

ENGLISH

(Second Language)

Standard 12



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks
'Vidyayan', Sector 10-A, Gandhinagar-382010

© Gujarat State Board of School Textbooks, Gandhinagar

Copyright of this book is reserved by Gujarat State Board of School Textbook.

No reproduction of this book in whole or in part, in any form is permitted without written permission of the Director, Gujarat State Board of School Textbooks.

Subject Advisor

Dr. Rajendrasinh Jadeja

Writers

Dr. Mahendra Chotalia (Convenor)

Dr. Jagdish Joshi

Dr. Darsha Jani

Dr. Sanjay Raval

Dr. Sandeep Bhatt

Mr. Dinesh Majithiya

Mr. Vishal Joshi

Mr. Vaseem Qureshi

Reviewers

Dr. Shailesh Sojitra

Mr. Deepak Khanderia

Mr. Virendra Punjani

Ms. Smita Nagrecha

Mr. Kamlesh Upadhyaya

Mr. Haresh Renuka

Mr. Parshottam Monpara

Mr. Purvesh Pavagadhi

Language Correction

Dr. Indira Nityanandam

Designing

Lajja Communications

Vallabh Vidyanagar

Co-ordinator

Dr. Krishna Dave

(Subject Co-ordinator: English)

Preparation and Planning

Shri Haren Shah

(Dy. Director : Academic)

Lay-out and Planning

Shri Haresh S. Limbachiya

(Dy. Director : Production)

PREFACE

Gujarat State Board of School Textbooks has prepared a new textbook as per the new curriculum developed by the Gujarat State Secondary and Higher Secondary Education Board which has been sanctioned by the Education Department of the Government of Gujarat. The textbooks of Standard - 1 to 12 are in accordance with the guidelines of N.C.F. (National Curriculum Framework) and N.C.E.R.T.

A panel of experts from Universities/ Colleges, Teachers Training Colleges and Schools have helped in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

This is the **English (Second Language)** Textbook for **Standard 12**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

Some of the Reads have been adapted to suit the level of the students. The Textbook Board is thankful to all those who have helped in preparing this textbook. However, we welcome suggestions in improving the quality of the text book.

P. Bharathi (IAS)

Director

Executive President

Date : 04-11-2019

Gandhinagar

First Edition : 2017, Reprint : 2018, 2019, 2020

Published by : P. Bharathi(IAS), Director, on behalf of Gujarat State Board of School Textbooks, 'Vidhyayn', Sector 10-A, Gandhinagar.

Printed by :

FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India :*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) to provide opportunities for education by the parent or the guardian to his child or ward between age of 6 to 14 years, as the case may be.

આ પાઠ્યપુસ્તક વિશે...

ધોરણ 12 દ્વિતીય ભાષાનું પાઠ્યપુસ્તક તમારા હાથમાં મુકતાં આનંદ અનુભવીએ છીએ. અભ્યાસના આ ઉચ્ચતર તબક્કામાં અંગ્રેજી ભાષા પર પ્રભુત્વ મેળવવામાં સહાયક બને એ રીતે આ પાઠ્યપુસ્તક તૈયાર કરવામાં આવ્યું છે.

આટલાં વર્ષો અંગ્રેજી ભાષા સાથે કામ કર્યા પછી આપણે એટલું તો સમજ્યા છીએ કે સ્પેલિંગ પાકા કરવા, વ્યાકરણના નિયમો યાદ રાખવા, ગુજરાતી ભાષાંતર આવડવું કે વાચનપાઠની વિગતો કંઠસ્થ કરવી તેને અંગ્રેજી શીખવું કે શિખવવું ન કહેવાય. અંગ્રેજી આવડવું એટલે અંગ્રેજી ભાષામાં અભિવ્યક્તિ કરતાં આવડવું. કોઈ પરિસ્થિતિમાં શું બોલાય ને કેવા વાક્યનો પ્રતિભાવ કેટલી રીતે અપાય તે જાણવું કે સમજવું તેને અંગ્રેજી ભાષા પર પ્રભુત્વ ન કહેવાય. પરંતુ અનેક પ્રકારની પરિસ્થિતિમાં અનેક પ્રકારની લાગણીઓ કે વિચારો પ્રગટ કરતાં આવડે ત્યારે અંગ્રેજીમાં ‘માસ્ટરી’ આવવા માટે. ‘I know English.’ કરતાં ‘I use English.’ સિદ્ધ કરવાનું છે. પરિસ્થિતિના સંદર્ભમાં સાંભળવું, સમજવું, બોલવું, વાંચવું, લખવું – આટલાં કામ અંગ્રેજીના ઉપયોગ દ્વારા કરીએ એટલે માસ્ટરી! આવાં કામ શીખતી વખતે ભૂલો થાય તે સ્વાભાવિક છે. શીખવા માટે થતી ભૂલોની સજા કે શરમ ન હોય.

આ પુસ્તકની રચના કરતી વખતે મુખ્યત્વે આટલી બાબતોને લક્ષમાં રાખવામાં આવી છે:

1. તરુણાવસ્થાની મધ્યમાં પહોંચેલા વિદ્યાર્થીઓને રસ પડે તેવી વાચન-સામગ્રીનો સમાવેશ કરવો.
2. તરુણોની વિકાસમાન તર્કશક્તિ, જિજ્ઞાસા, ઝડપથી પલટાતી સંવેદનાઓ, આદર્શની શોધ અને સાહસિકતાનાં વલાણોને સંતુષ્ટ કરીને વિકસાવવા માટે માહિતી-વિચારણા અને સંવેદનશીલતાની ગૂંથાણી કરીને અધ્યયન પ્રવૃત્તિઓ તૈયાર કરવી.
3. વિદ્યાર્થીઓમાં વ્યાવસાયિક રસ પરિપક્વ બને અને ભવિષ્ય વિશેનું ચિત્ર સર્જે તે માટે અવકાશ આપવો.
4. તરુણોને સ્વાસ્થ્ય, સામાજિક નિસબત અને વૈજ્ઞાનિક અભિગમ અંગે ક્રિયાશીલ બનાવવા માટે પાઠ્યસામગ્રીનું પથક્કરણ કરાવવું.
5. અંગ્રેજી ભાષાની અભિવ્યક્તિ સહજ અને સુદ્રઢ બને તે પ્રકારના મનોયત્નોની રચના કરવી.
6. વિદ્યાર્થીઓ અંગ્રેજી શબ્દાર્થ, વાક્યરચના અને બહોળું શબ્દભંડોળ વિવિધ રીતે પ્રયોજી શકે તે માટે અધ્યયન-જૂથ બનાવવાં ને રાષ્ટ્રકક્ષાએ સમાન ધોરણમાં અભ્યાસ કરતા વિદ્યાર્થીઓની સમકક્ષ આવી શકે તેટલું શબ્દભંડોળ વિકસાવવું.
7. વિદ્યાર્થીઓ પોતાના વિચારો, અનુભવો અને લાગણીઓને લેખન દ્વારા વ્યક્ત કરી શકે તે માટે માર્ગદર્શિત કરવા અને મુક્ત લેખન માટેની તક પૂરી પાડવી તથા ભાષાના સંકુલ functions અને patterns નો ઉપયોગ કરતાં શીખવવું.
8. ભવિષ્યના અભ્યાસની તૈયારી રૂપે અંગ્રેજી ભાષાનો ઉપયોગ અને અંગ્રેજીમાં રજૂ થયેલી સામગ્રીનું અર્થઘટન કરી શકે તેવી ક્ષમતાનું નિર્માણ કરવું.

આ પાઠ્યપુસ્તકમાં પસંદ કરેલી વાચનસામગ્રી અને અમે રચેલા મનોયત્નો(tasks)નો કાળજીપૂર્વક અભ્યાસ કરવાથી તમને ખ્યાલ આવશે કે જો આમાંની દરેક પ્રવૃત્તિઓનો અમલ થાય તો વિદ્યાર્થીઓનાં કૌશલ્યો તથા શબ્દભંડોળ અને અર્થઘટણ ક્ષમતાનો અપેક્ષિત વિકાસ શક્ય બનશે.

સમગ્રતાલક્ષી ભાષાકીય અનુભવ વિદ્યાર્થીઓને પ્રાપ્ત થાય તે માટે આ પુસ્તકમાં યુનિટની રચના આ પ્રમાણે કરવામાં આવી છે. એકમમાં મુકાયેલા નીચેના વિભાગોમાં આપેલાં task માટે અંદાજિત સમય કેટલો આપવો તે અંગે પણ સૂચન કરેલાં છે:

- 1. Pre-task :** જેમાં વિદ્યાર્થીઓ અગાઉ શીખી ગયા હોય તેવી હાથવગી ભાષા-રચનાઓ તથા શબ્દભંડોળનો ઉપયોગ કરીને અર્થઘટણ, વિચારણા/યાદ કરે. આ માટે વ્યક્તિગત કે જૂથ-જોડીકાર્યની પ્રવિધિનો ઉપયોગ કરવામાં આવે. વિદ્યાર્થીઓના વિચારો કે લાગણીઓને સમગ્ર યુનિટમાં પ્રયોજાયેલી ભાષા અને/અથવા વિષયવસ્તુ પ્રતિ અભિમુખ કરવા માટે Pre-task છે.
- 2. Read :** આખા યુનિટમાં વધુમાં વધુ બે વાચનખંડો મૂકવામાં આવ્યા છે. વિદ્યાર્થીઓને ભાષા, અનુભવો, પ્રેરણા, જીવનકૌશલ્યો, જાણકારી અને વિચાર-કસરત મળી રહે તે માટે તેઓની બોધાત્મક તથા ભાવાત્મક કક્ષાને અનુરૂપ વાચનખંડો પસંદ કર્યા છે.
- 3. Glossary :** શબ્દભંડોળનો વિકાસ એ અંગ્રેજી ભાષામાં સામર્થ્ય મેળવવા માટેનું એક અગત્યનું લક્ષ્ય છે. વાચનખંડમાં પ્રયોજાયેલા અપરિચિત જણાતા શબ્દોના પાઠના સંદર્ભમાં જે અર્થ થાય છે તે સરળ રીતે રજૂ કરવામાં આવ્યા છે. વિદ્યાર્થીઓ જ્યારે અર્થઘટણ કરે કે પ્રશ્નોના ઉત્તર આપે ત્યારે glossaryમાંના વિવરણનો ઉપયોગ કરી શકે છે.
- 4. Comprehension :** ભાષા કે અન્ય કોઈ પણ વિષય શીખવા માટેનું ખૂબ જ મહત્ત્વનું બૌદ્ધિક કૌશલ અર્થઘટણ છે. વિદ્યાર્થીઓ વાચનખંડની ભાષા પર બૌદ્ધિક પ્રક્રિયા કરીને તેમાંના શબ્દો, શબ્દસમૂહો ને વાક્યો વચ્ચેના આંતરસંબંધો સમજે તે પ્રકારનાં મનોયત્નો

આપવામાં આવ્યા છે. પરંતુ સાવધાન, આ પ્રશ્નોના ઉત્તરો યથાતથ યાદ રાખવાના નથી; સ્મૃતિ કરતાં ભાષા-પ્રક્રિયા અગત્યની છે. એકથી વધારે ઉત્તરો મળી શકે તેવો પ્રશ્નો પણ અભિપ્રાય-વૈવિધ્યને સન્માન આપવા માટે મૂક્યા છે. આ કામ માટે વર્ગમાં અંદાજિત 1:30 કલાક જેટલો સમય જોઈશે.

5. Vocabulary : ભાષાની સમૃદ્ધિ અને અભિવ્યક્તિમાં fluency લાવવા માટે શબ્દભંડોળ-નિર્માણ પર અમે વિશેષ લક્ષ આપ્યું છે. વિવિધ પ્રકારના મનોચત્નો દ્વારા શબ્દોની ઓળખ, અર્થગ્રહણ અને ઉપયોગ કરવાના સામર્થ્યનો વિકાસ થશે. વર્ગશિક્ષણમાં અંદાજિત સમય 1:30 કલાક જેટલો લઈ શકાશે.




6. Function : પાઠ્યપુસ્તકની રચનાનો મૂળ હેતુ ભાષાનાં functions (કાર્યો)નો ઉપયોગ કરીને communicative competenceનો વિકાસ કરવાનો છે. આ માટે ત્રણ પ્રકારના મનોચત્નો મૂક્યા છે. Language giving, language understanding અને language use. આ માટેનાં મનોચત્નો શિક્ષકના માર્ગદર્શન હેઠળ થાય, તેમાં દરેક વિદ્યાર્થીનો સમાવેશ થાય ને સૌને બોલવા, લખવા, ચર્ચા કરવાનો અવકાશ મળે તે અનિવાર્ય છે. જરૂર જણાય તો કેટલાક મનોચત્નોનું પુનરાવર્તન પણ કરી શકાય. જ્યાં સુધી મોટા ભાગના વિદ્યાર્થીઓમાં મધ્યમ કક્ષાનું પ્રભુત્વ ન જણાય ત્યાં સુધી આનો મહાવરો ચાલુ રહેવો જોઈએ. આ કાર્ય માટે વર્ગમાં લગભગ 4:00 કલાક જેટલો સમય ફાળવી શકાય.

7. Writing : આ સૌથી મુશ્કેલ કૌશલ છે. આમાં functions, vocabulary, comprehension અને organization જેવા ભાષાકીય અને બૌદ્ધિક બંને પ્રકારની આવડતોનો સમન્વય થાય છે. જો વિદ્યાર્થીને અંગ્રેજીનું શ્રવણ કરતાં આવડે, જરૂરી શબ્દો તેના સક્રિય સ્મૃતિકોષમાં હોય, યોગ્ય function સમજીને ઉપયુક્ત pattern નો ઉપયોગ કરી શકે-ને આ બધું પોતાના વિચાર-અનુભવ-લાગણી સાથે યોગ્ય ક્રમમાં ગોઠવી શકે ત્યારે તેનું લેખન-કૌશલ સિદ્ધ થયું કહેવાય. આ વિભાગમાં આપેલા મનોચત્નો જૂથ-જોડી કે વ્યક્તિગત રીતે કરે તે માટે શિક્ષક આગ્રહ રાખે. વર્ગમાં લગભગ 1:30 કલાક જેટલો સમય જોઈશે.

8. Activity : આપણે જાણીએ છીએ કે communicative ભાષા શીખવા માટે context અને involvement જરૂરી છે. વિદ્યાર્થીઓ મજા પડે તેવા પ્રોજેક્ટ-પ્રવૃત્તિઓ કરે; તેના આયોજન અને રજૂઆતમાં અંગ્રેજી ભાષાનો ઉપયોગ કરે તે માટે આ વિભાગ મૂકવામાં આવ્યો છે. અંગ્રેજી ભાષા અધ્યયનને સામાજિક નિસબત સાથે જોડવાનો પણ આમાં પ્રયાસ છે.

સમગ્ર યુનિટમાં આપેલા મનોચત્નોમાંથી જે જોડીમાં કે જૂથમાં કરવાના હોય તે તો વર્ગમાં જ કરાવવા; ઉપરાંત પ્રત્યેક વિદ્યાર્થીને વ્યક્તિગત ચિંતન અને અભિપ્રાય માટે અવકાશ મળે અને તેની સિદ્ધિનો અંદાજ આવે તે માટે અમુક tasks વર્ગમાં કરાવવાં. આવાં taskમાં જવાબો લખવા માટેની જગ્યા મોટા ભાગે આપેલી જ છે.

સમગ્ર રીતે જોતાં આ પાઠ્યપુસ્તક અંગ્રેજી ભાષાને વ્યવહાર અને વિચારણાના સાધન તરીકે વિકસાવવાનો ઉદ્દેશ રાખે છે. એ પણ સમજવું જોઈએ કે, આપણી ભાષા વિચારોને ઘડે છે ને વિચારો મનુષ્યને સર્જે છે. ભાષાના આ સર્વોત્તમ કાર્યને ધ્યાનમાં રાખીએ તો ખ્યાલ આવે છે કે ભાષા-શિક્ષણનું મનુષ્ય-નિર્માણમાં કેટલું મહત્ત્વ છે. આપણે વિદ્યાર્થીઓને ભાષા દ્વારા સીમિત કરવા નથી માગતા, પરંતુ તેઓ ભાષાના નવતર, સર્જનાત્મક, વિશિષ્ટ ઉપયોગ કરીને પોતાના સ્વને પોતાની ઈચ્છા અનુસાર સર્જી શકે તે માટે મદદ કરવાની ખેવના રાખીએ છીએ.

આ પાઠ્યપુસ્તકમાં સમાવિષ્ટ નિશાની	અર્થ
	જોડીકાર્ય (Pairwork)
	જૂથકાર્ય (Groupwork)
	ગૃહકાર્ય (Homework)

CONTENT

No.	Title	Function	Page
Unit 1	Read 1: CAN YOU INSTALL LOVE? Read 2: SUNRISE ON THE KANGCHENJUNGA (Poem)	Revision of functions	01
Unit 2	Read 1: UNFORGETTABLE WALT DISNEY Read 2: SHAPER SHAPED (Poem)	Showing result	11
Unit 3	Read 1: MANAGE YOUR STRESS Read 2: STRESS CONTROL EXERCISES	Talking about people/places in relation to something/someone	27
Unit 4	Read 1: THE ADJUSTMENT Read 2: BLIND, DEAF FISH (Poem)	Expressing the manner of action and making supposition about it	38
Unit 5	Read 1: ANTS Read 2: NO MEN ARE FOREIGN (Poem)	Describing process: Doer not important	49
Unit 6	Read 1: STRIKE AGAINST WAR	Synthesising expressions	61
Unit 7	Read 1: MONKEY'S PAW Read 2: SOJOURNER TRUTH	Reporting	71
Unit 8	Read 1: FOR YOUTH Read 2: THE HEAVEN OF FREEDOM (Poem)	Connecting information	82
Unit 9	Read 1: HEADACHE	Summarizing	94
Unit 10	Read 1: GREEN CHARTER	Understanding and operating e-commands and instructions	104



UNIT 1



Pre-task

Work in pairs. Write the missing details in the table. ††

Purpose	Website	Key words
Some friends work for noble causes on weekends	noblecause.com	free medicines, food for patients, svachchhata abhiyan, volunteers, donors, NGO
Some friends go for picnics on bicycles	bicycle_tufani.com	
A group of senior citizens run a health club in a public place	hapyhealth.com	
	dada_dadi.otlo.com	stories, riddles, puzzles, rhymes, poems, songs, development of children
	yuthdevelopment.com	
Free coaching in your area for competitive exams		
Women social workers		

Read 1

CAN YOU INSTALL LOVE?

Customer Service Rep: Can you install LOVE?

Customer: I can do that. I'm not very technical, but I think I am ready to install now. What do I do first?

Customer Service Rep: The first step is to open your HEART. Have you located your HEART ma'am?

Customer: Yes I have, but there are several programmes running right now. Is it okay to install while they are running?

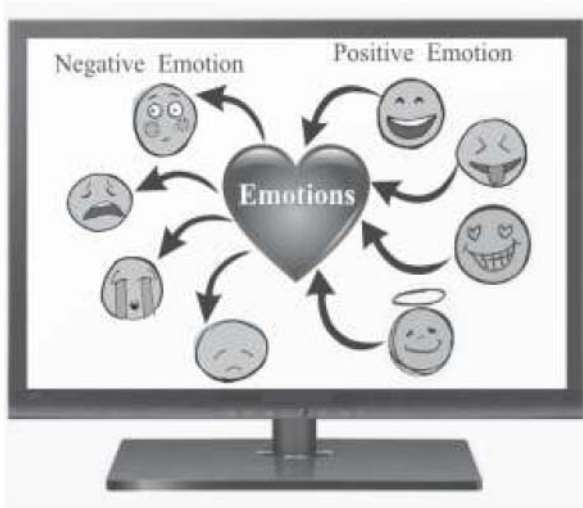
Customer Service Rep: What programmes are running ma'am?

Customer: Let me see....I have PASTHURT.EXE, LOWESTEEM.EXE, GRUDGE.EXE and RESENTMENT.COM running right now.

Customer Service Rep: No problem. LOVE will automatically erase PASTHURT.EXE from your current operating system. It may remain in the permanent memory, but it will no longer disrupt other programmes. LOVE will eventually overwrite LOWESTEEM.EXE with a module of its own called HIGHESTHEEM.EXE. However, you have to completely turn off GRUDGE.EXE and RESENTMENT.COM. Those programmes prevent LOVE from being properly installed. Can you turn those off ma'am?

Customer: I don't know how to turn them off. Can you tell me how?

Customer Service Rep: My pleasure. Go to your start menu and invoke FORGIVENESS.EXE. Do this as many times as necessary until GRUDGE.EXE and



RESENTMENT.COM have been completely erased.

Customer: Okay, I'm done. LOVE has started installing itself automatically. Is that normal?

Customer Service Rep: Yes it is. You should receive a message that says it will reinstall for the life of your HEART. Do you see that message?

Customer: Yes I do. Is it completely installed?

Customer Service Rep: Yes, but remember that you have only the base programme. You need to begin connecting to other HEARTS in order to get the upgrades.

Customer: Oops...I have an error message already. What should I do?

Customer Service Rep: What does the message say?

Customer: It says "ERROR 412 -PROGRAM NOT RUN ON INTERNAL COMPONENTS". What does that mean?

Customer Service Rep: Don't worry ma'am, that's a common problem. It means that the LOVE programme is set up to run on external HEARTS but has not yet been run on your HEART. It is one of those complicated

programming things, but in non-technical terms it means you have to "LOVE" your own machine before it can "LOVE" others.

Customer: So what should I do?

Customer Service Rep: Can you find the directory called "SELF-ACCEPTANCE"?

Customer: Yes, I have it.

Customer Service Rep: Excellent, you are getting good at this.

Customer: Thank you.

Customer Service Rep: You're welcome. Click on the following files and then copy them to the "MYHEART" directory: FORGIVESELF.DOC, SELFESTEEM.TXT, REALIZEWORTH.TXT, and GOODNESS.DOC. The system will overwrite any conflicting file and begin patching any faulty programming. Also, you need to delete SELFCRITIC.EXE from all directories, and then empty your recycle bin afterwards to make sure it is completely gone and never comes back.

Customer: Got it. Hey! My HEART is filling up with really neat files. SMILE.MPG is playing on my monitor right now and it shows that WARMTH.COM, PEACE.EXE, and CONTENTMENT.COM are copying themselves all over my HEART!

Customer Service Rep: Then LOVE is installed and running. You should be able to handle it from here. One more thing before I go...

Customer: Yes?

Customer Service Rep: LOVE is freeware. Be sure to give it and its various modules to everybody you meet. They will in turn share it with other people and they will return some really neat modules back to you.

Customer: I will. Thank you for your help.

Glossary

disrupt interrupt **gradually** finally **module** section **invoke** appeal to **complicated** complex
rep short form of representative

Comprehension

C.1 Join A with B. ††

A		B
File name	Meaning	Utterance/Statement
PASTHURT.EXE	Hurt in the past	I hate him.
LOWESTEEM.EXE	Less respect for	It is struggling to coming out. Let's help it.
GRUDGE.EXE	Bitterness	I am less educated. I can't do it.
RESENTMENT.EXE	Dislike	I can't take him in my team. He is quarrelsome.
HIGHSTEEM.EXE	Enough self respect	Happens. Let it go.
FORGIVENESS.EXE	Pardon	I am hard working enough to achieve my goals.
SELFACCEPT.EXE	Accept yourself as you are	It happens to me every time. I commit the same mistake.
REALIZEWORTH.EXE	Value of self	I have done better than last time. My success means a lot to my family.
SELFCRITIC.EXE	Thinking negative of self	It means no difference to me whether you like me or not.
GOODNESS.DOC	Kindness	She insulted me in the presence of my friends.

C.2 Mention the conditions for the purposes.

Purpose	Condition
to install Love	You have to turn off GRUDGE.EXE and RESENTMENT.EXE
to overwrite LOWESTEEM.COM	
to upgrade the Love programme	
to make your machine love others	
to let your machine overwrite any bad file and repair other faulty programmes	
to get the advantage of LOVE freeware	

C.3 Here are some terms. Classify them. ††

SMILE.MPG, WARMTH.COM, CONTENTMENT.COM, PEACE.EXE, RESENTMENT ERASED, OVERWRITE, INSTALL, FORGIVENESS.EXE , GOODNESS.DOC

Input	Process	Output

C.4 Answer these questions.

1. What will be the effect of installing LOVE?
2. How can grudge and resentment obstruct love in real life?
3. Why does the representative suggest deleting SELFCRITIC.EXE even from recycle bin?
4. Describe the life of a person who has fully 'installed LOVE' in his/her life.
5. Write three things that you like in yourself.

C.5 Wisdom you get from this unit.

1. Enlist the positive factors for love.
2. What is love?
3. Are you love-ready? What should you throw away from you as a person and what would you like to add into you? Make a list.
4. Meet some friendly teacher to discuss your emotional state. Seek guidance and prepare a list of dos and don'ts for you.

Read 2

SUNRISE ON THE KANGCHENJUNGA

-A. Christina Albers

The vapours rise

To the morning skies,

Clad in a purple glory;

While the love-light glows

On th' Eternal Snows

Upon the summits hoary

And the Himalaya's Queen,

Calm and serene,

Returns the heaven's greeting—

In robes of white,

Bathed in golden light—

Where earth and sky are meeting.

And the morning dews

And mellow hues

Paint her cheeks with fairy fingers,

While o'er the rills

And the sun-kissed hills,

The love-light gently lingers.

And the breaking day

Sends the first faint ray

Of Love's undying fountains,

While the heart feels the thrills

Of the voice from the hills

And the Soul that dwells in the mountains.

Visit: <https://en.wikipedia.org/wiki/Kangchenjunga> (For more information and photographs)

Glossary

vapours moisture particles **clad** covered **eternal** seemingly everlasting **snows** ❄️ **summit** hill top
hoary old, ancient **serene** calm, peaceful **robes** ceremonial dress **dews** water droplets **mellow** moist
and rich in texture **hues** shades of colour **rills** streams **lingers** stays behind **undying** never ending,
eternal **thrill** delight, joy **dwells** lives, resides

Comprehension

C.1 After reading this poem silently, close your eyes for a while and visualize the beauty of the mountain in the early morning. Describe your mental picture of Kangchenjunga in short sentences, phrases and words.

You can start like this :I see a big mountain. White clouds are moving up the mountain. In the east _____

C.2 Make a list of natural elements (light, colours, places, things) mentioned in the poem. Use words suggested in the glossary in place of the words in the poem. ††

C.3 Complete the table. ††

Elements (Who)	Qualities (How is it?)	Action (What does it do?)	Place (Where)	What is it like?
vapour	—	rise	to morning skies	purple
love-light	—	glows	on snows	eternal
Himalaya's Queen (Kangchenjunga)	calm and serene	returns greetings		hoary/grey
Himalaya's Queen (Kangchenjunga)	robes of white			

C.4 Answer the questions.

- Who is the Himalaya's Queen? Describe her.
- Describe her interaction with other elements.
- Why is the morning glow called love-light?
- What does the love-light do in the poem?
- What is the effect of sunrise on the heart and soul of the mountain?

C.5 List the expressions (lines/phrases/words) that give a pleasant picture.

C.6 Draw a picture of Kangchenjunga on the basis of the description in the poem. Colour it properly.

Vocabulary

V.1 I am a word. But who am I? ††

Read my description and find out from the lesson.

- I am chosen or elected to speak or act on behalf of a company, firm or other person. I may be a servant or an elected candidate. I represent a wider group of people. I am _____

2. I am a negative feeling of human beings. I am a feeling of ill will or resentfulness. It may be born from past insult or a bad incident. As a result of me a person may think to harm, insult or even injure the other one. I am _____
3. I am a very positive feeling of human beings. As a result of me a person may let go others' faults and misdeeds. I bring peace of mind. Most of the religions try to teach my lessons to their devotees. I am _____
4. It is said that the person who holds me is the happiest person. I am an enemy of worldly desires. When a person owns me, he doesn't wish to own any more thing. I am _____
5. I am a software which is available to everyone free of charge. I am _____
6. I am not one, I am not two and yet I am not many also. I give reference of variety. I am _____
7. I am a very positive feeling of human beings. When one thinks respectfully about his or her own self, I come into existence. I am a medicine for many psychological diseases. I am _____

V.2 Answer these questions using a word (or its form) from the brackets. Underline that word in the text.

[self-esteem, current, turn off, past hurt, prevent]

- 1) What is the reason of your having resentment or grudge for someone?
- 2) What will you do if no one is in the room and the electricity bulb is on?
- 3) What is better than cure?
- 4) What kind of bank account should you open up to do everyday transactions?
- 5) What is the feeling in absence of which you don't feel insulted?

V.3 Make a list of words representing positive and negative human emotions and feelings. Some are given for you. Add words not given in the read. ††

Positive emotions and feelings	Negative emotions and feelings
high esteem, forgiveness, self-acceptance,	low esteem, grudge, resentment, self-criticism,

V.4 In each of these sentences, there is one word which does not fit in. Take the right word from the brackets and put it at a proper place to make the sentence meaningful. †††

Example: Devotees try to invite the blessings of the gods they worship. (invoke, summon)

Devotees try to invoke the blessings of the gods they worship.

- 1) Can you precisely designate the Shanidev temple on the map of Maharashtra? (locate, put)
- 2) Bus service was snatched by a one-day strike of the drivers. (disrupted, ruptured)
- 3) Commitment is the key source to happiness. (containment, contentment)
- 4) A dietician knows all about the apparatus of different food items. (components, mechanism)
- 5) Always drink boiled water, if you want to conserve yourself from falling ill. (preserve, prevent)

- 6) The computerized multimedia molecules can help the student learn better. (modules, sections)
- 7) They started meeting now and then. Steadily, they fell in love with each other and decided to marry. (increasingly, eventually)

V.5 Read the sentences in part A and B. Pair the sentences in which the underlined word is used in a similar meaning. Write the number of the appropriate sentence in the boxes.

Part A	Part B	Number in Part A
1) Constant praise helps to build a child's <u>self-respect</u> .	A) He made <u>several</u> corrections.	
2) I have no <u>ill will</u> for my friend's success in examination.	B) John has always been <u>held in high esteem</u> by his colleagues because he always volunteers to help out with any task that comes along.	
3) Who <u>mounted</u> the new hard drive in this CPU?	C) Hemal has just <u>installed</u> an alarm system in his house.	
4) Coming to class late is quite <u>disturbing</u> to the other students.	D) A child who is not properly disciplined at home tends to be quite <u>disruptive</u> at school.	
5) He prays <u>quite a few</u> times in a day.	E) I think my professor has a <u>grudge</u> against me because he never gives me full marks on my assignments.	

V.6 Underline the sentence nearest in meaning to the main sentence. ††

(1) The vapours rise, to the morning skies.

- (a) The atmosphere is filled with mist in the early morning time.
- (b) The weather is cloudy.
- (c) Because of heat in the morning time, water gets vaporized and goes to the sky.
- (d) In the morning the sky rises up to the vapours.

(2) In robes of white, bathed in golden light.

- (a) The white people robbed the golden prosperity of India.
- (b) The fair mountain queen takes bath and changes her colour to golden.
- (c) The mountain looks like a queen wearing white clothes having golden morning light sparkle and glisten.
- (d) The white water appears to be golden in the morning sunlight.

(3) The breaking day sends the first faint ray of Love's undying fountains.

- (a) There are transparent fountains of water.
- (b) The first sun ray reminds us of nature's everlasting love for us.
- (c) At the day break, sun rays are not seen because they are faint.
- (d) Love is like the everlasting fountains of faint rays.

(4) The love – light gently lingers.

- (a) The light gently touches our lovely heart.
- (b) Our lovely heart gently touches the first light ray of the sun.
- (c) The time of morning twilight lengthens because of mist.
- (d) The morning twilight still lasts there in the sky above the mountain peaks.

