

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક  
મશબ/1215/173/છ, તા. 17-01-2017 થી મંજૂર

# ENGLISH

## (Second Language)

### Standard 10



#### 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**

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**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 10**. 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. We are grateful all those authors. The Textbook Board is also 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)**

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Date : 04-11-2019

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## FUNDAMENTAL DUTIES

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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...

### વિદ્યાર્થીઓ માટે...

ઘણાં વર્ષોથી તમે અંગ્રેજીનો અભ્યાસ કરી રહ્યાં છો. એકવાર નવી ને અઘરી લાગતી ભાષા હવે તમને ગમવા માંડી હશે. કેટેકેટલી વાર્તા, પ્રસંગો, રમૂજ, પ્રવૃત્તિઓ ને રમતોની મજા માણતાં માણતાં તમે તરુણ બની ગયાં. હવે તમારામાં જોશ, ઉત્સાહ, જિજ્ઞાસા ને લાગણીઓનો ઉમેરો થયો છે. નવી આંખો ને નવી સંવેદનાઓથી તમે આ પાઠ્યપુસ્તકને હાથમાં પકડશો, પાનાં ફેરવશો ને અજબગજબની દુનિયામાં ખોવાઈ જશો.

અગાઉ તમે શીખી ગયાં છો લગભગ તેવી જ ભાષાનો ઉપયોગ આ પુસ્તકમાં તમને ઠેર ઠેર દેખાશે. તમે કહેશો : ‘આ તો મને આવડે છે.’ થોડા નવા શબ્દો અને નવા ભાષા-પ્રયોગો દ્વારા તમારી અંગ્રેજી અભિવ્યક્તિ વધારે સમૃદ્ધ બને તે માટે મજા પડે તેવી વાર્તાઓ, જીવનચરિત્રો, સાહસકથા ઉપરાંત વિજ્ઞાન, ઇતિહાસ, સ્વાસ્થ્ય, હાસ્ય વગેરે જેવા વૈવિધ્યપૂર્ણ વાચનપાઠ (Reads) આ પુસ્તકમાં મૂક્યા છે.

હવે તમે સમજતા હશો કે: અંગ્રેજી શીખવા માટે વ્યાકરણના નિયમો યાદ રાખવાની જરૂર નથી. સંવાદ, વાતચીત, વર્ણન, પ્રશ્નોત્તરી, વાર્તા વગેરે સાંભળીને તમે સમજી શકો છો કે કેવી પરિસ્થિતિમાં કેવાં વાક્યો પ્રયોજાય છે ને કેવી અભિવ્યક્તિ થાય છે. પછી એવા જ પ્રકારની પરિસ્થિતિમાં તમે થોડા જુદા શબ્દોનો ઉપયોગ કરીને અંગ્રેજીમાં બોલી કે લખી શકો છો. આવી રીતે આપણે communication (પ્રત્યાયન કે સંભાષણ) શીખી જઈએ છીએ.

આપણી માતૃભાષા કે બીજી કોઈ પણ ભાષાનો ઉપયોગ આપણે અન્ય લોકો સાથે પરસ્પર અનેક જાતના વ્યવહાર કરવા માટે કરીએ છીએ. જેમ કે પ્રશ્ન પૂછવા માટે, સરખામણી કરવા માટે, પ્રસંશા કરવા, સંમત કે અસંમત થવા માટે. આમ અનેક જાતનાં ભાષાકીય કાર્ય (જેને function કહેવામાં આવે છે) કરવા માટેની ક્ષમતા આપણે પ્રાપ્ત કરી લઈએ છીએ. આ રીતે ઉપયોગ કરતાં કરતાં નવી ભાષા શીખવાનું સરળ પડે છે. જ્યારે તમે અંગ્રેજીમાં બોલવાનો પ્રયત્ન કરતા હો ત્યારે ભૂલો પડે તેની ચિંતા ના કરશો. જેમ જેમ સાંભળવા અને બોલવા (listening and speaking)નો મહાવરો કરતા જશો તેમ તેમ વધારે સારું આવડતું જશે.

આ પાઠ્યપુસ્તકમાં Language practice ને ખૂબ જ મહત્ત્વ આપવામાં આવ્યું છે. કેમ કે ભાષા શીખવાનો હેતુ ભાષાનો ઉપયોગ કરવાનો છે. જુદી જુદી પરિસ્થિતિમાં, જુદા જુદા હેતુ માટે અંગ્રેજીનો ઉપયોગ તમને આવડી જાય તે માટે ઘણા બધા મનોયત્ન (tasks)ની રચના કરવામાં આવી છે. તમે જેટલા વધુ પ્રમાણમાં નવા શબ્દોનો અને વાક્યની તરેહ (pattern)નો ઉપયોગ કરવાનું સાહસ કરશો તેટલું વધુ જલદી અંગ્રેજી ભાષા પર પ્રભુત્વ આવી જશે. એક વખત સાચું-ખોટું બોલવા-લખવાનું શરૂ કરી દો એટલે તમારી જીભ અને મગજમાં અંગ્રેજી ભાષા ગોઠવાઈ જવા માંડશે. તમારા શિક્ષકો મોટા પ્રમાણમાં આવો મહાવરો તમને કરાવશે. યાદ રાખો કે સાંભળ્યા ને બોલ્યા વગર ભાષા શીખી શકાતી નથી. માર્ગદર્શિકાઓ અને અપેક્ષિતમાં પ્રેક્ટિસ માટે આપેલાં છૂટાં વાક્યો દ્વારા કે ભાષાંતર કરવાથી અંગ્રેજી ભાષા શીખવાનું મુશ્કેલ છે. તમે સૌ અંગ્રેજી જેવી global language સાંભળતાં, બોલતાં, વાંચતાં, લખતાં શીખી શકો તે માટે પહેલાં અધકચરો પણ ઉપયોગ કરવા માંડો. કરશો ને?

આ પુસ્તકમાં તમને જે ગમે ને જે ન ગમે તે વિશે અમને જાણ કરશો તો હજી વધારે સારું પાઠ્યપુસ્તક બની શકશે. Happy Learning !

### શિક્ષકો, વાલી અને અન્ય સહાયકર્તાઓ માટે...




ધોરણ 10, દ્વિતીય ભાષાનું આ નવું પાઠ્યપુસ્તક તમારી સમક્ષ મૂકતાં આનંદ થાય છે. આપણાં તરુણો વિશ્વસ્તરે વ્યાપક રીતે પ્રયોજાતી અંગ્રેજી ભાષામાં સરળ-સહજ રીતે વ્યવહાર કરી શકે તેટલી સજ્જતા પ્રાપ્ત કરે તે હેતુથી આ પુસ્તકની રચના થઈ છે. પ્રાથમિક કક્ષાથી જ જે રીતે modified communicative approach (સરલીકૃત પ્રત્યાયન અભિગમ)નો ઉપયોગ કરવામાં આવ્યો છે તે રીતે જ માધ્યમિક કક્ષાનાં પુસ્તકોમાં પણ કરવામાં આવ્યો છે. અર્થાત્ અહીં પણ વ્યાકરણની પરિભાષા, નિયમો અને ભાષાંતર કરતાં પરિસ્થિતિ અને સંદર્ભ અંતર્ગત સમુચિત રીતે અંગ્રેજી ભાષાનો ઉપયોગ કરવા પર બધો ભાર મૂક્યો છે.

“જો કૌશલ આપણે શીખી લીધું હોય તો જ તેનો ઉપયોગ કરી શકીએ; અથવા જ્ઞાન પ્રાપ્ત કર્યા પછી જ તેને અમલમાં મૂકી શકીએ” એવા અવાસ્તવિક ખ્યાલને આપણે સ્વીકારતા નથી. વાસ્તવિક જીવનમાં પણ પહેલાં ઉપયોગ કે પ્રેક્ટિસ શરૂ કરીએ છીએ અને આવી વારંવારની પ્રેક્ટિસ દ્વારા જ કૌશલ કે જ્ઞાન હાંસલ કરીએ છીએ. પહેલાં પાણીમાં પડીએ ત્યાર બાદ તરતાં આવડી શકે છે. જગતભરની શાળાઓ અને પાઠ્યપુસ્તકોમાં આ પ્રકારનો communicative language teaching approach બપમાં લેવાય છે ને તે functional syllabus દ્વારા અમલમાં મુકાય છે.

આ અભિગમને સફળ કરવા માટે આટલી બાબતો બિનચૂક રીતે ધ્યાનમાં રાખશો :

- (1) જે ભાષા બહોળા પ્રમાણમાં કાનમાં જાય (input) તે જ થોડા પ્રમાણમાં મુખમાંથી પ્રગટ (output) થાય. જે લોકો જન્મથી જ સાંભળી શકતા નથી તેઓ બોલી શકતા પણ નથી.
- (2) શ્રવાણની સાથે સાથે સંભાષણ (speaking) પણ શરૂ કરવું. પ્રારંભિક સ્તરે બોલવામાં થોડી કે ઘણી જે કંઈ ભૂલો થાય તે સુધારો નહિ. વારંવાર પરિસ્થિતિ અન્વયે અંગ્રેજીનો ઉપયોગ કરી વિદ્યાર્થીઓને 'વાયા-વ્યાકરણ' શિખવવાનું છોડી દો. વ્યાકરણ-કેન્દ્રી લેખન પ્રેક્ટિસ કરાવવાથી પણ વ્યવહારુ અંગ્રેજી ન આવડે.
- (3) રોજ વર્ગમાં ખૂબ અંગ્રેજી બોલો. વાર્તા કે રમૂજ પ્રસંગો કહો, અગાઉ બની ગયેલી ઘટનાઓનું અંગ્રેજીમાં વર્ણન કરો, ચિત્રો બતાવી તેનું વર્ણન કરો-કરાવો. વર્ગમાં functions(ભાષાનાં કાર્યો) અનુસાર જોડી કે જૂથમાં બોલવા-સાંભળવાની તક ઊભી કરો.
- (4) 'પહેલાં પ્રેક્ટિસ ને પછી નિપુણતા'ના આ અભિગમ અંતર્ગત પ્રારંભિક સમયે વિદ્યાર્થીની વાક્યરચના કે ઉચ્ચાર અંગેની ભૂલો ન કાઢો. નવા શબ્દોનો ઉપયોગ કરવો પડે તેવી પરિસ્થિતિ સર્જો. વર્ગમાં ભયરહિત, મુક્ત વાતાવરણ રાખો. વિદ્યાર્થીઓ બોલવા-લખવામાં ભૂલો કરી શકે તેટલી છૂટ તેમને મળવી જોઈએ.
- (5) ભાષા-કૌશલોના વિકાસનો LSRW ક્રમ છે તે તમે જાણો જ છો.
- (6) નવા નવા શબ્દોનો ઉપયોગ થાય તેવી રીતે સ્થિતિ/ચિત્રો/વ્યક્તિનો સહારો લો. પ્રારંભમાં સ્પેલિંગ પર ધ્યાન ન આપો.
- (7) અંગ્રેજીમાં inverted અને wh-questions પૂછવાનું ચાલુ જ રાખો.
- (8) દરેક યુનિટમાં આપેલાં Functions શિખવવા માટે શક્ય એટલો વધુ સમય આપશો.
- (9) તરુણ વિદ્યાર્થીના બૌદ્ધિક અને ભાવાત્મક મનોજગતને અપીલ કરે તેવા વાચનપાઠ અને અન્ય સામગ્રી પણ ચૂંટીને મૂકી છે.
- (10) વર્ષાન્તે લેવાનારી પરીક્ષામાં પ્રશ્નપત્રનું માળખું એવું હોય કે જેમાં વિદ્યાર્થીઓને સ્મૃતિ આધારિત (યાદ રાખીને કે ગોખીને) ઉત્તરો લખવાનું ભારણ 10 થી 15 % જેટલું જ હોય. બાકીના પ્રશ્નો શબ્દભંડોળ, ભાષારચનાનું અર્થગ્રહણ, ઉપયોજન અને લેખન અંગેના જ હોય.
- (11) આપણા વિદ્યાર્થીઓ માટે વર્ગ જ એકમાત્ર એવી જગ્યા છે કે જ્યાં તેને અંગ્રેજી સાંભળવા, બોલવા, સમજવાનો ઔપચારિક અવકાશ મળે. જો વર્ગમાં આવો અવકાશ (input) નહિ મળે તો વિદ્યાર્થીઓમાં વ્યવહારલક્ષી, communicative ક્ષમતાઓનો વિકાસ થવાની શક્યતાઓ ઘટી જશે.
- (12) ભાષાના મહાવરા માટે ઘણા tasks છે તો એમાંથી શક્ય એટલા વર્ગમાં અને યોગ્ય લાગે તે homework માટે આપી શકાશે.
- (13) ઘણા taskમાં એવા પણ પ્રશ્નો હશે જેના જવાબ બધા વિદ્યાર્થીઓ તરફથી એકસરખા ન આવે. તે જવાબો દરેકની વૈચારિક શક્તિ અને વિશ્લેષણ શક્તિ પર આધાર રાખે છે. એવા પ્રશ્નોના જવાબમાં સમાનતા હોવી જ જોઈએ તેવો આગ્રહ ન રાખવો.

વર્ગમાં અંગ્રેજી સંભાષણનું વાતાવરણ બરાબર જામે; વિદ્યાર્થીઓ મુક્ત રીતે તેમની સાજાભાંગી અંગ્રેજી ભાષામાં બોલતાં હોય, તેઓને રમૂજ પણ થતી હોય. શિક્ષક તેમના વિદ્યાર્થીઓને અંગ્રેજી અભિવ્યક્તિ માટે પુષ્કળ પ્રોત્સાહન આપતા હોય તેમ જ વર્ગમાં પરસ્પર સંવાદ કરવાની તક પૂરી પાડતા હોય - આવાં દૃશ્યો સર્જાય ત્યારે આ પાઠ્યપુસ્તક અંગ્રેજી ભાષા-અધ્યયન માટે અસરકારક માધ્યમ બની શકશે. આ સમગ્ર પ્રક્રિયા દરમિયાન અધ્યાપન કરનારાઓનું જે અધ્યયન થશે તે લાભ તેઓને પછીનાં વર્ષોમાં વધુ સફળતા તરફ લઈ જશે.

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

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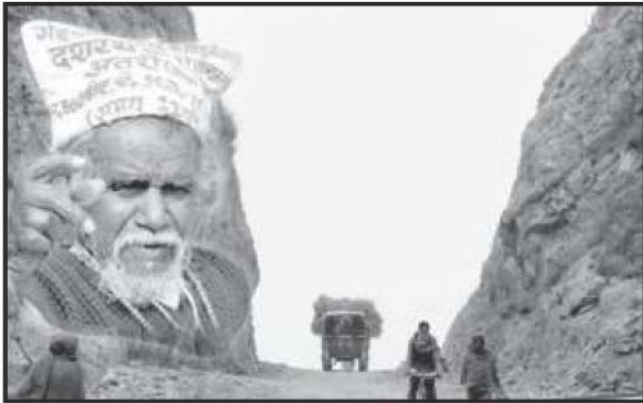
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Pre-task

P.1 Read about Dashrath Manjhi and answer the questions.



Dashrath Manjhi ran away from his home at a young age and worked at Dhanbad's coal mines. He returned to his village, took up work and married Falguni Devi. While crossing Gehlour hills to bring him lunch, Falguni slipped and seriously injured herself. They could not reach her to the nearby hospital because there was no straight access to the town and which eventually led to her death. Manjhi was deeply disturbed and that very night decided to carve a path through the Gehlour hills so that his village could have easier access to medical services. He carved a

path, 360-feet-long, 25-feet-deep in places and 30-feet-wide to form a road through the rocks in Gehlour hills. He quoted, "When I started hammering the hill, people called me a lunatic but that steeled my determination." He completed the work in 22 years (1960–1983). This path reduced the distance between the Atri and Wazirganj sectors of the Gaya district from 55 km to 15 km. Later, Manjhi said, "Though most villagers taunted me at first, there were quite a few who lent me support later by giving me food and helping me buy my tools." For his achievement, Manjhi became popularly known as the 'Mountain Man'. His name was also proposed by the Bihar government for the Padma Shri Award in 2006 .When a movie on his life was announced, Manjhi was on his death bed. He put his thumb impression on an agreement and gave away "exclusive rights" to make a film on his life. The mountain man was given a state funeral by the Government of Bihar.

