the ground from the tree.

**Mr Barn Owl:** Well, that must have been quite a landing!

**Story-teller:** Plop spends the night watching the display of fireworks with his parents. He loves watching them but still isn't sure if he likes the dark.

*Read 'The Owl who was Afraid of the Dark' to find out what happens next.*

*An extract from 'The Owl who was Afraid of the Dark' by Jill Tomlinson*

#### **New Words**

- **trails:** here, marks left behind by the fireworks
- **squiggles:** a short line of fireworks which has curls and loops
- **fizzy:** here, full of energy; lively
- **jigging:** dancing in a fast and lively manner

**Jill Tomlinson** was a British writer who is well-known for her animal stories for children. She began writing stories after studying Journalism.

## Understanding the Text

### A | Say true or not true. Write **T** for true and **NT** for not true.

1. Plop was afraid of the dark because he thought it was black and nasty.
2. Plop made a smooth landing on the ground when he flew out of his nest-hole.
3. Plop wanted to watch the fireworks in the dark after talking to the little boy.
4. Plop's father was not amazed to see how Plop identified the fireworks.
5. Plop enjoyed watching the fireworks with his parents.

### B | Answer these questions.

1. "You can't be afraid of the dark. Owls are never afraid of the dark."
  - a. Who said these words?
  - b. Who was afraid of the dark?
  - c. Why did the speaker say that owls are never afraid of the dark?
2. "Oh yes, DARK IS EXCITING."
  - a. Who said these words and to whom?
  - b. Why did the speaker find darkness exciting?
  - c. What did the speaker do after this?
3. "That must have been quite a landing!"
  - a. Who said these words and to whom?
  - b. When did the speaker say these words?
  - c. Why did the speaker say these words?

### C | Answer these questions in your own words.



1. Do you think Plop will not be afraid of the dark anymore?  
Why do you think so?
2. The little boy and his family love fireworks. But, they are also very careful with them. Underline the lines from the text which tell you that they are careful with fireworks.  
How should you be careful while handling fireworks?



## Enjoying the Text



### 1. What do these lines from the text tell us about Plop? Choose the correct answer.

- i. "What I am afraid of is the dark."
  - a. Plop is a lovely little owl who is not ashamed to talk about his fears.
  - b. Plop is an angry little owl who always complains.
- ii. "What are fireworks? I don't think owls have them."
  - a. Plop always asks questions to strangers.
  - b. Plop hears of a strange new thing and wants to know more about it.
- iii. "But, I am going to watch the fireworks."
  - a. Plop is brave enough to come out in the dark and look at the fireworks because he is curious about them.
  - b. Plop wants to like the darkness and look at the fireworks when it's dark.

### 2. What role does the Story-teller have in the play *Afraid of the Dark*? Tick (✓) the suitable answers.



- a. The Story-teller tells the readers what they cannot see—how the character is saying something, what the character is doing while saying something and so on.
- b. The Story-teller is a character in the play.
- c. The Story-teller gives details about what the characters are doing when they are not saying anything, or not speaking to one another.

## Grammar and Usage

>>> will to express future time

### Read these sentences.

- ▶ Your landing **will** improve with practice.
- ▶ Yes, I **will** sit by you.

In these sentences, **will** is used to show that someone plans to do something. The action will happen in the future—soon, tomorrow, next week, in a month and so on.

### Answer these questions using **will**. Use the words in brackets for help.

1. Can I meet the doctor now, please?  
Sorry, he's not free now. (**meet you tomorrow**)  
He will meet you tomorrow.





2. Has Babu finished the painting?  
No, he hasn't. He \_\_\_\_\_ . (in ten days)
3. Are all the actors in the play here?  
Yes, some are here and the \_\_\_\_\_ . (others here soon)
4. Is Amiya going to Gangtok?  
Yes, she \_\_\_\_\_ . (next week)
5. How will they go to Chandigarh from Agra?  
\_\_\_\_\_ . (bus)
6. Do you think it will rain?  
On the news they said it \_\_\_\_\_ . (rain heavily)



## Words in Use

>>> homophones

### Read these sentences.

- ▶ Plop is fluffy with a heart-shaped **ruff** and enormous, round eyes.
- ▶ Plop had a **rough** landing when he fell off the tree branch to meet the boy.

The words in colour **ruff** and **rough** are said in the same way. But their spellings and meanings are different.

## A | Choose the correct words from the brackets to complete these sentences.

1. I have never (**scene** / **seen**) fireworks. Have you?
2. I am going (**two** / **to**) read a book after I finish my homework.
3. Please (**right** / **write**) me a letter from all the cities you visit.
4. We just (**won** / **one**) (**hour** / **our**) first cricket match!
5. Saira has baked a delicious (**desert** / **dessert**) for all of us.
6. Gurjit read the letter (**allowed** / **aloud**) before everyone.
7. The door always (**creeks** / **creaks**) when we try to pull it open.





**B** | Circle the odd word in each of these sets. Say why the word is the odd one.

- |            |               |         |          |
|------------|---------------|---------|----------|
| 1. rocket  | flying saucer | star    | sparkler |
| 2. flutter | dance         | fly     | flap     |
| 3. excited | frightened    | afraid  | scared   |
| 4. brave   | fearless      | unhappy | unafraid |
| 5. crow    | dove          | sparrow | owl      |



**Writing**



Complete this conversation between Plop and the Little Boy in your own words.

**Plop:** Hello, friend.

**Little Boy:** Hello, Plop. How are you? Did you see the fireworks that day?

**Plop:** Yes, I saw them with my parents. It was <sup>1.</sup> \_\_\_\_\_  
\_\_\_\_\_.

**Little Boy:** Did you find them exciting? What <sup>2.</sup> \_\_\_\_\_?

**Plop:** We saw a few of them. <sup>3.</sup> \_\_\_\_\_ and <sup>4.</sup> \_\_\_\_\_  
\_\_\_\_\_. My father also asked which firework  
<sup>5.</sup> \_\_\_\_\_. I said it was you with a sparkler.

**Little Boy:** That is so funny! Just how I thought you were a Catherine-wheel.  
But tell me, are you <sup>6.</sup> \_\_\_\_\_?

**Plop:** I don't know that. But I loved the fireworks. I wish I could  
<sup>7.</sup> \_\_\_\_\_.

**Little Boy:** That is really nice. I am sure <sup>8.</sup> \_\_\_\_\_  
\_\_\_\_\_.

**Plop:** Thank you, my friend. You told me all about fireworks and because  
of that I <sup>9.</sup> \_\_\_\_\_.



# Gul Mohar

Language for Life

Ninth Edition

## Reader3



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 9<sup>th</sup> edition of Gul Mohar is mapped perfectly to the National Education Policy 2020.

### 21<sup>st</sup> Century Skills

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

### Experiential/ Constructivist Approach

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

### 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.
The 4Cs		
Critical Thinking	Understanding the Text, Enjoying the Text	12
Communication and Critical Thinking	Speaking	24
Creativity	Writing	52
Social and Emotional Learning	Lesson Text, Enjoying the Text	1–3
	Understanding the Text (Sec. C, 1)	49
Multiple Intelligences	Speaking	40
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The NEP parameters	Features	Page nos.
Subject Integration	Lesson Text	69–73
Art Integration	Going Further (2)	43
	Going Further	18
Values	Lesson Text	33–35
	Lesson Text	113–116
Life Skills	Understanding the Poem (Sec. B, 2)	80
	Lesson Text	57–59

## Sustainable Development Goals

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The NEP parameters	Features	Page nos.
Sustainable Development Goals	Lesson Text	17

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