V.7 Replace the underlined words with the most suitable word given in the brackets.

[rill, thrilling, undying, mellow, eternal]

The everlasting snow on the age old mountain peaks melts and turns into tiny spring like water flow which gradually becomes a boisterous stream. These ever flowing streams together make a never ending great river. It is a delighting sight to behold the pleasantly smooth and soft colour reflections of morning or evening skies in the calm waters of a river.

V.8 Tick mark the word nearly opposite in meaning.

- | | | | | |
|--------------|----------------------------------|------------------------------------|--------------------------------------|------------------------------------|
| 1. undying : | <input type="checkbox"/> eternal | <input type="checkbox"/> perpetual | <input type="checkbox"/> inconstant | <input type="checkbox"/> ceaseless |
| 2. linger : | <input type="checkbox"/> remain | <input type="checkbox"/> hang back | <input type="checkbox"/> stay behind | <input type="checkbox"/> leave |
| 3. hoary : | <input type="checkbox"/> black | <input type="checkbox"/> snowy | <input type="checkbox"/> silvery | <input type="checkbox"/> gray |
| 4. dwell : | <input type="checkbox"/> live | <input type="checkbox"/> brood | <input type="checkbox"/> inhabit | <input type="checkbox"/> migrate |

Revision of functions

F.1 Read the conversation. The functions used in the expressions are mentioned in the brackets.

- A: **If** you want to improve your skills, you **have to** work harder. (condition, compulsion)
B: I know, sir. I **ought to** work harder specially for my vocabulary. (compulsion)
C: I **would rather** work more for the comprehension part in this subject. (preference)
A: You should communicate in English with your classmates and friends **in order to** improve your communication skills in English. (purpose)
D: Yes, sir. **Though** we work hard, we **need to** work smarter. Riya's English is **better than** ours. Will Riya help us? (contrast, compulsion, comparison)
R: Why not? I **used to** work for me and for others too. (past habit)
A: Riya is **so** caring **that** she will help to improve your skills. (result)
E: **Either** Riya **or** Shreya can help us. Shreya has **the same** command over English as Riya has. (alternative choice, describing people)

F.2 Join the groups of sentences in three different ways. One is done for you. All these three ways show contrast between two sentences in each group. †††

- (1) * Aditya Sheth performed well in the interview. * He was not selected for the post.
a) Though Aditya Sheth performed well in the interview, he was not selected for the post.
b) Aditya Sheth performed well in the interview but he was not selected for the post.
c) In spite of his performing well in the interview, Aditya Sheth was not selected for the post.
- (2) * This bike gives a reasonable average. * It is very costly.
- (3) * It was raining cats and dogs.
* The traffic policeman was standing at the crossroads for controlling traffic.
- (4) * The government motivated common people to open a savings account with a bank.
* People don't care to do so.

F.3 Read the sentences. Circle connectors showing contrast. Underline the expressions showing comparison.

- 1) Though Mr. Shah bought a new car, it's not as beautiful as Mr. Patel's.
- 2) In spite of working sincerely, Joseph is not paid better than Amit.
- 3) Ilyas has got a good score this time but Jilva has the highest marks in the class.
- 4) The officers should work as sincerely as the manager even though the chairman of the company remains absent.

F.4 Fill in the blanks using proper expressions from the brackets. Write its function in the brackets as mentioned in F1. ††

(neither...nor, either...or, ought to, should, would like to, rather)

- 1) We have no good terms with Mr. Trivedi. _____ my father _____ I would go to his function. (.....)
- 2) As sensible citizens, we _____ pay our taxes regularly and honestly. (.....)
- 3) What would you take – tea or coffee? I _____ have lunch as it's time for a meal. (.....)
- 4) He would _____ visit the man to apologize for his mistake. (.....)
- 5) To sustain ecological balance, each one _____ plant at least a tree in his/her lifetime. (.....)

F.5 Read the conversation. There are some errors in it. Correct them. †††

- Ami : I was used to walk for hours together when I did not have a vehicle.
Vidhi : The same here. I used to working hard in the farm with my father. Now my life is easiest than that life.
Ami : My past life was difficult than today's life. Now, today's life looks very convenient.
Vidhi : We used to played in the streets. Not like today's kids sitting at the laptops and before mobile phones.
Ami : Still I enjoyed my past life as most as I like today's life.
Vidhi : Me too.

F.6 Read the groups of sentences. They can be combined in different ways. One is done for you. Now combine the other groups.

- 1) * Malhar wanted to join a Master's course. * He went to Canada.
Malhar went to Canada so that he could join a Master's course.
Malhar went to Canada in order to join a Master's course.
Malhar went to Canada with a view to joining a Master's course.
Malhar went to Canada for joining a Master's course.
Malhar wanted to join a Master's course therefore/so he went to Canada.
- 2) * The teacher wants to reach a larger audience.
* He uploads his video lectures on youtube website.
- 3) * The owner of the bus-company travels by a bus to go to the company.
* He wants to feel how general commuters face and feel.
- 4) * The students wanted to improve their language skills in English.
* They started communicating in English.

F.7 Rewrite the paragraph correcting the errors. 🏠

My grandfather ought to get up very early in the morning so that he will start the work before sunrise. Though I was a young child, I can't understand his beliefs. I always ask about his views of modern life in spite of learn new things from him. He didn't hesitate tell me everything I would want to know because he is rather eager to sit with me. He had a far better views about humanity in general but he loved every man. Either he or I were different from the long established values of our family.

Writing

W.1 There might be many things you do not like about yourself as well as many complaints about yourself. But have you ever tried to know the positive aspects about yourself? Write a paragraph about positive aspects of your personality.

Cooperative and helping nature - performance in education-confident - honest - leadership - self dependent - courageous - positive attitude - sharp observation - performance in sports - extra curricular activity - skills

W.2 Hiren is going to deliver a speech in his school on the subject 'Love is more powerful than hatred and grudge.' Prepare a speech for him in 150 words. 🧑🏫

W.3 Write the remaining steps for sending a file as an email attachment. 🏠

1. Switch on computer
2. Start web browser
3. Start email service like gmail
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

W.4 Describe this picture. Try to use words/ phrases from the poem you learnt.



Activity

A.1 Can we install peace? Yes, we can and we will. Let's create titles for some programmes, files, websites, viruses, E-mail IDs, search engine that can help install peace.

i.e. ceasefire.com, whiteflag.exe, peace-park.blogpost, battleend.soon@bilateral.com

A.2 Collect information about Kangchenjunga. Create a folder in your school's computer and keep it on desktop. Share it with your friends.

Project

Search and collect photographs and information about your favourite tourist place in India. Write and arrange them in a chart and display it in your class.



Pre-task

Read the poem and answer the questions.

Be the Best

*If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill
Be a bush, if you can't be a tree.*

*If you can't be a bush, be a bit of the grass
And some highway happier make
If you can't be muskie, then just be a bass
But the liveliest bass in the lake!*

*We can't all be captains; we have got to be a crew,
There is something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.*

*If you can't be a highway, then just be a trail,
If you can't be the sun, be a star
It isn't by the size that you win or you fail
Be the best of whatever you are!*

Questions :

- 1) What is more important – to be the best or to be bigger?
- 2) Why, according to you, is it important to be a lively fish?
- 3) What is the theme of the poem?
- 4) What do you want to become? How would you be the best?

Read 1

UNFORGETTABLE WALT DISNEY

-Roy Disney

My brother Walt is no more, yet his influence lingers like a living presence over the studio where he turned out the cartoons, nature films and feature movies that made him known and loved around the world. Even now, as I walk around the studio crew, I half expect to encounter that tall, country-boy figure, head bowed in thought about some new project. Walt was so much the driving force behind all we did, from making movies to building Disneyland, that people constantly mention his name as if he were still alive. Every time we show a new picture, or open a new feature at Disneyland, someone is bound to say, "I wonder how Walt would like it?" And when this happens, I personally realize that it was something he himself had planned. For my imaginative, industrious brother left enough projects in progress to

keep the rest of us busy for many, many years. Walt was a complex man. To the writers, producers and animators who worked with him, he was a genius who had an extraordinary ability to add an extra stroke of imagination to any story or idea. To the millions of people who watched his TV show, he was a warm, kindly personality, bringing fun and pleasure into their homes. To the bankers who financed us, I'm sure he seemed like a wild man, hell-bent for bankruptcy. To me, he was my amazing kid brother, full of impractical dreams that he made come true.

The apple orchard and weeping willows stand green and beautiful at our old farm, where Walt sketched his first animals. I recall how Walt and I would snuggle together in bed and hear the haunting whistle of a locomotive passing in the night. Our Uncle Mike was an



engineer, and he'd blow his whistle – one long and two shorts – just for us. Walt never lost his love for trains. Years later, an old-fashioned train was one of the first attractions at Disneyland.

As far back as I can remember, Walt was drawing. The first money he ever made was a nickel for a sketch of a neighbour's horse. He studied cartooning in Chicago, and then started a little animated-cartoon company in Kansas City that flopped. I was in Los Angeles when Walt, just 21, decided to try his luck in Hollywood. I met him at the station. He was carrying a cheap suitcase that contained all of his belongings. We borrowed \$500 from an uncle, and Walt started a cartoon series called *Alice in Cartoonland*. It was tough going. Walt did all the animation, and I cranked the old-fashioned camera. The *Alice* cartoons didn't make much of a splash, so Walt started a new series called *Oswald the Rabbit*. *Oswald* did better but when Walt went to our New York distributor for more money he ran into trouble.

"What kind of a deal did you make, kid?" I asked.

"We haven't got a deal," Walt admitted. "The distributor copy-righted *Oswald* and he's taking over the series himself." Strangely, Walt did not seem downhearted. "We're going to start a new series," he enthused. "It's about a mouse. And this time we'll own the mouse."

The rest is a history. Walt's mouse, Mickey, celebrated his 40th birthday in 1968, and a happy 40th it was. A quarter of a billion people saw a Disney movie in 1968, 100 million watched a Disney TV show, nearly a billion read a Disney book or magazine and almost ten million visited Disneyland. And Mickey, as Walt used to say, started it all.

Mickey was only the first successful product of Walt's matchless imagination and ability to make his dreams become reality. It was an ability he could turn on for any occasion, large or small. Once, when my son Roy Edward had the measles, Walt came and told him the story of *Pinocchio*, which he was making at the time. When Walt told a story, it was a virtuoso performance. His eyes riveted his listener, his moustache twitched expressively, his eyebrows rose and fell, and his hands moved with the grace of a musical conductor. Young Roy was so wide-eyed at Walt's graphic telling of the fairy tale that he forgot all about his measles. Later, when he saw the finished picture, he was strangely disappointed. "It didn't seem as exciting as when Uncle Walt told it," he said.

Like many people who work to create humour, Walt took it very seriously. He would often sit gloomily through the funniest cartoon, concentrating on some way to improve it. Walt valued the opinions of those working with him, but the final judgement was always unquestionably his. Once, after viewing a new cartoon with evident

displeasure, Walt called for comments from a group of our people. One after another they spoke up, all echoing Walt's criticism. "I can get rubber stamps that say *"Yes, Walt,"*" he snapped. Then he wheeled and asked the projectionist what he thought. The man sensed that dissent was in order. "I think you're all wrong," he declared. Walt just grinned. "You stick to your projector," he suggested.

Walt involved himself in everything. During one story conference on the Mickey Mouse Club TV Show, the story man, pointer in hand, was outlining a sequence called 'How to Ride a Bicycle.' "Now when you get on your bicycle.....," he began. Walt stopped him. 'Change *your* bicycle to *a* bicycle,' he said. "Remember, every kid isn't fortunate enough to have a bicycle of his own."

The story of Disneyland, perhaps better than anything else, illustrates Walt's vision and his stubborn determination to realize an idea he believed in. For years, Walt had quietly nursed the dream of a new kind of amusement park. It would be a potpourri of all the ideas conjured up by his fertile imagination. But the idea of sinking millions of dollars into an amusement park, even Walt's kind of amusement park seemed so preposterous that he wouldn't mention it to anyone. He just quietly began planning.

As usual, though, he infused all of us with his own enthusiasm when he finally told us about the project. Someone asked, "Walt, how should the Disneyland look?" Quick came the reply, "It should look like nothing else on this earth." Predictably, we had trouble raising money, but Disneyland did open, in July 1955. Since that first day, millions of people have flocked to see the unique creation of Walt's imagination. Like a kid with a new toy – the biggest, shiniest toy in the world – Walt used to wander through the park, staring as happily as any tourist.

The overwhelming success of Walt's "crazy idea" triggered a dramatic about-face in the Disney fortunes. Yet success never changed Walt. He remained the simplest of men. He hated parties, and his idea of a night out was a burger and chilli at some little restaurant. His only extravagance was a miniature railroad that ran around the grounds of his home.

"What do you do with all your money?" a friend once asked him. Pointing at the studio, Walt said, "I fertilize that field with it." And it's true that Walt ploughed money back into the company almost as fast as it came in.

Being solvent for the first time since he started in business gave Walt a chance to develop other ideas. These included the development of Mineral Kind (an alpine-like valley high in the Sierra Mountains); a California Institute of Art, for which he donated the land and several million dollars; and, most ambitious of all, a 100-million-dollar Disney World and City of Tomorrow in Florida.

Tragically, in the midst of all this activity, Walt was stricken with this fatal illness. I heard him refer to this cruel blow only once. "Whatever it is I've got," he told me, "don't get it."

I visited him in the hospital the night before he died. Although desperately ill, he was as full of plans for the future as he had been all his life.

Walt used to say that Disneyland would never be finished, and it never will. I like to think, too, that Walt Disney's influence will never be finished; that through his creations, future generations will continue to celebrate what he once described as "that precious, ageless something in every human being which makes us play with children's toys and laugh at silly things and sing in the bathtub and dream."

Glossary

lingers stays, remains, hangs on **industrious** hard working **glumly** gloomily **hell-bent** determined to achieve something at all costs **bankruptcy** economic failure, insolvency, **orchard** plantation **willow** a tree or shrub of temperate climate **snuggle** get close to somebody, cuddle up **nickel** five cent coin **flopped** failed completely **cranked** gave a bend to **splash** a prominent news feature or story **enthused** said with enthusiasm **virtuoso** exceptional, genius **riveted** fascinated, mesmerized **twitched** jerked slightly **wheeled** turned, moved his chair **dissent** opposition **grinned** smiled broadly in displeasure **stubborn** head strong, obstinate **potpourri** collection, assortment **conjured** created **preposterous** silly, absurd **about-face** sudden and complete change **extravagance** wastefulness, luxury

Comprehension

C.1.1 Underline five sentences that create Walt's character. ††

C.1.2 Make a list of adjectives used for Walt and classify them: ††

Creative	Psychological	Work-oriented	Ambitious	Artistic	others

C.1.3 Write 'Yes' in the box if the statement is true. Write 'No' if it is false and then rewrite the correct sentence without changing the underlined parts.

e.g. Walt was a warm and heartless personality who brought fun into the homes of millions of people. **No**

A. Walt was a warm and kind personality who brought fun into the homes of millions of people.

1) Walt used to sit gloomily through the saddest cartoon, trying to focus on some way to improve it.

A. _____

2) Walt had angrily nursed the dream of a new kind of amusement park for years together.

A. _____

3) The success of Disneyland totally changed Walt and he remained a simple man.

A. _____

4) Young Roy was so surprised at Walt's graphic telling of a fairy tale that he remembered all about his measles.

A. _____

- 5) Millions of people flocked to see the unique creation of Walt's imagination.
- A. _____
-
- 6) After becoming successful in business, Walt borrowed several million dollars for the development of California Institute of Art.
- A. _____
-
- 7) Walt studied cartooning in Paris and then started a little animated cartoon company in Kansas city.
- A. _____
-
- 8) Walt was only fifteen years old when he decided to try his luck in Hollywood.
- A. _____
-
- 9) The Alice cartoons were not very successful, so Walt started a new series called Oswald the Rabbit.
- A. _____
-
- 10) Even on the previous night of his death, Walt was full of plans for the future.
- A. _____
-

C.1.4 Complete the sentences.

1. Walt is famous in the world for _____.
2. To keep the rest of them busy for many many years, Walt _____.
3. Walt had impractical dreams but _____.
4. An old-fashioned train was one of the first attractions at Disneyland because _____.
5. Walt earned his first money by _____.
6. Edward was wide-eyed because _____.
7. Edward was disappointed because _____.
8. Every kid isn't fortunate enough to have a bicycle of his own so _____.

C.1.5 Find the sentences from the text with similar meaning. ††

1. Walt was the central figure for all creations of the company.
2. Disneyland is the example of his firm decision.
3. For a longer period of time he didn't share his idea of amusement park with anybody.
4. It should be unique.
5. Walt entertained himself with Disneyland / enjoyed Disneyland as strangers did.
6. Everyone has an inborn childlike playfulness, ability to rejoice in little things and power of imagination.

C.1.6 Write one sentence to show significance of these in Walt's life. ¶¶¶

1. Trains : _____
2. Alice in Cartoonland: _____
3. Mouse : _____
4. Imagination : _____
5. Shortage of finance : _____
6. Bicycle : _____

C.1.7 Tick mark the sentences/phrases nearest in meaning.

1. I half expect to encounter that tall, country-boy figure, head bowed in thought about some new project.
 - a. The narrator misses him.
 - b. The narrator praises him.
 - c. The narrator talks about Walt's habit.
2. He was a genius who has an extra ordinary ability to add an extra stroke of imagination to any story or idea.
 - a. He could twist any story.
 - b. Through his art, he would add in beauty to any story.
 - c. He was an imaginative writer.
3. Walt was a complex man.
 - a. He was not easy to understand.
 - b. He had difficult thoughts that he could not express.
 - c. Different people understood him in different ways.
4. It didn't seem as exciting as when Uncle Walt told it.
 - a. Walt presented the story better than the movie could.
 - b. The movie seemed better than the story told by uncle orally.
 - c. Walt could not make the story as he wished.
5. Whatever it is I've got, don't get it.
 - a. He didn't want anyone to succeed as much as he did.
 - b. He didn't want anyone to suffer from the same disease.
 - c. He suggested others not to enter into his profession.
6. The rest is a history.
 - a. The world knows what happened then onwards.
 - b. The world knows history of Walt.
 - c. Walt was a history maker.

C.1.8 Give arguments to prove these statements.

1. The final judgement was always unquestionably his.
2. Walt was a complex man.
3. Success never changed Walt.
4. Walt Disney's influence will never be finished.

C.1.9 Answer the questions.

1. Write three sentences about the personality of Walt.
2. What was Walt for different people?
3. Write a few sentences about Walt's journey from 'horse' to 'mouse'.
4. Why did walt say, 'Change *your* bicycle to *a* bicycle'?
5. "I fertilize that field with it." What do 'that field' and 'it' refer to here?
6. What inspiration do you get from the last days of Walt?
7. List creations of Walt. Write one or two sentences about each.

- Harindranath Chattopadhyaya

*In days gone by I used to be
A potter who would feel
His fingers mould the yielding clay
To patterns on his wheels;
But now through wisdom lately won,
That pride has died away;
I have ceased to be the potter
And have learned to be the clay.*

*In other days I used to be
A poet through whose pen
Innumerable songs would come
To win the hearts of men;
But now through new-got knowledge
Which I had not had so long,
I have ceased to be the poet
And have learned to be the song.*

*I was a fashioner of swords
In days that now are gone
Which on a hundred battlefields,
Glittered and gleamed and shone;
But now that I am brimming with
The silence of the Lord,
I have ceased to be sword-maker
And have learned to be the sword.*

*In bygone times I used to be
A dreamer who would hurl
On every side an insolence
Of emerald and pearl;
But now that I am kneeling
At the feet of the Supreme
I have ceased to be the dreamer
And have learned to be the dream.*

Glossary

mould shape **yielding** soft and bending **ceased** stopped **innumerable** numerous, countless **new got** newly acquired **fashioner** shaper **glittered** sparkled **gleamed** shone **brimming** glowing with, overflowing with **bygone** former **hurl** (here) yell something **insolence** disrespectful **kneeling** bowing **Supreme** God, Almighty

Comprehension

C.2.1 The poet has ceased to be a potter and learnt to be the clay. What would you like to become? Why?

C.2.2 Complete the table. ††

Journey	Who	Acts	Reason
shaper shaped	potter clay	moulded the clay to patterns of wheel	Wisdom won and pride died.
shaper shaped	poet song		
shaper shaped			
shaper shaped			

C.2.3 Answer these questions in two or three sentences each.

- 1) What is the significance of the title of the poem?
- 2) How does the poet contrast his former life with the present life?
- 3) What examples does the poet give to forewarn human beings who are obsessed with their own selves?
- 4) How does the poet cite the example of potter to refer to his awakening of the soul?
- 5) Why did the poet write innumerable songs in his earlier years?
- 6) What does the phrase 'fashioner of swords' refer to?
- 7) How did the poet behave in bygone times when he was a dreamer?
- 8) What happens when the poet surrenders at the feet of the Almighty?

C.2.4 (a) Lines 2 and 4 end with rhyming words 'feel-wheel'. Study the last word of each line and make a list of other rhyming words in the poem. Work in pairs. ††

(b) Select any three pairs of rhyming words from the poem and find one more rhyming word for each pair. ††

Example: feel – wheel – kneel

(c) Prepare a list of words that are used more than twice in the poem.

C.2.5 Tick the most appropriate option.

- 1) This poem is about –
 - (a) self-realization of the poet
 - (b) advantages of getting materialistic things
 - (c) benefits of writing beautiful songs
 - (d) gain from fighting battles
- 2) The poet wishes to cease to be a potter because –
 - (a) he has become master of making pots
 - (b) he has realized the harm of declaring himself to be a great potter
 - (c) he has acquired fame of a skilled potter
 - (d) he wishes to adopt some other profession
- 3) The poet wishes to surrender to God because –
 - (a) he wants to acquire emeralds and pearls
 - (b) he has learnt the truth of mortality of living beings
 - (c) he wants to win hundred battles
 - (d) he wishes to impress others

Vocabulary

V.1 Use the correct form of the words given in the brackets. ††

A pioneer of the American _____ (animate) industry, Walter Elias 'Walt' Disney _____ (introduce) several developments in the _____ (product) of cartoons. Walt _____ (develop) the character Mickey Mouse in 1928 which was his first _____ (high) popular success. He also _____ (provide) the voice for his _____ (create) in his early years. In the 1950s, Disney _____ (expand) into the amusement park industry and in 1955, he _____ (open) Disneyland. Disney was a heavy smoker throughout his life and his _____ (die) occurred due to lung cancer in 1966 before the park was completed. His film work _____ (continue) to be _____ (show) and adapted. His studio maintains high standards in its _____ (product) of popular entertainment. He is considered to be a national _____ (culture) icon and remains an important figure in the history of animation.

V.2 Replace the underlined words with the words opposite in meaning from the brackets.
(brilliant, forget, success, borrowed, imagination, adding, flopped, celebrated)

- 1) Walt was a genius who had an extraordinary skill of removing imagination to any story or idea.
- 2) Walt started a little animated cartoon company in Kansas City which succeeded miserably.
- 3) Walt lent \$500 from an uncle to start a cartoon series called Alice in Wonderland.
- 4) The 40th birthday of Walt's mouse, Mickey was condemned in 1968.
- 5) Mickey was the first successful outcome of Walt's brilliant reality.
- 6) Walt's "crazy idea" of starting a Disneyland turned out to be a great failure.
- 7) Walt's graphic telling of the fairy tale made the young Roy Edward remember all about his measles.
- 8) Walt's idea of starting an amusement park seemed to be a silly idea.

V.3 Fill in the blanks with proper words from those given in the brackets.

(riveted, grinned, splash, hell-bent, nickel, extravagance, dissent, snuggling)

- 1) Aditya is stubbornly determined to achieve his goals. He is _____ on fulfilling his dreams.
- 2) Sonali drew close to her mother to receive comfort and affection. She was _____
- 3) Riya gave a coin of five cents to her friend. The coin was a _____.
- 4) The Alice cartoons could not display things much prominently. They could not create a _____
- 5) Everyone firmly fixed eyes on the trick that the magician was performing on the stage. Their eyes were _____ on the magician.
- 6) The children smiled broadly when they were given ice cream. They _____ at the sight of the ice cream.

V.4 Select the proper word from the brackets and use it at the proper place. ††

Example: The town is surrounded by _____ and has annually a large number of visitors.
(nickels/orchards)

The town is surrounded by orchards and has annually a large number of visitors.

- 1) After school some students always around the building to talk to their friends.
(linger/splash)
- 2) He shows great _____ for his work. (grin/enthusiasm)
- 3) Tom won the lottery, but went a year later. (bankrupt/industrious)
- 4) Tom's cat against his leg. (snuggled/cranked)
- 5) The play was a total _____, and was shut down after three days. (dissent/flop)
- 6) She _____ at me when she came into the room. (grinned/rivcted)

V.5 Find out a word from the text to answer the question. Write the word and use it in a sentence of your own. ††

Example. Which qualities are required in a person in order to become successful?

The industrious worker was able to finish the difficult task in just a few hours.

- 1) What happens when a person spends more than his earnings?
- 2) What do you do when you are afraid?

- 3) What will people think about you if you consistently disagree with others?
- 4) Where do you find a huge lot of fruits and vegetables?
- 5) How will you react if you see your favourite dish on your plate?
- 6) If a film doesn't make good earnings, then how do the film critics react?

V.6 Unscramble the words in Part A and match them with the description. ††

No.	Part A	Description
EX.1.	UHLR (hurl) - F	(A) end
2.	ENELK (K _____)	(B) previous
3.	EASEC (C _____)	(C) shine
4.	EBONYG (B _____)	(D) rudeness
5.	TPTERNA (P _____)	(E) go down on one's knees
6.	ITTERLG (G _____)	(F) throw
7.	CINOLENES (I _____)	(G) arrangement

V.7 Answer the questions using a word from the brackets. ††

[wise, proud, insolent, silence, dreamer, patterns, glittering, battlefield]

- 1) Where do you find things like swords, daggers and spears?
- 2) How does a teacher feel when his student wins a prize?
- 3) Why does Rohan behave disrespectfully with his elders?
- 4) When can you concentrate and meditate properly?
- 5) What are the different kinds of design called?
- 6) Why does Aditya behave humbly with everyone?
- 7) Who thinks of becoming a successful person in future?
- 8) Why do the diamonds look amazing?

V.8 Find antonyms of these words from the text. Frame sentences of your own using the antonyms.

recent, numerable, dull, began, stupidity, respect, illiterate

Example : recent × bygone

We always remember our bygone days.

Function (Showing result)

F.1 Read these conversations and try to understand the use of the underlined words.

(a) Mr Khan : What do you want as your birthday gift, beta?

Zoya : Whatever you want to give.

Mr Khan : I want to buy that smart phone for you.

Zoya : But it may be too costly for you to buy.

Mr Khan : Don't worry, I have money enough to get it for you, dear.

Zoya : That mobile is too large to look beautiful. The smaller, the better.

Mr Khan : Hmm. Look at the one next to it. It seems delicate enough for you to have it.

Zoya : Yaaah. But, it's too fragile for me to handle as I do a lot of commuting for my study. Papa, see that on the left. This one looks sturdy enough to keep with.

Mr Khan : Ok, then. I have read the price on the tag. It isn't that costly. Shall we go for it?

Zoya : Thank you, pa.

Mr Khan : You're smarter than that phone.

(b) Manan : Hey, buddy. Did you watch the IPL match yesterday?

Shreyansh : Yes. I am cricket crazy, you know. Kohli played the game marvelously enough to make his team win.

Manan : It was a glorious game indeed. It was too difficult for any bowler to send him to the pavilion.

Shreyansh : Gayle also made a rocking half century. This time, he was calm enough to play sensibly.

Manan : Oh yes, I liked his game too. The bowlers made the ball too short-pitched to control the batsmen.

Shreyansh : Earlier the team's run-rate was too slow to chase but later in the game, this duo turned the table.

Manan : As a captain, his strategy was well-thought-out enough to lead the team towards victory.

(c) Mrs Mehta : Where are you going now, beta? It's time to study.

Salil : I have told you many times not to ask every now and then.

Mrs Mehta : But, you see, it's already too late to begin for preparation of exams.

Salil : I have done my preparation enough to get good score in exams, mom.

Mrs Mehta : And you also waste your time using your cell phone and all. Don't be too distracted at this juncture of time.

Salil : Ohh, mom. You are too over-caring to understand me.

Mrs Mehta : Don't blame on me. Due to your wandering with your friends, you have become overconfident enough to ignore all our advice.

Salil : Not at all, mama. I need to go now.

Mrs Mehta : Come back early. Take care.

(d) **Read the conversation and fill in the gaps with the appropriate option given in the brackets.††**

[you also need to be cool enough to convince your parents nicely, your parents are well-experienced enough to guide you, you are also too possessive to understand him fully, you are too stubborn to accept the reality]

After counsellor's meeting with Mr and Mrs Mehta and Salil individually...

Counsellor : Hi, buddy. What's going on?

Salil : Fine, Sir.

Mrs Mehta : I am fine too.

Counsellor : Dear Salil, _____.

Salil : Ohh, is it so? Am I not mature enough to take decisions by my own?

Counsellor : Yes, you are but _____ in proper direction.

- Mr Mehta : You see, Salil. You are too immature to think beyond the limits. We want you to be responsible now.
- Counsellor : See, your parents are right. But Mrs and Mr Mehta, _____.
- Mrs Mehta : Really? What should we do now?
- Counsellor : You must be patient enough to listen to your kid's problems. You should suggest him later. Beta, _____. Raise your arguments, but not your voice.
- All : Thanks. We will follow your advice.

F.2 Read examples and notice the true and false statements as derived from them.

<p>Ex.1 (a) This mobile phone is too costly for an ordinary rickshaw driver to buy.</p> <p>1. It is cheap. F 2. It is very costly but he can buy it. F 3. It is very costly and he cannot buy it. T</p>	<p>Ex.1 (b) This mobile phone is not costly enough for a middle class worker to buy.</p> <p>1. He can afford it. T 2. It is very costly but he can buy it. F 3. It is very cheap and he cannot buy it. F</p>
<p>Ex.2 (a) This mobile phone looks delicate enough for a young girl to have it.</p> <p>1. It looks very much delicate so that she cannot have it. F 2. It looks very much delicate so that she can have it. T 3. It does not look very delicate so she can't have it. F 4. The girl has sufficient money to buy this phone. T</p>	<p>Ex.2 (b) This mobile phone looks too delicate for a truck driver to have it.</p> <p>1. It looks very much delicate so that he will have it. F 2. It looks very much delicate so that he will not have it. T 3. It does not look very delicate so he can't have it. F 4. Drivers don't like/can't buy such delicate phones. T</p>

Now, read the sentences taken from F.1. Write True for the option/s having similar meaning.††

- 1 Kohli was calm enough to play sensibly.
 - a) He was very much calm so he played sensibly. _____
 - b) He was calm but he didn't play sensibly. _____
 - c) He was not calm so he played sensibly. _____
 - d) He was quite sensible therefore he played calmly. _____
- 2 The team's run-rate was too slow to chase the winning score.
 - a) The team's run rate was very slow so that they could chase the winning score. _____
 - b) The team's run rate was not very slow to chase the winning score. _____
 - c) The team's run rate was very slow so they could not chase the winning score. _____
 - d) The team won the match due to their fast play. _____
- 3 Mother is too over-caring to understand Salil.
 - a) She is not over-caring to understand him. _____
 - b) She is so over-caring that she doesn't understand him. _____
 - c) She is so over-caring that she understands him. _____
 - d) Due to pampering by his mother, Salil feels that he is not understood well by her. _____
- 4 Salil also needs to be cool enough to convince his parents nicely.
 - a) He must be cool so that he can't convince his parents nicely. _____
 - b) He must be cool so that he can convince his parents nicely. _____
 - c) He must not be cool to convince his parents nicely. _____
 - d) He must lose his temper to make his parents understand him. _____

F.3 Match A with B. Tick mark the sentence similar in meaning.