Questions:

1. Dashrath lost his wife. He was terribly disturbed. What would Manjhi have told himself that night?
  - a) Cruel God took away my wife. Now I hate God.
  - b) I must do 'Dharna' against the government for pressing them to build a good road from Atri to Wazirgunj.
  - c) I myself will start making a road through hills, whatever odds I have to face.
  - d) I will unite the people of Atri and lead a procession to the authorities. Our demand will be: "Give us road, give us life."
2. Are you moved and impressed by Dashrath's great deed? Write a message (30 words) in memory of this Mountain Man. You can begin like this:
 

O dear Dashrath! we salute you because...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
3. What inspiration do we get from people like Manjhi? We should not \_\_\_\_\_. Instead we should \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

## P.2 How would you solve these problems with minimum help from others?

1. crossing a river
2. carrying your heavy friend to a hospital
3. staying for one rainy night in the forest
4. creating support for a very poor student

### Read

## AGAINST THE ODDS

### Tracks to Taj Nagar

For twenty five years, the residents of Taj Nagar village near Gurgaon lobbied for a railway station in their village. When their demand was not met, the villagers decided to take matters into their own hands. They pooled in twenty one lakh rupees and built a railway station on their own.

Most of the three thousand people living in the village are farmers. But such was the burning desire to have a station in the village, everybody contributed according to their capacity. Ranging from three thousand rupees to seventy five thousand rupees. "They donated money for the station and we started the construction in January 2008." said Ranjit Singh, a former village sarpanch.

"There are a large number of people in the village who need to go to Gurgaon, Delhi and Rewar. There are students who go to colleges. Till now, we had to either go to Halimandi or Patli to catch a train. Both the stations are six kilometers away from Taj Nagar. We thought when the railway lines passed through the village, we would have a station here. But that didn't happen. So we raised the demand in 1982 and have been continuously asking for it, but the railways told us that they did not have funds. So, finally we decided to craft our own destiny," said Hukamchand, a member of the committee.

As a result, the panchayat passed a resolution in 2008, saying that since the railway was not able to build a station for them, they would do it for themselves and with their own money! Soon, an eleven member team was formed and the team started collecting money from villagers.

On 7 January 2010, as a result of their efforts, the first railway station in the country, on which the railway did not have to spend a single rupee, started operations.

### Sitapur's Light

In rural Uttar Pradesh, over sixty percent of households are without power. Sitapur district is one such place with no power. A small social enterprise called Mera Gao Power (MGP) is trying to change things. They are putting two solar panels at a time. In just over a year, MGP has connected more than 3,500 customers to solar power minigrids at a village level.

Village by village, MGP is building a network of low cost solar microgrids that provide two LED lights and a mobile charging point to all paying house holds at a cost of twenty five rupees per week. That is cheaper than kerosene which can cost almost double across a month. Solar power, as a 'smokeless' source of light, comes with added benefits to customer health.

Installing a microgrid is a grand event in the village and every one gets involved. In the village of Damdampurawa, the team maps the village house by house beneath the scorching mid-day sun, working out where to place each wire so as to connect customer to the power source. Some house holders join in while others look on, calling out orders or watching the curious proceedings wideeyed.

The roof of a sturdy, brickwalled home in each village is always chosen as the site for the panels and the battery. Azaz, one of the company's first electricians to be recruited from the local district block of Reusa, installs



the panel in a southerly direction to capture as much sun light as possible.

“We’re saving our environment with these lights, and there’s no pollution in our homes either,” says a farmer from the village.

“New businesses are starting to emerge amongst the customers too,” says another. “In one village, customers are using the light to weave saris by night. In another, one man now has a night business making plastic tablecloth,” he says.

“It’s nice to have light while we cook and eat. Our children are also studying more now!”

### Palakkad Public Library

In Kerala, The Palakkad District Public Library has been set up and running since September 2013. It is a fine modern library, a center for information, knowledge, wisdom, cultural activities, research and reference. But it has recently been in the news for different reasons. A third of its thousand members are women. These women, supported by the shared space the library offered them, launched a women’s unit in February, 2014. The unit got together to discuss methods of empowering women.

The library opened its halls for film screening, workshops in home economics or gardening, child care or the arts, and for women to get help in managing family conflicts, legal disputes and professional problems.

The secretary of the library pointed out that through reading, women would realize their own strength and forge a unity. It was noted that the lending libraries of earlier times were disappearing and the present rural reading rooms were too often full of only male readers. The unit discussed that if the once well-read women of Kerala continued to squander their hours in front of television, it would encourage a climate in which women are afraid to go out after dark. So, the unit has formulated plans on opening separate reading rooms for women.

Palakkad’s district library stands tall as a beacon to encourage women’s empowerment through classes, clubs, workshops and reading rooms. And then, there are the books, which will provide the women the strength they need to make good use of these opportunities.

## Glossary

**resident** a person residing in a particular place, **reside** **lobbied** joined hands to influence government **demand** a strong need **pooled in** collected and gathered **burning desire** strong wish **contribute** to give to common fund **capacity** ability **donate** to give something to help a person or organization **former** predecessor **Sarpanch** the head of a village **need** require, want **raise** increase **craft** shape **destiny** fate, luck **resolution** an official decision **power** electricity **enterprise** a business organization **provide** to supply **forge** to create something strong, enduring and successful **benefit** advantage **involved** to have as a part of something **beneath** below, under **scorching** burning **sturdy** strong and healthy **recruited** hired **reference** source **recently** **share** participate **launch** start a unit **empower** to give power to **counsel** advice given to someone **dispute** a quarrel **professional** **lending** issuing (books) **squander** waste time in foolish manner **climate** atmosphere **formulate** to create by careful efforts **beacon** someone or something that guides or gives hope to others **rural** related to the village

### I feel...

- What is great about the people of Taj Nagar?
- What will be the qualities of the people of these places?
- Underline the sentences showing the sentiments of these people.
- What did you feel when you read the underlined sentences? What would you have done if you were the citizen of that village?

## Vocabulary

**V.1 In the group of four words, two words are either synonyms or antonyms. Circle these words, then circle S if they are synonyms, A if they are antonyms.**

1. destiny	merit	penal	fate	S	A
2. rural	urban	micro	social	S	A
3. sturdy	weekly	strong	burning	S	A
4. desire	demand	reason	wish	S	A
5. cheap	solar	costly	scorching	S	A
6. benefit	disadvantage	beacon	space	S	A
7. resolution	determination	decision	craft	S	A
8. curious	burning	afraid	incurious	S	A
9. opportunity	wisdom	chance	knowledge	S	A

**V.2 Fill in the gaps with the correct form of the word in bold print. ††**

*Sample : decide*

(a) We must come to a **decision** very soon as we are running short of time.

(b) We beat them **decisively**. We won 7: 0.

(c) Manan can never make up his mind. He is very **indecisive**.

**1. reside** (a) Mr. P. G. Pathak is a \_\_\_\_\_ of Shastrinagar area. (b) The police inquired of his \_\_\_\_\_ in Delhi. (c) You can't have a ration card of this city as you are \_\_\_\_\_ of this city.

**2. strong** (a) You must \_\_\_\_\_ your body to face such hardships as you are going to join our army next month. (b) The inner \_\_\_\_\_ of our father of the nation, Gandhiji made the Britishers quit India. (c) Bhim gave such a \_\_\_\_\_ blow of his mace on Duryodhan's thigh that he was injured.

**3. construct** (a) Dr. Babasaheb Ambedkar is one of the \_\_\_\_\_ of the constitution of our country. (b) Students should be given \_\_\_\_\_ education rather than theoretical. (c) The \_\_\_\_\_ of the Tajmahal began in 1632 by Sahjahan at Agra.

**4. power** (a) Our government is trying its best for women \_\_\_\_\_ in every walk of life. (b) Don't you think that India need some \_\_\_\_\_ leaders like Sardar Patel nowadays? (c) The new law of RTI \_\_\_\_\_ us to get any information.

**Now make different forms of the words and use them in your own sentences. You may take help of a dictionary or your teacher.**

1. inform (a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

2. direct (a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3. beauty (a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

**V.3 Complete the sentences selecting the proper word from the brackets.**

1. Aarzu wanted a job of an officer. So she \_\_\_\_\_ for the job. (applied / worked)
2. Our society \_\_\_\_\_ Rs. 3,50,000/- for relief fund. (pooled in / gave)
3. Aanandnagar has no electricity so the GEB is going to establish \_\_\_\_\_ there. (mini grid / mini grid)
4. The Loksansar \_\_\_\_\_ a new scheme of flats. (declared / launched)

**V.4 Make meaningful sentences placing the proper word at the proper place.**

1. The people of Bhavnagar have the demand for 'Bhavnagar Tarapur railway line' for many years. (increased, raised)
2. Our government has started a scheme of giving bulbs to the people. (CFL,LED)
3. Very soon Gujarat Government about 45000 persons in various administrative departments. (will give, will recruit)
4. In Gujarat, we face the sun during May and June. (scorching heat of, strong heat of)

**V.5 Write True(T) or False(F). If False, correct them.**

Sample : Aarzu won the election of the village. She was elected as a Talati.  F

Aarzu won the election of the village. She was elected as the Sarpanch.

1. We visited Ghogha last week because we wanted to launch a new project.
2. There are lunar panels in our village.
3. Solar power is a smokeful source of light.
4. In recent times, most people use florescent lamps to save electricity.
5. Most of our women squander in watching TV serials of family drama.

**V.6 Rearrange the letters of the word in the bracket to make the sentence meaningful.**

[ word anagrams: same letters different words: **silent: listen** ]

Sample: Your knowledge of computer is a big **seats** (**asset**).

1. The (**metallic**) \_\_\_\_\_ of this region is humid; so being an asthma patient you can't stay here.
2. Dr. Batra's (**unclose**) \_\_\_\_\_ to Astha for her choosing a career proved fruitful.
3. It was Dashrath's (**density**) \_\_\_\_\_ that he would die when none of his sons was present there.
4. Mr. Khan is a (**inserted**) \_\_\_\_\_ of this society so he must pay the maintenance charges.

5. Brinda's (**reside**) \_\_\_\_\_ to educate her daughter in an English medium school was fulfilled as they shifted to Baroda from a small village.

6. They have (**design**) \_\_\_\_\_ the contract, so it's a bit late to change their minds now.

**V.7 Select the proper word and fill in the gaps to make meaningful sentences.**

(contribute, brilliant, pooled in, dispute, finally, empowering, issue, lobbied, provide, formulate, poverty)

Sudha Murthy found that Hanumanthppa was a \_\_\_\_\_ boy. But unfortunately, he was not able to study further because of his \_\_\_\_\_. She wanted to \_\_\_\_\_ in his study. She talked about this \_\_\_\_\_ in her staff and they \_\_\_\_\_ one lakh rupees. They had a little \_\_\_\_\_ over the course of his choice. \_\_\_\_\_ the issue was resolved by \_\_\_\_\_ a senior colleague to take decision.

## Comprehension

**C.1 Tick mark True(T) or False(F). If False, correct them.**

1. The Government funded twenty one lakh rupees to build the railway station.

T  F

2. Majority of people living in Taj Nagar are businessmen.

T  F

3. Ranjitsingh is the sarpanch of Taj Nagar village.

T  F

4. Azaz, the electrician, was given the job of a technician.

T  F

5. Out of thousand members of the library, three hundred are women.

T  F

6. The library arranged seminars to solve the family problems of women.

T  F

7. Separate reading room for women was set up to give them safe space.

T  F

**C.2 Tick mark the most appropriate option.**

1. The wish of villagers was to \_\_\_\_\_.

- (a) collect fund for a railway station. (b) renovate the railway station.  
(c) build a railway station. (d) ask the authority for a railway station.

2. Railway authorities refused a railway station because of \_\_\_\_\_.

- (a) lack of fund. (b) no tracks. (c) no need. (d) no staff.

3. What is the source of smokeless light?

- (a) kerosene. (b) electricity. (c) solar power. (d) thermal power.

4. Palakkad's library is unique for its \_\_\_\_\_.

- (a) women members. (b) cultural activities.  
(c) strength and unity of members. (d) political reforms

5. The library set up a separate reading room for women because \_\_\_\_\_.
- (a) there were only male members. (b) the women could feel safe.  
 (c) the women could not waste time. (d) the women could come at night.
6. The solar panels are installed \_\_\_\_\_.
- (a) on the tall buildings of the village. (b) on the roof of the strong walled homes.  
 (c) on the tops of every house in the village. (d) on the tall towers raised in the villages.

**C.3 Correct the text by replacing the underlined words with words from the bracket.**

*(farmers, capacity, construction, burning, donated, living, contributed, funded, demanded)*

"Most of the three thousand people leaving in the village are merchants. But such was the willing desire to have a station in the village, everybody contributed according to their limitation. Ranging from three thousand rupees to seventy five thousand rupees, they borrowed money for the station and we started the renovation in January 2008", said Ranjeet Singh, a former village Sarpanch.

**C.4 Match the sentences from the text with the paraphrased sentences. Write the number in the box.**

Paraphrased sentences	Original sentences
1. The villagers collected 21 lakh rupees to build a railway station—after the rejection of demand.	A. Palakkad's district library _____ <input type="checkbox"/> these opportunities.
2. The villagers had to go six kilometers to catch a train to Gurgoan, Delhi and Rewari.	B. Installing a micro-grid _____ <input type="checkbox"/> proceeding wide-eyed.
3. A place in Sitapur got transformed with the help of a plan for electrifying it with solar energy.	C. Village by village _____ <input type="checkbox"/> twenty five rupees per week.
4. An organization arranged for power at a low cost.	D. For twenty five _____ <input type="checkbox"/> on their own.
5. Villagers watched (with surprise) the set up of grid at a proper place as it was like a festival.	E. The library was also _____ <input type="checkbox"/> professional problems.
6. The library started to settle all kinds of disputes of women.	F. There are a large _____ <input type="checkbox"/> from Taj Nagar.
7. The library provides the women the strength to empower them.	G. In Sitapur district _____ <input type="checkbox"/> at a village level.

**C.5 Read the sentence in A and relate them with the question in B. One is done for you.**

A	B
1. They pooled in twenty one lakh rupees. (C)	a. What is that?
2. We had to either go to Halimandi or Patli to catch a train.( )	b. How did they do it?
3. In Sitapur district one such place with no power, a small social enterprise is trying to change things. ( )	c. Who gave the money?
4. But it has recently been in the news for different reasons.( )	d. What are they doing?
5. The unit got together to discuss methods of empowering women. ( )	e. What was the problem in that?

**C.6 Answer these questions.**

1. How long did the people of Taj Nagar try to persuade the railway authorities for a railway station? Ans: \_\_\_\_\_
2. Where did the villagers have to go to board a train? Ans: \_\_\_\_\_
3. What is the main problem in rural Uttar Pradesh? Ans: \_\_\_\_\_
4. In just one year's time, what has MGP achieved in Sitapur district?  
Ans: \_\_\_\_\_
5. What is the main advantage of solar light according to a village farmer?  
Ans: \_\_\_\_\_
6. For what can people use Palakkad's District Library? Ans: \_\_\_\_\_
7. Why did the women unit get together? Ans: \_\_\_\_\_
8. What did the Library open its halls for? Ans: \_\_\_\_\_
9. What does the Palakkad's Library stand for? Ans: \_\_\_\_\_

**C.7 Answer these questions in two or three sentences.**

1. What was the burning desire of the people of Taj Nagar? What did they do for it?
2. Why did people raise their demand for a railway station in their village? How did the authorities respond?
3. What is MGP - an NGO doing in Sitapur district? Why?
4. How were the panels installed?
5. How have solar micro grids helped the village people?
6. What did the secretary of the library point out?
7. What did the library do for women?