A	B
a) Due to his poor result, John was too sad to say a word.	(1) He was so sad that he didn't/couldn't speak a word.
	(2) He was so sad that he said many words.
(b) Vedant is too aggressive to listen to his parents.	(1) He is so aggressive that he doesn't like to listen to his parents.
	(2) He is so aggressive that he always listens to his parents.
(c) Samir's dance performance was impressive enough to win the audience's hearts.	(1) His performance could not win the audience's hearts.
	(2) His performance was so impressive that he could win the audience's hearts.

Write these sentences without changing the meaning and without using 'too' or 'enough'.

- (1) The good fortune was too good to last.

Ans : _____

- (2) Every kid isn't fortunate enough to have a bicycle of his own.

Ans : _____

F.4 Read the situation and the two options. Give your advice by writing YES or NO with a reason using 'too' or 'enough'. An example is given for you. ††

Example. Mayank Rajani earns Rs. 7000 per month.

- (A) Should he buy a mobile phone worth Rs. 10000? (NO)

Reason : The mobile phone is too costly for him to buy.

- (B) Can he pay Rs. 200 as his birthday party bill? (YES)

Reason : Mayank has money enough to pay his bill.

- (1) Ilyas has scored 52 percent in HSC Science Stream with B Group.

- a. Can he get admission in medical field?

Reason : _____ (low)

- b. Can he get admission in BSc?

Reason : _____ (high)

- (2) Vedant is sitting in a local train to reach Mumbai urgently.

- a. Will he reach there as early as expected?

Reason : _____ (slow)

- b. Should he take a Super Fast Train to reach there earlier?

Reason : _____ (fast)

- (3) Vinayak books cabs, tickets and pays bills through online banking.

- a. Is it advisable enough for him to write the password in his diary?

Reason : _____ (safe)

- b. Should he motivate his friends for online banking?

Reason : _____ (convenient)

F.5 Complete the paragraph using proper word/phrase from the brackets. Use capital letter where needed.

(excellent, they, he, to excel, too, has won, that, clever, enough, she, his, her, such)

Heer is my student. ___ is clever _____ to answer any question. She is an extra-ordinarily clever student. On the contrary, ___ brother Neel is not ___ a _____ student like her. _____ is ___ dull _____ in any exam. But he is a good sports person. He is so _____ in sports ___ he _____ many competitions. ___ attitude remains positive about health and life. Though they are good at different activities, ___ help each other.

F.6 Read the passage carefully.

We went for a long walk in the evening. After a while, Jenish was too tired to walk further. He had to hire a cab. Unfortunately, none had any money and we had forgotten even to bring any ATM cards with us. We became too frustrated to think of any option. Luckily, one of our friends Muneer appeared and he gave us money. Jenish was too happy to express his feelings. He was overjoyed enough to hug our friend Muneer.

Rewrite the above paragraph without using ‘too’ and ‘enough’. See that the meaning doesn’t change. ††

F.7 Read this dialogue. Pay attention to the underlined words.

Ami : Hi, dear. I was waiting for you the whole day. You didn’t come online then.

Ravi : Sorry, yaar. I was so busy with the project that I could not spare time.

Ami : Oh, really. Good excuse. You are so smart that you can convince anybody.

Ravi : Is it so? Thanks then.

Ami : But You can’t convince me as I am not so innocent that I will accept what you say.

Ravi : Ok baba. Will be online tonight.

This time, use ‘too’ and ‘enough’ and rewrite the statements without changing the meaning. ††

F.8 Read these pairs carefully.

(1) Jenish was so tired that he could not walk further.

Jenish was such a tired boy that he could not walk further.

(2) The park is so beautiful that people visit it every now and then.

It is such a beautiful park that people visit it every now and then.

Write the sentences using 'such...that...' You can add a suitable noun.

- (1) You are too young a boy to cast your vote.

- (2) He is so old a person that the driving license cannot be issued.

- (3) Meera was bold enough to slap that eve-teaser.

- (4) His result was so nice that he got admission in that college.

F.9 Read the questions and complete the answers using the word/s given in the brackets using 'too', 'enough', 'so...that'. ††

Example. Will you join us for the dinner tonight?

No, I am busy enough not to join you. (busy)

1. Did the children play on that road?
No, that road was (dusty)
2. Should Medhavi work hard for the next exam?
Yes, her result in the first exam(dull)
3. Can that machine be operated by this operator ?
No, the machine(rusty)
4. Should Vivek ride his bike slowly?
Yes, there is (traffic, hurt)
5. Do you visit banks for money transactions?
Generally I don't as online banking is (convenient)

F.10 Compose a paragraph on each situation using 'too', 'enough', 'so...that', 'such...that', etc. ††

- (a) Shashank wants to sell his old vehicle on OLX. He has to describe his vehicle for getting better selling price.
- (b) Two friends converse praising their pet animals. Write a dialogue.

F.11 (A) Work in groups of six or seven. Match A with B and write at least four sentences for each item as shown in the example. Mark your time to find out which group completed it first. ††

Example: [smooth-hilly _____ to walk]

1. This road was smooth enough to walk.
2. The road was so smooth that they could walk properly.
3. It was such a smooth road that they could walk properly.
4. This road was too hilly for them to walk comfortably.
5. This road was so hilly that they could not walk comfortably.
6. It was such a hilly road that they could not walk comfortably.

(A)	(B)
rich-poor	to carry
tall-short	to run fast
dull-clever	to catch a bus
fat-thin	to solve a problem
heavy-light	to reach the shelf
slow-fast	to pay fees

(B) Read the sentences. Fill in the blanks with names from your own class.

- a) _____ is so friendly that he/she can make new friends easily.
- b) _____ is kind enough to help even a stranger.
- c) _____ is too introvert to communicate with any.
- d) _____ has such a beautiful handwriting that he/she is liked by all teachers.

You must be having some students with the qualities mentioned here. Identify those students and frame sentences as given in F.11 (B).

(clever, helpful, extrovert, tall, strong, proactive, understanding, punctual, polite, adjusting, co-operative, and more.)

F.12 Read the pairs and tick mark if they are similar in meaning. If not, rewrite the second sentence to make it similar.

(1) Dhanpura is too small as a village for a bank to open its branch here.
Dhanpura is such a small village that any bank will open its branch here.

(2) The maintenance of this bike is low enough to attract more buyers.
This maintenance-free bike doesn't attract any buyers.

(3) She is not fast enough to win the race in Khel Mahakumbh.
Hemangini is such a fast runner that she will win the race in Khel Mahakumbh.

(4) APJ Abdul Kalam had such an effective personality that people still love him.
People still love Dr Kalam for his charismatic personality.

Writing

W. 1 Describe your favourite cartoon series in about 150 words. You can use these points.

[Name of the show – main character – creator of the show – storyline/theme – why do you like it?]

W. 2 Draw or paste an image of your favourite Walt Disney cartoon character, and write a note answering these questions.

- When were you introduced to this character?
- Through which medium (book or movies) were you familiarized with this character and who introduced it to you?
- What do you like / dislike about this character?
- Do you find any similarity in traits between that character and yourself or people you know around you? Describe one or two similar traits.

W.3 Ask Walt.

As a newspaper reporter if you want to ask five interview questions to Walt Disney, what would they be?

Example : *How old is Mickey Mouse this year ?*

Activity

A.1 Visit some websites to know more about Disney and his world of imagination. (in lab or home)

e.g. (a) <http://thewaltdisneycompany.com>
(b) www.waltdisney.org

Find out interesting things which are not mentioned in Read-1. Present them before the class using powerpoint presentation/ chart.

*



Pre-task

Put a ✓ on what is true about yourself. Be honest. Give response to all the items.

1. How many times a day do you eat? (Circle one) 1. 2. 3. 4.
2. Do you eat healthy food?
 Yes No Sometimes
3. Do you ever get stomach aches?
 Often Sometimes Rarely Never
4. Do you ever feel nervous?
 Often Sometimes Rarely Never
5. How many hours a night do you sleep? (Circle one)
 4. 5. 6. 7. 8. 9. 9+
6. How many hours a day do you study? (Circle one)
 Less than one 1-2 2-3 3-4 4+
7. Do you have any academic pressure? (Are you worried about your studies?)
 Yes, a lot No, not much Some
8. Do you feel any pressure from parents, family or work?
 Yes, a lot No, not much Some
9. Do you ever get headaches?
 Often Sometimes Rarely Never
10. Do you play any sport or do any exercise?
 Often Sometimes Rarely Never

Discuss your responses with your friends, teachers and parents.

Read 1

MANAGE YOUR STRESS

Strengthening Mental Flexibility

Mind, emotions and body are all closely interlinked and always work together. It helps you distinguish them more clearly if you try to understand them separately. Your mental capacities are your abilities to concentrate, to take in new information, to remember old and new information and to be in a position to think logically. You need your mental capacity in order to study, to work, to impose a constructive and workable order on your life, and to make rational day-to-day

decisions. For example, if you had the choice of walking to work or taking the car, the fact that it was raining hard and you had a cold could lead you to the decision that it was better to take the car. That would be a rational decision based on the current circumstances.

The mind is the rational, logical part of you that helps you to make unemotional choices, to store and retrieve information and to order and calculate. It is the counterpart to the emotions. A good example of the interaction

between mind and emotions is exam nerves. Your mental capacity has helped you retain what you have revised. You 'know your stuff' but when you enter the exam room and start getting emotional by expecting difficulties and imagining failure, all of a sudden the carefully stored information is no longer available. Your emotions have barred the way to your inner information store. Do you find yourself reacting in any of the following ways?

- You find it difficult to concentrate on things.
- Your memory is letting you down frequently.
- You have lots of different things on your mind but cannot grasp a clear thought.
- You are often undecided these days and this is untypical for you.
- You make longer to do tasks that you were able to complete quite quickly before.
- You start lots of things but don't finish any.

If yes, then it gives a sign of mental stress present in you. The better you deal with stress, the less your mental capacity will be affected. The following exercises will help you build better stress resilience and rebalance yourself if your mental capacity has already started to suffer due to stress.

Stop over- thinking

When tasks and pressures start building up, the mind can sometimes go into over thinking and you come to the thought, 'I wish there was a switch in my head that I could flick and turn off all the thoughts going around in my mind!' It is not that easy. There is a technique to help yourself during the problem of over thinking:

- Say to yourself repeatedly during the day : 'I have no expectations and I will deal with whatever happens... when it happens.'

When you think about a stressful day that lies in front of you, your thoughts run approximately like this : 'Oh my God, I have

so much to do ! I must do X and Y and Z and after that, A and B need to get sorted out as well! I don't know how I'm going to do it all. I won't even have time to eat!'

Basically, the day hasn't even started but you are already in a tizz. What is happening is that your mind is racing ahead of you and anticipating how tired and stressed you will feel once you have completed all the tasks ahead. These frantic thoughts start weakening your energy and as a result you are entering into a busy day with only half of your normal energy. Then, when you end up shattered at the end of day, you seem to have proved that you were right all along – you had a dreadful day and you feel physically drained.

In order to have the maximum energy available at the start of a busy day, use 'I have no expectations and I will deal with whatever happens when it happens' as a form of mantra. You will notice how your body starts relaxing at the thought of 'no expectations'. This relaxation tells you that you have just stopped yourself from wasting valuable energy. You will feel calmer mentally and emotionally as a consequence.

Self-hypnosis

You can use this self-hypnosis state to relieve mental stress. Try the following exercise. It becomes easier with your eyes closed.

- Settle back in a chair and close your eyes.
- Start counting backwards from 99 to 70. Count slowly to fit in with your breathing.
- Now count down from 69 to 30, while imagining walking down the steps of a beautiful staircase. Feel yourself walking down in time with your breathing. See the beautiful grand staircase stretching ahead of you. Imagine the steps are carpeted so that your progress is as effortless as possible.
- Count down from 29 to 0 while imagining drifting further down in luxurious lift, as

large as a room, carpeted, with views of landscapes outside. Watch the decreasing numbers along with your breathing.

- As you arrive at 0, the lift doors open and you enter a room that is furnished just as you would like it. It was all your favourite things in it and it is totally private. Find a comfortable chair in your room and settle back in it.
- Remain there in your imagination until you feel rested and refreshed, then open your eyes again.

The Screen Exercise

When emotions have taken you over, it becomes nearly impossible to think clearly. Then it becomes very easy to make unwise decisions or to agree to something which is not to your advantage. The Screen Exercise shows you how to step back and emotionally detach yourself from your current situation so that you can see more clearly what is going on.

Taking an outsider's point of view and imagining another person in your situation will put a new perspective on your stress problem so you can evaluate more calmly what needs to be done.

- With your eyes closed, think about the situation that is currently causing you stress.
- Imagine projecting the situation onto a screen in your mind as if it were a film you were watching. Include only what has really happened not what you are afraid might happen.
- Replace yourself in the film with someone else of the same gender.

- Watch the film as an outside observer. How do you feel about what is going on in the film? What advice would you give the person who is replacing you on the screen?
- Open your eyes again and act on your own advices.

Anticipating success

When life becomes too hectic, we can end up feeling mentally tied in knots. Nothing seems easy and positive. Pessimism sets in and we cannot see a way out of our current problems. We can open a source of optimism with the technique of anticipating success.

- Settle back in a chair and close your eyes.
- Experience with all your senses what it feels like to have achieved something and enjoy the resulting feelings of relief and elation.
- Hang on to the positive feelings and bring them back with you into the here and now.
- Open your eyes again.

Make sure you don't get all tangled up in considerations about how the situation will resolve itself. It will look after itself as long as you keep your aim firmly in mind. If you stay focused on a positive outcome, you can think more clearly and you will make better decisions, which will eventually lead to the desired results.

If there could be a number of different positive outcomes, then simply concentrate on visualising one version today and another version tomorrow. This is not an exercise in correctly predicting the future, but rather a way of clearing negative thoughts from your mind and focusing on a positive state.

Glossary

distinguish differentiate **impose** enforce **rational** logical, sensible **retrieve** regain, get back **counterpart** equivalent **exam nerves** nervousness caused by exam **retain** (here) remember **resilience** speedy recovery from problems **languidly** leisurely, slowly **hemisphere** a half of a sphere, **flick** strike **tizz** a state of nervous excitement **anticipate** foresee, predict **frantic** agitated,

wild **shattered** upset, tired **dreadful** terrible, horrible **drained** exhausted **consequence** result **self hypnosis** giving suggestion to self that would influence one's own consciousness and thoughts **drifting** descending, dropping **landscape** scenery, surroundings **perspective** viewpoint **hectic** very busy and hurried **pessimism** negative thinking, tendency to expect the worst **optimism** positive thinking, tendency to expect the best **crisis** critical moment, worrying time **elation** great happiness, ecstasy **tangled up** trapped, confused

Comprehension

C.1.1 (a) What is your way of reacting? Tickmark in the list in second para of the read.

(b) What are the areas or topics of your over-thinking?

(c) Do all the four steps of 'anticipating success' and then share your feeling with your partner.

C.1.2 Peep into your life and fill in the table. Add one incident when you really felt stressed.

Action	Yes/No	How long does that feeling last?	Reason
You are frightened when a cockroach climbs up your leg.			
Your mouth starts watering when you think of lemon being squeezed.			
You shiver in interviews or in elocution competitions.			

C.1.3 Make pairs. Put the appropriate letter in the brackets. ††

1	Mind ()	A	helps in balancing our brain.
2	Music ()	B	makes you unable to concentrate.
3	Mental ability ()	C	makes you physically weak and exhausted.
4	Mental stress ()	D	keeps us in position to think logically.
5	Anticipation of happenings ()	E	starts lot of things but does not finish.
		F	helps you decide against feelings also.

C.1.4 Write three sentences about how these help.

- Putting worries on paper
- Removing worries of 'I can't'
- Writing a few lines with the other hand
- 'No Expectation'

C.1.5 Answer these questions.

1. Do you think there are more chances of accidents when you are in a hurry or you have some tension?
2. What would you do when you have stress? Which exercise suits you more? Why?
3. Why can you not take proper decisions when angry?
4. You have a cricket match today. Tomorrow there is a test in the school and you should study now. You are supposed to choose one. Make a decision and say why it is rational.
5. Write your experience to support the statement: We don't get tired of work but we get tired of list of pending tasks.
6. List the work you can do at these places: in kitchen, in garden, at your papa's work- place, in play ground, in school etc.

C.1.6 Summarize in four-five sentences each.

1. Self-hypnosis
2. The screen exercise
3. Anticipating success

Read 2

STRESS CONTROL EXERCISES

Short meditation-1

- Make yourself comfortable and close your eyes.
- Choose a word that symbolises 'calmness' to you : 'harmony', 'tranquility', 'serenity', 'peace', 'relax'.
- Meditate on your chosen word. Visualise scenes that tie in with the word or build up mental images that illustrate the word. You can also spend some time imagining what it would feel like if you experienced harmony or tranquility inside yourself.
- Open your eyes again.

Short meditation-2

- Pick a material such as dress fabric, a stone, a piece of wood or anything else that appeals to you.
- With your eyes closed, explore the texture of this material.
- Spend at least two minutes doing this.

Give your brain oxygen hit

Half the problem with being stressed and unable to concentrate properly is that you don't breathe deeply enough to supply your brain with sufficient oxygen. When we get stressed, we tend to hold our breath or only breathe in a shallow way, using only the top part of our lungs. In order to deepen

your breathing and get oxygen all the way up into the brain again, do the following exercise for two minutes :

- Rub both your hands together for a moment to create energy.
- Place your palms one on top of the other on the area just below your navel.
- Breathe consciously into your belly, making your palms rise every in-breath.
- Imagine breathing oxygen into your brain.

The Crown Pull

When we breathe, there is a microscopic movement of the cranial bones which in turn allows the cerebrospinal fluid to move freely through the spinal column and the skull. When tensed or upset and don't breathe deeply enough, this can result in bones in the skull becoming slightly stuck together so that the fluid cannot circulate properly.

The Crown Pull influences the flow of cerebrospinal fluid in a positive way. It helps calm your nervous system and can also often take away a headache or stress-induced stomach ache, as well as helping you think clearly.

- Place both of your hands with your fingers like combs on top of your head so that your

little fingers are touching your hairline at the front.

- Firmly press down on to your scalp and pull your fingers away from the midline, combing outwards with each hand.
- Now place your hands in the same way higher up on the midline of the head and repeat the procedure.
- Now place hands even further back on your head, towards the crown, and repeat the procedure.

Mental quick fixes

- Put on some music you like and dance through the room. This creative activity exercises the right side of the brain and helps rebalance your brain.
- Get a fish tank and watch the fish swim around languidly. This allows your mind to calm down.

- Write down all your worries. Putting them on a piece of paper gets them out of your head.
- Get out into nature and walk.
- Concentrate on what is right now rather than what might happen tomorrow.
- Sing in the bath and use the shampoo bottle as a micro-phone.
- Nobody is perfect and who wants to be nobody? Mistakes are OK.
- Delete the phrase “I can’t” from your vocabulary. It isn’t constructive and blocks your view of possible solutions.
- Write a few lines with your other hand. This rebalances the two hemispheres of the brain.
- Expect to be lucky.

Glossary

tranquility calmness **serenity** peacefulness **cranial bones** skull bones **cerebrospinal fluid** fluid of brain **spinal column** spine, backbone, કચ્છોડા **stress induced** caused by stress **scalp** skin on top of the head

Comprehension

C2.1 Here are some words which can make you stress-free. Read their dictionary meanings. Close your eyes and recollect the words and images that occur in your mind. List them in the last column. An example is given. (You can use mother tongue.)

Word	Dictionary meaning	Your word/ image
Calmness	state of mind being free from agitation, excitement, or disturbance	ગુસ્સો, ઉચાટ, ખળભળાટ, ખલેલ વિનાની સ્થિતિ, અંધ આંખ, લીલુછમ મેદાન, soft music
Harmony	internal calmness	
Tranquility	a peaceful, calm state, without noise, violence, worry, etc.	
Peace	freedom from disturbance	
Relaxation	make or become less tense or anxious	

C.2.2 Do step 1, then replace the underlined part and do it again. Then narrate your experience. (You can use mother tongue.)

Step 1	Step 2	Your physical and mental feeling
Meditate on your favourite <u>word</u> .	favourite <u>idol</u>	
Build up <u>mental images</u> that illustrate the word.	images of your <u>past incidents</u> where people liked you	
Explore the <u>texture</u> of some material with eyes closed.	<u>streets and areas</u> of your city/village	
Put your palm on your belly and <u>feel breath-in</u> .	finger under your nose and <u>feel breath-out</u>	

C 2.3 Answer these questions.

1. Which things create stress in you?
2. What are the effects of stress on you?
3. How do you release stress?
4. Which of these techniques is more effective on you?
5. How would life be without stress?

Vocabulary

V.1 Circle the word that is different from the other three words. ††

- 1) tangled – intertwined – tizz – confused
- 2) tranquility – calmness – serenity – restlessness
- 3) anticipating – foresee – predict – evaluate
- 4) retrieve – rescue – salvage – evade
- 5) crisis – crunch – deadlock – breakthrough

V.2 Each group of four words contains two words that are either synonyms or antonyms. Circle these two words; then circle S if they are synonyms, and A if they are antonyms. ††

1.	luxurious	frantic	rustic	anxious	S	A
2.	bountiful	lovely	shameful	dreadful	S	A
3.	consequence	outcome	outlook	euphoria	S	A
4.	circuit	hectic	catastrophe	crisis	S	A
5.	elation	corrosion	solution	desolation	S	A
6.	idealism	optimism	pessimism	optimum	S	A
7.	serenity	severity	sincerity	tranquility	S	A

V.3 Choose the best answer in light of the bold word in question.

- 1) When do you get **shattered**?
 - a) after the whole day's office work
 - b) after watching a funny movie
 - c) before thinking a lot
 - d) while working on a computer
- 2) Which of the following is in reference to the word **half**?
 - a) cranial bones
 - b) landscape
 - c) hemisphere
 - d) cerebrospinal

Function (Talking about people/places in relation to something/someone)

F.1 Read out this conversation and the passages. Observe the words printed in bold.

- (A) Aarushi : Hey Sneha, look at those bangles in that imitation jewellery shop.
Sneha : Wow ! They are indeed wonderful.
Aarushi : They have **the same** golden glitter **as** real gold ornaments have. How would they look on the hands of my mom?
Sneha : Oh...nice. So, are you thinking of your mamma's choice?
Aarushi : You are right, Sneha. **Unlike** me, my mamma doesn't prefer imitation jewellery.
Sneha : But look at the shape and design as well. They have the same traditional design as the old ones your mom has. These bangles are in no way **different from** your mamma's choice.
Aarushi : That's quite true. Let me buy it for my mom.
Sneha : Surely, she will be happy to have them.
Aarushi : Yes, I agree. Our views are quite **alike**.

- (B) Hello friends,
Let me introduce this chap to you. He is our new classmate. He has taken up **the same** course of study **as** I did. He lives in **the same** house **as** I do. It's of the same size, the same colour, the same look but with a different style. He doesn't like **the same** song **as** I do. **Unlike** me, he is always much worried about his career. I am a carefree person. He is also **the same** aggressive and bold person **as** I am. Don't get surprised, we are twin-brothers. Now, clap for Jitesh and Mitesh.

- (C) Let's compare the teachers we know in the school. Mr Mehta who teaches English is **almost the same** age **as** Mr Bhatt, the economics teacher. Mr Mehta's personality is **quite different from** Mr Bhatt. They both are good teachers and in that respect they are **alike**, but Mr Mehta participates more in social activities than Mr Bhatt does. He doesn't work as hard as Mr Bhatt. Mr Mehta works **like** a snail. Mr Shah differs from both of them. Mr Shah's social interests are **the same as** Mr Mehta's but he doesn't like to mix with strangers. **Unlike** Mr Mehta, Mr Shah avoids attending functions outside town.

F.2 Notice the use of expressions showing similarities and differences between people and things. From F1 A,B,C analyze and write down similar expressions as shown in these examples.††

Examples:(1) Mr Mehta's personality is quite different from Mr Bhatt's.

Reading interest of my sister is quite different from that of mine.

(2) But these bangles aren't the same as your mom has.

Ishan Sharma's batting skill isn't the same as that of Virat Kohli's.

(1) The teaching skill of Mr Mehta and Mr Bhatt are alike.

(2) Mr Mehta works like a snail.

(3) Unlike Mr Mehta, Mr Shah avoids attending functions outside town. Travelling is Mr Mehta's hobby.

(4) He lives in the same apartment as I do.

(5) He is also the same aggressive and bold person as I am.

F.3 Here is a game of naughts and crosses. Let's play it differently. Make a sentence choosing the adjective and select your sign- either Naught (O) or Cross (X). If the sentence is approved by the teacher, you can put the selected sign in the relevant box. Your partner would do the same. The student who gets three naughts or crosses in a line is the winner. You can make sentences of equal and unequal comparisons observing your classmates and things in class. Best of luck. ♪

the same as	like	almost the same as
unlike	the same....as	differs from
similar to	alike	different from

For example: Rina has the same attitude as her brother has.

F.4 Look at the two pictures given below. Observe the similarities and differences between them. Frame sentences using all expressions mentioned in F1. ♪



For example: - Both houses are almost alike but the drawing room arrangements differ.

F.5 Make meaningful sentences joining A with B and C.

A	B	C
1. My house is	is almost the same as	to your opinion.
2. Unlike Ankleshwar	matter is similar	from the school as that of your house.
2. My opinion in this	Anand is not	very hard working.
3. Unlike the lazy Mr. Sharma	Mr. Rawal is	an industrial city.
4. The sweetness of Vina's voice	at the same distance	the voice of Lata Mangeshkar.

F.6 Insert "as" at the proper place in these sentences.

1. My mother has the same car my father has.
2. I think that your sister is the same age that of Monika.
3. This is the same bike you bought me.
4. Jahid is the same clever little boy his father.
5. This is the same dress I wanted to buy last week.
6. This is the same computer that one.



Pre-task

You have your grandparents/elderly relatives. Fill in the details in the following table.

No.	Maternal grandparents/relative				Paternal grandparents/relative			
	Grandmother/elderly female relative		Grandfather/elderly male relative		Grandmother elderly female relative		Grandfather/elderly male relative	
	likes	dislikes	likes	dislikes	likes	dislikes	likes	dislikes

Read 1

THE ADJUSTMENT

- Gulzar

It was a mistake not to take Nana, our grandfather, to the funeral of our grandmother, our Nani.

'Go, take her away ... whisper into her ears that I too am on the way, not far behind; tell her I will see her in the beyond.'

With heavy hearts, we hoisted Nani's bier over our shoulders. I turned to look, just once, and found Nana stepping away from the balcony into the room, pulling the door shut after him. He had lived with Nani for over half a century, seen her radiant face every day of those years.

He must have been what, about eighty-five, and yet he would find something to grumble at everything Nani did. He would keep quibbling with her, as if they were two people who had just married in the first flush of love and were still discovering each other. At times a petty quarrel would push them into long silence. They would stop talking to each other for days together. When we would try to intervene, all Nana would quip, 'It happens, son; it happens ... it takes time to adjust to each other.'

It was fun listening to him talk. Mother would always reprimand us, 'You people provoke him and my mother has to bear the brunt.' Her mother, means our Nani. And Nani would whoosh out a few words together from her toothless mouth, 'Be grateful that I gave you two grandsons ... now for the love of God, just shut up!'

My brother and I were at a very young, impressionable age when our father married a second time. He would often arrogantly parade into the house with his new wife. Mother was helpless. There was nothing she could do about it, but Nani fought with her, and scooped the two of us into her arms and brought us into her house, saying, 'You want to rot here, do so ... But I am not letting my grandchildren stay here to get thrashed by their stepmother.'

If anyone got her way with Nana, it was Nani. She would tell it to his face, 'You will regret it the day I die. You don't speak with the mother of these two children. They are also not going to talk to you. You will sit all by yourself in the



balcony and bathe in the sun and your own loneliness.'

Nana would say, barely audibly, 'I am older than you. You just wait and watch who's going to go first, you or I?'

She would simply say, 'Yes, you will see. Just watch!'

And Nani really did leave before him. Nana became all the more irritable now as if he had lost a wager. For a few days he took out his anger on his food. He would push away his plate and say, 'Tell her I don't want to eat!'

He imprisoned himself in the bedroom. We removed a few of Nani's belongings to make the room liveable for Nana but he did not let us cart away Nani's bed. In a dry, hollow coarse voice, he said, 'Let it be ... where else is she going to sleep?'

The day we had to take Nani's ashes away for immersion, that day too Nana stayed locked in the room. When I went in, I found him sitting on her bed. He just touched the urn and said, 'Take him away ... all my life he just kept fighting with me.'

The shift was gradual. I did not pay much heed to it that first day but later it became more evident.

Another day I caught him taking Nani's cough syrup. He was measuring it by the capful, exactly the way Nani used to. I asked him, 'What's that you are doing?'

'What am I supposed to do then ... this damn cough just doesn't let up!'

Exactly the same turn of phrase that Nani would have used.

He paused, threw me a look and said, 'When this bottle gets over, get me a new one.'

I was a little taken aback. I had never heard him coughing. But this was nothing compared to the shock he gave me a few days later.

I told him, 'Nana, let's go to a salon. You need a haircut.'

I insisted, 'If you don't want to go, then I will call a barber home.'

He did not even bother to look at me this time. He began to shake his head, 'No, no, he will kill me. He does not like my hair cut short ... he will never approve!'

His intonation was nasal, exactly like Nani's. It seemed as if it was Nani who was speaking. I moved back, a little worried.

I had a friend, Dr K. D. Kamble, a psychiatrist. I called him over.

He talked to Nana at length - for hours. Most of the time, Nana kept quiet. He did not answer most of Dr Kamble's queries. But when he did, he spoke like Nana normally did and in his own voice. Something else became evident too: to one of the numerous questions that Dr Kamble asked him, he said, 'This only she can answer. I will ask her when she comes.'

Dr Kamble shot back, 'Where has she gone?'

The ends of his lips curled up a little in a smile, 'Oh ... she doesn't really ever tell me her whereabouts.'

When Nana left, Dr Kamble said, 'He does not perceive your Nani as dead. He has begun to live a double life. In fact there's more of her and less of him. He has begun to think of himself as Nani. Whatever happens, it happens to her. She is the one who needs to be fed. She is the one who feels thirsty. She is the one who feels the pain. And it is she who takes

the medicines. He only swallows the pills on her behalf.'

I drove the good doctor back to his home. He said that Nana was suffering from a sort of dissociative personality disorder. The condition was little understood, he said, and there was no sure cure for it. He said, 'We will keep at it, do our best. But at your Nana's age, that kind of recovery is nearly impossible.'

As I was about to leave, he asked me, 'Tell me one thing, how does it make any difference to you whether he is Nana or thinks himself to be Nani? How does it change anything whether he eats raita by staying your Nana or

refuses to eat raita by morphing into your Nani? Let him live his life any way he wants to.'

I was late coming back home, but I did feel quite unburdened and a lot less worried by what Dr Kamble had said. I thought the way Nana had made his adjustments with Nani, we too should make adjustments with him.

I reached home. When I walked into Nana's room to wake him up, I found him sleeping in Nani's bed. I lifted the blanket to wake him up. I was stunned. He was sleeping in Nani's *dhoti* and blouse.

Glossary

funeral ceremony held immediately before burial or cremation **whisper** speak softly **see her in the beyond** meet her after death **bier** a wooden frame on which the corpse is kept **radiant** glowing, bright **quibbling** arguing or raising objections about an insignificant matter **flush** a reddening of the face caused by intense emotion, turn red **petty** insignificant, trivial **intervene** mediate, get involved to resolve conflict **quip** make a witty remark **reprimand** scold **bear the brunt** tolerate **whoosh out** making a soft sound like wind **impressionable** easily influenced **provoke** cause anger **parade** walk proudly **scoop** embrace someone to protect and express warmth **thrash** beat **to get one's way with** make others do as one wishes, **बल मन्तव्य** **barely audible** too soft a voice to be heard **wager** bet **belongings** possessions, things **cart away** take away **immersion** releasing of something into water **pay heed to** pay attention to **damn** bad (used for cursing) **taken aback** shocked, surprised **intonation** rise and fall in pitch **curled up** rounded **dissociative personality** a mental irregularity in a person's thoughts, memories, feelings, actions or sense of identity **morphing** transforming from one image to another **unburdened** relieved **stunned** shocked **dhoti** saree (in Punjabi)

Comprehension

C.1.1 Answer the questions.

1. Do you think Nana had gone really mad/insane?
2. Who do you like more, Nana or Nani? Why?
3. Find and read out three sentences which have touched your feelings most?
4. Who tells this story to us?

C.1.2 State true or false. Correct the false statements. ††

1. Nani brought the grandchildren home.
2. When Nani passed away, Nana was around 85 and their married life was around 60 years.
3. One of the grand children took Nana to the doctor.

C.1.3 Arrange these events in chronological order. Write the number in the box. ††

1. Nana's son-in-law got remarried.
2. Nani brought the grand children to her home.
3. Nana started developing mental disorder.
4. Nani died.
5. Nana behaved as if he were Nani.
6. They consulted a doctor.

C.1.4 Write the letter of suitable theme in the box. †††

Themes:

- | | |
|--|------------------------------------|
| A. The narrator's social life | B. Nana and Nani had small fights. |
| C. Nana is trying to adjust himself in Nani's absence. | D. Other. |

- | | |
|--------------------------|--|
| <input type="checkbox"/> | They would stop talking to each other for days together. |
| <input type="checkbox"/> | He has even begun to sleep in her bed. |
| <input type="checkbox"/> | He must have been not more than twenty-five when they got married. |
| <input type="checkbox"/> | He would keep quibbling with her. |
| <input type="checkbox"/> | Our father married a second time. |
| <input type="checkbox"/> | He had now spent nearly sixty years with her. |
| <input type="checkbox"/> | He imprisoned himself in the bedroom. |
| <input type="checkbox"/> | His entire constitution had begun to morph. |
| <input type="checkbox"/> | Nani would whoosh out a few words together from her toothless mouth. |
| <input type="checkbox"/> | He only swallows the pills on her behalf. |
| <input type="checkbox"/> | Nani fought with her. |

C.1.5 Complete the table. ††

What is said	Who	Whom	When/Situation
I am not letting my grandchildren stay here to get thrashed by their stepmother.			
Tell her I don't want to eat!			
You will sit all by yourself in the balcony and bathe in the sun and your own loneliness.			
He does not perceive your Nani as dead.			
Even Nana has gone off to sleep without eating anything.			

C.1.6 Here are some adjustments. Number them according to intensity of your feelings.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Nana tried to adjust with Nani. |
| <input type="checkbox"/> | Nana tried to adjust himself in the absence of Nani. |
| <input type="checkbox"/> | Nani tried to adjust the social life of the grand children by bringing them to her. |
| <input type="checkbox"/> | Dr Kamble said to the family members to adjust with Nana. |

C.1.7 Answer these questions.

1. 'The shift was gradual.' Which shift is mentioned here?
2. 'No, no, he will kill me. He does not like my hair cut short...he will never approve!' Who is referred to as 'he' here?
3. List the sentences where Nana thinks of himself as Nani.
4. When was the mother shocked?
5. Why did the narrator feel a little relieved after coming from Dr Kamble's?

C.1.8 Tick mark the sentence with the nearest meaning.

1. Tell her I will see her in the beyond.
 - a) Nana will meet Nani after death.
 - b) Nani will meet Nana in the next birth.
 - c) Nani should know that she was not departing forever.
 - d) Nani will return first and then Nana will.
2. The shift was gradual.
 - a) Step by step Nana moved away from himself.
 - b) Very slowly Nana got transformed as Nani.
 - c) Nana started making adjustment in the family.
 - d) Gradually Nana learned to imitate Nani.
3. In fact there is more of her and less of him.
 - a) Nana was mostly overpowered by the personality of Nani.
 - b) Nana liked Nani more than he liked himself.
 - c) Actually the family remembers Nani more than Nana does.
 - d) In this story Nani's role is more than Nana's role.
4. Let him live his life any way he wants to.
 - a) Nana's likings should be fulfilled by the family members.
 - b) Let us allow Nana to live rest of life.
 - c) Nana should be free to live or die.
 - d) The family should not worry if Nana wants to behave as Nani.

Read 2

BLIND, DEAF FISH

- Ananda Acharya

<i>In</i>	<i>Weaving</i>	
<i>a dark cave</i>	<i>a yarn</i>	
<i>flows</i>	<i>of</i>	<i>in</i>
<i>a dark river,</i>	<i>rainbow</i>	<i>the stream</i>
<i>And on</i>	<i>and</i>	<i>See</i>
<i>Its stony bank</i>	<i>humming</i>	<i>neither</i>
<i>there sits</i>	<i>a song.</i>	<i>yarn</i>
<i>a man,</i>	<i>But</i>	<i>nor man,</i>
<i>Old</i>	<i>the blind,</i>	<i>Nor hear</i>
<i>as the sun—</i>	<i>deaf</i>	<i>his</i>
<i>or</i>	<i>fish</i>	<i>everlasting</i>
<i>older,</i>	<i>that swim</i>	<i>song.</i>

Glossary

stony rocky **bank** shore **weaving** knitting **humming** buzzing **yarn** thread, fibre **everlasting** eternal, unending

Comprehension

C.2.1 Fill in the blanks.

A dark _____ flows from _____. Its banks are _____. An _____ is sitting on its bank. He is _____ing _____. He is _____ ing a _____. But the fish does not _____ yarn or _____. It does not hear old men's _____ song. _____ she is _____ and _____.

C.2.2 Write a detailed description and its importance.

cave	
river	
bank	
man	
fish	
song	

C.2.3 There are three word-pictures in the poem. ††

1. The river 2. The man 3. The fish

Describe these pictures in detail.

Ex. The river: There is a deep cave where the sunlight does not reach. The cave is dark and seems mysterious. That cave is the source of a river. The water is streaming from it and falls on the rocks.

The man: _____

The fish: _____

C.2.4 The fish is alive but unable to enjoy the world around. Can there be persons like this fish? They are insensitive to beauty, colours, life etc. They are just busy in routine and food.

- Are you a fish? Do you absorb your world with all your senses and sensibilities? How do you enjoy life? Write in detail considering these questions:

-What is your routine? -What do you miss? - What would you like to see/enjoy?

C.2.5 Join A with B so as to find the deeper meaning in the poem.

- | | |
|--------------|------------------------|
| A | B |
| • cave | • the creator |
| • rainbow | • man |
| • fish | • insensitive, routine |
| • old man | • beauty |
| • river | • dark |
| • blind-deaf | • mystery |

Vocabulary

V.1 Replace the underlined word/phrase in List A with a word/phrase in List B indicating suggestive meaning. Write the number of the sentence in the brackets. ↑↑

List A	List B
1. We hired the trucks <u>to shift</u> our household belongings.	[] intervene
2. The basketball player was removed from the game when he did not <u>give attention to</u> the referee's warning.	[] curled up
3. The manager was injured when he tried <u>to get into</u> a fight between two customers.	[1] cart away
4. She <u>rolled on</u> the couch and fell asleep.	[] pay heed to
5. Doyle smiled at him and <u>made a witty</u> remark.	[] taken aback
6. I was <u>shocked</u> at his rudeness.	[] whoosh out
7. The train sped to the station with a <u>sudden fast movement</u> .	[] quipped

V.2 Tick mark the most logical response from the brackets to complete each of these sentences.

- 1) Did the policeman _____ the old man? (reprimand/ yelled)
- 2) Tom was _____ by his master for telling a lie. (thrashed /hit)
- 3) Her grandfather's ashes were _____ into the Ganga. (drowned/ immersed)
- 4) They are only concerned with their own _____ interests. (minor/ petty)
- 5) The little princess _____ to her maid that her bed was badly made.(grumbled/complained)
- 6) Helen got up this morning like a _____ fairy. (bright/ radiant)
- 7) Jackson's expression _____ from irritated to amused. (morphed / altered)

V.3 Join words with phrases. Write the numbers in the brackets.

	Words	Phrases
1	quibbling	() a sudden rush of intense emotion.
2	intervene	() come between so as to prevent or alter a result or course of events
3	quip	() a movable frame on which a corpse is placed before burial or cremation
4	flush	() a sudden movement accompanied by a rushing sound.
5	provoke	() argue or complain about small, unimportant things
6	bier	() to give careful attention
7	cart away	() a clever remark
8	pay heed to	() deliberately make (someone) annoyed or angry.
9	whoosh out	() take away by means of a vehicle

V.4 While reading the passage, you have come across the synonyms of these words. Find out the actual words from the read.

unimportant	rebuke	inflame	astonished	dispute	baggage	submersion	gamble	redde

V.5 Read the sentence and tick mark the option that best conveys its meaning more appropriately. ††

Example: You people provoke and my mother has to bear the brunt.

- a) My mother has to suffer the pain when she is pushed by people.(√)
 - b) My mother has to surrender when she is instigated by people.
 - c) My mother has to tolerate when she is annoyed by people.
 - d) My mother has to give up when she is irritated by people.
- 1) He would arrogantly parade into the house with his new wife.
 - a) When moving in with his newly wed wife into the house, he looked humble.
 - b) When entering with his newly wed wife into the house, he looked haughty.
 - c) When walking with his newly wed wife into the house, he looked shameless.
 - d) When marching with his newly wed wife into the house, he looked proud.
 - 2) He would keep quibbling with her all the time.
 - a) He kept on opposing her all the time.
 - b) He kept on fighting with her all the time.
 - c) He kept on objecting over petty issues all the time.
 - d) He kept on worrying about her all the time.
 - 3) Nani would whoosh out a few words together from her toothless mouth.
 - a) Nani would blurt out a few words quickly from her toothless mouth.
 - b) Nani would speak out a few words softly from her toothless mouth.

- c) Nani would utter a few words with a hissing sound from her toothless mouth.
 - d) Nani would articulate a few words with a loud sound from her toothless mouth.
- 4) I do not want my grandchildren to be thrashed by their stepmother.
- a) I do not want my grandchildren to be pampered by their stepmother.
 - b) I do not desire my grandchildren to be advised by their stepmother.
 - c) I do not wish my grandchildren to be beaten by their stepmother.
 - d) I do not expect my grandchildren to be whipped by their stepmother.
- 5) At times a petty quarrel would push them into long silence.
- a) It is bad that small fights harm communication.
 - b) It is bad that a trifling quarrel results from serious provocation.
 - c) It is bad that an insignificant fight would result in long arguments.
 - d) It is bad that a small quarrel ends up in long discussions.

V.6 Underline the proper word from the bracket and mark its proper place by the sign . ††

Example: I went to Haridwar for the ^ of the ashes of my grandfather. (immersion/ impression)

- 1) I was by her assumption that I knew all about her domestic misfortune. (taken aback/ scooped)
- 2) She received a strong when she lost her mother’s diamond necklace. (flush/reprimand)
- 3) Her frustrated despair into mockery.(quipped/morphed)
- 4) For a moment, Lisa was too to say anything. (stunned/ curled up)
- 5) Nicholas looked into the eyes that were gazing at him, and continued to turn over the pages and read. (flush/radiant)
- 6) Your constant quarrels are making things unpleasant for the others in the office. (petty/unburdened)

V.7 Frame sentences using all the words. You may change the forms of the words if needed.

Example: Gulliver – ship – hit – stony – sink

Gulliver’s ship hit the stony seashore and sank down.

- 1) she – sit – garden – quiet – humming – song
- 2) my friend – not speak – deaf
- 3) fishing – bank – river
- 4) grandmother – weave – sweater

V.8 Tick mark the words nearest in meaning.

- 1. **stony** critical rocky stunning musical
- 2. **bank** shore account money river
- 3. **humming** rushing hurling hammering buzzing
- 4. **yarn** yawn wool sheet cover

Function [Expressing the manner of action and making supposition about it]

F.1 Here is a description of Khushvant Singh’s grandmother by the writer himself. Read the following passage and observe the underlined words.

My grandmother, like everybody’s grandmother, was an old woman. She often told us the games she used to play as a child. They seem quite absurd and undignified on her part and we treated it like the fables of the prophets she used to tell us. My grandfather’s portrait hung above the masterpiece in the drawing room. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren.

F.2 Observing the underlined words in F1, say whether these sentences are True or False.

1. Writer’s grandmother was a young one unlike everybody’s grandmother.
2. The grandfather of the writer looked like an ordinary social man.
3. The grandmother in her childhood used to play games of children.
4. The writer considered those games as they were real ones.

F.3 Read aloud these sentences and try to understand the expression. Write down A for an advice and S for a supposition (a condition which is unreal, imagined or supposed). ††

1. If I were you, I would study more. ()
2. I wouldn’t do that if I were you. ()
3. If he were taller, he could be selected in team. ()
4. If I were not in debt, I would quit my job. ()
5. If I were sick, I wouldn’t be here. ()

F.4 Here are some chits. Find out the role assigned to you in it. Perform it before the classmates. Tell one of the classmates to describe the performance using ‘as if’, ‘as’, ‘like’.

walk- soldier	eat- Bhim	enter - Shivaji	dance - Michael Jackson
act - Amitabh Bachchan		speak - political leader	

Example: walk- soldier

- Description:
1. Paresh is walking like a soldier.
 2. Paresh walks as if he were a soldier.
 3. Paresh is walking as a soldier does.

F.5 Join these sentences using expression ‘as if’ and ‘like’. ††

Example: He walks in style of a king. Virsinh is not a king.
Virsinh is walking as if he were a king.

1. The rabbit sat still. It is not a toy. _____
2. Her eyes are blazing. They are tongues of fire. _____
3. They met after a long time. They were strangers. _____
4. He looked very stubborn. He didn’t care at all. _____
5. The shadow was approaching. It was a tiny dark cloud. _____
6. Nana would keep quibbling with Nani. They were two people who had just married in the first flush of love. _____
7. Nana became all the more irritable now. He had lost a wager. _____

F.6 Match A with B and make meaningful sentences.

A	B
If I were a millionaire	I would reduce the tax
I would have travelled all the seas	If I were very handsome
I would have become a Bollywood hero	If I were a kite
I would fly across the Himalaya	I would give a lot to charity
If I were the president	If I were a dolphin
I would catch the clouds	If I were an eagle

F.7 Match the A, B and C with relevant expressions and frame sentences using ‘as’ and ‘like’.

A	B	C
<u>Rucha</u>	twinkled	lion
Tarzen	climbed	stars
They	<u>singing</u>	lightening
Eyes	runs	<u>Sunidhi Chauhan</u>
Usain Bolt	roared	mountaineers

Example: Rucha is singing as Sunidhi Chauhan does.

Writing

W.1 Write a paragraph on ‘My Grandparents’.

Names of grand parents-age-health-how much time you pass together-do you eat together? breakfast, lunch, dinner-visit places like temple, river, garden etc. with them-what you learn from them-how you express your love-what care you take of them-how they express their love to you-what care they take of you.

W.2 You visited an old-age home in your city last week. Prepare a short report on it. 🧑🧑

Name-place-date-how many old persons living-what is their daily life-their problems-how you pass your day with them-what you learnt.

W.3 Write a story of a movie which shows family bonding especially with grandparents (eg. Bagban) in your own words. 🏠

Activity

A.1 Divide the students into groups of four. Each group will write ten peculiar things about parents/grandparents. Then each group reads its observations aloud in the class. Prepare a list of observations that are common in almost all the student groups.

A.2 Sit with your parents and discuss your plans for the future. Talk about your apprehensions and mental blocks that hinder you from fulfilling your dreams.

A.3 You may have to make a lot of adjustments in your daily life with your parents regarding choice of food, clothes, movies, internet usage, career choice, selection of friends, social gatherings, choice of music, family customs & traditions etc. Prepare a list of social, psychological, familial and cultural adjustments you have been making in your day to day life. Then share your experiences with your classmates.

Project

Prepare a questionnaire consisting of varied aspects of life including choice of food, garments, music, friends, habits, sports, vehicle, places etc and visit five families in your area. Ask all the family members – young and old of the house to fill the questionnaire. Then prepare a list of choices of members of both the groups – young and old, compare them and find out the similarities and differences between the two sets of members.

*



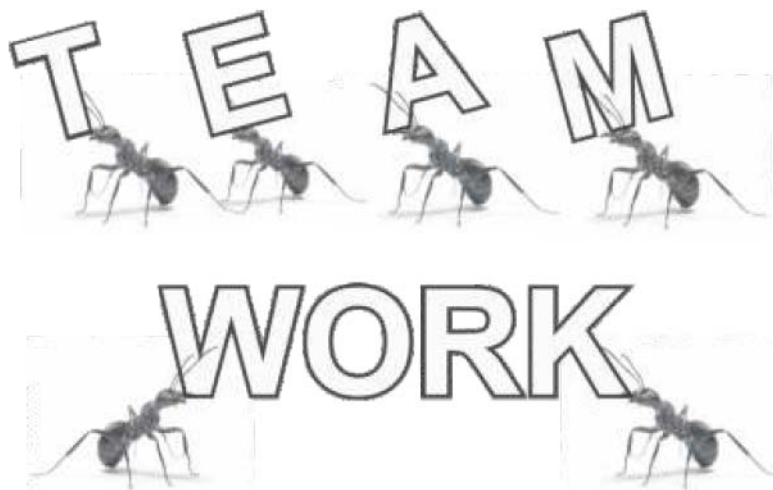
Pre-task

1. Read this poem about ants. Make a list of qualities of ants as mentioned in the poem.

Working Ants

*In a straight line we walk
A lot of work without talk
Under leaves and over rocks
Heavy lifts to keep our stocks
We work within an almost
sacrificial love for one another
This love so strong that
permeates our bodies willingly
Carries many times its weight
freely.*

*As we find a freedom in a devotion
As we build a great life together.*



2. What do you know about ants? Put a cross (X) on what you think is not true about ants.

- Ants are tiny and weak creatures.
- Ants work as a crowd not as a team.
- They are harmless and nonviolent.
- They cannot grow food like farmers.
- Ants are so tiny that they cannot rule over other creatures.
- Ants can eat a huge elephant in a few minutes.
- Ants are food for other creatures.
- Ants are hunters.
- They have to collect food.
- Ants have a social life like human beings.

Read 1

ANTS

The following behaviour was noticed by a scientist who was making a study of ants. A number of ants were down in a pit, where they had killed some flies and other insects for food. The ants began fetching the small bits of these insects up to their anthill. This was arduous work for them. The sides of the pit were steep and, considering the size of the ants, the loads they were carrying were very heavy. It was as if a group of men were carrying a weight of two hundred pounds each, and climbing a cliff at the same time.

The ants immediately organised the work in this way while some were carrying up the bits of insects, the others went in front and cleared away any sand or small stone that obstructed the way. At some points where it was difficult to get a foothold, these other ants would position themselves in such a way that the ants carrying the loads could easily climb over them.

Near the top of the pit, however, there was a small part of the way which was completely

smooth and steep. Here there were no footholds. The ants came up to these points and there their progress stopped. It seemed that, after all, they had been defeated. Of the many ants which tried to climb this part, only one reached the top. This one was immediately met by a number of ants from the anthill, to whom it conveyed a message. And now an amazing thing happened. The ants at the top began climbing down into the pit backward, each holding the tail end of another ant in front. In this way an ant-chain was soon formed which slowly dropped down the steep side. When it reached the ants waiting with their loads, they easily climbed up the chain and came out at the top.

Such behaviour, showing the adeptness of ants, has been noticed and studied by many. Now science has discovered some things about ant life which seem to show that the intelligence of these tiny creatures is very close to human intelligence. Not all scientists concede to this view, but you may look at some of these facts and form your own opinion.

These are ants that do 'farming'. You may know that it was a big leap for human progress when man gave up being a full-time hunter and took to farming. Seemingly, the umbrella ants of South America have taken the same step in their small way! They are called by that name because they are often seen carrying large pieces of leaf over their heads like umbrellas. They take these pieces of leaf to their nests, where they chew them up nicely. Afterwards they make beds of these chewed-up leaves. On these beds grows a kind of fungus, which is the food of ants.

Then there are ants that domesticate 'cows' and 'milk' them! What we have called 'cow' are a kind of greenfly. These are found on rose leaves and on the leaves of beans. They give out a sweet, honey-like liquid which the ants relish a lot. So the ants take these greenflies to their nests and keep them there. They feed

them, protect them from their enemies; and they 'milk' them, pressing their sides gently and making them give out their honey.

Ants, we are told, play games, nurse their sick and bury their dead. They see that each one in the nest does its share of the work, and that no one is allowed to be indolent. All this suggests that ants have a highly developed social sense and perhaps some system of government.

There are ants that keep other ants as slaves. One such type is a powerful red ant which is found in Europe. Their slaves are taken from a type of black ant which is smaller in size. When the red ants want slaves, they ambush the nests of the black ants and abduct some of their eggs. When these eggs hatch in the red ants' nests, the black ants which come out are treated as slaves. From their birth they are taught to obey. They are compelled to drudgery – they have even to carry about their masters on their backs. How surprisingly human!

The most ferocious kind of ants are the 'driver' ants of Africa. They have no fixed home but are always on the move. They are completely blind, but they march in long lines, many millions along, and they devour any animal that happens to be in their path. Even large animals like tigers and elephants live in fear of them. Often if a python, unable to move after swallowing his dinner, happens to be in the path of the marching lines, then these creatures eat both the python and the animal in its stomach. The villagers of Africa tell stories about babies who have been eaten by ants and these stories may well be true. When an army of the driver ants enters a house, the people flee into the forest and stay there until the ants have passed. When the people come back, they find that every insect and spider in the house has been cleared away!

Glossary

pit hole, ditch **bits** pieces **anthill** mound (heap of clay) made by ants, રાફડો **arduous** difficult, laborious **steep** sharp vertical slope **cliff** steep rock **clear away** to remove (something) from an area **foothold** area of rock where one can safely put one's foot while climbing **amazing** surprising, astonishing **creature** living being **chewed up** crushed **ferocious** merciless, barbarous **swallow** gulp down **took to** started, began **domesticate** tame **indolent** lazy **relish** enjoy, savour **ambush** attack **abduct** carry off **compelled** forced **drudgery** labour work **on the move** wandering **devour** eat, consume **flee** run away from a place of danger, escape

Comprehension

C.1.1 Underline three sentences and three phrases that gave you a sense of wonder. ††

C.1.2 Tick mark the information about the ants described in this read.

- | | | | |
|--------------------------|---|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Ants are miserable. | <input type="checkbox"/> | They work as a group. |
| <input type="checkbox"/> | Ants do not work in winter. | <input type="checkbox"/> | They follow their master's order. |
| <input type="checkbox"/> | There are different types of ants throughout the world. | | |
| <input type="checkbox"/> | Ants can climb the Everest too. | <input type="checkbox"/> | Ants are afraid of flies |
| <input type="checkbox"/> | Different ants have different characteristics. | | |
| <input type="checkbox"/> | Some ants are blind. | <input type="checkbox"/> | Some ants live life of slaves. |

C.1.3 Ants are similar to human beings because...

- 1.
- 2.
3. They can accomplish a difficult task with mutual co-operation.
- 4.
- 5.

C.1.4 Classify phrases from the text according to the roles they play. †††

(they keep slaves, system like government, domesticate cow, live on leaves of beans, play games, nurse their babies, share work, carry their masters on their back, make beds of chewed leaves, fungus is grown)

Ants as organizers	Ants as farmers	Ants as social beings	Ants as masters/slaves

C.1.5 Match A with B.

- | A | B |
|------------------------|----------------------------------|
| 1. South American ants | a. slave ants |
| 2. Cow ants | b. love to eat honey like liquid |
| 3. Red ants | c. driver ants |
| 4. Black ants | d. king ants |
| 5. African ants | e. umbrella ants |

C.1.6 Describe the behaviour of ants in these situations as mentioned in the read.

- Situation : Ants have to carry heavy load and the sides of pit are steep.
Behaviour : _____
- Situation : The way to reach the top of the pit is very smooth, steep and without footholds.
Behaviour : _____
- Situation : Ants have to grow their food.
Behaviour : _____
- Situation : Ants like to have honey - like liquid.
Behaviour : _____
- Situation : Some ants need followers to work for them.
Behaviour : _____

C.1.7 Write reasons to support these statements. ††

No	Statements	Reasons		
1.	Ants are clever			
2.	Ants have a system like government			
3.	Driver ants are dangerous			

C.1.8 Answer these questions.

- What did the ants do to carry heavy food?
- Suppose you are playing a role of South American ants, how will you play your role?
- Why do some ants protect green flies?
- Which ants are called master ants and slave ants?
- Which ants are called cow ants? Why?
- Do you have sympathy for servant ants? How are they treated by their masters?
- Are people afraid of driver ants? Why?
- How would you know that an army of ants has passed from this place?
- What should we learn from ants?

Remember, no men are strange, no countries foreign
 Beneath all uniforms, a single body breathes
 Like ours: the land our brothers walk upon
 Is earth like this, in which we all shall lie.
 They, too, aware of sun and air and water,
 Are fed by peaceful harvests, by war's long winter starv'd.
 Their hands are ours, and in their lines we read
 A labour not different from our own.
 Remember they have eyes like ours that wake
 Or sleep, and strength that can be won
 By love. In every land is common life
 That all can recognise and understand.
 Let us remember, whenever we are told
 To hate our brothers, it is ourselves
 That we shall dispossess, betray, condemn.
 Remember, we who take arms against each other
 It is the human earth that we defile.
 Our hells of fire and dust outrage the innocence
 Of air that is everywhere our own.
 Remember, no men are foreign, and no countries strange.

Glossary

beneath under, below **harvest** produce, fruitage **starved** suffering **recognize** identify somebody
dispossess deprive **betray** be disloyal **condemn** criticize **defile** spoil, taint **outrage** violate

Comprehension

C.2.1 Here are some words/phrases Expressing Oneness (EO) and words Harming Oneness (HO). Write EO or HO in the box.

single body

arms against each other

not different from

hells of fire

everywhere our own

our brothers

no men are strange

hate our brothers

eyes like ours

common life

no men are foreign

C.2.2 Words have literal meaning (denotation) and suggestive meaning (connotation). Fill in the missing parts in the table. ††

Words/Phrases	Connotation	Denotation
single body	similar body	same type of human beings
harvest		prosperity
starved	go hungry	
labour		toil
recognize	identify	make out
betray		let down
defile	pollute	
outrage	anger	
dispossess		deprive
condemn	censure	

C.2.3 Write whether these sentences are T(True) or F(False).

1. The poem is about universal brotherhood and establishment of peace.
2. We should take arms against each other in times of war.
3. Every land is strange and it is difficult to understand their people.
4. The kind of labour people do varies from country to country.
5. We can achieve strength by means of love and understanding.
6. When a war breaks out between nations, it is our mother Earth that we pollute.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C.2.4 Answer these questions.

1. How does the poet suggest that all people on the earth are same?
2. Find five ways in which all are alike. Pick out the words which convey this.
3. "...whenever we are told to hate our brothers..." When do you think this happens? Why?
4. How is the theme of humanity highlighted in the poem?
5. "Beneath all uniforms..." What uniforms do you think the poet is speaking about?
6. What is the message of the poem?

Vocabulary

V.1 Circle the letter of each correct answer. There may be one to four correct answers.

- 1) Which behaviour of ants shows their adeptness?
 - (a) farming fungus
 - (b) conceding to views
 - (c) carrying load
 - (d) helping one another in carrying load
- 2) The ants relished _____
 - (a) helping each other
 - (b) tasty food
 - (c) farming
 - (d) attacking the nest of black ants
- 3) The driver ants are known as the most _____ amongst all the ants.
 - (a) fierce
 - (b) violent
 - (c) intelligent
 - (d) amicable

- 4) The construction which is a habitation of the ants is called _____
 (a) antelope (b) ambush (c) anthill (d) anthouse
- 5) The ants are used to _____ work.
 (a) compelled (b) amazing (c) domestic (d) arduous

V.2 Make a list of the sentences from Read 1 wherein the synonyms of these words are used. ††
 (assault, precipice, crumb, hard labour, incredible, ditch, precipitous)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

V.3 Replace the underlined words with the words that have opposite meaning from the brackets . (liquid, abduct, relish, indolent, fled, ferocious, arduous) ††

Example: This detergent is available in solid or powder form.

Answer: This detergent is available in liquid or powder form.

- 1) Ten million people stood their ground from East to West Germany between 1945 and 1991.
- 2) Lion is a gentle animal.
- 3) Rajul ate the meal with dislike, and asked for the meal again.
- 4) He served on the most comfortable stations, and avoided the more easy work of the navy.
- 5) The boy was released by his father and taken out of the country without his mother's permission.
- 6) Although Ankit can be industrious on his days off, he gives one hundred percent at work.

V.4 The word 'anthill' is a compound word made from 'ant' and 'hill'. Match 'A' with 'B' to form compound words and use them in your sentences. ††

A	B	Compound word and your Sentences
ant	time	Example: Valmiki was covered by an anthill.
life	rocket	
eye	break	
check	table	
sky	fast	
side	hill	
break	out	
time	ball	
foot	dose	
over	line	
out	sight	
super	dance	

V.5 Replace the underlined word with the most appropriate one from the brackets. ††

(crushed, maybe, believe, domesticated, shadowy, creature, trapped, forced, lawn, thought, amazing, unexpectedly, almost, thriving)

It was the most astonishing kite in the world, a tame living being always wagging its tail, shaking its ears, sitting down on the tops of houses, getting stuck in trees, entangled in hedges, flopping down on ponds, or lying flat on the grass and mostly chewed up at the end. I have often wondered who its father and mother were. Perhaps they were very poor people, just made of newspaper and little bits of common string knotted together, compelled to fly day and night for a living, and never being able to give any time to their children or to bring them up properly. The kite stuck itself on a roof one day, a common red roof with a broken chimney and three tiles missing. It stuck itself there, and it would not move; the children tugged and pulled but still it would not move. At last they brought a ladder, and had nearly reached it when suddenly the kite started and flew away, right away over the field and over the heath, and over the far far woods, and it never came back again-never -never.

Dear, that is all. But I think sometimes that perhaps beyond the dark pines and the roaring sea the kite is flying still, on and on, farther and farther away, forever and forever. ††

V.6 Frame meaningful sentences using all the words given in the set.

1. steep – cliff – amazing
2. love – ferocious – creature – domesticate
3. success – take to – arduous – relish
4. compelled – devour
5. ambush – clear away – terrorist
6. work – interest – drudgery

V.7 Choose the correct form of the word given in brackets.

All people are _____ (essential) same. Underneath any colour of any soldier's uniform belonging to any nation, another human being _____ (breathe) the same air just like any other person. All walk on the same kind of land and will be _____ (bury) in it. All are _____ (feed) by the harvest and the harvests are _____ (ruin) by war. All do the same kind of work; sleep and walk on their own native soil. In times of war or peace, even the international foes are _____ (force) to undergo the same trials. All people are _____ (feed) abundantly on the _____ (prosper) of agriculture and farming. Love is something that _____ (conquer) all the people.

V.8 Find words from the poem indicating the meaning of the words given below. Then use them in sentences of your own.

Example: **yield – harvest**

To harvest their crops, they need equipment and suitable storage facilities.

- **identify** : _____
- **work** : _____
- **quiet** : _____
- **taint** : _____

- **under** : _____
- **cheat** : _____
- **vigour** : _____
- **criticize** : _____

Function (Describing Process: Doer not important)

F.1 Read the process of sorting letters.