**C.8 Write short notes using the points given in the brackets.**

**1. Palakkad's District Library:**

(established - a center for various activities- women's unit - halls for - safe venue for women - a beacon of women's empowerment)

**2. Dream of Railway Station Comes True:**

(need for a railway station- efforts of village people of Taj Nagar- funds collected- determination- struggle- dream came true)

**3. MGP's Drive for Solar Power in Sitapur District:**

(more than 3500 customers - set up solar micro grids - light - beneficial - opportunities for development- business growth)

**C.9 Reflect on these questions / points. You may use your mother tongue.**

- How would you encourage your village people to overcome their local problem? Discuss.
- Visit any NGO working in Gujarat. Collect information about the activities of the NGO and share it in the class. 🙋🙋🙋
- Invite a social worker in the school and arrange a talk with him/her on the scopes of rural development. (You may use your mother tongue.)
- Collect information about the work of a co-operative society in Gujarat. (Work in groups of four or five) 🙋🙋🙋
- Make a visit to a nearby village. Prepare a report on it and present the report in the class.

## Language Practice

*Function: Describing and Specifying Time and Locations*

### L.1 Read about Saputara and answer the questions .

Saputara which is on a plateau (ઉચ્ચપ્રદેશ) of Western Ghats (Sahyadri range), is a famous hill station in the Dang District of Gujarat. It is situated at an altitude of about 900 meters above the sea level. It is 156 kms from Surat and 248 kms from Mumbai. The hill station is near Gujarat-Maharashtra boarder which is only 4 kms from the town. It is surrounded by rocky terrains and thick forests that house precious biodiversity.

Saputara is amazingly different in monsoon from summer. The monsoon season offers a different experience with fog and clouds dispersed all over the hills. The waterfalls become mighty and everything becomes a soothing green. Mornings and evenings become more beautiful. A walk in the morning or in the evening is a rewarding experience.

To attract more tourists, Gujarat Tourism Corporation organizes Monsoon Festival every year in the month of August. Different programmes are organized during the monsoon festival. One can enjoy water sports, heritage walk and other rides in the evening. The cultural programmes that start in the evening last till midnight.

#### Questions:

1. Where is Saputara located? (Location)
2. What is the altitude of the hill station? (Location)
3. How far is the hill station from Surat? (Location)
4. What is the atmosphere in monsoon like? (Describing)
5. When is the Monsoon Festival organized? (Time)
6. What are the main attractions of the Monsoon Festival? (Describing)

### L.2 Read the passage about the robbery carefully. The underlined words are misplaced. Put them in the right places and read it again. ¶¶

There was a phone call in the morning from 9.30 informing about robbery on a bank situated in the S P Road. The robbers took away Rs. 5 lakh at the box which was kept between the strong room of the bank. When we were trying to figure out who would have done it, there was one more call in 9.30 and 10.00 that informed about a robbery in a jewellery shop towards the bank. The jeweler informed that the robbers escaped in a small white car. This was the first clue that we got at 1:00 pm. All the police stations around the town were informed to look for the white car. Meanwhile, a traveller who listened to the news on the radio called 101 (Police) and informed that he saw a white car going beside Ahmedabad on NH 8 at a speed of more than 100 kmh. Once again, highway patrol and police stations at NH 8 were informed. At 4.30 pm in the late afternoon, Vadodara police found an abandoned white car at a circle on the airport road. Robbers were very fast but the police could link the clues. The security was tightened in the airport and the railway station. It took time but at midnight the robbers were held near Vadodara railway station and the valuables were recovered.

#### Answer the questions.

1. What happened in the morning?
2. Where did the robbery take place?
3. Where was the money kept?
4. When did the police get the first clue?
5. What did Vadodara police find? When? Where?

**L.3 Study the excerpts from the Reads of the textbook. Identify the words/phrases indicating time and location/place. Underline them and write T=Time and L=Location/Place.**

- The good Lord was extremely busy that day. He was into his sixth day of overtime. When he was working with full concentration, an angel appeared and commented, “You are taking so much care for creating this creature.” (A Wonderful Creation)
- For twenty-five years, the residents of Taj Nagar village near Gurgaon lobbied for a railway station in their village. (Against the Odds)
- I still remember that morning of the year 1887. I was just seven years of age then. My teacher Anne Sullivan came to our house that day. Next day she led me into her room and gave me a doll. (I Love You, Teacher)
- In 1890, at the age of about ten, I moved to the Perkins Institution. (I Love You, Teacher)
- One of our favourite festivals in India is Deepavali , or Diwali as it is known in the North. There is nothing to match the excitement when crackers go off in the night sky with a loud bang and a brilliant shower of colour. (Playing with Fire)
- Six minutes to six, said the clock above the Information desk in New York’s Grand Central Station. A tall, young lieutenant lifted his face, narrowed his eyes, and noted the time. His heart was beating fast. In six minutes he was going to see the woman who had been in his thoughts for the past thirteen months. (A Test of True Love)

**L.4 Read the clever answers and guess what could be the real answer.**

**Sample:** What is your name?

My name means Lotus in Gujarati.

Answer: Kamal

1. Where were you born?

I was born where Mahatma Gandhi was born.

Answer: At \_\_\_\_\_

2. What is your date of birth?

I was born when Dr Sarvpalli Radhakrishnan was born.

Answer: On \_\_\_\_\_

3. At what time were you born?

I was born when Lord Krishna was born.

Answer: At \_\_\_\_\_

4. When do you get up everyday?

When I get up, the clock hands are 180°.

Answer: At \_\_\_\_\_

5. Where exactly is your house?

World’s most beautiful marble monument is only two minutes’ walk from my home.

Answer: In \_\_\_\_\_

6. Where do you live?

I belong to the city of Sabarmati Ashram.

Answer: In \_\_\_\_\_

7. Where exactly is the book?

It is where I take my meals everyday.

Answer: On \_\_\_\_\_

8. When do you learn photography?

I learn it once in a week when Bollywood movies are released.

Answer: On \_\_\_\_\_

9. Where have you kept your TV?

It is where I sleep every night.

Answer: In \_\_\_\_\_

10. Where is the photograph?

I need to turn 180° to see it.

Answer: Behind \_\_\_\_\_



**L.5 Take turns to ask questions to get the given answers. ††**

Q. \_\_\_\_\_

A. On MG Road

Q. \_\_\_\_\_

A. At 12.30 pm

Q. \_\_\_\_\_

A. In the room

Q. \_\_\_\_\_

A. Near Gandhinagar

Q. \_\_\_\_\_

A. On the banks of the Narmada

Q. \_\_\_\_\_

A. Between Baroda and Surat

Q. \_\_\_\_\_

A. At Dandi

Q. \_\_\_\_\_

A. In the evening

Q. \_\_\_\_\_

A. At midnight

Q. \_\_\_\_\_

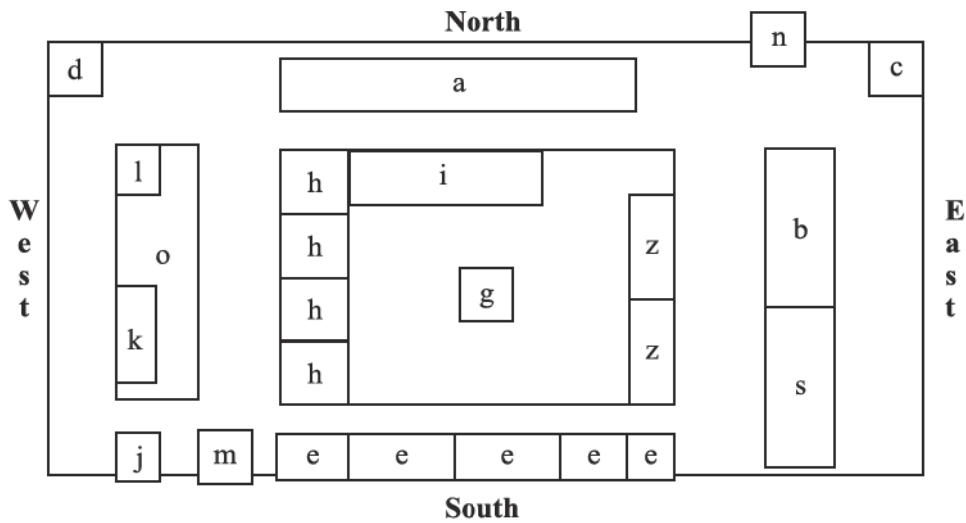
A. On Sunday

**L.6 Read about Sharmin's travel plan of India. Fill in the blanks using words from the brackets to complete the plan.**

[ at, on, towards, in, to, from ]

Sharmin will take a flight to Mumbai \_\_\_\_\_ Friday, 5<sup>th</sup> November \_\_\_\_\_ Heathrow Airport, London. She arrives \_\_\_\_\_ Mumbai \_\_\_\_\_ 6<sup>th</sup> November sometime \_\_\_\_\_ the afternoon. She has booked an overnight stay \_\_\_\_\_ a hotel. Next day, she will visit the Gateway of India and Haji Ali Dargah \_\_\_\_\_ Mumbai. She has marked 8<sup>th</sup> November for the Elephanta Caves which is a network of sculpted caves located \_\_\_\_\_ the Elephanta Island, 10 kms to the east of the city of Mumbai. She is travelling \_\_\_\_\_ Ajanta Caves on 9<sup>th</sup>. The Ajanta Caves, \_\_\_\_\_ Aurangabad district \_\_\_\_\_ Maharashtra state, are 30 rock cut Buddhist cave monuments. The caves include some finest examples of Indian art. \_\_\_\_\_ the Ajanta caves, she is heading \_\_\_\_\_ the North West and arrives \_\_\_\_\_ Ahmedabad \_\_\_\_\_ Wednesday morning. Following her hectic schedule, she will rest and visit the Sabarmati Ashram and Sabarmati River Front \_\_\_\_\_ the evening. She leaves for Lothal \_\_\_\_\_ 6 am \_\_\_\_\_ Thursday. She has also hired a travel guide who will accompany her \_\_\_\_\_ Lothal, one of the most prominent cities of the ancient Indus Valley Civilization, located \_\_\_\_\_ Bhaal region. Sharmin is staying \_\_\_\_\_ Gujarat \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 13<sup>th</sup> November. During her stay, she will also visit Rani ki Vav \_\_\_\_\_ Patan and Lakshmi Vilas Palace \_\_\_\_\_ Vadodara. She is flying back \_\_\_\_\_ London on 14<sup>th</sup> \_\_\_\_\_ Sardar Patel International Airport, Ahmedabad.

**L.7 Here is a map of a school and the key to the alphabets. Describe the school using the key.**



Key:	You may frame sentences like:
m = Main Entrance	The main entrance of the school is on the south.
n = Side Entrance	_____
b = administrative office	_____
o = Science Block	_____
j = Security Cabin	_____
k = Physics Lab	_____
l = Botany Lab	_____
a = Library	_____
g = Play Ground	_____
c = Boys' Washroom	_____
d = Girls' Washroom	_____
e, h = Classrooms	_____
i = Computer Lab	_____
s = Staff Room	_____
z = Canteen	_____

**L.8 Study the table carefully. Add five more sentences to it using different words/phrases indicating time or location/place. 🙏🙏🙏**

Time	Subject	Verb	Object	Place	Time
	I	have	breakfast	in the kitchen	every morning.
	They	play	khokho	on the playground	every Saturday.
	My friend	is swimming		in the river.	
Every Sunday	Robert	attends	prayer	in the church near town hall.	
In 1890 , at the age of about ten,	I	moved		to the Perkins Institution.	
On 28th June, 1904	Helen Keller	graduated		from the Red Cliff college.	

Time	Subject	Verb	Object	Place	Time

## Writing

**W.1** Jeet, who has recently moved to a hostel, writes a letter to his mother about his roommate, food and the warden. Complete the letter by filling in the blanks using alternatives from the box given below it.

Room No. 27,  
Pragna Hostel,  
Ahmedabad.  
25<sup>th</sup> June, 2016  
Dear Mamma,

I hope this letter \_\_\_\_\_.  
There are no difficulties in the hostel. Introduction with one another is over. Everyone is having a fine time here. I am lucky to have a very fine boy as my roommate. His name is Mantra. We help \_\_\_\_\_. The food served here is good and nutritive. It is not very different from what I got at home. You needn't \_\_\_\_\_. The dining hall is clean and spacious. There is greater \_\_\_\_\_. Our warden takes good care of each of us. Not only this, There is \_\_\_\_\_. I participate in them regularly. I am doing fine here. \_\_\_\_\_ my study and my health. Convey my humble regards to dear papa and love to Aatmaja. Reply as early as possible.

With love,  
Your loving son,  
Jeet.

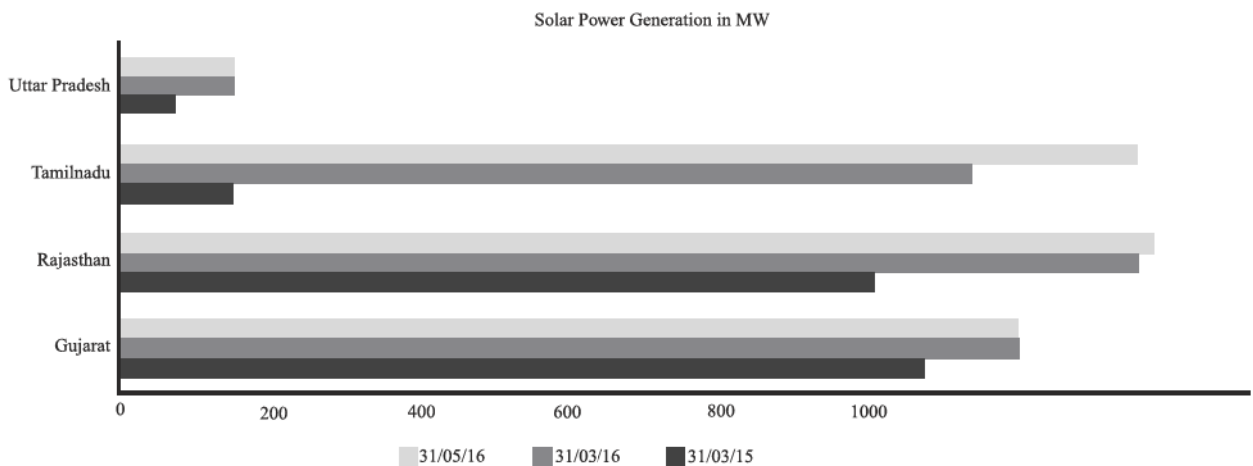
[provision of both outdoor and indoor sports - I don't like here at all - each other in our study and live like brothers - will end your worries about my stay away from you and home - variety if there is any special occasion - I hate the food provided here - Please don't worry about me - worry about the quality of food]

**W. 2 Study the information about the Best village of Gujarat – Punsari. Now write a paragraph on it.**

- District – Sabarkantha
- System – Panchayati Raj
- Population – 6,000 (2012)
- Facilities – Mineral water supply, Health Care Centre, banking services, Toll free complaint center, mini buses for transportation, 120 speakers for announcements, five primary schools with CCTV cameras, underground drainage system, toilet in each home, school dropout ratio is zero, 25 CCTV cameras at the village junction
- Best Village Panchayat of Gujarat Award, Best Gram Sabha Award at National Level
- Future plans (2014) – WiFi connectivity, setting up a library

Now write a paragraph on ‘Punsari – the Best village in Gujarat’ describing the village in detail.

**W. 3 Read the following bar graph showing details of solar power generation capacity of some states. Try to find out which state was a leader in solar power production in the past. Which one leads now? Which state is in stiff competition with the leading state? Which state is lagging behind? Explain the details in simple sentences. 🏠**



**You can start like this:** This bar graph shows the information of solar power generation capacity of some of the states of India. Gujarat was ahead of all in the production of Solar Power till 2015.

But \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**W. 4 Write your ideas on ‘Making My Village/City Better’. You may use these clues. 🏠**

- present facilities – facilities required – your ideas to motivate people –PPP Model (People’s Participation Programme જન ભાગીદારી યોજના) - plan of improving at least two facilities – possible effects on the village life – give a catchy name to the campaign

\*



Pre-task

- P.1 All of you must have used remote controls to operate a TV or a music player. Do you know how they work? †† Discuss with your partner. (In your mother tongue)**
- P.2 Read the names and functions of some robots.**

Name of the Robot (રોબો)	What do they do?/ Function
Moley	Quality of life is majorly decided by the food we eat. In the modern world, people want to eat good food but they don't have time to cook themselves. Therefore, Dr Mark Oleynic invented a robot that can cook healthy and tasty food to make lives happy. The robot can be operated by a smartphone and can cook food to be served at your convenient time.
Neuroarm	Neuroarm is designed to perform neurosurgeries (related to nervous system). Launched in 2007, the Neuroarm is guided by a neurosurgeon with the help of digital images. It can perform critical operations with high accuracy.
Seaswarm	Seaswarm works as a fleet (નોંકા કાફલો) and collects and removes oil from the sea surface. The small size robot is designed in such a way that it can operate without human support with the help of GPS and Wi Fi in the sea. It can protect precious aquatic life (સમુદ્રી જીવો) from the dangers of the oil spill.
DepthX	The Deep Phreatic Thermal Explorer is an underwater research robot. It can measure underwater space. It was designed to study underwater life and to collect samples. The DepthX project was funded by NASA with the goal of developing technology that can explore the oceans of Jupiter's moon.
Milo	Milo, the spiky hair robot that looks like a kid helps differently abled children in learning. It has a face like humans and it can make expressions too. It helps many children and families and brings happiness in their lives. The meaning of the name Milo is: merciful.

**Discuss why the robots are given such names. ††**

- P.3 Think of at least two robots you would like to invent to make lives of people easy. Give it an appropriate name and mention its possible functions. †††**

No	Name of the robot	What would they do?
1		
2		

“May I help you, sir?” grinned the short, narrow-eyed salesman inside the Super Robots Plaza.

“Well...er,” Prem Chopra responded, “I wish to purchase a robot...”

“For help, sir,” completed the salesman. “That is our speciality. We manufacture efficient robots for industry, construction companies, plumbing and cleaning, caretakers - they are designed for only specialized work. Our best ones are for consumers like you - for the home,” he spoke like a recorded programme.

“Er...yes, that’s what I want.” Prem Chopra spoke in a business-like fashion.

“Please, come this way.” The salesman led him through a brightly-lit, richly-carpeted gallery into a huge dome-shaped hall glowing with fluorescent light. The right corner appeared to be crowded with robots in metallic silver, electric blue and green. Some were moving about as if practising to walk while some stood still switched out of operation. Just as Prem Chopra stepped on the threshold of the hall, one of the robots swiftly came forward. “Good day, Sir, welcome to Super Robots Plaza. We hope your visit here proves worthwhile.” the silver robot said in a metallic voice. “Brilliant!” mumbled Prem Chopra, somewhat bewildered.

The salesman gave a proud smile as he headed towards an isolated robot in a metallic blue. “This one is perfectly programmed to function in the household, cleaning, arranging, collecting groceries from the super market, tending the lawn, mailing letters, relating your programmes on the TV and selecting news of your interest from the paper.” The salesman paused for breath and continued, “All you need is the remote control monitor for command.”

“You mean sitting at home I can command the robot in the city market?” asked Prem Chopra.

“It operates within a limited radius of a kilometer. By the way, this one is called Ram Singh - 070,” the salesman explained.

Prem Chopra nodded. The salesman demonstrated the gait, grip, movement and some programmed functions. Everything was well tuned and fixed. Prem Chopra seemed satisfied with the deal.

“I must tell you, like all robots, and adhering to the discipline of robotics, Ram Singh has an in built system of three principles: the robot will obey his master, the robot will not harm humans and the robot will not take harm to self.”

Prem Chopra heard the first principle and it impressed him. He did not take notice of the other two. He nodded delightedly and assigned the sale deed and contract of ‘no misuse of the robot’. He had now got a servant and an accomplice.

“If Ram Singh - 070, my robot, can shop for groceries, then why not for better things like jewels”, thought Prem Chopra.

In the market, robots carrying heavy packets, buying theatre tickets, carrying groceries to the cars were a common sight but still strange and amusing servants. Ram Singh - 070 was thoroughly efficient. With tremendous speed and accuracy, he collected the groceries into the shopping trolley and paused for the next command. “Two kilograms of mangoes - ripe and juicy,” commanded Prem Chopra from a distance, seeing a huge pile of mangoes. In no time, Ram Singh-070 had selected the best ones.

“Pay at the cash counter,” Prem Chopra spoke into the commander.

Ram Singh – 070 followed Prem Chopra like a faithful dog when he stopped at Gopal Jewellers. Through the glass window he saw a generous display of gold ornaments. Quickly Prem Chopra disappeared around the corner and spoke into the remote control – softly and clearly. “Pick up a necklace and hide. No noise. Information not to be revealed. Top secret. Otherwise I will diffuse your system,” he threatened.

Ram Singh – 070 moved inside the shop, close to the counter. His metallic palm extended forward silently and a necklace went into the storage unit without a clink or a jingle. Nobody took notice.

From expensive antiques to ornaments and precious stones, the shop-lifting went on for some days without any trace of anxiety and recognition in the beginning. But the confused reactions of shop owners gradually became louder. Unaware, Prem Chopra went on with his shop-lifting spree until a young fruit vendor noticed an expensive bunch of Afghani grapes disappearing inside the metallic blue robot. The incident was related all over and no sooner had they heard than some shop-keepers recalled the presence of a metallic blue robot in their shops before their valuables were missing. This information reached the police head quarters in no time.

One day Prem Chopra guided Ram Singh – 070 to Jhaveri Brothers for lifting precious gems. The police was waiting in readiness and the computerized cameras capable of split second recording, clicked him in the act. Ram Singh robot was caught, but Prem Chopra fled as soon as he saw, through the binoculars, two persons noting down Ram Singh’s license number printed on his metallic neck.

Prem Chopra was arrested from his home, as the owner of Ram Singh-070 - the thief.

Soon after his arrest, Prem Chopra was released on bail until the court hearing. None of the stolen articles was recovered from his house.

He had cleverly disposed them off through his gang. In the court he denied all the charges.

“Someone else seems to have tampered with Ram Singh-070’s programs. The police found me at home,” he argued.

Counsel Goel cleared his throat and reached closer to the judge. “Considering Mr. Chopra’s explanation and the happenings of the last few days when so many jewellers and curio dealers have been affected, it seems important to know the working of Ram Singh robot. I request Ram Singh robot to be called in the court.

“Robot goes to court” were the headlines in the next day’s papers.

The next day, the court was overcrowded with people keen to watch a robot in the witness box. Counsel Goel was ticking points till the last moment. He appeared confident and crisp but so was Prem Chopra. Never would this machine man betray his master. The proceedings began and Ram Singh-070 appeared in the witness box.

“Your honour,” counsel Goel began, “I am told by Super Robots that the memory tape designed in these types of robots contains information of the previous week.”

“But the case started a fortnight after the incident; the needed information must be wiped out,” the judge said.

Counsel Goel smiled softly staring at Prem Chopra. “Sir, the robot has been switched out of operation ever since.”

Prem Chopra’s face fell but he was confident Ram Singh-070 would obey his master. The secrets were sealed.

“You may continue,” ordered the judge.

Counsel Goel turned to Ram Singh robot. "Who is your master?" he asked briefly. A dull blue light flashed and after a momentary whirring sound, the robot squeaked in his metallic tone, " Mr. Prem Chopra."

"What did you do for Mr. Prem Chopra?"

A pause, a whir, then a metallic answer, "Cleaning, mowing the lawn, washing, doing dishes, shopping..."

"Recall in detail your activities of last six days," counsel Goel interrupted.

The memory tape went on mechanically and monotonously - "Opened the boot of the car, emptied the grocery, shut the boot, turned, moved thirty steps, stopped, curio shop on the left, instruction signal – blank – moved left, turned, twenty steps..." At this point the counsel commanded, "Stop, reverse and play." Again there was an obvious pause after the instruction signal.

Counsel Goel stopped the tape. "Notice the pause, your honour. Some action is not revealed. What were those instructions? Who gave these instructions?" he questioned Ram Singh-070.

"Information not to be revealed," he responded.

"But why?"

"Robots do not disobey masters."

"Several people who have suffered losses will be harmed if these instructions are not reported. What were those instructions?" counsel (lawyer) Goel persuaded.

"Robots do not harm people," Ram Singh-070 responded mechanically.

"Many, many people have suffered. Speak up, Ram Singh-070," Counsel (lawyer) Goel stressed each word.

"No, Ram Singh," Prem Chopra shouted nervously but the judge warned, "Keep quiet."

"Come on Ram Singh-070," the judge said. Ram Singh-070 jerked his head left, then right towards the judge.

A clicking sound indicated the hampering of running tapes and jamming of caution signals - pip-pip, pip-pip. The crackling sound and the indigo light intensified. A red light flashed on the forehead of Ram Singh robot signaling "Danger. Reporting system failed." Tiny shutters in the center of his chest opened displaying a small TV screen flashing. "SYSTEM DISINTEGRATED." Ram Singh robot had defused.

"Oh, no," cried the salesman of Super Robots. "He is defused, he is dead. There was a hush in the court room. Silence prevailed for long in the court room. The Counsel cleared his throat and said, "Robots do not cause harm to people and neither can they disobey their masters. Those instructions from Mr. Prem Chopra were not to be revealed. They could have been injurious to his own existence - a threat to the robot's life. If he revealed them, he would disobey his master; if he did not, he would harm others. This conflict brought Ram Singh's end. He chose to break apart rather than to tell a lie, hurting human beings or becoming unfaithful." Traces of pain and depression marked the counsel's face.

The judge pondered for a while and proclaimed, "The court declares Prem Chopra guilty of theft!"

The counsel picked up his file and with a bow left the court room.



## Glossary

**grinned** smiled widely **respond** reply **purchase** buy **speciality** a special quality **manufacture** produce, the process of making products in a factory **efficient** effective, fruitful **construction (n)** structure, the process of building something **construct(v)** build, make up **counsel** lawyer/advocate **plumbing** a system of pipes that carries water through a building **caretaker** a watchman, a person who takes care of buildings while the owner is not there **design (v)** to plan **design(n)** blueprint, plan, strategy **specialized** made for one particular purpose **fluorescent** very bright **dome shaped** a large rounded ceiling that is shaped like half of a ball **threshold** gateway ઉભરે **metallic** relating to a metal, of a metal **bewilder** to confuse very much, puzzle **isolated** separated from others **function** act, work **tend** take care of **household** all the goods in a house **pause** a short interval **breathe** to take air into the lungs **radius** a straight line from the center **spree** ખોજ, મસલ **nod** to move head up and down **gait** a particular way of walking **grip** hold tightly **satisfy** to cause to be happy **adhere** to stick to something **robotics** relating to robots **assign** to give someone a particular duty **deed** act, action **accomplice** a person who helps someone who is doing something wrong or illegal **tremendous** very large **accuracy** the ability to work without making mistakes **generous** kind, liberal **display** show, to put where people can see it **diffuse** scatter, spread out over a large stage **threaten** ધમકી આપવી **extend** stretch **antique** old and valuable **recognition** ઓળખ **trace** ચિહ્ન-નો/indication **expensive** dear, costly **valuables** things of high value **remain** stay **split** divide into parts **fled** ran away from danger **release** set free **allegation** charge, accusation આજ્ઞા, આરોપ **curio** a small and unusual object that is attractive **crisp** firm **betray** to cheat, to deceive **proceeding** action **wipe out** rub out, black out **briefly** in short **flash** shine of bright light **momentary** brief, temporary **whir** buzz, flutter **monotonously** without variation, boring **squeak** a sharp, high pitched sound **mow** ઘાસ કાપવું **reverse** opposite to the front **obvious** easy to see **hamper** to slow the movement **jam** to fill completely, crowd **crackle** to make a series of sharp sounds **intensify** strengthen, to become stronger **disintegrate** to break into pieces **prevail** spread over **conflict** a mental struggle **proclaim** declare **hush** peace, silence

### I feel...

- Make a list of the sentences that you didn't like about Prem Chopra.
- What would you do if you have a robot like Ram Singh - 070.
- Underline the words/phrases narrating Ram Singh's conflict.
- Discuss in the class 'Are robots a blessing or a curse?'
- Underline the sentences that Ram Singh spoke in his defence in the court.
- Which quality of Ram Singh did you like most?

## Vocabulary

### V.1 Circle the word which is an outsider in each set.

- |              |          |           |         |
|--------------|----------|-----------|---------|
| 1. generous  | cruel    | kind      | liberal |
| 2. function  | act      | plan      | work    |
| 3. deed      | action   | display   | act     |
| 4. assign    | design   | blueprint | plan    |
| 5. sell      | purchase | buy       | pay     |
| 6. expensive | cheap    | dear      | costly  |

**V.2 Replace the underlined words and make meaningful sentences with the help of words given in the box.**

speciality, generous, salesmen, efficiently, bewildered

1. Nisarg visited a shopping mall. He saw many persons who sell things in the various sections of the mall.
2. Khaleda is a brilliant student. She has a special quality in drawing.
3. If you want to perform best, you will have to do your work effectively.
4. We are confused very much.
5. Mother Teresa was a kind woman.

**V.3 Match each word given in A with its opposite given in B.**

- A:** (i) beautiful ( )                      (ii) cheap ( )                      (iii) interesting ( )  
           (iv) relaxing ( )                      (v) wrong ( )                      (vi) efficient ( )
- B:** (a) inefficient                      (b) stressful                      (c) expensive                      (d) right  
       (e) ugly                                      (f) dear                                      (g) boring                      (h) dangerous

**V.4 Number these sentences to show the order in which the events occurred.**

- He pleaded guilty.
- He was charged with drink and driving.
- He was fined and banned from driving for two years.
- He was stopped by the traffic police.
- He went on a long drive with his friend on his eighteenth birthday.
- They arrested him.

**V.5 Complete the table with the words for act, actor and action. One is done for you.**

Act	Actor	Action
forgery	forger	forge
murder		
		burgle
blackmail		
	kidnapper	
		smuggle

**Now use any two words from each column in your own sentence.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**V.6 Tick mark True(T) or False(F). Correct, if false.**

1. If you are innocent, you do not plead guilty. T F

---

2. If you park your car in a 'parking area', you have to pay fine. T F

---

3. To arrest means that the police come and take somebody away because they think that he/she is guilty. T F

---

4. People who sell drugs are called a stockist. T F

---

5. A convict is a person who pleads for the accused. T F

---

6. If you kill, rob or threaten someone, it is called a crime. T F

---

**V.7 Unscramble the letters in part A and match the word with the description.**

No	Part A	The word	Pair	Description
1.	borotisc	robotics	1-B	to slow the movement of a robot. (A)
2.	kraccele			relating to robots (B)
3.	sasign			shine of bright light (C)
4.	haslf			to give someone a particular duty (D)
5.	tensiinfy			to become stronger (E)
6.	mphaera			to make a series of sharp noise (F)

**V.8 Frame sentences using all the words. You may change the forms of the words if needed.**

*Sample: manufacture – robot – efficient. We manufacture efficient robots for household work.*

1. design – work . \_\_\_\_\_
2. pause – breath – continue. \_\_\_\_\_
3. assign – nod – deed. \_\_\_\_\_
4. accuracy – excellent. \_\_\_\_\_
5. woman – generous. \_\_\_\_\_

**V.9 Use the proper word at a proper place to make meaningful sentences.**

1. My friend met the land owner and the sale deed. (designed / assigned)
2. The secretary explained her boss the agenda of the meeting. (briefly/ brief)
3. A red light on the Mayor's car was. (flashing / shining)
4. Peter was on bail and went to Rajasthan. (released/ free)

## Comprehension

**C.1 Make a list of activities/work done by the robot on Prem Chopra's command. One is done for you.††**

*Sample: Collected groceries into the trolley*

**C.2 Tick mark the most appropriate option.**

- What kind of robots are not made by the Super Robot Plaza?  
(a) helping in homes (b) helping in business  
(c) helping in robbery (d) helping in personal activities
- What will Ram Singh do according to robotics?  
(a) hurt people (b) injure himself (c) steal something (d) follow the command
- Prem Chopra was arrested because \_\_\_\_\_  
(a) he had stolen things (b) his robot had disobeyed master  
(c) he had threatened the robot (d) he was the owner of the robot
- Which of the following is not true?  
(a) Ram Singh does not harm people (b) Prem Chopra does not harm people  
(c) Ram Singh follows his master's command (d) Prem Chopra threatens Ram Singh

**C.3 Write "That's great", "Well done", "Very bad/How bad", "Oh! It's a shame", "That's wonderful", "How surprising", "Really amazing" as responses to the sentences. One is done for you.**

1. The silver robot said, "Welcome to Super Robot Plaza, sir."

Really amazing!