First of all, postcards and envelopes are collected in bags from various post offices through post office vans. They are then taken to the sorting office, where the bags are emptied and the letters are separated from the packets. The letters are stamped properly. In the next stage, the sorting of the letters takes place, according to the county they are addressed to. At the secondary sorting frames, the letters are put into towns in the county. Later, the letters are tied in bundles and a label is put on showing the towns they are addressed to. Finally, the letter bundles are placed in bags, which have the Post Office seal, Pin Code etc on them, and then these are sent to the railway station for delivery.

Can you guess where these letters are sorted?

F.2 Here are some sentences from the Read. Study the underlined verb forms given in these descriptions.

- (a) The following behaviour was noticed by a scientist who was making a study of ants.
(b) It seemed that, after all, they had been defeated.
(c) They are called by that name because they are often seen carrying large pieces of leaf over their heads like umbrellas.

Answer the questions.

- a) Who noticed what? _____
b) What happened to them? _____
c) Who called them by that name? Why? _____

F.3 Read the passage to comprehend what happened at the New C K Road. ¶¶

Harry was waiting for a bus at the crossroads. He saw an accident. A bus carrying school children in it was driven very fast by its driver. At the cross road, a short and sudden brake was needed to save a push cart puller. The driver lost control and the bus dashed with an electric pole. The pole was uprooted. The children were injured badly. Fortunately, no loss of life was reported. The ambulances were called for help. The injured children and the driver were taken to the hospital immediately. It was a terrible scene!

Write whether the sentences are true or false. From above paragraph write the sentences that have same meaning.

A	T/F	B
1) The driver drove the school bus fast.		
2) The bus needed a brake suddenly.		
3) The accident damaged the electric pole badly.		
4) Someone did not call the ambulance.		
5) The ambulance authorities admitted the injured to the hospital.		

F.4 Last Sunday, I visited a brick bhattha (kiln). I observed the process of making bricks. I have described the process in the paragraph but I have removed some verbs. Fill in the blanks with proper forms of the verbs and find out what I saw. ††

(pack, use, heat, move, break, turn, add, put, take, deliver, dig up, place, pile up)

To begin, the brick makers _____ the clay from the ground by a large digger. They **placed** this clay onto a metal grid, which _____ up the clay into smaller pieces. They _____ a roller in this process.

Then, they _____ sand and water to the clay, and _____ this mixture into a mould. Next, the workers _____ these raw bricks in an oven to dry for 24 – 48 hours. Then the brick makers _____ lunch in the recess time. I went to them and asked, “Are the bricks ready? What will you do now?”

They said, “In the next stage tomorrow, we _____ the bricks for a heating and cooling process. We _____ these bricks in a *bhattha* at a moderate and then a high temperature, followed by a cooling process in a chamber for 2 – 3 days. Finally, we _____ and _____ the bricks to their destinations.”

The same process of making bricks is given below in a different way. Fill in the blanks using proper options. ††

(pack, use, heat, move, break, turn, add, put, take, dig up, deliver, place, pile up)

To begin, the clay _____ from the ground by a large digger. This clay **was placed** onto a metal grid, which _____ up the clay into smaller pieces. A roller _____ in this process.

Then, sand and water _____ to the clay, and this mixture _____ into a mould. Next, these raw bricks _____ in an oven to dry for 24 – 48 hours. Then lunch _____ by the brick makers in the recess time. I went to them and asked, “Are the bricks ready? What will you do now?”

They said, “In the next stage tomorrow, the bricks _____ for a heating and cooling process. They _____ in a *bhattha* at a moderate and then a high temperature, followed by a cooling process in a chamber for 2–3 days. Finally, the bricks _____ and _____ to their destinations.”

F.5 The teacher will prepare 10 chits for different actions to mime. †††

Drink water	Eat a chilly	Lift a bicycle	Write a letter	Read a newspaper
Prepare tea	Cut an apple	Wash clothes	Put a pen on the table	Play tennis

Students will mime one by one in the class. The teacher will ask questions to the class in passive voice and student should answer in active voice. One is done for you.

a) Drink water

Teacher : By whom was water drunk? OR Who was water drunk by?

Student : Ketan drank a glass of water.

The teacher should enrich the list of actions for more practice.

F.6 It is very easy to make popcorn if you follow the correct process. Arrange the steps to make popcorn. Fill in the blanks with proper verb forms. Write the number in the box.

• Then the pot _____ (remove) from the stove, which _____ (turn off).	
• In the next stage, the flame _____ (reduce) and the pot _____ gently _____ (shake) until the corn pops.	
• The first step is that three tablespoons of oil _____ (put) in a large pot.	
• Finally, the popcorn _____ (empty) into a large bowl, where melted butter and salt _____ (add).	
• Next, one kernel of popcorn _____ (add).	
• Next, the pot _____ (place) on the stove and the oil _____ (heat) on a high flame.	
• After this kernel pops, a quarter cup of popcorn _____ (put) into the pot. The pot _____ (cover) with a lid.	

F.7 The teacher divides the class into two. The members of group A will stand before the class and read from the chit given by the teacher. It will have a description of something. The member/s of group B will identify what is going on. The roles can be reversed. †††

Group **A** reads: The view was set. The button was pressed. The shutter sounded 'click'.

Group **B** answers : A photograph was taken.

Chit 1 A card is inserted. A password is typed. Some options are selected. At the end of the process, money is given to you. **Ans.** _____

Chit 2 Water will be boiled. Sugar and tea leaves will be added. The hot brown liquid will be filtered. It will be placed in a fridge. It will be served with mint leaves and a dash of lemon. **Ans.** _____

Chit 3 Umbrellas have been kept aside. Raincoats have been put into cupboards. The plastic cover has been removed from the hut of Kaluram. **Ans.** _____

Chit 4 The leg of the opponent is being pulled. The shoulders and hands are being held tightly by all. The player is caught finally. **Ans.** _____

The teacher will provide more descriptions on chits OR the teacher can ask students to prepare chits.

F.8 A car was stuck in a ditch, the details of the rescue operation are not given in proper order. Write the number in the boxes to arrange the steps. ††

- The strong rope is being carried with by the helper.
- The car is being moved away from the ditch slowly.
- A crane is standing near the spot.
- A strong rope is being tied to the crane by other helpers.
- A helper is going into the ditch slowly with safety precautions.
- The car is being pulled by the crane.
- Other end of the rope is being tied to the car.
- The emergency staff is being appreciated by all present here.

F.9 Read the news article. There are 12 errors in it. Identify these errors and rewrite the paragraph correcting them.

The Policemen was called to the Federal National Bank yesterday. The bank was robbing at 12.15 pm. A big amount looted. No customer were hurt but one robber was shot by police. Later, several customer were interviewed about the robbery. Many clues are left at the bank but no robber has caught yet. Clues are been investigated. Some fingerprints were also founded at the bank. Some images of robbers are captured over CCTV cameras. The officers from the police department is investigating the case well.

Writing

W.1 You studied how amazing the tiny ants are. There is another insect which is found near us – the bees. Study the behaviour of the bees and write 10-12 sentences on what you find out.

Queen bee- working bees-soldier bees-beehive engineers-honey collectors-working as a team-nurturing baby bees-design of beehive-protection of beehive

W.2 You are watching a rescue operation in which a fire fighter is saving a person from a house on fire. Write your commentary of that rescue operation. (Clues : break the window glass, enter the room, use ceasefire, bring the person, tied the person using safety belt, rescued)

W.3 What similarities and differences do you find between ants and human beings? Make a list of them.††

No	Similarities	Differences
1	Teamwork	Selfishness
2		
3		
4		
5		

W.4 Prepare a list of 10 questions to interview a scientist who has been researching in the field of Myrmecology (Scientific study of Ants).

- | | |
|-------------------------|---|
| 1. What is your name? | 2. What is your qualification? |
| 3. Where did you study? | 4. How you got interested in myrmecology? |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |

Activity

A.1 Work in groups. Collect pictures & photographs of different types of ants; mention their peculiarities and display them on your notice board.†††🏠

A.2 Divide the students in groups of five. Each group would collect fun facts about any of the species of birds, animals or insects other than ants. Then the group leader of each group would share fun facts with the class.†††

Project

The life cycle of ants has four distinct stages: egg, larvae, pupae and adult. It is known as complete metamorphosis. Divide the students into groups and ask them to prepare posters explaining the life cycle of different species of ants.

*



Pre-task

1. Recall the story of Helen Keller from standard 10 and introduce her in 5 to 7 sentences. ††

2. Discuss these things with your friends. †††

- What are the wages of workers and the road makers around you?
- For how many hours do they work a day?
- Have you ever met any salesperson who goes door to door?
How much does he/she earn a day?

Read 1

STRIKE AGAINST WAR

(Speech By Helen Keller at Carnegie Hall, New York City – January 5, 1916)

To begin with, I have a word to say to my good friends, the editors, and others who are moved to pity me. Some people are grieved because they imagine I am in the hands of unprincipled persons who persuade me to adopt unpopular causes and make me the mouthpiece of their propaganda. Now let it be understood once and for all that I do not want their pity; I would not change places with one of them. I know what I am talking about. My sources of information are as good and reliable as anybody else's. I have papers and magazines from England, France, Germany and Austria that I can read myself. Not all the editors I have met can do that. Quite a number of them have to take their French and German second hand. No, I will not depreciate the editors. They are an overworked, misunderstood class. Let them remember, though, that if I cannot see the fire at the end of their cigarettes, neither can they thread a needle in the dark. All I ask, gentlemen, is a



fair field and no favour. I have entered the fight against preparedness and against the economic system under which we live. It is to be a fight to the finish, and I ask no quarter.

All the machinery of the system has been set in motion. Above the complaint and din of the protest from the workers is heard the voice of authority. "Friends," it says, "fellow workmen, patriots; your country is in danger!

There are foes on all sides of us. There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean. Look at what has happened to Belgium. Consider the fate of Serbia. Will you murmur about low wages when your country, your very liberties, are in danger? What are the miseries you endure compared to the humiliation of having a victorious German army sail up the East River? Quit your grumbling, get busy and prepare to defend your firesides and your flag. Get an army, get a navy; be ready to meet the invaders like the loyal-hearted freemen you are.”

Will the workers walk into this trap? Will they be fooled again? I am afraid so. The people have always been amenable to oratory of this sort. The workers know they have no enemies except their masters. They know that their citizenship papers are no warrant for the safety of their wives and children. They know that honest sweat, persistent toil and years of struggle bring them nothing worth fighting for. Yet, deep down in their foolish hearts they believe they a country. Oh blind vanity of slaves!

The clever ones, up in the high places know how childish and silly the workers are. They know that if the government dresses them up in khaki and gives them a rifle and starts them off with a band and waving banners, they will go forth to fight valiantly for their own enemies. They are taught that brave men die for their country’s honour. What a price to pay for a vague idea—the lives of millions of young men; other millions crippled and blinded for life; existence made horrible for still more millions of human being; the achievement and legacy of generations swept away in a moment—and nobody better off for all the misery! This terrible sacrifice would be comprehensible if the thing you die for and call country fed, clothed, housed and warmed you, educated and cherished your children. I think the workers are the most unselfish of the children of man; they toil and live and die

for other people’s country, other people’s continents, other people’s liberties and other people’s happiness! The workers have no liberties of their own; they are not free when they are compelled to work twelve or ten or eight hours a day. They are not free when they are ill paid for their exhausting toil. They are not free when their children must labour in mills and factories or starve, and when their women may be driven by poverty to lives of shame. They are not free when they are clubbed and imprisoned because they go on strike for a raise of wages and for the basic justice that is their right as human beings.

We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest. The ballot does not make a free man out of a wage slave. There has never existed a truly free and democratic nation in the world. From time immemorial men have followed with blind loyalty the strong men who had the power of money and of armies. Even while battlefields were piled high with their own dead, they have tilled the lands of the rulers and have been robbed of the fruits of their labour. They have built palaces and pyramids, temples and cathedrals that held no real shrine of liberty.

As civilization has grown more complex the workers have become more and more enslaved, until today they are little more than parts of the machines they operate. Daily they face the dangers of railroad, bridge, skyscraper, freight train, stokehold, stockyard and training at the docks, on the railroads and underground and on the seas. They move the traffic and pass from land to land the precious commodities that make it possible for us to live. And what is their reward? A scanty wage, often poverty, rents taxes tributes and war compensations.

The kind of preparedness the workers want is reorganization and reconstruction of their whole life, such as has never been

attempted by statesmen or governments. The Germans found out years ago that they could not raise good soldiers in the slums so they abolished the slums. They saw to it that all the people had at least a few of the essentials of civilization: decent lodging, clean streets, wholesome if scanty food, proper medical care and proper safeguards for the workers in their occupations. That is only a small part of what should be done. It is your business to force these reforms on the Administration. Let there be no more talk about what a government can or can not do. All these things have been done by all the belligerent nations in the turmoil of war. Every fundamental industry has been managed better by the governments than by private corporations.

It is your duty to insist upon still more radical measure. It is your business to see that no child is employed in an industrial establishment or mine or store, and that no

work is needlessly exposed to accident or disease. It is your business to make them give you clean cities, free from smoke, dirt and congestion. It is your business to make them pay you a living wage. It is your business to see that this kind of preparedness is carried into every department on the nation, until everyone has a chance to be well born, well nourished, rightly educated, intelligent and serviceable to the country at all times.

Strike against all ordinances and laws and institutions that continue the slaughter of peace and the cruelty of war. Strike against war, for without you no battles can be fought. Strike against manufacturing scrap and gas bombs and all other tools of murder. Strike against preparedness that means death and misery to millions of human beings. Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

Glossary

grieved feel sad **unprincipled** dishonest, deceitful **astray** off track **persuade** encourage, induce **espouse** promote **propaganda** publicity **depreciate** criticize **din** noise, commotion **endure** tolerate, bear **grumbling** complaining **amenable** easily persuaded **oratory** skill in public speaking **warrant** assurance, guarantee **persistent** constant **vanity** excessive pride **valiantly** courageously **crippled** disabled or impaired **horrible** extremely unpleasant **legacy** ownership by heredity **cherished** loved and cared **basic** fundamental **freight** goods for transportation **stokehold** the boiler room of a steamship **stockyard** temporary animal enclosure **lumber raft** flat boat carrying logs sawed for use **scanty** little, insufficient **compensation** reimbursement **abolished** eliminate, got rid of **decent** proper, appropriate **wrought** deeply stirred **invasion** attack **conquest** victory **unabated** persistent, constant **vigour** vitality, force, egacy **belligerent** aggressive

Comprehension

C.1 Underline three sentences and three phrases that have touched you most.

C.2 Mark True or False. Correct the false sentences.

1. Helen is appealing to the editors, statesmen and administrators for giving freedom to citizens.
2. Helen exposes the ways the authority instigates workers for war.
3. She asks workers to speak out.
4. Workers are allowed to go on strike for their rights.
5. As civilization develops, workers feel freer.

C.3 Find the sentences with similar meaning. ††

1. I do not need translators.
2. As you have your strength, I have mine.
3. The law makers should have the sole interest – people’s welfare.
4. Right to vote doesn’t reduce one’s slavery.
5. Workers’ importance is not more than that of parts of machines.
6. Only you can stop wars.

C.4 Tick mark the nearest meaning of the sentences. ††

1. It is to be a fight to finish and I want no quarter.
 I want total revolution.
 I don’t want partition.
 It is what has never happened.
2. Workers have no enemies except their masters.
 Workers think that masters are their enemies.
 Masters have no enemies.
 The ultimate welfare of the workers is damaged by the masters only.
3. Oh, blind vanity of slaves!
 Workers are always blind.
 It is very unfortunate that workers are just like slaves but they think that they are great.
 Masters keep them blind.
4. The ballot does not make a free man out of a wage slave.
 Right of voting is not enough.
 Elections are compulsory in free country.
 Marking on ballot paper is the right process.

C.5 Identify the sentences from the Read related to the following themes. Write the first two and last two words of that sentence.

cleverness of authority	foolishness of workers	slavery of workers	duty of the workers

C.6 Complete these sentences.

1. The editors and others have come for _____ but she does not _____.
2. Helen has entered _____ in which she does not want _____.
3. It's unfair to talk about _____ when our own country _____.
4. The workers have built _____ but _____.
5. Germans _____ because _____.

C.7 Complete the table. ††

Sentences from the text	Interpretation
I would not change places with one of them.	I don't want to interchange my place with anybody.
Not all the editors I have met can do that.	
There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean.	
Quit your whining, get busy and prepare to defend your firesides and your flag.	
They will go forth to fight valiantly for their own enemies.	
	Your sacrifice is fruitful if it affects the lives of common people.

C.8 Answer these questions.

1. What does Helen believe about the editors?
2. Why does Helen call it (the voice of authority) a trap?
3. Why does she call their masters their enemies?
4. What is 'blind vanity'?
5. What are the consequences of a war?
6. What, according to Helen is the real freedom of workers?
7. Why does she say that there has never existed a truly free and democratic nation in the world?
8. How does slavery exist in the civilized world?
9. Which view of Helen matches with the following quote:
 "Workers of the world unite; you have nothing to lose but your chains." -Karl Marx

C.9 Elaborate the sentences in about 50 words with reference to the text. ††🏠

- All I ask, gentlemen, is a fair field and no favour.
- The clever ones, up in the high places know how childish and silly the workers are.
- Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

C.10 Summarise this passage in about 100 words. ††

- It is your duty to to the country at all times.

Vocabulary

V.1 Choose the most appropriate option.

- (1) Which word is related to corruption?
(a) scanty (b) unprincipled
(c) invasion (d) jeopardy
- (2) You will create the following for yourself and for others if you drive carelessly.
(a) din (b) danger
(c) vanity (d) inheritance
- (3) What is considered to be an essential character trait of a leader?
(a) warrant (b) oratory
(c) vanity (d) inheritance
- (4) " _____ can easily overtake a wisdom. It usually _____ common sense"
(a) overtakes (b) oratory (c) vigour
(d) vanity (e) freight (f) overcomes
- (5) If you become _____, you don't stay _____.
(a) freight, disparage (b) wrought, abolished
(c) belligerent, decent (d) grieved, unscrupulous

V.2 Choose the most appropriate word from the brackets to fit in the quotes. ††

[horrible, abolished, butchery, depreciate, conquer, invade, amenable]

- 1) "Every nation has the right to demand proper treatment and no country should _____ the territory of any other country." - Mustafa Ataturk
- 2) We have _____ the death penalty for humans, so why should it continue for animals? - Brigitte Bardot
- 3) Whenever you are confronted with an opponent, _____ him with love. - Mahatma Gandhi.
- 4) I will stay in jail to the end of my days before I make a _____ of my conscience. - John Bunyan
- 5) Friendship is the source of the greatest pleasure and without friends even the most _____ pursuits become tedious. - St. Thomas Aquinas
- 6) When men are full of envy they _____ everything whether it be good or bad. - Tacitus
- 7) I am, as I am; whether _____ or handsome, depends upon who is made judge. - Herman Melville

V.3 Choose a suitable word from the bracket to make a question for the answer.

- Q.1 When did you find yourself in _____? (vigour, danger, conquest)
A.1 When my speeding car's tyre burst on highway, I found myself at risk.
- Q.2 How could she _____ the ride? (espouse, depreciate, endure)
A.2 No, she just couldn't tolerate. She was feeling nauseated when the ride ended.
- Q.3 Why is his presence not _____ in the class? (belligerent, persistent, astray)
A.3 Maybe, because he keeps on falling ill now and then because of his weak health.

- Q.4 What is the reason for his _____? (grieving, indemnities, propaganda)
 A.4 Oh! He lost beloved girlfriend.
- Q.5 What is the punishment for the breach of this _____? (grumbling, ordinance, stockyard)
 A.5 You will be suspended for a month.
- Q.6 Why could he not face the situation _____? (hurly-burly, valiantly, elementally)
 A.6 He was worried for his own safety as there was no one after him to take care of his little boy.
- Q.7 Which product of this company is _____ by this brand ambassador?
 (persuaded, crippled, espoused)
 A.7 The beauty soaps

V.4 Frame meaningful sentences using all the words given in the set. ††

1. endure – persistent – vanity
2. oratory – skill – leader
3. personality – decent – cherished
4. vigour – win – race
5. grieve – unprincipled – corruption

V.5 Each group of four words contains two words that are either adjectives or nouns or verbs. Circle these two words; then circle 'Adj' if they are adjectives, and 'N' if they are nouns, and 'V' if they are verbs. ††

1.	din	astray	persuade	freight	Adj	N	V
2.	unprincipled	propaganda	amenable	valiantly	Adj	N	V
3.	conquest	depreciate	endure	wrought	Adj	N	V
4.	persuade	abstraction	unabated	persistent	Adj	N	V
5.	espouse	scanty	congestion	basic	Adj	N	V
6.	warrant	endure	decent	conquest	Adj	N	V
7.	legacy	stockyard	abolished	grieve	Adj	N	V

Function (Synthesising expressions)

F.1 Compare the sentences in A and B.

	A	B
1.	I know what I am talking about.	I am talking about something. I know that.
2.	I have entered the fight against preparedness and against the economic system under which we live.	I have entered the fight against preparedness. I have entered the fight against economic system. We live under preparedness and economic system.
3.	We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest.	The men frame the law. The men execute the laws. They should represent the interests of the lives of the people and no other interest. We are not free unless it's done.

F.2 Read the group of sentences given. From the Read, find out a single sentence covering the meaning of all these sentences.

(a) *The Germans abolished the slums. They could not raise good soldiers in the slums. They found it out years ago.*

(b) *It's time your country is in danger. It's time your liberties are in danger. Will you speak about low wages in this situation?*

(c) *Honest sweat, persistent toil and years of struggle bring them nothing. These are the things they fight for. They know this fact.*

F.3 Underline the verbs and box the connectors in F.1.A and F.2. a, b, c.

Example: I know what I am talking about. (F.1.A)

F.4 Read the group of sentences carefully and observe how they are expressed in different ways without changing the meaning.

(1) That cheque did not get cleared. The cheque was drawn to be in favour of her friend. Mitali had insufficient balance in her bank account.

A) Because of insufficient balance in Mitali's bank account, that cheque drawn to be in favour of her friend did not get cleared.

B) Mitali had insufficient balance in her bank account therefore that cheque drawn to be in favour of her friend did not get cleared.

C) That cheque which was drawn to be in favour of her friend did not get cleared because Mitali had insufficient balance in her bank account.

(2) It was morning. It was a summer day. I went to Ramnagar. I wanted to meet my friend. He lived there. We studied together.

A) In the morning on a summer day, I went to Ramnagar because I wanted to meet my friend and ex-classmate who lived in that area. **OR**

B) In the morning on a summer day, I went to meet my friend and ex-classmate living in Ramnagar.

Now underline the verbs in the sentences and circle the connectors in the above sentences.

F.5 Read the conversation. Underline the verbs and circle the connectors.††

- (a) Mr Complex : I know that Mrs Doctor is very accurate in her work.
Mr Compound : Yes, she is tired today still she is examining her patients.
Miss Simple : In spite of her illness, she has come to the hospital.
- (b) Mr Complex : Do you know when Mr Baxi started his new business?
Mr Compound : I went to its inaugural function but I have forgotten that exact date, sir.
Miss Simple : His entrepreneurial attempt took place almost two months back.
- (c) Mr Complex : Though modern technology provides us various benefits, it can't solve all problems related to human existence.
Mr Compound : Technology can be beneficial but we need to utilize it with its optimal level and sensibly.
Miss Simple : A technology in need is a technology indeed.

F.6 Read the following groups of sentences. Notice that these sentences can be combined in different ways. Fill in the blanks.

- (1) (for, so that, therefore, in order to)
Rohan Mehta went to the government office. He wanted to collect his ration card.
(a) Rohan Mehta went to the government office _____ he could collect his ration card.
(b) Rohan Mehta wanted to collect his ration card _____ he went to the government office.
(c) Rohan Mehta went to the government office _____ collecting his ration card.
- (2) (but, arrival, before, departure)
The doctor came yesterday. He wanted to examine the patient. The patient had died.
(a) _____ the doctor came to examine the patient, the patient had died.
(b) The doctor came to examine the patient _____ he had died.
(c) At the _____ of the doctor for examination, the patient had died.
- (3) (as, as per, under, to, so, such, that, in spite of, though, during)
The directions were given by the Science teacher. Anu and Abhi made a model of plane.
It was made very successfully. It won the first prize in the competition. They had a short span of time for its making.
(a) _____ the directions given by the Science teacher, Anu and Abhi made a model plane _____ successfully _____ it won the first prize in the competition _____ having a short span of time for its making.
(b) _____ the directions of the Science teacher, Anu and Abhi made a successful model plane _____ win the first prize _____ a short span of time.

F.7 Join these sets of sentences in two ways. First frame a sentence with two verbs and then another sentence with only one verb.

- 1) Mr Manan Patil is a senior clerk. He is not the manager. He behaves like the manager.
A) A senior clerk, Mr Manan Patil behaves like the manager.
B) A senior clerk, Mr Manan Patil behaves as if he were the manager.
- 2) (though, but, in spite of)
Hitarth performed his role on the stage very nicely. The audience did not enjoy it much.
- 3) Anurag is very slow at learning. He can't grasp a new topic easily.
- 4) The wind blew. The rain fell. The lightning flashed.

- F.8 Read the passage. Rewrite the passage without changing the message. Do it in two ways. (a) covering all verbs (b) one sentence one verb. ††**

Some people joined the Heritage Walk. It was organized by a local newspaper. It started from Swaminarayan Temple. It ended at Jama Masjid. Participants knew for the first time the harmony saga of the city. They got introduced to the history of the city too. During the walk, the guide informed them logic and beliefs for various activities and house structures on the heritage route.

- F.9 Rewrite the paragraph combining the sentences whenever possible:**

Centuries ago, there were no well-organized state educational institutions. There were no schools, high-schools and colleges. So, how did people get education? “Gurus” were the pivot of the educational system. There were no books or notebooks. *Gurus* taught the lessons orally and with practicals. Students used to go to the *Guru’s* house. It was called “*Ashram*”. Students stayed in the *Ashram*, until they finished their education. The teachers were addressed as “*Acharyas*” and pupils were called “*Shishyas*”. Often they lived in holy places, big towns and capitals of Kingdoms. Four “*Vedas*”, six “*Vedangs*”, the “*Puranas*”, Logic, Philosophy, *Prakrit* literature, Mathematics, Metaphysics, Sanskrit-Grammar, Medicine and Astronomy-cum-Astrology were the main subjects of study. Education was free, but students from well-to-do families used to pay “*Gurudakshina*”.

Writing

- W.1** Krutarth has been elected as the General Secretary of his school. He has to deliver a speech on his future plans and how he is going to fulfil them. Draft a speech for him in 150 words. ††
- W.2** Helen Keller was deaf, dumb and blind but nowadays she is considered a very inspiring figure. Write a paragraph on her using these points. 🏠
Birthdate: June 27, 1880 – birthplace: West Tuscumbia, Alabama – early childhood and illness – formal education – first deaf-blind person to earn a bachelor of arts degree – writings – death: June 1, 1968 – posthumous honours
- W.3** You are the leader of Students’ Council of your school. Write a long dialogue involving these four characters & the situation mentioned below. ††🏠
Characters: Principal, Student Leader, Canteen Manager, Administrative Head
Situation: There is a rising dissatisfaction among students in your school regarding the inadequate canteen & water facilities. Students have been protesting about the only canteen in your school. There are multiple problems that have slowly risen and have led to a large scale protest across the campus. A meeting is called by the Principal in which you are one of the members. How will you present your case on behalf of the students? Also frame dialogues pertaining to other members.

Activities

- A.1** Search on the net about world's best orators. Read about any one extra-ordinary orator and present the details to your class.
- A.2** Try to find out information on ‘Braille script’.

Project

Go to a blind people's school/organization. Talk to the blind people there and note down their political views.

*



Pre-task

1. Read the story.

Once, there was a king. He had a very beautiful little sweet daughter. He loved his daughter a lot. He was a little greedy too. In his dreams, he wanted to make a palace of gold. Once, on his return trip from hunting, he saw an injured old *sadhu*. He gave first aid treatment to the *sadhu*. The *sadhu* became very happy and gave king a magical power. He said, "Say: *gold, gold, all gold*, and everything you touch, will turn into gold, but use it for some kind purposes that will give you more happiness." The king thought to check for that power after a few days. As soon as he chanted the words, the magical power got activated and each thing he touched, started turning into gold. He was so happy that he kept on touching all the things around. Suddenly, the beautiful little princess rushed to him. He caught her, hugged her tightly. Suddenly what he saw was not his daughter but a gold statue of his daughter. He became very sad and he couldn't understand what he had gained and what he had lost. All the gold he had was of no use as he had lost the real gold of his life.

What do we learn from the story?

Tick mark the options:

- Never dream to have a lot of gold.
- Greed may lead to troubles.
- Gold is the root of all bad things/sins.
- Magical powers are not always good/beneficial.
- Daughter is more precious than gold.
- Kings have no idea of what is gain and what is loss.
- If we wish to fulfil desires without making efforts, it might bring great losses.

2. You or someone known to you may have faced negative result of some good decision/ambition in your or his/her life. Share the story with the class. †††

Read 1

MONKEY'S PAW

- W. W. Jacobs

On a cold and stormy night, Mr White and his son, Herbert, were playing chess in their small living room of Villa. While Mrs White was sitting by the fire, knitting and talking to them occasionally. They were expecting a guest named Sergeant Morris, who was a family friend and had been posted in India and was back after completing his tenure. "There he is", said Herbert, hearing the gate shut loudly and heavy footsteps coming to the

door. "Sergeant Major Morris," said Mr White introducing him. Mr White welcomed Morris and offered him a drink. The family was mesmerized by Morris's description of India.

"I'd like to go to India myself," said the old man, "just to look round a bit, you know." "I'd like to see those old temples and magic." continued Mr White. "What was that about a monkey's paw or something you started telling me about the other day, Morris?"

Sergeant showed them a dried monkey's paw which had a spell put on it. Morris said, "An old fakir put a spell on it and now it is a talisman. He was a very holy man and he wanted to show that fate ruled people's lives, and that to interfere with fate, only caused deep sadness. He put a spell on it so that three separate men could have three wishes each from it. It would bring a disaster, continued sergeant. "It has caused enough trouble already," and threw the paw upon the fire. But Mr White was curious and wanted to test the powers of the monkey's paw. He bent down and quickly retrieved it from the fire. He said, "If you don't want it, give it to me." Morris, after reluctantly explaining the appropriate manner for making the wishes, warned him that he could have the paw but at his own risk and departed soon afterwards.

After the guest left, Mr White held the paw in his hand and said, "I wish for 200 pounds. It moved!" he cried, glancing with disgust at the object on the floor. "As I wished, it twisted in my hand like a snake." The next morning, a gentleman knocked on the door, "I come from Maw and Meggins your son's employer." The old lady looked surprised. "Is anything wrong?" she asked breathlessly. "Has anything happened to my son, Herbert? What is it?" The visitor looked down. "Badly hurt," he said quietly. "But he's not in any pain. Oh, thank God, thank God for that!" But the sinister meaning of the visitor's assurance suddenly became clear to the old lady and she looked at him. His face was turned away, confirming her worst fears. She caught her breath and put her trembling hand on her husband's. There was a long silence. The stranger expressed grief and handed over an envelope containing some amount of money as compensation. Mr White gazed with a look of horror at his visitor. His dry lips shaped the words, "How much?" "200 pounds" was the answer. Mr White found it very difficult to comprehend and became unconscious. He

was filled with sorrow at the turn of events. His wish was granted at the cost of his son's life. After a few days, Mrs White had demanded the monkey's paw as she wanted to make a wish and had her son back. "I want it," she said. "Why?" "I only just thought of it," she said hysterically. "The other two wishes. Why didn't I think of it before?" she replied rapidly. "What wish?" he asked. "Wish our boy alive again. Bring him back," cried the old woman. Mr White explained that not only had Herbert been dead ten days but also that his body had been decayed beyond recognition. But his wife pulled him towards the door. "Bring him back. Do you think I'm frightened of my own son?" Mr White took out the monkey's paw and raised his hand. "I wish my son alive again." The paw fell on the floor and after few moments a knock was heard at the floor. "Who could that be?" enquired Mr White. "That must be my son." replied the old lady and ran towards the door. "Don't let it in, for God's sake," cried Mr White shivering in fear.