2. That metallic blue robot is perfectly programmed to carry out all kinds of household functions.

3. It operates within the radius of a kilometer.

4. Ram Singh 070 carried out his work with tremendous speed and accuracy.

5. The robot paid the bill at the cash counter.

6. Ram Singh 070 picked up a necklace and hid it in the storage unit.

7. The computerized cameras capable of split second recording clicked Ram Singh in the act of stealing.

8. Prem Chopra refused all the allegations put on him.

9. Robots will never cause harm to human beings.

10. Prem Chopra pleaded guilty.

**C.4 Read the text carefully and find out the sentences having similar meaning to these sentences. Write the number of these sentences in the margin near the similar sentence in the read.**

- There were a number of metallic, silver, electric blue and green robots in the right corner.
- Prem Chopra ordered the robot to buy two kgs. of ripe, juicy mangoes from a huge pile.
- With the help of remote control, Prem Chopra asked the robot to steal and hide a necklace.
- The master warned the robot to defuse his system if he disclosed any facts.

5. Counsel Goel pleaded with the court to summon Ram Singh 070 to the court.
6. The court was full of people who were very eager to see a robot in the witness box.
7. Prem Chopra was confident that his servant would never break his faith in him.
8. The robot always obeys the masters.

**C.5 Rewrite the passage replacing the underlined words with those given in the brackets.**

[in no time/ paused/ collected/ commanded/ heavy packets/ called back/ selected/ carrying groceries/ thoroughly efficient/ amusing servant/ a common sight/ obedient worker]

In the market, the robots carrying very big boxes buying tickets, taking food items, to the cars were a general scene but still strange and wonderful helpers. Ram Singh-070 was very capable with tremendous speed and accuracy, he gathered groceries into the shopping trolley and waited for the next command. “two Kgs. of mangoes- ripe and juicy” pleaded Prem Chopra from a distance, seeing a huge pile of mangoes. Very quickly Ram Singh-070 had sorted out the best ones.

**C.6 Answer these questions.**

1. What kind of Robots are made by Super Plaza?

Ans: \_\_\_\_\_

2. Who greeted Prem Chopra at the hall?

Ans: \_\_\_\_\_

3. What did the salesman check before giving the robot to the customer?

Ans: \_\_\_\_\_

4. Which principles govern Ram Singh's behaviour?

Ans: \_\_\_\_\_

5. What instructions were given to the robot for picking up the necklace?

Ans: \_\_\_\_\_

6. What did Prem Chopra think after buying the robot?

Ans: \_\_\_\_\_

7. Why was Prem Chopra given bail?

Ans: \_\_\_\_\_

8. Why was Prem Chopra confident when Ram Singh was called to the court?

Ans: \_\_\_\_\_

9. What did Ram Singh do with himself at last?

Ans: \_\_\_\_\_

**C.7 Write short notes.**

1. Ram Singh-070 - the human robot

2. The conflict of Ram Singh-070 with itself

**C.8 Reflect your views.(You may use your mother tongue.)**

\* What would you have done if you were Ram Singh?

\* If you were the owner of Ram Singh-070, would you have done what Prem Chopra did? What would you have done?

\* Suppose you are creating a Robot. What kind of a robot will you create?

\* What would you do if ...

(1) you find a purse on the road?

(2) someone has stolen your shoes?

## Language Practice

*Function: Exchanging Niceties*

**L.1 Read the conversations carefully. Select appropriate intention of the speaker from the list given at the end of all conversation samples. Write down their numbers in the box against each conversation. One is done for you.**

	Conversation
<b>A</b>	<p><b>Hirva</b> : Hello, I'm Hirva Shashtri.  <b>Kishor</b> : Hi! My name is Nandkishor Mistry. But you can call me Kishor.  <b>Hirva</b> : Nice to meet you, Kishor. <input type="text" value="12"/>  <b>Kishor</b> : Nice to meet you too. Sorry, can you tell me your last name again? <input type="text" value="3"/>  <b>Hirva</b> : Shashtri ...Hirva Shashtri.</p>
<b>B</b>	<p><b>A</b> : Excuse me! Can you show me the way to the Post Office? <input type="text"/>  <b>B</b> : Ya... sure. Take the first right and then second left.  <b>A</b> : Thank you so much.  <b>B</b> : You're welcome. <input type="text"/></p>
<b>C</b>	<p><b>Rehan</b>: How is your preparation for the exam today?  <b>Harsh</b>: Maths exam is always tough for me.  <b>Rehan</b>: Best of luck! <input type="text"/>  <b>Harsh</b>: Same to you. <input type="text"/></p>
<b>D</b>	<p><b>Nisha</b> : Hey Parag, do you know that Sana's grandmother passed away?  <b>Parag</b> : Oh... when? Sana has her internal exam today.  <b>Nisha</b> : Last night.  <b>Parag</b> : Oh, I'm so sorry for her. <input type="text"/>  <b>Nisha</b> : I'm afraid she would miss her exam too. <input type="text"/></p>
<b>E</b>	<p>(Announcement at the railway station)            May I have your attention please? The train number 19334 Valsad-Ahmedabad <input type="text"/>            Gujarat Queen Express which is scheduled to arrive at 4:55 is running late by 35            minutes. The inconvenience caused is deeply regretted. <input type="text"/></p>
<b>F</b>	<p><b>Soha</b> : Hi, Tapan! How are you?  <b>Tapan</b> : I am fine. How about you?  <b>Soha</b> : I am fine too. Thank you. By the way, meet my cousin Shivani. <input type="text"/>  <b>Tapan</b> : Hello Shivani, nice to meet you.  <b>Shivani</b> : Nice to meet you too.  <b>Tapan</b> : Where are you from, Shivani?  <b>Shivani</b> : I'm from Raipur.  <b>Tapan</b> : Sorry/Pardon? <input type="text"/>  <b>Shivani</b> : Raipur, Chhattisgarh.  <b>Tapan</b> : Oh, great. Shivani, do drop in at my place. We will have a cup of coffee together.  <b>Shivani</b> : That's so nice of you. Thank you. <b>Tapan</b>: Have a nice stay in Bhavnagar!            Bye!</p>

<b>G</b>	<p>[On a dinner table]</p> <p><b>Vikas</b> : What would you have, Gopa? Plain Chapatti or Chapatti with Ghee?</p> <p><b>Gopa</b> : <u>Either please!</u> <input type="checkbox"/></p> <p><b>Vikas</b> : Juhika, have you got enough gravy in Sabzi?</p> <p><b>Juhika</b> : Yes, <u>that's fine</u>, thanks. <input type="checkbox"/></p> <p><b>Vikas</b> : Gopa, would you have another Chapatti?</p> <p><b>Gopa</b> : <u>That would be great!</u> <input type="checkbox"/></p> <p><b>Vikas</b> : And Gopa, would you like some more sabzi?</p> <p><b>Gopa</b> : No thanks. <u>I have enough.</u> <input type="checkbox"/></p> <p><b>Vikas</b> : What about you Juhika? Should I give you some more sabzi?</p> <p><b>Juhika</b> : No, <u>I am good.</u> Thanks. <input type="checkbox"/></p>
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### Intention of the speaker

<ol style="list-style-type: none"> <li>1. Accepts the offer happily.</li> <li>2. Conveys good wishes.</li> <li>3. Didn't listen to what s/he said. Want to get something repeated.</li> <li>4. Don't like that it happened. Or Sorry that someone will face trouble because of you.</li> <li>5. Feels s/he is interrupting/disturbing someone.</li> <li>6. Feels someone's pain.</li> </ol>	<ol style="list-style-type: none"> <li>7. Feels that it's not good news for the listener.</li> <li>8. Greets/Wishes someone.</li> <li>9. Happy to help.</li> <li>10. S/He is okay with anything.</li> <li>11. Wants all to listen carefully. Something important is to be said.</li> <li>12. Wants to greet someone on meeting for the first time.</li> <li>13. Wants to open a new topic or add information.</li> <li>14. Wants to say 'No' politely.</li> </ol>
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### L.2 Replace the intention of the speaker (mentioned in the brackets) with the appropriate expression to complete the conversations.

1. A: (Interrupting someone), where can I meet the principal of the school?  
B: She must be in her office on the first floor.  
A: (Wants to express gratitude for giving information).
2. A: Hey friends, let's go for dinner somewhere tonight.  
B: (Likes the idea. Excited to go.)  
A: (Wants to open a new topic), what happened in Pro Kabaddi today?  
B: No idea. I couldn't watch the match.
3. A: Do you have any choice in hot drinks?  
B: I don't know what they serve.  
A: Most probably only two popular choices would be available.  
B: In that case (can have anything).
4. A: Hi, how's life? long time no see?  
B: Actually, I am busy preparing for the final exams.  
A: (Wants to open a new topic/subject) meet my guest, Manav.  
B: (Greets the guest on first meeting).
5. A: These Laddus are delicious.  
B: Have one more then.  
A: (Wants to say 'No' politely).

**L.3 Read the situations and match them with appropriate expressions given in A. You may have to use the expression more than once.**

A			
1. Nice to meet you	2. Excuse me	3. I'm so sorry	4. I'm afraid
5. Deeply regretted	6. By the way	7. Sorry/Pardon	8. Have a nice stay
9. Either please	10. That's fine	11. That would be great!	12. I have got enough
13. No, I am good.			
Situations		No. of the expressions from A	
a) Your friend introduces you to her cousin. You shake hands with him/her.		a) _____	
b) You are in a town for the first time and want to ask a stranger how to reach the destination.		b) _____	
c) Your friend's grandfather has died and you are meeting him the first time after that.		c) _____	
d) You have lost a friend's book. You looked for it but couldn't find it. He asks if you have found the book. You want to say no.		d) _____	
e) Your friend wanted some help but you couldn't.		e) _____	
f) You want to change or introduce a topic.		f) _____	
g) Someone is telling something to you. You couldn't understand it properly and want it to be repeated.		g) _____	
h) You want to wish someone to enjoy the new place.		h) _____	
i) You do not have a particular choice.		i) _____	
j) You don't want anything more. You have enough.		j) _____	
k) Someone has offered you something and you actually want it.		k) _____	
l) You don't need it. You already have it.		l) _____	
m) I have it. I don't want more.		m) _____	
n) You step on someone's foot unknowingly.		n) _____	
o) You are at a dining table. You have finished the dinner. You want to stand up and leave.		o) _____	

**L.4 Complete the conversations choosing the right expression from the brackets.**

- A:** Hi, I am Firoz !  
**B:** \_\_\_\_\_, Firoz.  
 (Excuse me / Nice to meet you)
- A:** Hi, How are you?  
**B:** I am good. You tell me.  
**A:** I am good too. \_\_\_\_\_ what are you doing in the evening? (Excuse me/ By the way)  
**B:** Nothing special.
- A:** Have some more Halwa.  
**B:** \_\_\_\_\_. (I have got enough/No, I am good)
- \_\_\_\_\_, I am in a hurry to reach home. You please carry on with the dinner. I will take leave. (Excuse me/ I'm afraid)
- A:** Hello, I am going out to get something to drink. What would you like to have-something hot or cold?  
**B:** \_\_\_\_\_ .  
 That's so nice of you. (Thank you so much / Either please)
- Mohit:** Aditya, I am going out to get some snacks. Do you want anything?  
**Aditya:** \_\_\_\_\_ I am not hungry. (Thank you/ I'm afraid)  
**Mohit:** In that case, can I get you something to drink?  
**Aditya:** \_\_\_\_\_ (That would be great/ I've got enough)



7. A: Your First name?  
 B: Meera.  
 A: Age?  
 B: 21  
 A: \_\_\_\_\_ ? (Pardon/ Sorry)  
 B: 21

8. \_\_\_\_\_ I was not able to help. I should have taken your call more seriously. (I'm afraid / I regret)

**L.5 Think of a situation where you can use all expressions given in A, B, C and D. Write down the dialogue and enact it in the class. ††**

A	B	C	D
Nice to meet you Excuse me By the way	I'm afraid I'm so sorry for that. Thanks for your concern.	Thank you. Have a nice time! How do you do?	That would be great! I have got enough No, I am good.

## Writing

**W.1 Write a paragraph on My Dream Robot / My Dear Robbu . You may use these points:**

- name      • appearance      • skills      • use      • as a friend
- facility    • my comfort      • special qualities    • my pride

**W.2 Observe any one of these machines while it is working. Then write a paragraph in about 75 words on how it works.**

**Name of the machine:** *washing machine, grinder machine, roti-maker, etc...*

**W.3 Read the information and write a paragraph on Aryabhata, India's First Experimental Satellite. 🏠**

Launch date : April 19, 1975

Weight : 360 kg

Built by : Indian Space Research Organization [ISRO]

Launched by : Soviet Inter-Cosmos Rocket

- Named after the 5<sup>th</sup> century astronomer and mathematician, Aryabhata.
- Was named by the first woman Prime Minister of India Smt. Indira Gandhi
- Reentered the earth's atmosphere after 17 years
- Image on Indian 2 rupee currency notes printed between 1976 and 1977
- Cost more than 3 crore



### Objectives

- To design and make a space worthy satellite system
- To establish infrastructure for the fabrication of space craft system
- To set up ground based receiving, transmitting and tracking systems
- To conduct investigations in the area of space sciences
- To broadcast weather report
- To set up stations required to communicate

\*



Pre-task

**P.1** “You must be the change that you want to see in the world”. Do you know who said this? There are people in India who followed these words of Mahatma Gandhi and influenced the lives of many. Let’s read about two such people who, with their small initiatives, changed the lives of many.

**a.** Wastage of water is one of the most serious issues of the country today. But there is one man who decided to help people stop it by helping them single- handedly. Therefore, he is also known as ‘One Man NGO’ . The writer, artist and cartoonist Aabid Surti wages war against water wastage. Every Sunday, this national award winner walks around homes in Mumbai and fixes leaking taps to save every drop of water. Wonderful idea, isn’t it? Aabid says, “If I can, you can.”



**b.** Have you heard about the *Mother of Orphans*? Sindhumati Sapkal is a social worker who has adopted more than 1000 orphan children so far. Her life started as being an unwanted child. Her husband abandoned her when she was nine months pregnant. She had to beg on the streets to survive and realized about the condition of the orphan children. Her circumstances forced her to lose courage and succumb to the adverse situations. But Sindhutai emerged stronger with every difficulty she faced. Today, she proudly says “I am there for all those who have no one.”



**P.2** Brainstorm at least two problems or difficulties faced by common people around you. Think of what your group can do to solve them. Share your ideas with the class. One is done for you.†††

Problem	Our idea to solve it
-Plastic bags -Polythene bags	carry paper / cloth bags while going shopping

**P.3** Study the table about the impact of pollution.

Cause	Effect	Solution
<ul style="list-style-type: none"> <li>•Burning of Fossil Fuels</li> <li>•Agricultural activities</li> <li>•Exhaust from factories and industries</li> <li>•Mining operations</li> <li>•Indoor air pollution</li> </ul>	<ul style="list-style-type: none"> <li>•Respiratory and heart problems</li> <li>•Global warming</li> <li>•Acid Rain</li> <li>•Depletion of Ozone layer</li> </ul>	<ul style="list-style-type: none"> <li>•Use public mode of transportation, conserve energy</li> <li>• Understand the concept of Reduce, Reuse and Recycle</li> <li>• Emphasis on clean(natural) energy resources</li> <li>• Use energy efficient devices</li> </ul>

**Now write five sentences about the solution of air pollution.** You can begin like this ...

We should use public mode of transportation instead of our own vehicle.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Read**

## **AN INTERVIEW WITH ARUN KRISHNAMURTHY**



Arun Krishnamurthy was just 17 years old when he founded the NGO Environmentalist Foundation of India (EFI). Beginning with the Turtle Walk – a move to save turtle eggs and young hatchlings in Chennai, today Arun and his team of volunteers

have cleaned beaches and various water bodies in Chennai, Hyderabad, Delhi, Coimbatore and Puducherry. The team cleans lakes, beaches and zoos, plants trees, educates people through street plays and also makes environment-friendly paper bags. Arun's team has students who joined him when they were in Class – 7 and continued to work with him even after five years.