"You're afraid of your own son. Let me go. I'm coming, Herbert, I'm coming!"

Mr White searched frantically for the monkey's paw, fearful of what was likely to happen. As he heard the chain rattling back and the bottom bolt drawn slowly and stiffly from the socket, he found the paw and made his the third and last wish.

The sound of knocking stopped at once, though its echoes could be heard within the house. Suddenly there were sound of cracks and thunder. The house started collapsing. The roof, walls and staircase started falling down. They rushed towards the ground and sighed in disappointment and then ran towards main gate of the villa.

Outside, the street lamp was spreading its light over a calm and empty road. The spell of the Monkey's paw had worked.

Glossary

villa luxurious country residence **posted** assigned duty at any particular place **knitting** needlework to create knitted wear **stormy** wild and rainy **tenure** term of duty or position held **hysterically** with worry and excitement **disaster** tragedy **spell** magic charm **fate** luck, fortune **to interfere** to get in the way **retrieve** to take back **falteringly / reluctantly** half-heartedly **disgust** dislike, hatred **sinister** evil-like **assurance / to assure** comfort, promise **grief** sadness, unhappiness **compensation** money given to make up for death **frantically** wild and hurried **sighed** groaned **mangled** crushed **pounding** knocking loudly **talisman** magical object

Comprehension

C.1.1 Draw a straight line under the sentences you felt happy about and a zigzag line under the sentences you felt unhappy about.

C.1.2 Make the pairs.

sergeant	was no more.
a fakir	has come back from India.
Mr White	brought a sad news.
Herbert	put a spell on the monkey's paw.
a stranger	wanted to try the monkey's paw.

C.1.3 Replace the underlined words with words in the read using a dictionary. Give reasons for the statements. ††

1. The family was fascinated.
2. The old man gave some amount to the couple as reward.
3. Mr White became unconscious.
4. Mr White's body was decayed beyond detection.
5. Mr White was shaking in fear after demanding the second wish.
6. Mrs White fell on the ground and sighed in despair.

C.1.4 Say whether the sentences are True(T) or False(F).

1. Sergeant Morris did not like India.
2. It was a very cold season when Morris visited the Whites.
3. Sergeant Morris gifted the paw to the Whites.
4. Mr White's first wish was fulfilled by the magical paw.
5. Herbert is alive at the end of the story.
6. Mr White saved further loss by his third wish.
7. Interfering with fate only caused deep sadness in the life of the Whites.
8. Sergeant Morris put a spell on the paw.

C.1.5 Fill in the blanks to show the ugly/sad effects of the action/wish. ††

	action	consequence
1 st Wish		
2 nd Wish		
3 rd Wish		

C.1.6 Answer the questions.

1. Why did Sergeant- Major throw the monkey’s paw in the fire?
2. How did Mr White test the power of the magical paw?
3. What happened to Herbert? How did the couple come to know that?
4. Sergeant- Major Morris told Mr White to make wishes sensibly. Why?
5. Do you think the second wish made by the Whites came true?
6. What did Mr White wish for in the end?

C.1.7 Ask your friends’ views and share yours. †††

1. Do you sympathise with the Whites? Why?
2. What advice would you have given to the Whites after the first wish was fulfilled?
3. Would you try to fulfil your wishes with this paw? Why?
4. There is no shortcut to success. Do you agree? Give your arguments on the basis of this read.
5. “If we try to get benefits without putting efforts, we have to face a loss which is greater than the benefits.” When will you remember this in your life situations?

Read 2

SOJOURNER TRUTH

[Sojourner Truth (ca.1797-1883) was a black American freedom fighter and orator. She was born Isabella Baumfree in Ulster County, New York, the daughter of an African named Baumfree (after his Dutch owner) and a woman called Elizabeth. About the age of 9, she was auctioned off to an Englishman named John Neely. The Neelys understood very little of her Dutch jargon and, as a result, she was often brutally punished for no real reason. Eventually Neely sold her to a fisherman who owned a tavern in Kingston, NY. Here she acquired the idiomatic expressions which came to mark her speech. John J. Dumont, a nearby plantation owner, purchased her next. During her tenure with his family she married and had five children. In 1827, after NY had passed an emancipation act freeing its slaves, she prepared to take her family away. But



Dumont began to show reluctance to this, so she ran away with only her youngest child. She finally wound up in New York City. She worked at menial job and through some friends came under the sway of a religious fanatic named Mathias.

During the Civil War, Truth bought gifts for the soldiers with money raised from her lectures and helped fugitive slaves find work and housing. After the war, she continued her tirade for the Lord and against racial injustice, even when old age and ill health restricted her activities to the confines of a Battle Creek, Mich, sanatorium. She died there on Nov. 26, 1883. She was the first black woman to sue and win against the white.

Here is one of her famous speeches entitled as "Ain't I a woman?" which she delivered in 'The women's Convention in Akron', Ohio in Dec., 1851.]

Well, children, where is so much racket, there must be something out of order. I think that 'twixt, the Negroes of the South and women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere.

Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman?

I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect."]

That's it, honey, what's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full? Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from?

From God and a woman! Man had nothing to do with him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them. Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say.

Glossary

ca abbreviation of Latin circa that means 'approximately' **orator** speaker **auctioned** sold by bidding **jargon** terminology **brutally** cruelly **inn** lodge, guest house **plantation** farm, estate **emancipation** liberation, freedom **miscellaneous** **job** unskilled, low, small job **fanatic** extremist, fundamentalist **fugitive** escapee, absconder **criticism** an angry speech of condemnation **confines** keep within limits **racket** illegal or dishonest money-making scheme **tirade** a long angry speech **twixt** between **ditches** drains, troughs **barn** store, shed **head** direct **lash** stroke with whip **mean** unkind **tenure** term, working duration of office **reluctance** unwillingness or disinclination to do something **Civil War** a war between citizens of the same country, American Civil War (1861- 1865) **sanatorium** a place for the care and treatment of people who are recovering from illness or who have a disease that will last a long time **in a fix** in trouble, in tough times **a pint** a unit of liquid or dry capacity equal to one half of a quart **a quart** a unit of volume or capacity (especially in America), used in liquid measure, equal to 1/4 gallon or 32 ounces (0.946 litre) **they is asking** example of non-formal language usage, colloquial language usage where 'is' is used instead of 'are'

Comprehension

C.2.1 What did you understand from this speech? Tick mark, if you agree.

- She favours freedom for women.
- She believes that women have the strength to deal with odds/any type of problems.
- All her children were sold but nobody helped her.
- She insists that men should help women.
- If all women unite they can change the quality of life in the modern world.
- She agrees that women should not have equal rights with men, because Christ was not a woman.

C.2.2 Answer these questions.

1. Who was Sojourner?
2. Where was Sojourner born?
3. What difficulties did Sojourner face in her childhood?
4. Why did Sojourner run away with her youngest child?
5. What did the emancipation act say?
6. What did she do after an emancipation act?
7. What activities did she carry on during the Civil War?
8. Why was it a blessing for Sojourner to live in New York?
9. Write about her welfare activities.
10. Write in brief about her belief for rights of men and women.
11. What did she complain about her right as a woman?

C.2.3 Find and classify phrases from the speech. ††

No	General Beliefs	Life Experience of Sojourner
1	Women need to be helped.	Nobody ever helped her.

C.2.4 Find out and write the sentences from the read which express the opposite meaning of these sentences. ††

1. As a child Sojourner was well treated by her parents.
2. Sojourner was an English speaker from her birth.
3. After emancipation act, her master set her free.
4. She gave all her income to her children which she got from her lecture.

Vocabulary

V.1 In each set there are three words which are synonyms while one is an antonym. Find the odd one out.

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

V.2 Find out antonyms from the text. Frame sentences of your own using both the words in a sentence. ††

gently, skilled, liberate, generous, harmony, kind

Example: gently X brutally

Parents must treat small kids gently instead of treating them brutally.

V.3 Fill in the blanks with the most appropriate word.

- (1) It's really _____ to _____ the animals. (lash, sway, mean, barn)
- (2) The provocative _____ caused a social tension and _____ the whole community to a chaotic state. (plantations, headed, criticism, emancipated)
- (3) The labourers gathered in the evenings in the _____ of the town and talked in their typical _____. (jargon, ditches, inns, orator)
- (4) _____ the _____ and male dominance, the condition of Negro women was terribly pitiful. (enslavement, fanatic, twixt, auctioned)

V.4 Find out who am I? ††

[interviewee, employee, absentee, appointee, charioteer, engineer, devotee, nominee, employer, mountaineer, puppeteer]

Example: My friends always stay eager to read a new sonnet or short poem written by me. Who am I? Ans: Sonneteer

1. I strongly believe in God and regularly visit a religious place to render my services there.

2. My husband instructed the bank that if he dies, I will get all the amount in my account.

3. I went for a job. The officer asked me some questions. - _____
4. Today I selected 5 people to work for my company. - _____
5. I work in this company. - _____
6. I was supposed to be present here but I couldn't. - _____
7. I feel myself lucky as I am assigned this post. - _____
8. I drive a vehicle which doesn't need any kind of fuel. It is mainly pulled by horses. -

9. I design, build and maintain machines and structures. - _____
 10. I love heights and climbing up with the help of ropes. - _____
 11. Children love me and the shows I perform. - _____

V.5 Find out and note down the words.

1. between = twixt
 2. a metal = _____
 3. the hardest body part = _____
 4. a channel, a drain = _____
 5. to flee or run away = _____
 6. a chaos, noise = _____

T	W	I	X	T	Q
I	H	N	Y	E	L
R	A	C	K	E	T
A	W	K	E	T	Z
D	I	T	C	H	M
E	S	C	A	P	E

V.6 Circle the odd one out.

1. tirade, racket, chaos, conspiracy 2. freedom, revolution, emancipation, independence
 3. mean, ignoble, brutal, irregular 4. master, fanatic, slave, employer

V.7 Find out the suitable words from the brackets and add them to the series of the words. ††

[head, sway, fugitive, fanatic, menial, auctioned, orator, lash]

1. renegade, runaway, absconder, _____
 2. extremist, militant, activist, _____
 3. swing, influence, affect, _____
 4. unskilful, trivial, tedious, _____
 5. hit, whip, blow, _____
 6. conversationalist, speaker, narrator, _____
 7. sale, trade, mart, _____
 8. direct, lead, guide, _____

Function (Reporting)

F.1 Read the conversation.

In school, you and Rahul approached your teacher. Rahul had a few queries.

Rahul : “How can I improve my handwriting, Madam?”

Teacher : “See Rahul, it is not just the handwriting, your content of the answer also needs improvement.”

Rahul : “Yes Madam. I know. Will you please show me the way to improve my performance?”

Teacher : “You first of all need to be regular in your class. Be attentive to whatever is discussed in the class. Lastly start writing practice.”

Rahul : “Thank you very much madam. I will surely try all this.”

Now you are reporting this to your elder brother at home. Complete the passage filling in the gaps with appropriate words.

Rahul enquired of his class teacher how _____ could improve _____ handwriting. Responding to his query, the class teacher drew his attention to the facts that it _____ not

just the handwriting but _____ content of the answer _____ also very poor. Rahul accepted the point and requested her _____ him the way to improve _____ performance. So the teacher told him that first of all _____ to be regular in _____ class. She also advised him _____ to whatever is discussed in the class and lastly she also suggested him _____ practice writing. Rahul thanked her and told her that he _____ surely try _____ all _____

F.2 Read the text.

“How many hours a day do you study, Laxmi?”

“Who? Me, sir?” confirmed Laxmi.

“Yes. I am talking to you, Laxmi.”

“Why, Sir? I study well.”

“I find you ‘online’ on social networking sites even at late hours.”

“Oh! That is the case! Sir, my brother uses my phone when I am at home.”

F.3 Fill in the gaps using appropriate words to complete the report of the above dialogue.

The teacher enquired of Laxmi as to how many hours a day _____ studied. So Laxmi confirmed if it was _____. The teacher confirmed that _____ was talking to _____ in ending to know the reason behind such inquiry Laxmi assured that she _____. So the teacher explained the problem telling her that _____ found _____ ‘online’ on social networking sites even at late hours. Laxmi exclaimed with a little shock and regaining her confidence told the teacher that _____ brother used _____ phone when _____ at home.

F.4 Read the paragraph.

“Look, he is coming this way”, seeing the policeman coming towards us, my wife whispered to me. Trying to maintain the cool look I said, “Good Morning Officer !” who was now just in front of us. “What are you doing here at this odd hour of night?” he said, with a strict tone, looking to his wrist watch which showed 1:30 am. “We are husband and wife and our car has broken down,” I tried to explain in order to clear his doubts. “Let me have a look at your ownership documents and driving license,” demanded the officer.

Now, complete the paragraph by filling in the gaps with appropriate reporting words.

Pointing my attention towards the approaching policeman my wife whispered to me that he _____ coming _____ way. Just as the policeman got in front of us, I with cool looks said that _____. With a strict tone and looking to his wrist watch which showed 1:30 am he asked us what _____ doing _____ at _____ odd hour of night. In order to clear his doubts, I explained that we _____ husband and wife and our car _____ broken down. The officer demanded to have a look at _____ ownership documents and _____.

F.5 Read the messages and report them as shown in the example.

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

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

1. Krishna informed Ganesh, “I won’t be attending the party tomorrow.”
2. The teacher said, “Ajay, Have you completed your homework?”
3. The passenger, “What is the time of the train to Ahmedabad?”

4. "Go back home now, King" said the saint, "and you will find what you need."
5. Pradip said to Meena, "Please sing a song for me."
6. Roy said, "Hurrah! Our team won."
7. The boy said, "Let's play for half an hour."
8. Parul said to her friend, "Thank you for your kind help."

F.6 Read this conversation between Vishal and Ashish about a movie.

"Which movie was released yesterday?" said Vishal. "Badlapur." said Ashish.

"Wow. It has my favourite actor, Varun Dhawan." said Vishal.

"Good. And I'm a fan of Nawazuddin Siddiqui. So would you like to join me to watch the film?" said Ashish.

"Yes. Indeed. When are you planning to watch it?" said Vishal.

"Let's bunk today's last lecture of Sanskrit and go for the film." said Ashish.

"No. There is an important topic in Sanskrit lecture today. Can we go tomorrow on Sunday?" said Vishal.

"That's fine. We'll go tomorrow." said Ashish.

Now narrate it to your friend.

F.7 Imagine that you are Sergeant Morris who witnesses the following conversation between Mr White and Mrs White. Make a diary entry of this conversation. ††

Mrs White demanded the monkey's paw as she wanted to make a wish and have her son back. "I want it" she said "Why?" "I only just thought of it," she said hysterically. "The other two wishes. Why didn't I think of it before?" she replied rapidly. "What wish?" Mr White asked. "Wish our boy alive again. Bring him back," cried the old woman. "It is foolish and wicked," he faltered. "Wish!" repeated his wife. He took out the monkey's paw and raised his hand. "I wish my son alive again."

The paw fell on the floor and after a few moments a knock was heard at the door. "Who could that be?" enquired Mr White. "That must be my son." replied the old lady and ran towards the door. "Don't let it in, for God's sake" cried Mr White shivering in fear.

F.8 Rewrite the following as a dialogue (direct speech) and not as reported by someone. Make necessary changes.

Example: Father inquired about her daughter's health.

"How are you feeling today, Jill?" asked her father.

1. She expressed gratitude for the support I had provided her.
2. Jayesh offered to buy his classmate a cup of coffee.
3. We politely declined our political leader's invitation.
4. Reema expressed surprise at meeting her classmates there.
5. Students were warned not to go out in the night during camp. There were wild animals around.

F.9 Here is a report of a telephone message on a tape recorder by a secretary. Write the actual words that you think Mr. Atri used.

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

inconvenience caused.

F.10 Imagine this event and complete the conversation using reported speech. ††

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

I asked

He replied that _____

I enquired _____

He answered that _____

I asked him why he had _____

He answered _____

I asked him when he would _____

He said that he never would _____

I asked him to _____

He bade me good bye and vanished.

Writing

W.1 Your friend has participated in an essay writing competition in his school. The topic is 'My favourite leader.' Write a letter to him telling him about your favourite leader and inspire him. ††

W.2 Write a paragraph sharing your views on: Women Education and Women Empowerment. 🏠 ††

Why should there be similar education for women and men?

How can education empower women?

Do you favour reservation and special facilities for girl students? Why?

W.3 Write a speech in about 150 words on Problems of Working Women.

W.4 Frame about 10 questions to interview working women. Interview three working women. ††

Activities

A.1 Search from internet which other short stories William Wymark Jacobs has written. Read the titles of the other creations of W. W. Jacobs in the class.

A.2 Search on the net for the 'World's best short stories'. Read one of the suggested short stories.

Project

Meet a working woman. Talk to her about the problems she faces because she is a working woman. Enlist her problems.

*



Pre-task

P.1 The Rajghat Besant School is situated in Varanasi. It is run by the Krishnamurty Foundation, India. Its main concerns are:

- To awaken intelligence and sensitivity.
- To create an atmosphere of affection, order and freedom.
- To help child for a harmonious development of body and mind.
- To nurture a feeling for nature and for all forms of life.
- To create the right kind of confidence in the child to face the challenges of life.
- To discover a way of teaching-learning without undue dependence on reward, punishment or comparison.
- To help child achieve excellence, academically and otherwise.

Questions:

1. Would you like to join this school? Why?
2. Find concerns of your school and compare them with that of The Rajghat Besant School.

For more details log on to www.rajghatbesantschool.org

P.2 Are you really free? Tick mark your honest response in appropriate box.

No	Statement	Agree	Uncertain	Disagree
1	I am forced to believe in so many traditions and rituals by my parents or society.			
2	I do want a secure job and some luxury.			
3	I do not ask questions about the beliefs and ideas of my family members.			
4	I have a keen desire to become a respectable person			
5	I want to live my life as I want.			
6	It is not bad to have some tension and fear for securing a comfortable future life.			
7	I try to raise doubts about religious matters.			
8	I am not happy with myself.			
9	I am too busy with things which are not really important for a good life.			
10	I favour a simple and peaceful life.			

Get your freedom score. Disagree:1, Uncertain:2, Agree:3, on statement no. 3,6 and 10.

For all other statements, Agree:1, Uncertain:2 and Disagree:3. Total your score. If you get 20 or more you are a good thinker and you have a good sense of freedom.

I would like to discuss with you the problem of freedom. It is a very complex problem, needing deep study and understanding. We hear much talk about freedom, religious freedom, and the freedom to do what one would like to do. Volumes have been written on all this by scholars. But I think we can approach it very simply and directly, and perhaps that will bring us to real solution.

I wonder if you have ever stopped to observe the marvellous glow in the west as the sun sets, with the shy young moon just over the trees? Often at that hour the river is very calm, and then everything is reflected on its surface: the bridge, the train that goes over it, the tender moon, and presently, as it grows dark, the stars. It is all very beautiful. And to observe, to watch, to give your whole attention to something beautiful, your mind must be free of preoccupations, must it not? It must not be occupied with problems, with worries, with speculations. It is only when the mind is very quiet that you can really observe, for then the mind is sensitive to extraordinary beauty; and perhaps here is clue to our problem of freedom.

Now, what does it mean to be free? Is freedom as matter of doing what happens to suit you, going where you like, thinking what you will? This you do anyhow. Merely to have independence, does that mean freedom? Many people in the world are independent, but very few are free. Freedom implies great intelligence, does it not? To be free is to be intelligent, but intelligence does not come into being by just wishing to be free; it comes into being only when you begin to understand your whole environment, the social, religious, parental and traditional influences that are continually closing in on you. But to understand the various influences the

influence of your parent, of your government, or society, of the culture to which you belong, of your beliefs, your gods and superstitions, of the tradition to which you conform unthinkingly - to understand all these and become free from them requires deep insight; but you generally give in to them because inwardly you are frightened. You are afraid of not having a good position in life; you are afraid of what your priest will say; you are afraid of not following tradition, of not doing the right thing. But freedom is really a state of mind in which there is no fear or compulsion, no urge to be secured.

Don't most of us want to be safe? Don't we want to be told what marvellous people we are, how lovely we look, or what extraordinary intelligence we have? Otherwise we would not put letters after our names. All that kind of thing gives us self-assurance, a sense of importance. We all want to be famous people - and the moment we want to be something, we are no longer free.

Please see this, for it is the real clue to understanding of problem of freedom. Whether in this world of politicians, power, position and authority, or in the so-called spiritual world where you aspire to be virtuous, noble, saintly, the moment you want to be somebody you are no longer free. But the man or woman who sees the absurdity of all these things and whose heart is therefore innocent, and therefore not moved by desire to be somebody - such a person is free. If you understand the simplicity of it, you will also understand its extraordinary beauty and depth.

After all, examinations are for that purpose; to give you a position, to make you somebody. Titles, position and knowledge encourage you to be something. Have you

not noticed that your parents and teachers tell you that you must amount to something in life, that must be successful like your uncle or grandfather? Or you try to imitate the example of some hero, to be like the master, the saints; so you are never free. Whether you follow the example of a master, a saint, a teacher, a relative, or stick to a particular tradition, it all implies a demand on your part to be something; and it is only when you really understand this fact that there is freedom.

The function of education, then, is to help you from childhood not to imitate anybody, but to be yourself all the time. And this is a most difficult thing to do; whether you are ugly or beautiful, whether you are envious or jealous, always to be what you are, but understand it. To be yourself is very difficult, because you think that you are ignoble, and that if you could only change what you are into something noble, it would be marvellous but that never happens. Whereas, if you look at what you actually are and understand it, then in that very understanding there is a transformation. So freedom lies, not in trying to become something different, nor in doing whatever you happen to feel like doing, nor in following the authority of tradition, of your parents, of your teacher, but in understanding what you are from moment to moment.

You see, you are not educated for this; your education encourages you to become something or other- but that is not the

understanding of yourself. Your 'self' is a very complex thing; it is not merely the entity that goes to school, that quarrels, that plays games, that is afraid, but it is also something hidden, not obvious. It is made up, not only of all the thoughts that you think, but also of all things that have been put into your mind by other people, by books, by the newspapers, by your leaders; and it is possible to understand all that only when you don't want to be somebody, when you don't imitate, when you don't follow- which means, really, when you are in revolt against the whole tradition of trying to become something. That is the only true revolution, leading to extraordinary freedom. To cultivate this freedom is the real function of education.

Your parents, your teachers and your own desires want you to be identified with something or other in order to be happy, secure. But to be intelligent, must you not break through all the influences that enslave and crush you?

The hope of a new world is in those of you who begin to see what is false and revolt against it, not just verbally but actually. And that is why you should seek the right kind of education; for it is only when you grow in freedom that you can create a new world not based on tradition or shaped according to the idiosyncrasy of some philosopher or idealist. But there can be no freedom as long as you are merely trying to become, or imitate a noble example.

Glossary

volume books **preoccupation** worry, anxiety **speculation** wonder **implies** means, indicates **influences** impacts, effect **insight** understanding, vision **urge** desire, longing **self-assurance** self-confidence **aspire** wish **saintly** good, virtuous **absurdity** meaninglessness **stick** fasten, join **ignoble** low, dishonourable **entity** individual **crush** suppress, put down **idiosyncrasy** peculiarity **scholar** academic researcher, intellectual **approach** a way to deal with a situation **marvellous** wonderful, spectacular **parental** pertaining to parents **conform** to be traditional, to be conventional, to do the accepted things only, to fit in with a standard practice or behaviour **superstition** false notion, blind beliefs, fallacy **spiritual** religious, saintly, holy **virtuous** righteous, moral, upright

Comprehension

C.1.1 Write Yes or No.

1. I can enjoy beauty when my mind is engaged in thinking.
2. An intelligent mind can understand that it is not free from impact of tradition.
3. The freeman does not believe in his parents' beliefs.
4. Freedom means to be free from religious faith.
5. Freeman can feel happiness in real sense.
6. We should not be afraid of questioning traditions and beliefs.

C.1.2 Match A with B. ††

A

1. When our mind is peaceful
2. To feel nature in real sense
3. When we are afraid
4. Freedom implies that
5. It is the real purpose of education

B

- a. to provide real freedom.
- b. we should not be only imitators.
- c. we can observe real beauty.
- d. we can't remain free.
- e. we must cut off from all problems.

C.1.3 Select the correct options.

1. To cultivate freedom means
 - a. We should imitate our elders.
 - b. We should revolt against the whole tradition which force us to be something.
 - c. We should learn more and more and make lots of use of technology.
2. To be intelligent means
 - a. To get good score in exam
 - b. To have more IQ
 - c. To have deep insight to solve any problem
3. We are free when
 - a. We follow our elders
 - b. We want to be something
 - c. We do what we like
4. The real purpose of education is
 - a. To make a study
 - b. To make something
 - c. To enable us think freely

C.1.4 Study the example and fill in the table. †††

No.	What does education teach us?	No.	What should education teach us?
1.	to be something	1.	It helps not to imitate others
2.		2.	
3.		3.	
4.		4.	
5.		5.	

C.1.5 Read the sentences. Write RP against the sentences which express real perception of freedom and WP against the sentences which express wrong perception of freedom according to J. Krishnamurthy. ††

1. To make our mind free from tradition
2. Freedom means to do what we want to do.
3. To have mind without fear
4. To keep in mind, the social and other problems
5. Freedom makes us intelligent
6. To follow the political power and authority
7. Not to imitate others
8. Freedom lets you understand what you are.
9. The function of education is to cultivate real freedom.
10. Revolt against evil

C.1.6 Write answers in two or three sentences each.

1. Is freedom a simple problem? Why?
2. What should we understand to be free?
3. Why are we afraid, according to the author?
4. What do we expect people to say about us?
5. Why do we mention our degrees and designations after our names?
6. Why are we not free in so called spiritual world?
7. Does imitation give us pleasure? Why?
8. Why do we cling to our traditions and beliefs?
9. Make a list of obstacles to real freedom.
10. What is the real function of education?

Read 2

THE HEAVEN OF FREEDOM

- Rabindranath Tagore

*Where the mind is without fear and the head is held high
 Where knowledge is free
 Where the world has not been broken up into fragments
 By narrow domestic walls
 Where words come out from the depth of truth
 Where tireless striving stretches its arms towards perfection
 Where the clear stream of reason has not lost its way
 Into the dreary desert sand of dead habit
 Where the mind is led forward by Thee
 Into ever-widening thought and action
 Into that heaven of freedom, my Father, let my country awake.*

Glossary

fragments sections **domestic walls** communal differences **striving** struggling, endeavouring **stream** brook, river **reason** logic **dreary** monotonous, lifeless **dead habit** old habits **ever-widening** act of making something wider

Comprehension

C.2.1 Here are some expressions in List A and their interpretations in List B. Join them appropriately. ††

A	B
Expressions	Interpretations
(1) Mind is without fear.	(a) Where people are truthful and words come out from the inner core of their hearts.
(2) World has not been broken up into fragments.	(b) The current of reason is not misled into the wasteland of prejudices.
(3) Words come from the depth of truth.	(c) People's thoughts are monitored by rational thinking, not by superstition.
(4) Tireless striving stretches its arms towards perfection.	(d) Countrymen are free from any fear of oppression or forced compulsion.
(5) Clear stream of reason has not lost its way.	(e) There is no division among people based on their caste, creed, colour or religion.
(6) Dreary desert sand of dead habit.	(f) God is addressed as 'Father' and is requested to awaken the country into 'heaven of freedom'.
(7) Mind is led forward by Thee.	(g) People have a broad mind and a broad heart and they enrich their thinking day by day.
(8) Ever - widening thought and action.	(h) Everyone works hard to reach his goal and attain perfection.
(9) My Father, let my country awake.	(i) Countrymen are progressive and broad-minded; their minds are led forward by the Almighty to good thoughts and action.

C.2.2 Answer these questions.

- 1) What does the poet mean by "head is held high" and "ever-widening thought and action"?
- 2) What does the poet compare "reason" and "dead habits" to?
- 3) What is "narrow domestic walls"?
- 4) Who is referred to as "thee"(you) and "my Father"?
- 5) Name the qualities the poet wishes to see in his countrymen.
- 5) What is the "heaven of freedom" according to the poet?

C.2.3 Write True or False. †††

- 1) Tagore draws a picture of a free nation with religious or caste based boundaries. _____
- 2) The poem is an offering to God, a prayer where the poet prays for a country which is a heaven of freedom. _____
- 3) In India, people had gained freedom in all spheres during British rule. _____
- 4) Tagore longs for an undivided world where there is tolerance among the people and the courage to speak truth at any cost. _____
- 5) 'Dead habits' refer to the superstitious beliefs and deeds that are 'dead' means we don't need them any more. _____

Vocabulary

V.1 Select the most appropriate word/phrase to add in the sentence at the indicated place.

Joe is ^ dancer; very light and smooth on his feet.

- (a) a marvellous (b) an absurd (c) an aspiring (d) a saintly

1) The old cars are ^ and then melted down for the metal.

- (a) virtuous (b) volumes (c) aspiring (d) crushed

2) People thought he was ^ person because of all the kind and generous things he did for the children of the village.

- (a) an ignoble (b) an absurd (c) an idiosyncratic (d) a saintly

3) Trying to think like our clients helps us to gain greater ^ into their needs.

- (a) urge (b) insight (c) idiosyncrasy (d) superstition

4) Movie stars and sports celebrities have always had a lot of ^ on what young people wear.

- (a) approach (b) entity (c) influence (d) conform

5) Cooperation ^ compromise in which everyone benefits to some degree.

- (a) implies (b) sticks (c) influences (d) approaches

V.2 Reshuffle the words in bold to make meaningful sentences.

1) He **aspire** us to accept his offer.

2) While watching some serials on TV, **ignoble** guidance is essential for children.

3) To believe that the earth is flat is an **spiritual**.

4) No one should **approaches** to profit from the misfortune of others.

5) The thought that my right eye itches so some good luck will soon approach me is a **parental**.

6) We are not human beings on a spiritual journey. We are **urges** beings on a human journey.

7) Because Mr Frank has a habit of not showing up on time, he has an **superstition** reputation as someone who is not very responsible.

8) There are often several **absurdity** to diagnosing and treating a health problem.

V.3 Here some questions and answers are mixed up. Arrange them correctly.

Q.1. What insight does this book give?

A.1. _____ as he kept on staring at the electricity pole in the street for 5 minutes constantly.

Q.2. Who won gold medal at Olympics in gymnastics?

A.2. _____ a class – 1 officer.

Q.3. In which superstition does he believe?

A.3. _____ understanding about how to behave during an interview.

Q.4. What do you aspire to become?

A.4. _____ his honesty and reliability.

Q.5. When did you come to know about his idiosyncrasy?

A.5. Dipa Karmakar...

Q.6. What makes him virtuous?

A.6. _____ because everyone knows that he is corrupt.

Q.7. Why people think that he is ignoble?

A.7. _____ that cat's crossing his way will bring misfortune to him.

V.4 Find out words from the lesson that are nearest in meaning to the underlined words. †††

We are given children to test us and make us more <u>believing in religion</u> .	
When I talked to him I found that his mind was full of <u>worrying thoughts</u> .	
Your <u>way to deal a situation</u> reveals it whether you are an optimist or a pessimist.	
Your mere <u>forming a theory or conjecture without firm evidences</u> will only spoil your relations with her. You should rather talk to her once.	
I feel proud that my father was a <u>specialist in a particular branch of study</u> .	