*Which experience as a child inspired you to take up the cause of the environment? What was your first activity?*

A beautiful lake next to my house, which once had a lot of birds, frogs and snakes, was heavily polluted. It led to the spread of mosquitoes and turned a lovely place into an ugly neighbourhood. This hurt me badly and I wanted to do something about it. I got together with a couple of my friends and cleaned the pond next to my house. This was the first activity.

*What kind of support did you get from your parents and teachers? Was there any conflict between study-time and activism?*

I have supportive parents who understood that my interest was the environment. They have never stopped me from doing what I want. On my part, I also made sure that I did not fail my parents in any way. I always informed them about everything that I did and took their advice before

jumping into actions. I have teachers who taught me how to go about things. They also taught me humility – so that I did not become snobbish or arrogant and start thinking I was a superstar because I was doing all this environment work. They taught me to be simple and keep learning all the time. I am not an activist, I am an environmentalist. I have learnt so much by doing this work.

*How did your school and college further your interest?*

Both my school and college had plenty of green cover and both were home to several other life forms. This made me understand their importance, how beautiful they are and why we need to protect them. These animals are on their own, find their own food and are always active, on the move and never lazy. It is so positive; we have a lot to learn from them.

*Did you feel any hesitation in quitting a*

*well-paying job and venturing into this full-time? What were the options you weighed before you arrived at your decision?*

It is always good to decide in favour of what you really love to do. I quit my job at Google, but I still keep in touch with my friends there. So only my duties at Google have come to an end, not my emotional bond.

I understood that I had to leave the job at that minute in 2010, or else I would never be daring enough to do so. I could not sit back and enjoy life when environmental damage was happening on such a large scale. I wanted to do something and that something needed my full attention. So I left Google for EFI.

*What kind of garbage do people throw into water bodies? How do you deal with the removal of this garbage once you clean the water body?*

Everything from a diaper to worn out slippers – we find everything in our lakes. This is so disturbing because it is water and water is the basis of life. How can we not care for these water bodies? We use this garbage for landfill with no or minimal exposure to the outside environment. We ensure that the lake area and water-holding are free of garbage so that birds, frogs and snakes can live in peace.

*How many days does it take to clear a large lake? Do you use any special equipment for cleaning and safety?*

Depending on the size of the lake and the amount of garbage, it can take anywhere between 5 days and 3 months to completely clean a lake. We have our tools like rakes and spades.

*What kind of protective gear do you use?*

*Can you describe the cleaning process briefly?*

We wear nose masks, sanitary gloves and carry rakes and spades with which we collect the garbage and dump it into collection buckets which are taken to the garbage truck. We also use heavy machinery like earth movers and Poclain to desilt the lake and clear the weeds and shrubs that are harmful.

*What, in your opinion, can children and young adults do for the environment? What could be a small beginning by all of us in terms of protecting the environment?*

Firstly, we should all stop throwing trash outside our homes. Next, we should reduce the amount of trash we generate. Straws, tissues, wrappers, batteries, fast food junk, all these end up in lakes and they come from our homes. If we can reduce the amount of garbage at home and if we can dispose all garbage safely, that itself is a great deal. Every student is welcome to volunteer with us in helping the environment.

*How much time do school-going children need to devote, in say a week, for an environmental cause?*

Four hours a weekend – that is two hours on Sundays and two hours on Saturdays. This small beginning is more than enough to ensure larger participation later.

*How can students and schools join your fraternity? Do you have any programmes to introduce your work to them?*

Yes, we offer fellowships to interested students. Our programme looks at young animal lovers, young wild life photographers, film-makers, theatre artists and scientific researchers. We give them training in these areas and get them actively involved in all our work. Our youngest volunteer is in Class 3.

## Glossary

**environmentalist** પર્યાવરણવિદ્, a person who works to protect the natural world from pollution and other threats **wage** begin or continue a war **turtle** tortoise કાચબો **volunteer** person doing some unpaid service willingly **beach** a sea-shore **water bodies** lakes, rivers etc. **environment** the natural world પર્યાવરણ **environment friendly** પર્યાવરણને નુકશાન ન કરે તેવું **planet** a large round object in space such as the earth **cause** something or someone that makes something happen **polluted** dirty પ્રદુષિત **conflict** a struggle **humility** humbleness **snobbish** દંભી **arrogant** having insulting attitude અહંકારી **activist** a worker કાર્યકર **further** help the progress of something **hesitation** બચકાટ **quit** leave ( a job, school etc.) **venture** to start to do something new that is risky **weighed** thought carefully about something to make a decision **bond** relationship **large scale** મોટાપાયે **diaper** બાળોતિયું **landfill** a system under which waste materials are buried under the ground **worn out** too old or damaged **exposure** public attention and notice **equipments** tools **rake** a tool **spade** a tool **protective gears** tools that are used to protect from dirt and infection **dump** to put something somewhere in a careless way **weed** a useless plant **shrub** ઝાડી ઝાંખરા **trash** things that are no longer useful **devote** offer **enterprise** an activity that involves many people that is often difficult સાહસિક કાર્ય , જોખમીકાર્ય

### I feel...

- How do you feel when you see people throwing garbage around?
- What would you do to inspire young people to work for the cause of environment?
- Which qualities of Arun would you appreciate?
- As a student, what would you advise your schoolmates to keep your school surrounding clean and neat?
- Usually do people keep a village pond clean? If 'No' what will you do to keep it clean? Present your group's idea to the class. 🧑🧑🧑

## Vocabulary

### V.1 Use the words from the box to complete this text about environmental problems.

polluted, disposal, layer, green house, environment, resources, deforestation, removal, garbage

Pollution is a major problem of our times. Air, water and land all are \_\_\_\_\_. Poor waste \_\_\_\_\_ is to blame for many of the problems. Pollution of the atmosphere has led to the destruction of ozone \_\_\_\_\_ and \_\_\_\_\_ effect. Moreover we are wasting our natural \_\_\_\_\_. The act of \_\_\_\_\_ has also created many problems. Each of us has to act sincerely to protect our \_\_\_\_\_.

### V.2 Match A with B and form a sentence (of more than four words) using both the words. One has been done for you. 🧑🧑

No	Part A	Part B	Sample
1	mosquitoes	paper bags	Generally mosquitoes spread malaria in monsoon. _____
2	supportive	a job	_____
3	quit	malaria	_____
4	removal	clothes	_____
5	worn out	garbage	_____
6	team	parents	_____
7	environment-friendly	volunteers	_____

**V.3 Find and write the words having similar meaning from the first three question-answers of A. Krishnamurthy's interview.**

- |                        |                        |
|------------------------|------------------------|
| 1. established - _____ | 6. few - _____         |
| 2. sea shore - _____   | 7. assist - _____      |
| 3. very dirty - _____  | 8. struggle - _____    |
| 4. varied - _____      | 9. beautiful - _____   |
| 5. keep on - _____     | 10. humbleness - _____ |

**V.4 Choose the most appropriate words to complete the sentences.**

volunteer, parent, environmentalist, super star, film maker, chemist, scientific researcher, musician

1. Every \_\_\_\_\_ is worried about the future of her/his son or daughter.
2. A \_\_\_\_\_ works selflessly for the mission s/he joins.
3. People rush in to have a glimpse of a \_\_\_\_\_ wherever s/he goes.
4. Jenil's father is concerned about the environment and does something for it. He is an \_\_\_\_\_.
5. Mr. Aiyer is busy in his laboratory inventing something. He is a \_\_\_\_\_.
6. Ram Gopal Verma produces horror and suspense movies. He is a \_\_\_\_\_.

**V.5 Use the correct form of the words from the box to complete the sentences.**

support, decide, remove, beautify, inform, attend, pollute, devote

*Sample: Your attendance in both the semesters is low, so you can't appear at the board exam.*

1. Kalpana Chawla had \_\_\_\_\_ parents that helped her to choose her desired career.
2. The \_\_\_\_\_ of giving text books free of cost to all the students by the government is praiseworthy.
3. Before you pass your S.S.C exam, you should have \_\_\_\_\_ about all the courses after 10<sup>th</sup>.
4. When mummy reached home, she found that everything was set \_\_\_\_\_ in the room.
5. Our request of \_\_\_\_\_ the heap of garbage at the corner of our street was attended immediately.
6. The government has launched a project to clean the \_\_\_\_\_ rivers of our country.

**V.6 Clip- words ††**

Clipping occurs when the original word is reduced to one of its parts, resulting in the formation of a new word. This process is also referred to as 'truncation' and 'shortening.' In clipping, the word is shortened but the meaning remains the same.

*Samples:*

- A **memo** is a brief written message often used in business. It is a clipping of **memorandum**.
- If your pet is sick, you take it to a **vet**. It is a clipping of **veterinarian**.
- A clip for **gasoline** is **gas**.

Now write the clip word for the longer words.

brother -	advertisement -
champion -	graduate -
doctor -	teenager -
popular music -	market -
hamburger -	gymnasium -
demonstration -	influenza -
revolution -	president -
refrigerator -	

**Find out some clip words from English news papers and write the main word.**

- (1) **con** : convict (2) \_\_\_\_\_ (3) \_\_\_\_\_  
 (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_  
 (7) \_\_\_\_\_ (8) \_\_\_\_\_ (9) \_\_\_\_\_  
 (10) \_\_\_\_\_

**V.7 Use the set of words to frame a sentence. You may change the order and form of the word.**

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. conflict- arrogant- office  | 2. hesitation- quit- job              |
| 3. humility- venture- activist | 4. volunteer- enterprise- large scale |

## Comprehension

**C.1 Make a list of trash/ garbage items thrown around. Make a list of things and equipments Arun and his team use.**

List of trash items	List of things/ equipments
diaper	rakes

**C.2 Note what you liked most and what you liked least in this text related to Arun Krishnamurthy's statements and his beliefs.**

I liked most	I liked least
• • • • •	• • • • •

**C.3 Tick mark the most appropriate option.**

- Arun learnt from his teacher \_\_\_\_\_  
 (a) never to stop learning. (b) to do great work to become great.  
 (c) to seek help of other people. (d) to learn from his own deeds.
- Water is the basis of life means \_\_\_\_\_  
 (a) we find everything in water. (b) all living beings need water to grow and live.  
 (c) birds and animals need water. (d) vegetation grows with the help of water.

3. The green cover around Arun's school inspired him \_\_\_\_\_
  - (a) to plant more and more plants and trees.
  - (b) to think and understand about the importance of life form like birds and animals.
  - (c) to save birds and animals.
  - (d) to launch a movement to protect the greenery.
4. "My school and college had plenty of green cover." It means \_\_\_\_\_
  - (a) his school and college had been covered with green net.
  - (b) there were lots of big trees, plants and greenery around his school and college.
  - (c) his school and college garden had a green lawn.
  - (d) his school and college had understood the importance of green cover.

**C.4 Answer these questions.**

1. Which organization did Arun found at the age of 17? Ans: \_\_\_\_\_
2. What were Arun's parents like? Ans: \_\_\_\_\_
3. What, according to Arun, should we ensure? Ans: \_\_\_\_\_
4. What did Arun and his team do to protect themselves from dust? Ans: \_\_\_\_\_
5. How much time should school going children devote for environmental causes?  
Ans: \_\_\_\_\_
6. What hurt Arun badly? What did he decide then? Ans: \_\_\_\_\_
7. How did Arun's parents and teachers encourage Arun in his drive for environment?  
Ans: \_\_\_\_\_
8. Why does Arun believe that he is an environmentalist and not an activist?  
Ans: \_\_\_\_\_

**C. 5 Write short notes.**

**(1) Arun- a young environmentalist**  
founded an NGO- 17 years of age- works for the cause of environment- left job at google- working for environment-water bodies- other life form

**(2) Arun's NGO EFI**  
founded at the age of 17- cleaned the lake near his house- cleaned the surroundings- removed trash- garbage-restore water bodies-encourages students- offer fellowship

**C.6 Describe a clean/ beautiful lake and a polluted/ an ugly lake. Classify the listed words/ phrases. Use the words in your sentences and present them before the class.††**

looks very ugly, neat and clean water, dirty, foul smelling, clean-clear blue water, filthy things, trash, attractive look, boating, trees-greenery all around, plastic bags, pouches, wrappers, diapers, slippers in the water, likes to walk around, benches to sit and enjoy, water creatures like fish,

jelly-fish, turtles, snakes, frogs live in, birds fly around, no sea/ water creatures, turtles, snakes die because of poisonous things, spread of mosquitoes, nobody likes to visit, well structured, well maintained, clean banks, ill maintained

(A)	clean / beautiful lake	polluted/ugly looking lake



**(B) Now write notes on both the topics using the words and phrases. Compare your writing with the writing of other groups. ††**

**C.7 Think and answer**

- Why should we keep our surroundings neat and clean? What role should you play?
- Prepare a list of Dos and Don'ts to keep our water bodies (ponds/ rivers/ lakes) clean. †††
- Discuss in groups: "Conserving our environment is now more necessary than ever." Present your views before the class. (Take help of your teacher) †††
- Prepare cards about what to do and what not to do to save the environment.
- How would your parents feel if you become a social worker like Arun? (You may use your mother tongue.)
- Observe your surroundings. Make a list of things you don't like. Give some suggestions regarding what can be done. ††

**Language Practice**

*Function : Describing Actions : Frequency and Manner*

**L.1 Read the paragraph and underline the word(s) that tell you how often the person does something (referring time/ frequency).**

*Sample: usually, sometimes*

**Saina Nehwal** is the first Indian to win a medal (2012) in Badminton at the Olympics. She always states her winning mantra as 'hard work'. She never thinks about defeat when she is in the game and always tries to win the encounter. However, she never keeps a count of titles she wins. She has a pretty busy schedule and she always sticks to that. She rarely skips her practice sessions. She believes that to attain goals one must follow an unvarying and fixed routine every day. She usually follows three sessions in a day including warm up exercises and game practice on court. Although she has many hobbies, she often doesn't have time to fulfill her other interests. She likes reading short stories and sometimes spends time on watching movies.

**Answer these questions. Answer can be one word or yes/no.**

1. Does Saina think about defeat in the game?
2. Which winning *mantra* does she always state?
3. Does she skip her practice sessions?
4. How many sessions does she practise in a day?
5. Is Saina able to fulfil her other interests?
6. What does she do? (always/sometimes/never)

**L.2 (A) Look at some of the facts.**

1. All the crows are black. We rarely find a white crow.
2. Fish always keep their eyes open. Even when they sleep, they never shut their eyes.
3. It seldom rains in the desert areas of Rajasthan.
4. Lions frequently enter villages of Gir. But they are never seen in city areas.
5. Saras cranes are always found in winter in Gujarat.
6. The Indian elephant usually sleeps for 2-3 hours per day.

**L.2 (B) Study the table and understand the words given in the steps expressing frequency of an action.**

Name	Month	Visits library	Name	Month	Visits library
Raghav	03	00	Jamshed	01	08
Junaid	10	01	Rizwana	01	12
Parv	06	02	Dilbar	01	26
Freny	03	06	Khushbu	01	30
Rishi	03	08			

- |  |                         |
|--|-------------------------|
| 1. Raghav doesn't go to the library.   | never                   |
| 2. Junaid doesn't visit the library unless it is necessary.                    | almost never            |
| 3. Parv visits the library once in two-three months.                           | seldom / rarely         |
| 4. Freny prefers to read at home. She visits the library only to borrow books. | occasionally            |
| 5. Rishi is not regular but many times he reads at the library as well.        | sometimes               |
| 6. Jamshed visits the library almost twice a week.                             | frequently              |
| 7. Rizwana regularly visits the library.                                       | often                   |
| 8. Dilbar visits the library every day except on holidays.                     | almost always / usually |
| 9. Khushbu visits the library every day.                                       | always                  |

**L.3 Read about each situation and then answer the question.**

- Jaimin usually does his homework. Ravindra always does his homework. Dipak never does his homework. Who is a regular student? \_\_\_\_\_
- Shehnaz seldom walks to school. Mahima often walks to school. Rina walks to school sometimes. Who prefers to go to school by bus more than the other two? \_\_\_\_\_
- Shemalbai usually takes buttermilk with lunch. Kishanbai sometimes takes buttermilk with lunch. Ramanbai always takes *buttermilk* with lunch. Who is fond of *buttermilk* among them? \_\_\_\_\_
- Mona's grandmother sometimes takes a walk after dinner. Her brother always runs five kilometres in the morning. She hardly ever does exercises. Who is more health conscious? \_\_\_\_\_
- Jatin is seldom late to work. Aarav is usually late to work. Dev is sometimes late to work. Who is likely to be scolded by the boss? \_\_\_\_\_
- Mohit rarely reads English Newspapers. Rishi usually goes through the headlines only. Navin always prefers to read Gujarati newspaper. Who spends more time on reading English newspapers? \_\_\_\_\_

**L.4 Now, think of your daily life and answer these questions. Use always, never, often, sometimes, rarely, almost, never, almost always, frequently, occasionally, seldom.**

- How often do you get up before 6.00 a.m.? \_\_\_\_\_
- How often do you arrive on time at school? \_\_\_\_\_
- How often do you watch T.V.? \_\_\_\_\_
- How often do you visit a temple / a mosque / a church? \_\_\_\_\_
- How often do you fail to do your homework? \_\_\_\_\_
- How often do you go to bed before 9 p.m.? \_\_\_\_\_
- How often do you leave the book open while going to sleep? \_\_\_\_\_
- How often do you use English while talking to your friends? \_\_\_\_\_
- How often do you dream of becoming famous? \_\_\_\_\_
- How often do you read stories about famous people? \_\_\_\_\_

**L.5 Fill in the gaps. Use always/never/sometimes/often/seldom.**

1. Yuvraj amazes me. He is \_\_\_\_\_ sad. He always seems so happy.
2. Sofia is fond of reading novels. Her vocabulary is good but \_\_\_\_\_ she uses dictionary to look for meanings of the new words.
3. Faizal is good at English. He \_\_\_\_\_ makes any grammatical errors.
4. Kunjal is the best singer of our school. He \_\_\_\_\_ attends his music classes.
5. Disha is a brilliant athlete. She \_\_\_\_\_ skips her practice sessions.

**L.6 Read the sentences and notice the difference in the word order.**

1. I am always hungry when I wake up early.	1. I always feel hungry when I wake up early.
2. Vikram is usually on time at school.	2. Vikram usually reaches the school on time.
3. Our teacher is often the first to arrive at school.	3. Our teacher often arrives early at the school.
4. I am sometimes shy around new people.	4. I sometimes avoid going to parties.
5. Pankti is rarely absent from the school.	5. Pankti rarely misses any class.
6. Vikram and Akram are seldom on time.	6. They seldom pass a test.
7. We are never at the school after 6 p.m.	7. We never stay back at the school after 6 p.m.

**L.7 Look at the group of sentences. Underline the frequency expressions. Tick(✓)the sentences which have acceptable word order and cross (X) mark the wrong ones.**

**Example:**  Often I feel like going for long walks by myself.

I often feel like going for long walks by myself.

I feel often like going for long walks by myself.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> I sometimes forget my wife's birthday.     | 2. <input type="checkbox"/> I read seldom the newspaper.        |
| <input type="checkbox"/> Sometimes I forget my wife's birthday.        | <input type="checkbox"/> I seldom read the newspaper.           |
| <input type="checkbox"/> I forget sometimes my wife's birthday.        | <input type="checkbox"/> Seldom I read the newspaper.           |
| 3. <input type="checkbox"/> She is usually in at this time of the day. | 4. <input type="checkbox"/> Never he gets here before 10.00 am. |
| <input type="checkbox"/> Usually she is in at this time of the day.    | <input type="checkbox"/> He never gets here before 10.00 am.    |
| <input type="checkbox"/> She is in at this time of the day usually.    | <input type="checkbox"/> He gets never here before 10.00 am.    |

**L.8 (A) Here are some activities : swimming, play cricket, play badminton, play carom, play games on phone, read newspaper, go to cinema hall, trekking, fishing, visit library, attend birthday parties, offer prayer, participate in competitions at school. ††**

**Put them into this table thinking about frequency in your life for last two/three years.**

always	sometimes	rarely	never	occasional

**L.8 (B) Exchange notes with your partner and speak five sentences about his/her activities. ††**

**L.9 Answer the questions using the information in the table. Follow the example.**

Name	Goes for a walk	Watches TV	Does homework	Reads newspaper
Rahul	sometimes	never	almost always	sometimes
Virendra	frequently	occasionally	sometimes	never
Jasmin	seldom	rarely	rarely	always
Shafika	almost never	sometimes	never	almost always

1. Who is regular in doing homework? Rahul
2. Who doesn't forget to read a newspaper every day? \_\_\_\_\_
3. Who doesn't like to go for a walk at all? \_\_\_\_\_
4. "I watch special TV programmes only". Who says that? \_\_\_\_\_
5. Who dislikes homework? \_\_\_\_\_
6. Who reads newspapers on a few days of the week? \_\_\_\_\_
7. 'I dislike watching TV but I watch some programmes on weekends'. \_\_\_\_\_

**L.10 (A) Here are ways of learning a new vocabulary. How often do you use these ways to learn new words. Write the answer that is true for you. (Use always, usually, often, sometimes, seldom, never).**

1. I make a drawing to help me remember a new word. \_\_\_\_\_
2. I learn new words when I use them in sentences. \_\_\_\_\_
3. I write down the meaning in a special notebook. \_\_\_\_\_
4. When I come across a new word, I repeat the word aloud. \_\_\_\_\_
5. I try to use new words in conversation. \_\_\_\_\_
6. I look up the meaning of the new words in a dictionary. \_\_\_\_\_
7. I circle or underline new words when I find them. \_\_\_\_\_
8. I write new words repetitively in a separate notebook. \_\_\_\_\_
9. I write a Gujarati meaning next to the new English word. \_\_\_\_\_
10. When I come across a new word, I try to guess its meaning. \_\_\_\_\_

**L.10 (B) Take turns asking and answering these questions (in L.10 A). Begin each question with 'Do you ever...?' If the answer is 'yes', then ask 'How often do you...?' ††**

**Sample:** Do you ever make a drawing to remember a new word?

How often do you make a drawing to remember a new word?

**L.11 Step 1: Select your partner. Write that person's name here:** \_\_\_\_\_

**Step 2: Read the statements 1 to 5. Without talking to your partner, guess how often your partner does these things. Write your guesses in 'My guess' as always/regularly/usually/often/sometimes/rarely/never.**

	My guess	My partner's answer
1. How often is s/he late for school?	_____	_____
2. How often does s/he bunk classes?	_____	_____
3. How often does s/he respond to the teacher's questions in class?	_____	_____
4. How often does s/he share lunchbox with friends?	_____	_____
5. How often does s/he talk to the teacher in English?	_____	_____

**Step 3:** Now, frame interview questions following the example and interview your partner. Write your partner's answer in the column on the right. Did you guess correctly? Give yourself one point for every correct guess.

Question: How often are you late for the school?

**Correct guesses:** \_\_\_\_\_

## Writing

**W.1 Observe the pictures. Sense the story. Develop a longer story adding names of people, places and other descriptions.**



Mr. Pappuji ate a banana and dropped its skin on the way. \_\_\_\_\_

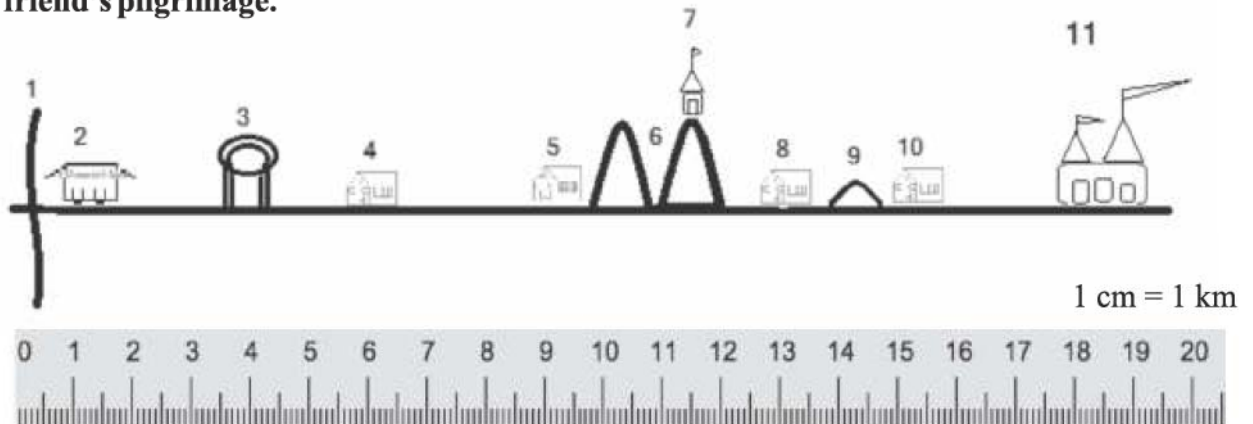
He visited a bookstall. \_\_\_\_\_

He returned reading \_\_\_\_\_

He realized his mistake. \_\_\_\_\_

We learn from the story that \_\_\_\_\_

**W.2 Your friend went on a pilgrimage on foot from Danta to Ambaji. The route is explained in the figure below. Now read the information and write a paragraph describing your friend's pilgrimage.**



1. Ukaanchali River 2. Sir Bhavanisinh Vidyalaya 3. Entrance to Sanctuary 4. Seva Camp ITI, Palanpur 5. Piplavali Vaav village 6. Trishuliyoghaat, Mountain pass 7. Trishuliyamata Temple 8. Dhabavali Vaav village 9. A small hilly pass 10. Paansa village 11. Ambaji

**You may begin like this:** My friend Vishvam is a great devotee of Goddess Ambaji. He often goes there on pilgrimage. This year on the full moon of Bhadrapad month, he went from Danta to Ambaji on foot. As soon as he started from Danta, he crossed the river Ukaanchali. Then after walking for about a kilometer, he reached Sir Bhavanisinh Vidyalaya. ....

**W.3 Suppose you are a resident of village Magarwada. Describe your planning of cleaning your 'Mohalla' under the 'Clean India Movement'. You can get help from the questions given below. 🏠**

#### Clean Magarwada – Green Magarwada

- Why did you decide to take up this project of cleanliness? Who inspired you?
- What will you do to explain the importance of cleanliness to the village people?
- Who will be your team mates for this purpose?
- What tools provided by the Gram Panchayat will you get for your team?
- What help do you expect from the elderly people?
- How much time will it take to clean your mohalla?
- Do you expect any reward? Why?
- What do you suggest to keep your mohalla permanently clean?

**W.4 You are a young leader of your locality. Write a report on what you did to celebrate the 'World Environment Day' in your locality. You may use these clues. 🏠**

5<sup>th</sup> June – the World Environment Day – Worried about the worsening condition of environment – collecting people – inspiring speech – poster and slogan competition – exhibition – short movie – oath – future planning – founding a club – procession with placards - great satisfaction

\*



Pre-task

**P.1 We find endless qualities in a mother. Some qualities are given here. Write about them as shown below. You can also add more qualities you find in your mother.**

- |                 |               |            |
|-----------------|---------------|------------|
| - Dedicated     | -Affectionate | - Diligent |
| - Hospitable    | -Generous     | -Reliable  |
| - Knowledgeable | -Confident    | -Sociable  |
| - Witty         | -Creative     | -Careful   |

**Sample :**

- (1) Mother does unceasing labour in housekeeping. → diligent (She is diligent.)  
 (2) She willingly shares what she has. → She is generous.  
 (3) She combines humour with intelligence. → She is witty.

**P.2 Read the poem .**

મીઠા મધુ ને મીઠા મેહુલા રે લોલ,  
 એથી મીઠી તે મોરી માત રે  
 જનનીની જોડ સખી! નહી જડે રે લોલ.  
 પ્રભુના એ પ્રેમતાણી પૂતળી રે લોલ,  
 જગથી જુદેરી એની જાત રે....જનનીની  
 અમીની ભરેલ એની આંખડી રે લોલ,  
 વડાલનાં ભરેલાં એના વેણ રે....જનનીની  
 હાથ ગૂંથેલ એના હીરના રે લોલ,  
 હૈયું હેમંત કેરી હેલ રે....જનનીની  
 દેવોને દૂધ એનાં દોઢલા રે લોલ,  
 શશીએ સિંચેલ એની સોડચ રે....જનનીની  
 જગનો આધાર એની આંગળી રે લોલ,  
 કાળજામાં કેંક ભર્યા કોડ રે...જનનીની

ચિત્તું ચડેલ એનું ચાકડે રે લોલ,  
 પળના બાંધેલ એના પ્રાણ રે....જનનીની  
 મૂંગી આશિષ ઉરે મલકતી રે લોલ,  
 લેતા ખૂટે ન એની લહાણ રે....જનનીની  
 ધરતી માતા એ હશે ધ્રુજતી રે લોલ,  
 અચળા અચૂક એક માય રે....જનનીની  
 ગંગાનાં નીર તો વધે ઘટે રે લોલ,  
 સરખો એ પ્રેમનો પ્રવાહ રે....જનનીની  
 વરસે ઘડીક વ્યોમવાદળી રે લોલ,  
 માડીનો મેઘ બારે માસ રે...જનનીની  
 ચળતી ચંદાની દીસે ચાંદની રે લોલ,  
 એનો નહિ આથમે ઉજાસ રે  
 જનનીની જોડ સખી! નહી જડે રે લોલ.

- દામોદર ખુશાલદાસ બોટાદકર

- List the characteristics of the Mother in the poem.
- With whom/what is the mother compared?

Read

A WONDERFUL CREATION

The good Lord was extremely busy that day. He was into his Sixth day of overtime. When he was working with full concentration, an angel appeared and commented, "You are taking so much care for creating this creature."

"That's true", said the Lord. "Do you want to know the details?"

"What are they?" the angel was curious.

"All her parts should be movable and replaceable too. She has a lap that disappears when she stands up. I have to endow her with a kiss that can cure everything –from a broken leg to a broken heart. Moreover, she has to have six pairs of hands. She must be able to run on any food available....and..... should have three pairs of eye."

The angel shook his head slowly and said, "A mighty impossible task, I suppose. Six pairs of hands? No way!"

"No, these hands are not a problem for me. It is the three pairs of eyes that the mothers have to have." Lord looked puzzled.

"Oh, so you are creating a standard model of a mother? But three Pairs of eyes? What for?" the angel got interested.

"One pair that sees her children through closed doors. Another pair to look at the children and say, 'I understand and I love you without uttering a word. And the third pair to see all secret things without opening them."

"Lord!" requested the angel. "Please go to bed, do not take so much trouble in a single day."

"I cannot," He refused. "I have almost completed the work. I have put the best of my ideas into this model. Now this mother will heal herself when she is sick. She would be able to feed a family of six members only on half a kilo of cabbage. And she would manage a child's bath, play, study, food and sleep

without getting irritated."

The angel went round the model of the mother very slowly. He touched it and said, "It's too soft."

"But very tough," said the Lord excited. "You cannot imagine what this mother can do and endure."

"Can it think?"

"Not only can she think but can reason and compromise too." said the Lord.

The angel was impressed. He went closer to the model and moved his finger across the cheek.

"Oh Lord, her eyes are leaking!"

"How did this happen? It must be a tear. I have not put it there. It is a miracle!" The Lord exclaimed.

"But, what is a tear for, my Lord?"