V.5 Choose the correct form of the word given in the brackets. Work in groups. ††

A _____ (patriot) person is one who has deep feeling of _____ (patriot). His heart is _____ (fill) up with love for his country. If we look at the history of the world, we find that the _____ (noble) heroes are those who have _____ (try) to do well to their country and who have _____ (die) for it when the need has _____ (arise). Men _____ (fight) and died for their kith and kin (dear and near ones) or for _____ (his) religion, but the greatest heroes have always _____ (be) those who have _____ (risk) their lives in the defence of their country. Whenever a conqueror has tried to _____ (slave) a country, people have _____ (stand) up to defend the mother land.

V.6 Tick mark the options nearest in meaning. ††

1. Where words come from the depth of truth
 - a. Where people are truthful and words come out from their hearts.
 - b. Where people are superficial and words come out from their minds.
 - c. Where people are rigid and words come out from their prejudices.
2. Where the world has not been broken up into fragments
 - a. There is a harmony and unity among people.
 - b. There is a clear division on the basis of religion and colour.
 - c. The world is divided on the basis of superstition and religion.
3. Where the knowledge is free
 - a. Nobody has to pay any fee for study.
 - b. Knowledge is limited to few people.
 - c. Everyone has unrestricted access to knowledge.
4. Where the clear stream of reason has not lost its way
 - a. Everybody feels lost due to unclear thinking.
 - b. Everyone's thoughts are monitored by rational thinking.
 - c. Everyone believes in old beliefs and superstitions.

V.7 Answer these questions. 🏠

- 1) What makes you feel proud for our country?
- 2) How are the national festivals celebrated in our country?
- 3) What are the efforts of our national leaders for making our nation independent?
- 4) Narrate your experience of your visit to any of the monuments of our martyrs.
- 5) What is so unique in our Indian culture?

V.8 Make meaningful phrases with words from X and Y and write a sentence using X and Y in your context. Work in groups. †††

	X		Y	
1.	fearless (c)	a.	free	Example. A fearless mind can achieve the desired goals in life.
2.	ever-widening	b.	activities	
3.	domestic (f)	c.	mind	One should break the domestic walls of caste and creed to make the nation peaceful.
4.	stream	d.	thought	
5.	heaven	e.	fragments	
6.	world	f.	walls	
7.	knowledge	g.	freedom	
8.	tireless	h.	reason	

V.9 Frame sentences using all the words. You may change the forms of the words if needed. ††

Example: reason - logic - perfection

Answer: We can achieve perfection if we work with good reason and logic.

- | | |
|---------------------------------|---------------------------------|
| 1) mind - fearless - achieve | 4) protect - conserve - forests |
| 2) work - tirelessly - ambition | 5) wish - India - freedom |
| 3) strive - success - achieve | 6) God - guide - difficulty |

Function (Connecting information)

F.1 Read the conversation. Fill in the blanks with appropriate option given in the brackets. Write capitals when needed. ††

[what she decided, what did she decide, what do I like the most in her, that she left her husband, what I like the most in her, she left her husband that, where will she join for the new job, Menka took a big decision, what I like the most in her, did Menka take a big decision, where she will join for the new job]

A : Do you know that _____ ?

B : No, I want to know _____ .

A : Hmmm. Do you know she left that job?

B : Oh no. From when? I know that she was a very cooperative employee here.

A : True. _____ is her modesty.

B : She also had some family issues.

A : _____ is known to all her friends. She was much disturbed.

B : Maybe for that, she left the job too. Do you know _____ ?

A : No. I know nothing. I assume that she will settle in some other city.

B : I feel so. Anyway, may God bless her.

A : Amen!

F.2 Find out the correct option to complete the sentence.

1. Jasmine didn't ask Jaival _____ .
 a) where her purse was. b) where was her purse.
 c) where her purse was? d) where was her purse?
2. Is it true _____ about you?
 a) what did he say b) what he said
 c) that did he say d) that he said
3. I'm not going to tell you _____ .
 a) what should you do. b) what should you do?
 c) what you should do. d) what you should do?

F.3 Enact the conversation in your class.

Saumil : Excuse me, madam. I want to inquire something. Who is the manager here? I want to meet him.
 Receptionist : Sure sir. You want to inquire who the manager is. May I know why you want to meet him?
 Saumil : Yeah, actually, I want to apply for a job here. I want to know what the update regarding this job is.
 Receptionist : In that case, I think you must meet Mr Dave, the HR manager. He will tell you what you should do now.
 Saumil : Great. No problem. What you suggest looks better. Thanks.
 Receptionist : You're welcome, sir.

F.4 Read the sentences given in A. Find out the sentence from the conversation from F3 and write it in B. One is done for you. Observe the change in the sentences.††

A. Set of Sentences	B. Synthesis	C. Connectors
You want to know that. Who is the manager?	You want to know who the manager is.	Person – who
May I know the reason? Why do you want to meet him?		Reason – why
I want to know that. What is the update regarding this job?		Topic – what
You must meet Mr Dave, the HR manager. I think so.		Full information - that
He will tell you that. What should you do now?		Topic – what
You suggest something. It looks better.		Topic – what

F.5 In F4, you have observed that sentences are joined using a conjunction. Fill in the blanks with an appropriate conjunction given in the brackets. Write a clue for selecting a conjunction. †† (where, how, that, who, why, what, when, if)

1. He told me that he would surely accept the proposal. (topic of telling)
2. _____ I kept that project file is a mystery. (place)

3. I know _____ the manager was dismissed. (_____)
4. I don't know _____ he is doing. (_____)
5. I wonder _____ he feels today. (_____)
6. The teacher asked _____ the students had made their presentations. (_____)
7. Do you know _____ won the silver medal in Rio Badminton for India? (_____)
8. The boss does not tell her _____ he is going to arrange interviews. (_____)

F.6 Complete the sentences by using the clue given in the brackets. One is done for you. 🏠👤👤

1. You saw Mr Joshi at the party.
Tell me **whom you saw at the party**. (you see at the party)
2. Hema talked to someone.
Do you know _____ (Hema talk to)
3. Someone lives in that bungalow.
Do you know _____ (live in that bungalow)
4. Something happened then.
Tell me _____ (happen then)
5. Hemant said something to that old lady.
Tell me _____ (Hemant say to her)
6. How old are their children?
I can't even remember _____ (age of their children)
7. Shahin invited someone.
I don't know that person _____ (Use 'whom')

F.7 Work in pairs. One pair will come before the class. One will say the sentence from A. The other one will report it and write in B. Some are done for you. 👤👤

A	B
I have no money with me now.	He said that he had no money with him now.
What have you read?	He asked what I had read.
You must work hard for the next examination. (suggestion)	
I visited that auditorium. (information)	
I want to know that. How did you get such a good result?	
Have you ever uploaded any video on youtube.com? (if)	
Better you go for a walk every day. (advice)	
Where did I find the money for the project?	His question
Which one is the capital of Karnataka?was the question he asked.

The teacher will add more sentences in A.

F.8 Complete these sentences by adding suitable expressions. One is done for you.

* I cannot understand why she behaved so rudely with that child. (reason for behaving rudely with that child)

1. They said _____ (certainty for attending a programme)
2. I do not know _____ (place of his working)
3. He knew _____ (someone's child was crying)
4. _____ hurts me. (your behaviour in a rude manner)
5. You can take _____ (some dishes are ready for meal)
6. Can you guess _____? (a team won the match)
7. Vedant is certain _____ (surety of his first rank)
8. I want to know _____ (time of the train's arrival)
9. No one knows _____ (reason for her resignation)
10. Heta and Sweta are surprised that _____.
(information about Anita's good result)

F.9 Read the paragraph. There are 11 errors in it. Identify these errors and rewrite the paragraph correcting the errors. ††

Nowadays, everyone knows how can one download a mobile app. It is very convenient even why can a person done money transactions without go to a bank. Do you know which you can do e-business through your mobile apps? What do the old gen people say about the gen-next people may not be true. They complain how many the young generation spoil its career and life by wasting their precious time on mobiles. It is also surprising to know how many time they spend on foolish and useless things for no reason. It is also believed what if the use of mobile phone is in proper direction, and done in lenient way, it can give us maximum convenience, benefits too.

Writing

W.1 Read the following quotes and explain them in your own words: ††

“Freedom is not worth having if it does not include the freedom to make mistakes.”

“When I discover who I am, I'll be free.”

“Better to die fighting for freedom than to be a prisoner all the days of your life.”

W.2 Write a prayer talk depicting your own thoughts on freedom.

W.3 Select a newspaper article related to youth published in any Gujarati / English daily newspaper and summarize it. 🏠

Activity

A.1 Meet 5 various professionals. i.e. a teacher, a soldier, a politician, a doctor, a lawyer etc. and ask them to write about their definitions of 'real freedom' in a few sentences. Share the collected thoughts with your class.

Project

Collect 5 famous quotations of J. Krishnamurthy. Compile all the quotations and display them in your class.

*



Pre-task

Here is a list of excuses. Read them and guess the situations in which they may be used.

Excuses	Situations
We had guests at home	When we are not willing to go out. When we have not completed our task. When we avoid the people to come at our home.
I was thinking to call you today.	
I was down with fever.	
My father took me to the market with him.	
I had a very bad headache.	
I took my neighbour's son to the hospital.	
I forgot my wallet.	
I got late because I went to my friend's home.	

Read 1

HEADACHE

-R. K. Narayan

Of all the blessings conferred on mankind by a benign providence, the most useful is the headache. But for it, there would be many great embarrassments in life. Factual explanations are not always either palatable or feasible. In such circumstances, headache acts as a sort of password. I remember at school, the very first letter-writing lesson I was taught was: "Respected sir, as I am suffering from headache, I request you to grant me leave..." I always wonder what made our teacher select headache as an excuse, even in a specimen letter. I think it was very much in everybody's thoughts, useful alike to the pupils, and their master. For us, a headache was a boon. We used to have drill after school hours (which I still think is an unfair and undesirable practice). We disliked this hour. On the drill ground almost all appeared to be afflicted with "Splitting headache, sir," and our drill

instructor put an end to it by decreeing one day, "Those suffering from headache will hold up their arms." It raised our hopes, but he added, "Since I wish to detain them for some special exercises that will cure their headache." Not one lifted his arm. At which the instructor declared, "Now all of you take off your coats and get through the usual drill. I am glad to find that the class is going to exercise in full strength today."

Headache gives the sufferer a touch of importance. All other aches sound crude and physiological, and sensitive people would not mention them. No other ailment can be so openly mentioned with impunity. You could mention headache in the most elegant social gathering and no one would be shocked by it. The only expression which is superior to headache is indisposition. Whenever I see that word I wonder what it exactly means. It is one of those curious words (like 'inanity'

which has no 'anity'), which do not necessarily mean the opposite without the 'in'. You cannot say, "Owing to disposition I am not taking the medicine," whereas you can say, "Owing to indisposition I called in the doctor." What exactly is this indisposition? I have never been able to understand it, except that it sounds very well in press notes or health bulletins or in messages from eminent men to gatherings to which they have been invited. 'Indisposition' cannot generally be said by the person directly afflicted. It does not sound very well for anyone to write directly. "Owing to indisposition, I am not attending your meeting." It sounds unconvincing. It sounds better in the third person. It implies that the gentleman is an eminent one, has a secretary or a deputy who can speak for him. "Mr So and So regrets his inability to attend the meeting today owing to indisposition." People will understand and accept the statement and will not question. "What is that indisposition? Is he down with flu or malaria or cold or rheumatism? I know a doctor who can cure it." On the contrary, just accept it at its face value and pass on to the next item. Indisposition could be used only at a particular level, not by all and sundry. A schoolboy who says, "As I am indisposed, I want to be let off." will have his ear twisted for his precociousness.

I think I should shock mankind if I suddenly said "There is no such thing as headache or indisposition. It is all just an excuse, an elegant falsehood, for have I not seen dozens of headache cases walking or driving about gaily to be seen everywhere except where they ought to be at the particular hour!" The

world is not yet ripe for such outspokenness. A man cannot say, "I am not attending the meeting today since I don't feel like it." A clerk who writes to his master, "I am not attending the office today because I am not inclined to look at any paper today," will lose his job, whereas as he quite at liberty to say that he is down with headache.

Headache is essential for maintaining human relationship in working order. We cannot do without it either at home or in public. In any normal household one can see a variety of headaches, curtaining off a variety of uncomfortable situations. The mother-in-law, who forswears her food on the plea of a splitting head, is clearly not on the best of terms, atleast for that day with the daughter-in-law or her son. The son, who pleads headache, may want to keep away not only his friends and officers but would like his wife not to press him too much to fulfill his promise to take her out; the little man who pleads headache has definitely skipped his homework, and would like the tutor to be sent away. As I have already said, it will not do at all to be bluntly truthful on all occasions. The sign of cultured existence is not to pry too deeply, but accept certain words at their face value, as expressed by the speaker.

Headache has become such a confirmed habit that a huge trade has developed in providing a cure for it. Some people feel lost unless they carry a tube of some headache remedy in their pockets all the time, and opticians give glasses guaranteed to relieve headache. These are instances to show that mankind easily begins to believe in its myths.

Glossary

conferred on – granted to **benign** – kind **providence** – fate, destiny **embarrassment** – uncomfotableness, awkward feeling **palatable** – pleasing, acceptable **feasible** – practicable, व्यवहार्य
a sort of – a type of **specimen** – sample **excuse** – false reason, બહાનું **a boon** – blessing, વરદાન **alike** – similar
to be afflicted with – to distress with mental or bodily pain **splitting** – intensely painful
to detain – to hold up in custody **in full strength** – in full numbers **crude** – rude, vulgar **ailment** – a mild illness
elegant – stylish **to be shocked by** – to be upset by **impunity** freedom from punishment
indisposition – minor illness **to call in** – to ask help from somebody **eminent** – well-known, famous
afflicted – to affect somebody in an unpleasant way **rheumatism** – stiffness in joints or muscles

sundry – diverse, heterogeneous **precocious** – disapproving act **gaily** – without caring about your action on other people **inclined** – motivated **plea of** – excuse of **plead** – claim, declare **forswears** to deny something under oath, **pry** – interfere, be inquisitive **optician** – maker and seller of lenses **myth** a widely held but false belief or idea

Comprehension

C.1.1 Write true or false. Find out sentences in the Read with similar meaning if the sentence is true.

1. Headache is a generous gift of God.
2. Many a times actual reasons are not practically accepted but headache is easily accepted .
3. Headache is a curse for human beings.
4. Students complain of severe headache when they are asked to do physical exercises.
5. Headache is more a physical issue than a psychological one.
6. Headache helps medical industries to earn a lot.

C.1.2 Answer the questions.

1. How did the P.T. teacher of the author convert headache from a boon to curse?
2. What can be the reason for the teacher to label the headache as an excuse?
3. Why are people not shocked in public gathering if you say “I have a headache”?
4. Why is headache called “an elegant falsehood”?
5. How does the headache give the sufferer a touch of importance?
6. Find out the sentences from the text which express humour.
7. Write about ‘benefits of having a headache’.

C.1.3 Find out the sentences from the Read with the nearest meaning. ††

1. Headache is a common excuse.
2. The other word similar to headache is indisposition.
3. Indisposition is a word used by eminent persons.
4. The word headache is a blessing for us.
5. Headache helps us to maintain social relations.
6. Industry is earning a lot due to this common excuse.
7. We have to use the word like headache or indisposition because outspokenness is not welcome.

C.1.4 Some problems and excuses are given below. Write the missing part in the table. ††

No	Problem	Excuse
1	I am not attending the meeting today since I do not feel like it.	
2		I am suffering from headache
3		Splitting headache, Sir
4	I am not attending the office today because I am not inclined to look at any paper today	
5		Owing to indisposition, I am not attending the meeting

C.1.5 Find out some humorous sentences from the read. Talk to a friend and decide which ones are more/less humorous. Write them in the table 🏠

More humorous sentences	Less humorous sentences

Vocabulary

V.1 In each set, there are three words which are synonymous while one is an antonym. Tick mark the antonym. ††

- | | | | |
|---------------|-----------|-----------|---------------|
| 1) puzzle | bewilder | please | distract |
| 2) renowned | august | obscure | famed |
| 3) ailment | wellness | malady | ill health |
| 4) indecent | savage | coarse | sophisticated |
| 5) approve | forsake | deny | disclaim |
| 6) gaily | solemnly | gleefully | spiritedly |
| 7) graceful | exquisite | plain | classic |
| 8) appetizing | savoury | repulsive | relishing |

V.2 In the two columns given below, column B contains the meanings of certain words taken from the read. Fill the blanks in column A with the help of column B. The jumbled words are given in column A. ††

	A	B
1.	TLITSPING Ex: (SPLITTING)	(a) superior in fame, position and achievement
2.	SWFORAR (F_____)	(b) be inquisitive
3.	RAREMBMENTASS (E_____)	(c) shame
4.	REPCOCOUSI (P_____)	(d) give up
5.	TEDINA (D_____)	(e) sophisticated
6.	LEGTANE (E_____)	(f) unrefined
7.	DURCE (C_____)	(g) hold back
8.	MENTENI (E_____)	(h) severe pain

V.3 Fill in the blanks using proper forms of the words given in the brackets.

- The rings around the planet Saturn are both _____ and mysterious. (elegance)
- John realized that his son has a great _____ for mathematical studies compared to Biological research. (incline)
- Rabindranath was _____ Knighthood on 3rd June 1915 in recognition of his genius as a poet. (confer)
- A person who _____ his promises is not to be believed. (forswear)

- 5) Vikram Ambalal Sarabhai was an _____ Indian scientist and innovator, widely regarded as the Father of India's Space Programme. (eminence)
- 6) The police _____ several suspects for questioning. (detain)
- 7) He was _____ with asthma from a very young age. (afflict)
- 8) She wiped her eyes quickly as she was _____ to feel the tears on her cheeks. (embarrass)

V.4 Frame sentences using the words given in the group: Change the sequence and form of words if necessary. ††

Example:

Mother – suffer – rheumatism – long time

Answer: Mother has been suffering from rheumatism for a long time OR Mother's rheumatism has caused suffering to her for a long time OR Rheumatism has made mother suffer for a long time.

- 1) many people – complain – headache – modern times
- 2) diarrhea – stomach ailment – cause – vomiting – restlessness
- 3) she – curtail – household expenses – save money
- 4) Albert Einstein – eminent – scientist – introduce – theory of relativity – Physics
- 5) defendant – plead – not guilty – charge of murder.
- 6) person – forswear – promises – not – believe
- 7) scandal – major – embarrassment – family

V.5 In each of the following sentences, there is one word which does not fit in. Underline the word and tick mark the more appropriate word from the bracket to make the sentence meaningful. ††

Example: The honour of Knighthood was presented on Rabindranath Tagore by King George V in 1915. (conferred, awarded)

- 1) She was disposed to decline his offer. (inclined, favourable)
- 2) When the President signed the rule on equal rights, everyone in the audience cheered. (announcement, decree)
- 3) When his father began to shorten his freedom, he left the village and settled in a city. (clip, curtail)
- 4) After being limited by the police for questioning, he was released without charge. (detained, restricted)
- 5) The state has been severely inflicted with floods. (afflicted, affected)
- 6) Even though a lot of people think Margaret is sensible, she is really extremely intelligent. (inane, rational)

Function (Summarizing)

F.1 Read the poem and study the paragraph which summarizes the poem.

The year's at the spring,	The lark's on the wing;
And day's at the morn;	The snail's on the thorn;
Morning's at seven;	God's in His heaven—
The hill-side's dew-pearled;	All's right with the world!

-Robert Browning

The poem describes beautiful Nature. It presents a scene of morning time in the season of spring. The hillside is decorated with pearls of dew. The lark is flying in the sky and the snail is on the thorn. God is in His heaven. All is right with the world.

F.2 Here are some examples of writing a summary. Study them closely. And note down the omission of details while summarizing.

1. August 1998. Nandan Sharma, a famous industrialist, enters into a world class restaurant. He sits down and with an ease of a businessman, selects and orders something from the menu. (30 words)

- Nandan Sharma, an industrialist, goes to a restaurant and orders meal. (11 words)

2. In 2000, 20% of workers in cities were people who migrated from the rural area to earn livelihood, but by 2016 the digit reached up to 55%. (28)

- By 2016 there was an increase of migratory workers in cities. (11)

3. Many scientists believed that music soothes the plant. It also helps it to grow. This is now a scientific fact. Les Harsten, a sound engineer from New York, carried out some exciting experiments. Here is one of them.

Harsten’s theory was that plants definitely react to music. In his experiment, he used two banana plants. He gave both plants same light, heat, and water. But for about an hour a day, one of the plants ‘listened’ to some music. This music was in fact a high-pitched humming sound. He found that this plant grew faster. It also grew 70 percent taller than the other plant! (106)

- Science tells us that music soothes a plant and helps it grow. In one of his experiments, Les Harsten, a sound engineer, used two banana plants. He found that the one which listened to music grew faster and nearly twice as tall as the other plant. (47)

F.3 Study the score card of an IPL Twenty20 match and try to fill in the blanks in its summary.††

Indian Premier League - 1st match		Twenty20 match 2016 season Played at Wankhede Stadium, Mumbai 09 April 2016 - night match (20-over match)							
Mumbai Indians innings (20 overs maximum)		R	M	B	4s	6s	SR		
❏ LMP Simmons	b Sharma	8	19	8	0	1	100.00		
❏ RG Sharma*	lbw b Sharma	7	6	5	1	0	140.00		
❏ HH Pandya	c †Dhoni b Marsh	9	15	11	2	0	81.81		
❏ JC Buttler†	c R Ashwin b Marsh	0	6	2	0	0	0.00		
❏ AT Rayudu	c du Plessis b R Ashwin	22	50	27	2	0	81.48		
❏ KA Pollard	lbw b Bhatia	1	12	8	0	0	12.50		
❏ S Gopal	c Rahane b M Ashwin	2	16	16	0	0	12.50		
Harbhajan Singh	not out	45	42	30	7	1	150.00		
❏ R Vinay Kumar	c Smith b Singh	12	18	11	0	1	109.09		
MJ McClenaghan	not out	2	6	2	0	0	100.00		
Extras	(lb 1, w 12)	13							
Total	(8 wickets; 20 overs)	121					(6.05 runs per over)		
Bowling	O	M	R	W	Econ	0s	4s	6s	
❏ RP Singh	3	0	30	1	10.00	7	4	1	(1w)
❏ I Sharma	4	0	36	2	9.00	15	4	1	(4w)
❏ MR Marsh	4	0	21	2	5.25	13	1	1	(1w)
❏ R Bhatia	4	1	10	1	2.50	17	1	0	
❏ M Ashwin	4	0	16	1	4.00	13	1	0	
❏ R Ashwin	1	0	7	1	7.00	2	1	0	

Rising Pune Supergiants innings (target: 122 runs from 20 overs)		R	M	B	4s	6s	S
AM Rahane	not out	66	65	42	7	3	157.14
F du Plessis	b Harbhajan Singh	34	46	33	1	3	103.03
KP Pietersen	not out	21	18	14	0	2	150.00
Extras	(lb 1, w 3, nb 1)	5					
Total	(1 wicket; 14.4 overs)	126					(8.59 runs per over)

Match details	
Player of the match	AM Rahane (Rising Pune Supergiants)

Match Summary

The first match of IPL season 2016 was held between Mumbai Indians (MI) and Rising Pune Supergiants (RPS) at Wankhede Stadium, Mumbai. RPS won the match by 9 wickets.

After _____, MI chose to bat and could score 121 runs at the cost of 8 wickets in 20 overs. It was _____ MI that only three batsmen could score up to _____ including Harbhajan Singh's 45*. From RPS, M R Marsh and Ishant Sharma got 2 wickets each.

With the target of 122 in 20 overs, RPS played _____. They could chase the score in 14.4 overs by _____ one wicket only. The player of the match AM Rahane scored 66* in 42 balls (7X4s, 3X6s). With the win RPS opens its point tally too.

F.4 Here is a summary of the last passage from the read Ants. Fill in the blanks with a phrase or a word to complete the summary.

The most ferocious kind _____ cleared away! (161)

The 'driver' ants of Africa never stay at home _____ continue marching in long lines _____ they are blind. They are so violent _____ they eat not only small but also _____ animals that come across _____. When the mightiest among them enters a house of an African villager, _____ run away into the forest. They return back only _____ the ants have passed. They find then the house- cleaned in such a way that there _____ no insect at all!

F.5 Here are seven steps for writing a summary. In the next table some points are summarized. Mention the point number whose summary is given. Write summary of the remaining points.††

- 1) **Divide...and conquer.** First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.
- 2) **Read.** Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.
- 3) **Reread.** Rereading should be active reading. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points.
- 4) **One sentence at a time.** You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed

sentence. Make sure that what you include in your sentences are key points, not minor details.

- 5) **Write a thesis statement.** This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.
- 6) **Ready to write.** At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (then, however, also, moreover) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:
 - Write in the present tense.
 - Be concise: a summary should not be equal in length to the original text.
 - If you use the words of the author, cite them.
 - Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
- 7) **Check for accuracy.** Reread your summary and make certain that you have accurately represented the author's ideas and key points. Also check to make sure that your text does not contain your own commentary on the piece. (455)

Summary

Summary of the points	Point Number
Now start writing well-developed sentences that convey the main idea of each section. Include only the key points and ignore minor details.	
Now try to read directly without worrying about any trouble in understanding. Get the exact feeling, tone, style and main idea of the author.	
Lastly, during rereading the summary, make sure that it contains author's ideas, not of your own reflections.	
Initially, after a quick reading you need to divide the text in to sections and understand important terms.	
For a well-written summary, a thesis statement expressing the central idea is created after reviewing all statements. If needed, you may go back to modify earlier sentences addressing key points.	
Your thesis statement functions as the introductory sentence and other sentences with proper order and transition words form the structure of the body. Writing in present tense, conciseness, citation from the author are tips for better summary.	
Through active reading, you should select and underline the key points by identifying unnecessary or avoidable details. Also clear those points which you don't understand.	
TOTAL WORDS : 173	

F.6 Here is a news item. Complete the summary in about 90 words. ††

PRESIDENT THROWS PARTY FOR DEPARTING KING

Delhi, 29th April, 2015

By our senior correspondent

Last night the President gave a farewell party for the King, who is about to leave for his country today. The King and his family were on the visit of our country for last two weeks. The trip was a pleasure trip, not for any political reason.

The farewell dinner hosted at Rastrapati Bhavan by the President included the King's favourite food as well as some traditional dishes from our country. After dinner, folk artists from Rajasthan entertained the King and his family. Following the performance, the President and the King exchanged gifts. While talking with our senior reporter, Devansh Mukherjee, the King said; " I am indeed happy to be in this country and to travel far off historical sites with my family. I found the citizens so friendly that we have felt at home everywhere. My wife and my children feel sad to leave. We promise to visit again and to invite your President to visit us very soon." (157)

Summary

The news describes the farewell party offered by the King who delighted with the visit, talked to our senior reporter that he and his family have enjoyed the trip thoroughly, visiting and meeting friendly people...

F.7 Summarize this news item (under teacher's guidance).

Giant dinosaur footprint discovered in Mongolia desert

The Times of India, Sep 30, 2016, Tokyo: One of the biggest dinosaur footprints ever recorded has been unearthed in the Gobi Desert, researchers said on Friday, offering a fresh clue about the giant creatures that roamed the earth millions of years ago.

A joint Mongolian-Japanese expedition found the giant print, which measures 106 centimetres (42 inches) long and 77 centimetres wide.

One of the several footprints discovered in the vast Mongolian desert, the huge fossil was discovered last month in a geologic layer formed between 70 million and 90 million years ago, researchers said.

It was naturally cast, as sand flowed into dents that had been left by the creature stomping on the once muddy ground.

The footprint is believed to have belonged to Titanosaur, a long-necked dinosaur, and could have been more than 30 metres long and 20 metres tall, according to researchers.

"This is a very rare discovery as it's a well-preserved fossil footprint that is more than a metre long with imprints of its claws," said a statement issued by Okayama University of Science.

The Japanese university has been involved in the study with the Mongolian Academy of Science.

F.8 Summarize any one poem and a read from the list given below. ††

Heaven of Freedom

Green Charter (First two passages)

Blind, Deaf Fish

Sunrise on the Kangchenjunga

Unforgettable Walt Disney (First two passages)

F.9 Write your experience of studying in class 12 in about 150 words.

Writing

W.1 Write a leave application to your class teacher to let you go home on account of severe headache.

Your name- class-roll no. -date -to the Principal -name of the school -subject -reason for leave - number of days leave required for -your physical/mental condition

W.2 Dr Raman Patel, MD delivered a speech on headache in your school. He talked about the reasons for headache like physical, mental, emotional and environmental. Prepare a report comprising various reasons of headache emphasized by him. †††🏠

W.3 You read how headache is used as an excuse to skip some gatherings or unwanted places. You might have given a lot of excuses to your teachers or your parents to avoid certain places or events. Remember all the excuses given by you. Write them down and then write a paragraph on it. 🏠

Activity

A.1 Meet the head of any institution and ask them the reasons why most of their employees remain absent.

A.2 Meet any five friends and ask them the excuses they give for their incomplete homework. Write them and discuss them in the class.

Project

Meet a doctor and find out causes for headache. Note their remedies too.

*



Pre-task

P.1 Know about LED (Light Emitting Diode) lights.

- How are LED lights eco-friendly?

Isamu Akasaki, Japan; **Hiroshi Amano**, Japan and **Shuji Nakamura**, USA were awarded the Nobel prize for inventing a new energy-efficient and environment-friendly light source. White LED lamps produce bright white light. They are long-lasting and energy-efficient. The most



Isamu Akasaki



Hiroshi Amano



Shuji Nakamura

recent record is just over 300 lumens / watt, which can be compared to 16 lumens / watt for regular light bulbs and close to 70 lumens / watt for fluorescent lamps. As about one fourth of world electricity consumption is used for lighting purposes, the LEDs contribute to saving the Earth's resources. Material consumption is also diminished as LEDs last up to 1,00,000 hours, compared to 1,000 for incandescent bulbs and 10,000 hours for fluorescent lights.

- How are LED lights eco-friendly?
- Why should we use LED light?

P.2 Read this poem and underline the most appealing phrases.

વડલો કહે મારી વનરાયું સળગી ને,
મેલી દીયો ને જૂનાં માળા,
ઊડી જાઓ પંખી પાખ્યુંવાળા હોજી..
આભે અડિયાં સેન અગન નાં, ધબિયાં આ દશ ઢાળાજી,
આ ઘડીયે ચડી ચોટ અમોને, ઝડપી લેશે જવાળા,
ઊડી જાઓ પંખી પાખ્યુંવાળા હોજી..
બોલ તમારાં હૈયે બેઠાં, રૂડાં ને રસવાળાજી,
કોક દિ આવીને ટહુકી જાજો, મારી રાખ ઉપર રૂપાળાં,
ઊડી જાઓ પંખી પાખ્યું વાળા હો જી..

પ્રેમી પંખીડા પાછાં નહીં મળીએ, આ વન મારે વિગ્તાળાજી,
પડદાં આડા મોતનાં પડિયા, તે પર જડિયાં તાળાં,
ઊડી જાઓ પંખી પાખ્યુંવાળા હો જી..
આશરે તમારે ઈંડાં ઉછેર્યા, ફળ ખાધાં રસવાળાંજી,
મરવા વખતે સાથ છોડી દે એના મોઢાં મશવાળાં,
ઊડી જાઓ પંખી પાખ્યુંવાળા હો જી..
ભેળાં મરશું, ભેળાં જનમશું, માથે કરશું માળાજી,
કાગકે' આપણે ભેળાં બળીશું, ભેળાં ભરીશું ઉચાળા,
ઊડી જાઓ પંખી પાખ્યુંવાળા હો જી..

For audio: <http://tahuko.com/?p=3114>

દુલા ભાયા 'કાગ'

This poem tells us about: (Tick mark if you agree.)

- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| 1. how trees are useful | <input type="checkbox"/> | 2. relationship of the tree and the bird | <input type="checkbox"/> |
| 3. problems faced by birds and trees | <input type="checkbox"/> | 4. gratitude | <input type="checkbox"/> |
| 5. co-existence in nature | <input type="checkbox"/> | | |

- **What is the central idea of the poem?**
- **Describe the relationship between the tree and the birds.**

Climate change and Global Warming are dramatically urgent and serious problems that can lead to calamitous consequences. We do not need to wait for governments alone to find solutions to these terrible problems. Each individual can play an important part by simply adopting a more responsible lifestyle, beginning with some little, everyday Dos and Don'ts. It's the only reasonable way to save our planet, before it is too late.

It is important for all of us to think in terms of first reducing emissions of CO₂ or Carbon Footprints. The carbon footprint is a subset of the ecological footprint. A carbon footprint is the total set of greenhouse gas emissions caused by an organization, event, product or person. Greenhouse gases can be emitted through transport, land clearance, and the production and consumption of food, fuels, manufactured goods, materials, wood, roads, buildings, and services. For simplicity of reporting, it is often expressed in terms of the amount of carbon dioxide, or its equivalent of other GHGs, emitted.

As one begins this process, it soon becomes evident that there is no way we can currently reduce emissions of greenhouse gases to zero. Every single aspect of our economy from manufacturing to transportation, and agriculture to health care is dependent on fossil fuel derived energy and resources. As we seek and develop alternative sources of energy, and as we begin to think and live in more efficient ways, we are still left with the undeniable reality that considerable CO₂ emissions from economic activity in the globe will continue and perhaps escalate over the foreseeable future. The only cogent way to take this issue head on is to offset the emissions we cannot yet eliminate.

Here is a list of simple things that everyone can do in order to fight against the menace of global warming and at the same time reduce carbon footprints. Some of these ideas are at

no cost; some others require a little effort or investment but can help save a lot of money in the medium to long term. Some of these hold out a strong appeal to reason and judgement and are worth adopting as a citizens' charter.

1. Solar heaters, solar roof tops and solar lanterns should be installed in every household, especially in remote areas.

2. Awareness campaign may be initiated for using solar lanterns. NGOs can play a vital role in this regard. Millions of households are still lacking basic facility of electricity. This will prove to be a boon for them.

3. Print-out should be taken from the printer only when it is absolutely inevitable. Complete editing should be done beforehand, and then only the print option should be exercised. Reading work could be performed on PC monitor/laptop. This would hugely cut down paper consumption and save numerous trees.

4. It is often seen that pamphlets are printed in large numbers and indiscriminately distributed to all and sundry without any regard to their relevance to the recipients. Later on these trash papers lie discarded on streets, leaving an enormous burden of carbon footprint. Printing of pamphlets should be regulated and disseminated to concerned individuals only.

5. Present air conditioners carry a lot of carbon footprint. Instead of conventional air conditioners, latest power saving air conditioners should be used. It would save electricity up to 50%.

6. Don't leave appliances on standby mode. Use the 'On/Off' function in the machine itself.

7. People should be encouraged to use battery driven scooters which involve zero-emission. Technological advancements are needed for sure to augment (enlarge by

adding to) their present single run which is around 70 km at present. Such vehicles should be given government subsidy also because the carbon foot-print is negligible (insignificant/small).

8. We should re-orient (change the focus of) our electricity consumption habits both at home and at the office. For instance, we should switch off fan, cooler, or AC whenever not required or not in use. Generally, people are careless at offices. Lights can be seen on even at unwarranted places or hours. Houses and offices should be constructed to receive natural sunlight, obviating (avoiding) use of lamps in the daytime.

9. Reduce number of kilometers by walking, cycling, carpooling and using public transport.

10. Use of bicycle should be made popular. We should observe 'cycle day' once in a month and, on that day cycle riding alone should be allowed barring emergencies. People used to go for their daily chores on cycle in old times. Why can't we do the same today? In recreational trips, we can opt for bicycle instead of car or motorbike.

11. Buy intelligently: One bottle of 1.5 litre requires less energy and produces less waste than three bottles of 0.5 litre each. Buy recycled paper products. It takes 70% to 90% less energy.

12. Forests should be protected and conserved by one and all. Forests store huge quantity of carbon, and so play a critical role in carbon control.

13. Barren stretches of land should be cultivated and cultivation of bio-fuel crops should be encouraged. Ethanol & Jatropha are promising bio-fuels.

14. Bio-degradable plastics certainly have a pronounced ecological edge over conventional plastics. Bio-plastics are derived from renewable bio-mass sources.

15. Household wet-waste should be composted separately. Pots made for receiving such waste could be purchased from

the market and the other material required, viz. sawdust, dry leaves, shredded paper etc. are cheap and eco-friendly. Composting could be done both for individual houses and community dwellings. This way we can produce a lot useful manure besides achieving cleanliness.

16. Choose products with little packages. Buy refills when you can.

17. Start following the practice of roof top rain water harvesting.

18. Judicious and calibrated use of water is the need of the hour. Every action pertaining to water consumption should be well calibrated. As we know water is a scarce and precious commodity. Scarcity is going to be felt more pronouncedly in coming decades. Some of the simple ways could be imbibed and made part of a simple drill to regulate our life. Like, for example: use a mug while shaving instead of allowing the water tap to gush on; accumulate washable clothes over the week and deploy washing machine only once or twice a week; use wet cotton or sponge sweep instead of washing floors quite often; avoid excessive use of shampoos and soaps; reutilise water used for bathing, after adding a few drops of anti-septic, for washing clothes. In future there is going to be an acute shortage of the same. We should learn to use it judiciously right now so that we might adapt ourselves to even stiffer water scarcities when crunch time comes.

19. Imbibe three more Rs with respect to environment, viz. 'Repair' 'Reclaim' and 'Restore' in addition to the three conventional ones-Recycle, Reduce and Re-use. We easily throw away old electronic watches and toys etc. We should repair and use them. If an old bicycle lays unused, instead of buying new one, the old one should be cleaned, oiled, serviced and restored. These six Rs should be the buzzwords for the coming decades until we restore global environment back on its original track.

Glossary

green charter contract or agreement regarding environment **calamitous** tragic, dreadful, अपमानजनक
consequences results **emission** release **consumption** use **fossil** remains **escalate over** rise
foreseeable predictable **offset** counter balance **eliminate** remove **judicious** sensible, careful
calibrated standardized **pertaining to** related to **scarce** limited, in short supply **commodity** thing
imbibed learned **accumulate** collect **acute** severe, intense **adapt** adjust **indiscriminately**
 unthinkingly **disseminated** distributed **augment** increase **negligible** small **promising** capable,
 favouring **chores** routine task **recreational** done for pleasure or relaxation **shredded** torn into pieces
composting nature's process of recycling decomposed organic materials into a rich soil **re-orient**
 adapt to new situation, change **unwarranted** unnecessary **buzzwords** catchwords, slogan **ensuing**
 following

Comprehension

C.1 Which are the three most important suggestions from the text according to you? Give reasons for each.

C.2 Make lists of words/phrases which are positive and negative for environment.††

Positive for environment	Negative for environment

C.3 In suggestion no. 18, there is a discussion about the use of water. Can you find anybody in your surroundings who follows many or most of the suggestions? Tell your class about him/her.

C.4 Here are some suggestions. Consider whether they are easily applicable, tough to apply or mostly impossible. Write E (Easy)/T(Tough)/I(Impossible) for each.

- | | | | |
|-------------------------------------|--------------------------|----------------------------------|--------------------------|
| 1. Solar water heater | <input type="checkbox"/> | 5. Solar mobile phone charger | <input type="checkbox"/> |
| 2. Washing clothes 2/3 times a week | <input type="checkbox"/> | 6. Solar lights and fans | <input type="checkbox"/> |
| 3. Water harvesting | <input type="checkbox"/> | 7. Maximum use of bicycle | <input type="checkbox"/> |
| 4. Using battery driven vehicles | <input type="checkbox"/> | 8. Cleaning car with a wet cloth | <input type="checkbox"/> |

C.5 How would you apply these terms in your own life? Give one example of each. 🏠

Rs	Example	Practice/Idea
Recycle	Make cards from old papers / Remains of food should be composted to produce manure.	
Reduce	Use half sheet of paper instead of full to write a note.	

Rs	Example	Practice / Idea
Reuse	Use the blank side of printed papers and leaflets.	
Repair	Repair old watch and use it.	
Reclaim	Take out a toy from the scrape and use its motor for your project.	
Restore	Colour old tins, swings etc. to take them in use.	

C.6 Give your arguments for or against these statements. (Support your argument with ‘how’ and ‘why’.) †††

1. We do not need to wait for governments alone to find solutions to these terrible problems.
2. ‘...considerable CO₂ emissions from economic activity in the globe will continue and perhaps escalate over the foreseeable future.
3. Pamphlets for advertisements should be controlled.
4. Use of plastic should be banned.

C.7 Answer these questions.

1. Do you use e-books? How does it affect environment?
2. How many trees have you planted so far?
3. What is carbon footprint?
4. Which are the causes of GHG?
5. List the ways how you and your family can reduce emissions of CO₂ or Carbon Footprints.
6. How can smart purchase reduce carbon footprint?
7. How is consumption of home made food better than packed food?

C.8 Prepare slogans/placards for suggestion no. 4, 10, 12, 19. †††

C.9 What are the Dos and Don’ts for better environment? Make a list of at least 10 in each box. You can add three suggestions in each box which are not given in this charter. ††

Dos	Don’ts

Vocabulary

V.1 Add one suitable word to each series of the words given in the brackets. ††

[Commodity, shredded, accumulate, emission, scarce, negligible, augment, disseminate, adapt]

- 1) exhalation, discharge, emanation, _____
- 2) assemble, compile, gather, _____
- 3) enhance, boost, add to, _____
- 4) spread, circulate, disperse, _____
- 5) deficient, sparse, in short supply, _____
- 6) torn, mutilated, broken, _____
- 7) get used to, accustom, fit, _____
- 8) trivial, minute, trifling, _____

V.2 Fill in the blanks using words from the brackets. ††

[aspect, cogent, emission, consumption, scarce, consequences, initiate, acute, negligible, obviates, judicious]

- 1) Excessive _____ of fat can lead to heart trouble.
- 2) He can _____ proposals for new laws.
- 3) A _____ amount of damage was done to the vehicle.
- 4) The politician's _____ argument against the war won him many votes in the election.
- 5) Since Bina has an _____ fear of drowning, she has never entered a swimming pool.
- 6) The flyover _____ the need to drive at a snail's pace.
- 7) He did realize the _____ of his actions.
- 8) In almost all _____ of life, the application of this process will bring improvements.

V.3 Match the words in part A with those in part B appropriately and use them in sentences of your own. ††

Part A	Part B	Sentences
judicious	moment	Ex: It is necessary to make judicious use of water.
negligible	problem	
enormous	consumption	
excessive	areas	
acute	amount	
remote	argument	
precious	waste	
wet	burden	
water	use	
cogent	pressure	

V.4 Circle the letter of each correct answer to the questions. There can be more than one answer.

- 1) What can be emitted? (a) radiation (b) gas (c) water (d) smoke
- 2) What can be disseminated? (a) information (b) pamphlets (c) knowledge (d) chairs
- 3) What can be scarce? (a) oil supply (b) resources (c) water supply (d) reptiles
- 4) What can be imbibed? (a) good habits (b) virtues (c) cereals (d) integrity
- 5) What can be accumulated? (a) magazines (b) garments (c) horror (d) skill
- 6) What can be initiated? (a) project (b) research (c) toxins (d) furniture

V.5 Find out sentences containing the following words/phrases from the read and write them down. Also use them in the sentences of your own. ††

Ex. remote

Textual Sentence: Solar heater should be installed in every household, especially in remote areas.

Our sentence: The Smith family loves travelling to remote locations.

1) escalate over _____

Our sentence: _____

2) gush on _____

Our sentence: _____

3) adapt to _____

Our sentence: _____

4) throw away _____

Our sentence: _____

5) fight against: _____

Our sentence: _____

6) appeal to _____

Our sentence: _____

7) pertaining to _____

Our sentence: _____

8) opt for _____

Our sentence: _____

V.6 Find suitable forms of these words from the text and complete the pair. Then use that pair in meaningful sentences. ††

Example: Foresee: Foreseeable future

These trends will continue into the foreseeable future.

1) Calamity: _____ results

2) Wash: _____ clothes

3) Promise: _____ bio-fuels

4) Shred: _____ paper

5) Recreation _____ trips

6) Reason _____ way

Function (Understanding and operating e-commands and instructions)

F.1 (A) Observe the screenshots and go through instructions sorted out below. Find out and add more instructions.

← → <https://eaadhaar.uidai.gov.in>

Step 1: Your Personal Details

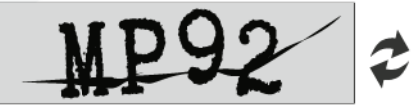
I Have* Enrolment Id Aadhaar Reset

Enrolment Number/Aadhaar Number*

?

Full Name* ?

Pin Code*

Image # 

Enter above Image Text*

Mobile number*

Get One Time Password

Step 2: Enter OTP Recieved and Download your E-Aadhaar

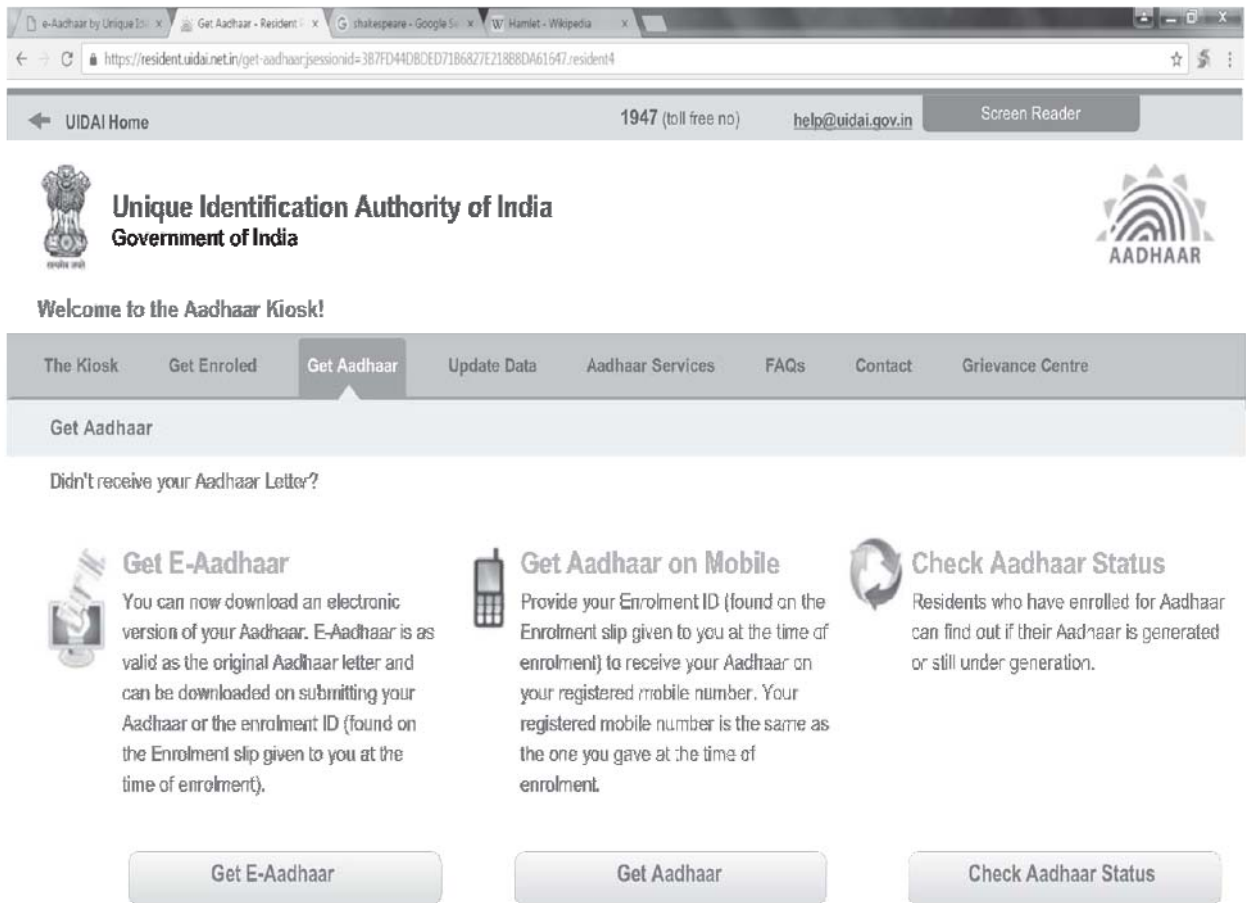
Enter OTP*

Validate & Download

1. Click here to know status of your Aadhar.

- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

(B) You will get this screen. Study it and do as suggested.



- | | | |
|------------------|--------------------------|-------------------------|
| 1. Get e-Aadhaar | 2. Get Aadhaar on mobile | 3. Check Aadhaar status |
| 4. Get enrolled | 5. Update Aadhaar-data | |

F.2 Here are the steps to create an email account. Follow them and try to create your e-mail account. Did it work?

If not, find out the proper order of instructions and re-arrange them. †† (in lab or home)

1. Choose your user name-@gmail.com
2. First name
3. second name
4. Confirm your password
5. Create a password
6. Birth date
7. Gender
8. Mobile phone
9. Location
10. Answer
11. Security question
12. Recovery email
13. Word verification
14. Take me to my account
15. Congratulations!!! You have successfully
16. Created your Gmail account
17. Terms of services: Agree/Disagree

F.3 (A) Here are steps to read your email on your desktop computer. Read out carefully.

Underline the e-words and get their meanings from your friends/ teacher/ internet.

- | | |
|--|---|
| 1. Go to your desktop computer and turn on it. | 2. Connect your computer to internet. |
| 3. Find out the internet browser icon and click on it. | 4. Go to the Gmail through Google. |
| 5. Sign in Gmail and type your mail Id. | 6. Type your Password. |
| 7. Browse the inbox in your mail account. | 8. Search out for the mail and read it. |
| 9. Close the mail. | 10. Sign out Gmail. |
| 11. Close the Google Search. | 12. Disconnect the internet. |
| 13. Log off the desktop computer. | |

(B) Now follow this process at the computer lab at your school and read your mail.

(C) Nandan wants to read email so he starts like this.

- | | |
|--|--|
| - He turns on the desktop | -He searches out the internet browser. |
| - He browses Gmail through Google. | -He clicks on the browser. |
| - He connects the desktop to internet. | -He searches for the Gmail. |

If Nandan followed these steps, would he be able to read his emails? Revise the process and correct it, if necessary :

- | | |
|---------------------------|-----------------------------|
| - He signs in the Gmail. | -He types his mail Id. |
| - He enters the password. | -He then browses the inbox. |

Will he be able to read mail? Yes/No

Now, tell Nandan what he should do to read mails and finish the process.

- _____

- _____

- _____

- _____

- _____

- _____

F.4 Rutva wants to have a print out of docs. file which she has received as an attachment in mail.

Help her by arranging the steps in a proper order. ††

- Open the mail from Inbox
- Type your mail Id
- Type your Password
- Download the attachment
- Open the mail through Google
- Select the connected printer
- Now click on the Print button and have print
- Open the downloaded attachment
- Choose the colour/black, format and size of paper
- Select the required pages you want to have print out
- Give print command either Ctrl+p or Choose from short out command icon
- Select the nos.of pages: All, 1-4, current page, etc.

F.5 Let's learn how to seek information on websites by just using appropriate key-words. Here is an example. Suppose you want to collect information about Hamlet- a tragedy written by Shakespeare, go through these screenshots explaining the use of the key words...like Shakespeare. 🏠 (in lab or home)



All Images News Books Videos More Settings Tools

About 14,00,00,000 results (0.68 seconds)

- ➔ **William Shakespeare - Wikipedia**
https://en.wikipedia.org/wiki/William_Shakespeare
William Shakespeare was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent ...
Anne Hathaway · Hamnet Shakespeare · Shakespeare's plays · Susanna Hall

The Complete Works of William Shakespeare

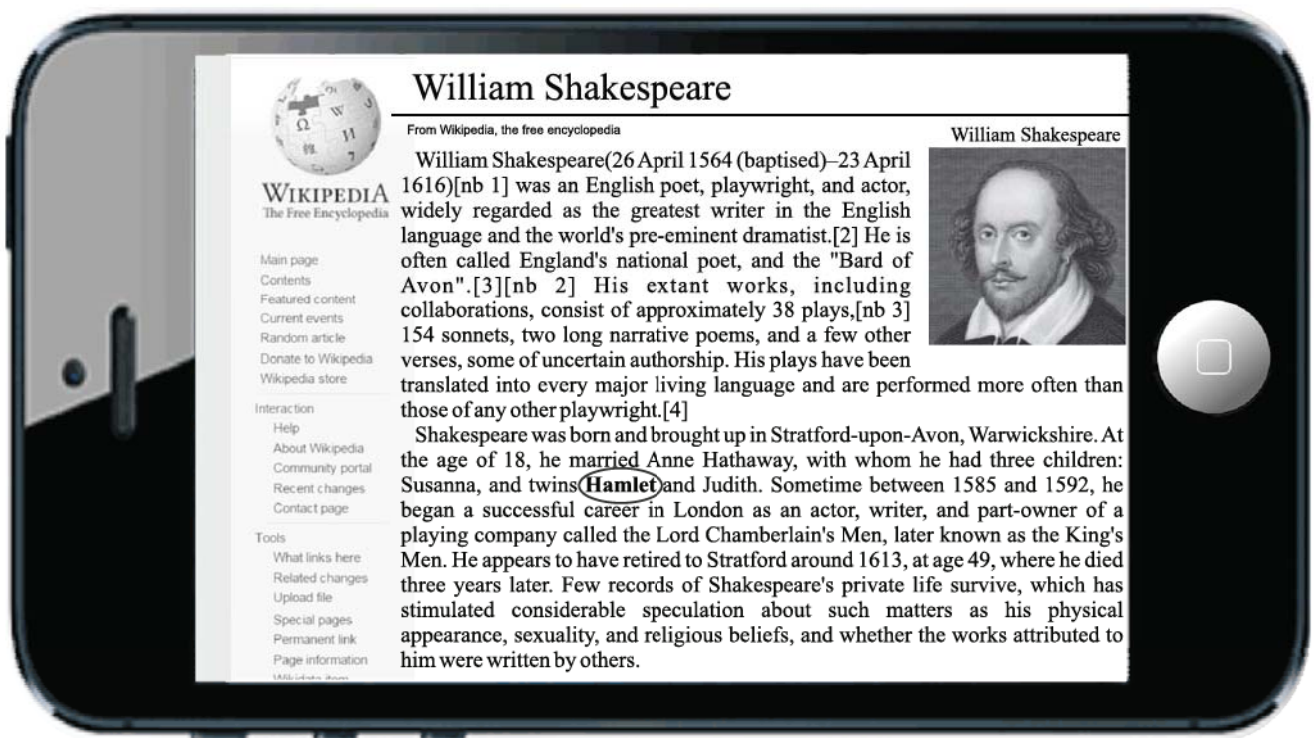
shakespeare.mit.edu/

Welcome to the Web's first edition of the Complete Works of William Shakespeare. This site has offered Shakespeare's plays and poetry to the Internet ...

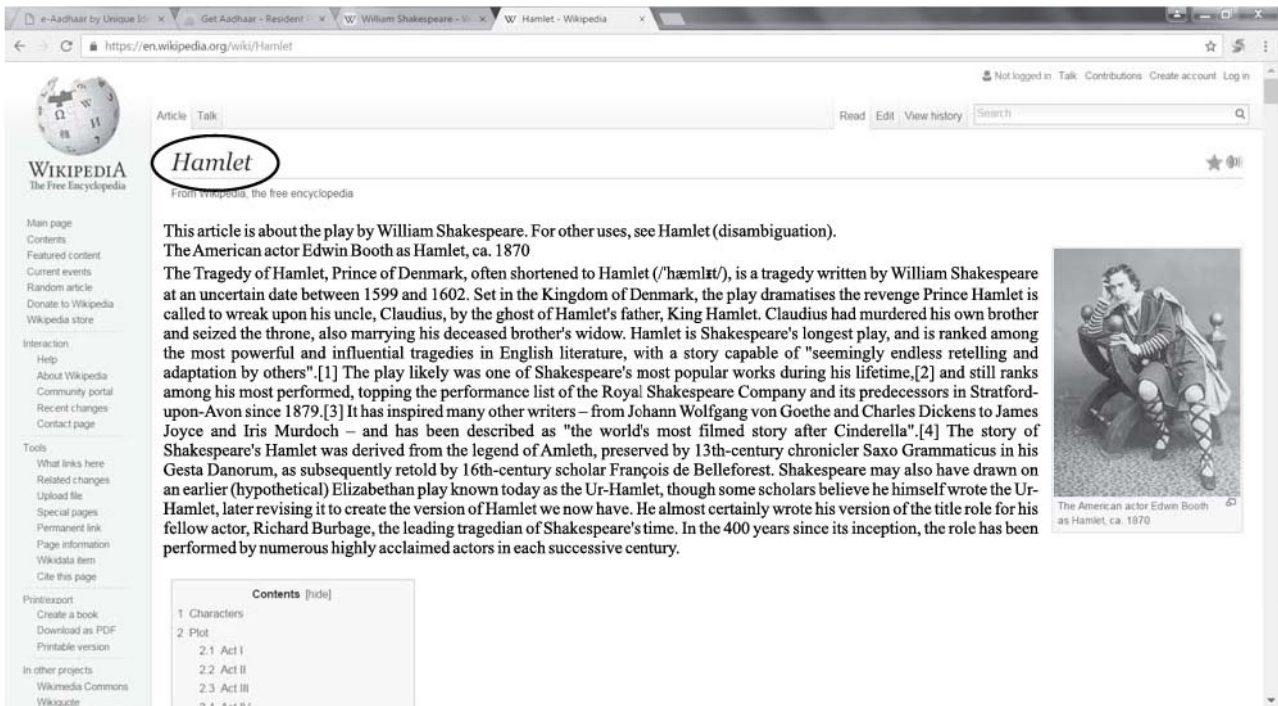


William Shakespeare

Then, search about William Shakespeare through Wikipedia.



Now open the link by clicking on the word Hamlet.



Now follow this example. Make a list of similar key-words and search the information related to the topics given below.

- Speech of Gandhiji during 2nd Round-table Conference
- Theory of Relativity
- Fire ants
- Statue of Socrates and Plato
- Life on Antarctica
- Talks by J. Krishnamurthy
- Photos of the persons mentioned in this textbook

F.6 Complete the dialogue selecting the proper expressions from the brackets. ††

(click on the hyperlink, clicking a new tab, type www.youtube.com, paste/type the URL of video, type www.keepvid.com, click download, start a new tab, typing sholey-movie in search panel)

- Rahil : Hey, kevin. I wanted 'Black' yesterday again. It is an adapting of Helen Keller's life story.
- kevin : Great. I want to have it so that I can watch it whenever I wish.
- Rahil : Oh. I watched it online. But you can download it from youtube.com.
- kevin : Hmmm. But you know my limits. I am not used to serfing on internet and downloading.
- Rahil : Dear, just start your internet browser. Then _____ in address bar.
- Kevin : OK. I can do that. I know this.
- Rahil : Then search for the movie by _____.
- Kevin : Hmm. Then?
- Rahil : _____ that shows the movie. The next step is to _____.
- Kevin : Anew tab?
- Rahil : Yes, Parallely you can go to a new screen by _____ where you need to _____ in its address bar.
- Kevin : What is this website about?
- Rahil : You can not download videos from youtube directly. Such websites help you downloaded these videos.
- Kevin : Great.
- Rahil : On the screen, _____ taken/copied from the youtube.com.
- Kevin : Then I have to _____.
- Rahil : Yes, good going. The movie will be downloaded in your computer.
- Kevin : A good learning for me, and I'm happy that the movie 'Black' is at my fingertip. Thanks a lot for all this.

F.7 Open a search engine type key-words like 'top 10 best job portals in India' or 'career websites'. Open a link and apply online for a suitable job.

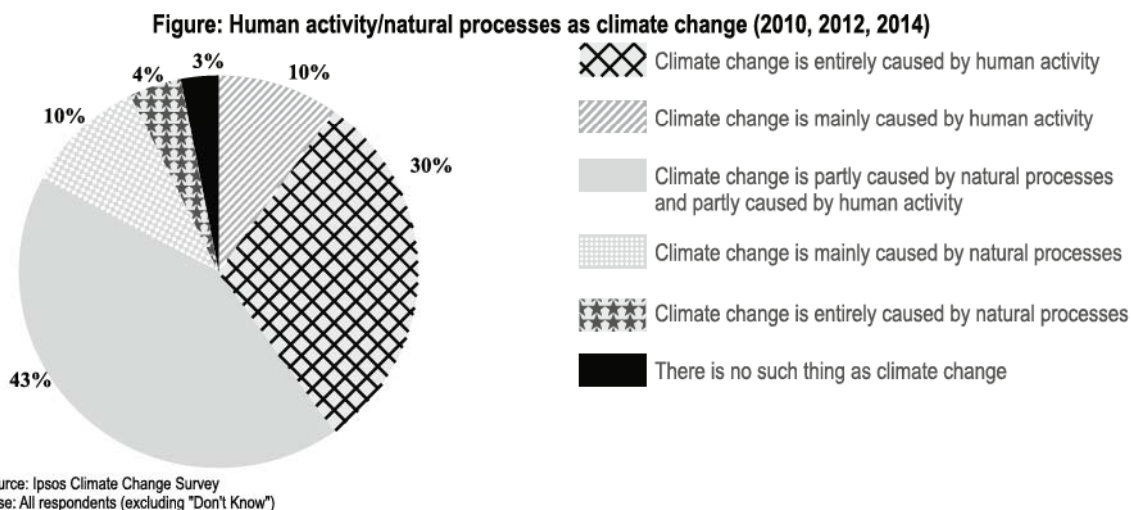
F.8 Match the commands in A with their corresponding actions in B. ††

- | A | B | |
|---|--|-----|
| 1. Visit hyperlink | A. Browsing the file and selecting JPG | () |
| 2. Download | B. Clicking the selected docs., audio-video files, images using internet | () |
| 3. Create Password | C. Clicking the tab and receiving digits in SMS | () |
| 4. Upload photo | D. Typing the special characters and keys | () |
| 5. Get OTP | E. Following another text or sites by clicking or tapping | () |
| 6. Enter security Code | F. Select the file and press Ctrl+C | () |
| 7. Copy | G. Typing jumbled letters/numbers given as Captcha | () |
| 8. Search the specific into information in google | H. Typing the keywords in inverted commas | () |

Writing

W.1 Write a report on how your school celebrated Environment Day. You may use these points: ††
[place – date – advance preparations – chief guest commencement - activities – speech – your resolution]

W.2 Explain the pie-chart given below in 10 lines:



W.3 Which best describes your opinion about the causes of change?

W.4 Prepare a speech of 5 minutes to be delivered on 'The World Environment Day'. ††† 🏠

Activity

A.1 Organize a 'Best out of Waste' competition in your class. Focus on plastic i.e. empty bottles, used tooth brush, empty food packets etc.

A.2 Put a collection box for used pen in your class. Prepare a showcase piece out of collected pens.

Project

Visit a nearby vegetable market. Study how thin (less than 40 micron) plastic is used. List disadvantages of such plastic. Find the ways out. Make a nice pamphlet and get a few copies. Collect some money and buy cloth bags. Go to the market. Talk to people. Gift them cloth bags. Convince them not to use plastic bags.