"It is something unique. May be it is for pain, joy, pride, disappointment, loneliness," the Lord explained.

"What a wonderful creation!"

## Glossary

**concentration** attention **angel** messenger of God **lap** *ಬೀಳು* **uttering** speaking **tough** hard, difficult **heal** cure **endure** bear, tolerate **compromise** adjust, ಸಮೀಕರಣ *ಸಮೀಕರಣ* **genius** highly talented, gifted **leakage** fluid coming out of a crack or hole **may be** perhaps **extremely** very much **replaceable** to be used in place of **puzzled** confused **mighty** powerful **standard** a level of quality **moreover** additionally **refuse** reject, deny **irritate** annoy **reason(v)** to think logically **reason (n)** cause **miracle** wonder, a very amazing achievement **unique** very special or unusual **creation** innovation *ಸೃಷ್ಟಿ* **explain** to make clear, simplify, clarify **overtime** extra time **comment** remark **detail** particular **secret** hidden, unexpressed **sick** ill **pride** self respect

### I feel ...

- What did you remember when you read this lesson?
- In what situations do you remember your mother?
- Underline the words/phrases that touched you most.
- How does your mother take care of you?
- How do you express your love for your mother?



## Vocabulary

### V.1 Here are some words.

*complain – complaint, imagine – imagination, inspect – inspection, endure – endurance, feed – food, declare – declaration*

#### (A) Tick mark (✓) the sentences with proper form of the expressions correctly used. If not, put (X) and correct them.

- |   |  |
|---|--|
| 1. Our post office receives 25 complaints of loss of letters every day. | 4. The Inspector came to our school for inspect. |
| 2. A painter drew a nice picture. His imagine is excellent.             | 5. I like Punjabi feed because it is very tasty. |
| 3. Our principal never neglects students' complaints.                   | 6. Nowadays people have no ability of endurance. |

#### (B) Underline the proper form of the word to make a meaningful sentence.

*Sample: Australia made 437 runs. Everybody was eagerly waiting for the (**declaration / declare**) of the innings.*

- |  |  |
|--|--|
| 1. We expected 50 guests. But we had only thirty guests. Our (calculate/calculation) went wrong. | 5. There is something wrong with my bike. It needs (repairing / repair). |
| 2. Buses are overcrowded these days. Do you have a (reservation / reserve)?                      | 6. The (refuse / refusal) of my friend's proposal disappointed me.       |
| 3. Exams are round the corner. How is your (prepare / preparation)?                              | 7. This book is very (interesting / interest)                            |
| 4. An angel was present at the time of the (create / creation) of a mother.                      | 8. I like Gujarati (food / feed).  |
|  | 9. Last week Khaleda (complained / complaint) of headache.               |

#### V.2 Pair the sentences focusing on the meaning of the underlined words.

- |  |  |
|--|--|
| 1. As a mathematician, Ramanujam is a <b>genius</b> . [ ]      | a. I always <u>adjust</u> myself in every situation.       |
| 2. Rustom always <b>compromises</b> with me. [ ]               | b. Sachin is a <u>talented</u> cricketer.                  |
| 3. Dipti always <b>utters</b> the truth in every situation [ ] | c. Jenil <u>endures</u> his younger brother's misbehavior. |
| 4. My brother is <b>ill</b> . [ ]                              | d. Birva always <u>speaks</u> frankly with all.            |
| 5. Vishakha <b>tolerates</b> her husband's bad mood. [ ]       | e. Natic is very <u>sick</u> now.                          |

#### V.3 Write "yes" in the box if the sentence is correct according to the text. Write 'No' in the box and correct it without changing the underlined words.

*e.g. When I was working with full concentration, my friend appeared. [Yes]*

- |   |
|---|
| 1. God gives her a <u>speciality</u> to see all secret things without opening them. [ ] |
| 2. The doctor will heal himself when he is <u>sick</u> . [ ]                            |
| 3. Chintu misbehaved. So the teacher was <u>impressed</u> . [ ]                         |
| 4. Nilofar always <u>compromises</u> with her family as she is the eldest member. [ ]   |

5. Examinations are round the corner. The students have to pay concentration to their studies. [     ]  
 6. Rama performs her duties without getting irritated. [     ]

**V.4 Match A with B to make phrases. Use each in a sentence.**

Part – A	Part – B	Sentences
closer	of	Sample: The engineer went <b>closer to</b> the model.
tear	to	_____
care	with	_____
details	for	_____
works	about	_____

**V.5 Frame correct sentences with the help of words in bold.**

- |  |  |
|--|--|
| 1. Malaria is the <b>reason/result</b> of dirty water.           | 4. The topic of indirect speech was difficult.                   |
| 2. Vishakha saw a strange bird. She looks <b>happy/puzzled</b> . | So the teacher <b>complained/explained</b> it two times.         |
| 3. My teacher scolded me. I <b>calmed down/got irritated</b> .   | 5. The student <b>urged/ordered</b> his/her teacher for a leave. |

**V.6 Find out the word with similar meaning and use it in your own sentence.**

- |                     |                |              |               |               |
|---------------------|----------------|--------------|---------------|---------------|
| 1. <b>mighty</b>    | : (a) clever   | (b) powerful | (c) weak      | (d) competent |
| 2. <b>explain</b>   | : (a) simplify | (b) expand   | (c) learn     | (d) teach     |
| 3. <b>reason</b>    | : (a) agree    | (b) cause    | (c) argue     | (d) explain   |
| 4. <b>extremely</b> | : (a) slightly | (b) terribly | (c) very much | (d) lots of   |
| 5. <b>comment</b>   | : (a) said     | (b) praise   | (c) hate      | (d) remark    |
| 6. <b>refuse</b>    | : (a) accept   | (b) reject   | (c) except    | (d) propose   |

*Sample: Bhim gave a powerful blow to Bakasur.*

## Comprehension

**C.1 Classify the information in the table. What facilities has God provided to the mother?**

	What (The facilities)	Why (The purpose for the facilities)
1		
2		
3		
4		
5		
6		

**C.2 Tick mark the most appropriate option.**

1. The angel was very much eager to know \_\_\_\_\_  
(a) what the Lord was doing. (b) why the creation was still imperfect.  
(c) about the details of God's creation. (d) about the importance of a mother's kiss.
2. The Lord planned to give six pairs of hands so that she can \_\_\_\_\_  
(a) look after her family (b) do the home work of her children  
(c) run her family with limited resources (d) efficiently manage her family.
3. Besides thinking, a mother has an ability \_\_\_\_\_  
(a) to manage all her household work (b) to argue and compromise  
(c) to challenge anybody (d) to endure anything.
4. What is the greatest virtue of a mother?  
(a) kindness and tenderness (b) polite and loving nature  
(c) love for children (d) ability to manage all her duties

**C.3 Rewrite the text replacing the underlined words with those given in the box.**

food, pair of hands, stands up, to run, a kiss, a broken leg,  
all parts, replaceable, brain, repairable

Her body should be movable and flexible. } everything from an injured head to a broken  
She has a lap that disappears when she } heart. Moreover, she has to havesix heads. She is  
sleeps or sits. I have to put lips that can cure } able to walk on any path available.

**C.4 Some statements about the creation of mother are given. Tick mark whether they are true or false. If false, correct and rewrite them in the space provided.**

1. Mothers have self-curing power. T F
2. The good Lord easily decided on how and where to put the three pairs of eyes. T F
3. Mother's eyes quickly understand the feelings and emotions of her children. T F
4. The tears of mother are incomparable. T F
5. The tears of mother are for joy as well. T F
6. Mother really needs so many things to manage her kitchen. T F
7. The kiss of a mother can heal a broken head. T F
8. The Lord needed the advice of the angel so he called him. T F
9. The good Lord created the perfect model of the mother in a day. T F
10. The Lord put the tear in mother's eyes. T F

**C.5 You are playing the role of an angel and your partner is playing the role of a creator- the God. Complete the conversation in your words. Use information from the text.**

**You can begin like this:**

You (The angel): Oh, Good Lord, you seem to be very busy.

Your partner (The God): Yes, dear! Come in.

You: What are you doing here with such a great concentration, my Lord?

Your partner: \_\_\_\_\_

You: \_\_\_\_\_

Your partner: \_\_\_\_\_

You: \_\_\_\_\_

Your partner: \_\_\_\_\_

You: \_\_\_\_\_

Your partner: \_\_\_\_\_

You: \_\_\_\_\_

Your partner: \_\_\_\_\_

**C.6. Frame a question to get the underlined word as answer.**

**Sample.:** The Lord was working with full concentration.

How was the Lord working?

1. All her parts should be movable and replaceable.

2. A mother's kiss can cure everything from a broken leg to a broken heart.

3. The Lord was thinking about three pairs of eyes.

4. The Lord wanted the mother to have six pairs of hands.

5. The angel moved his finger across the cheek of the model and knew that the model of a mother was very soft.

6. The angel requested the Lord to go to bed.

**C.7 Write short notes.**

1. **Mother- a wonderful creation:** parts- movable- kiss- lap- six pairs of hands- three pairs of eyes- model- feed her family- eyes leaking- tears- unique

2. **Qualities found in a mother:** kiss- cure broken heart- heal herself- feed a family of six members- reason-argue- compromise- manage nine years old child- strong- endurance- tough

**C.8 Imagine that you are creating a wonderful father/ a wonderful teacher. Think: What will you provide? Why? ††**

What facilities will you provide?	Why(purpose or reason for the facilities)?

**C.9 Make a list of household work/chores you see your mother doing. ††**

**Then read out your list in the class.**

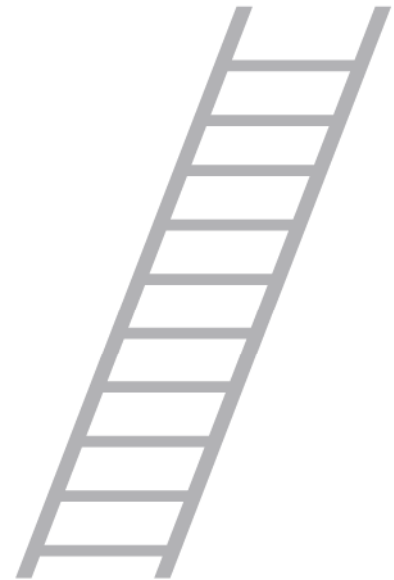
**Begin this way;** My mother does.....

**Give your views. You may use your mother tongue.**

- Generally children are more friendly and closely attached to their mothers. Think of the reasons for such an intimate relation.
- Recall a memorable incident about you and your mother. Share it with the class.
- Work in groups of four or five. Collect some poems/ stories/ quotations/ sayings/ proverbs and songs related to mother’s love and greatness and present them in the class.

**C.10 Here are some qualities of a mother. Arrange them in order of your preference. Arrange from lower to higher. Top is the most preferable. Write the number in the ladder.**

1. Mother’s lap
2. Mother’s kiss
3. Love and compassion for the family
4. Wonderful management skill
5. Tolerance
6. Manage children’s routine work
7. Softness
8. Toughness
9. Intellect
10. Tears



**Language Practice**

*Function: Describing Actions*

**L.1 Look at these sentences in A and B.**

<b>A (Statements)</b>	<b>B (Instructions, public notices)</b>
Someone stole my pen drive.	My pen drive was stolen. ( doer unknown)
We sell all types of books here.	All types of books are sold here. (doer not important)
The SSCE board announces the results.	The results are announced by the SSCE board. (object is more important)
The Principal will award a gold medal to Manisha.	Manisha will be awarded a gold medal by the Principal. (process more important)
The city disposes the waste materials in a variety of ways.	The waste materials are disposed in a variety of ways. (doer not important)

*Note: In some sentences ‘doer’ is not required. Especially in notices at public places and instructions.*

**L.2 Write sentences given in A without mentioning ‘doer’ in B.**

A (Statements)	B (Instructions, public notices)
1. The clerk issues passbooks here.	1. Passbooks are issued here.
2. The clerk books tatkal tickets here.	2.
3. The accountant accepts fees at the account office.	3.
4. Authority requests the visitors not to feed animals.	4.
5. Authority advises passengers not to pack liquid items in suitcase.	5.
6. We allow maximum six persons per event.	6.
7. The principal will declare the results of the tournament tomorrow.	7.

**L.3 Study the sentences and find out the emphasis or importance.** See, how the places are changed when the doer is important and not important.

**Sample :**

A rat killed a cat.

A cat was killed by a rat.

Verb	Who (doer)	What/Whom (receiver)	Addition
killed	rat	cat	--
was killed	cat	rat	by

1. (a) Aditya writes poetry.


1. (b) Poetry is written by Aditya.

2. (a) Suzan bought this painting.


2 (b) This painting was bought by Suzan.

3 (a) Shekhar watched a movie.


3 (b) A movie was watched by Shekhar.

4 (a) Vedant will direct this play.


4 (b) This play will be directed by Vedant.

5. (a) The police caught the thief.


5. (b) The thief was caught by the police.

6. (a) The chief guest delivered a speech.


6. (b) A speech was delivered by the chief guest.

**L.4 Look at the sentences given in A and B.**

	<b>A</b>	<b>B</b>
1	Divya eats a banana every day.	A banana is eaten by Divya everyday.
2	Nehal writes letters.	Letters are written by Nehal.
3	Javed wears a tie regularly.	A tie is worn by Javed regularly.
4	We play cricket every Sunday.	Cricket is played by us every Sunday.
5	The Principal closed the gates.	The gates were closed by the principal.
6	Chintu broke the window yesterday.	The window was broken by Chintu yesterday.
7	The children saw the movie.	The movie was seen by the children.
8	They grew these trees a few years ago.	These trees were grown by them a few years ago.
9	The principal will announce the winners tomorrow.	The winners will be announced by the principal tomorrow.
10	The President will deliver a lecture next Monday.	A lecture will be delivered by the President next Monday.
11	They will host the events next month.	The events will be hosted by them next month.
12	All the students will draw a picture in the next class.	A picture will be drawn by all the students in the next class.
13	Shivani has completed the project.	The project has been completed by Shivani.
14	I have invested a huge amount of money.	A huge amount of money has been invested by me.
15	Mihir and Mona have sent invitations.	Invitations have been sent by Mihir and Mona.
16	They have chosen the best movie.	The best movie has been chosen.
17	Friends had invited me last night.	I had been invited by friends last night.
18	The police had caught all the thieves.	All the thieves had been caught by the police.
19	Last ten students had submitted the assignments.	The assignments had been submitted by last ten students.
20	They had cleaned the house.	The house had been cleaned by them.

**L.5 Look at these sentences. Turn the sentences and questions of ‘A’ type into ‘B’ type as shown in examples.**

A	B
She eats a mango. (statement)	A mango is eaten by her.
Does she eat a mango? (question)	Is a mango eaten by her?
What does she eat? (question)	What is eaten by her?
The secretary sent the file yesterday. (statement)	The file was sent by the secretary yesterday.
Did the secretary send the file yesterday? (question)	Was the file sent by the secretary yesterday?
What did the secretary send yesterday? (question)	What was sent by the secretary yesterday?
1. Aditi directs a play.	1.
2. Does she direct a play?	2.
3. What does she direct?	3.
4. Meenaben keeps the butter in the fridge.	4.
5. Does Meenaben keep the butter in the fridge?	5.
6. What does Meenaben keep in the fridge?	6.
7. Neha drinks a glass of milk every morning.	7.
8. Does Neha drink a glass of milk every morning?	8.
9. What does Neha drink every morning?	9.
10. Aquib plays cricket in the evening.	10.
11. Does Aquib play cricket in the evening?	11.
12. What does Aquib play in the evening?	12.
13. Simran bought a diamond necklace.	13.
14. Did Simran buy a diamond necklace?	14.
15. What did Simran buy?	15.
16. Rohit purchased an expensive gift.	16.
17. Did Rohit purchase an expensive gift?	17.
18. What did Rohit purchase?	18.



**L.6** Look at this example and observe placing of words in the blocks. Fill up the blocks for the remaining sentences.

**Practise some more sentences from L.5. Sentence No. 3,7, 9, 10, 14, 15, 18, 20.**

Ex.	Divya eats a banana every day.	A banana is eaten by Divya every day.
Doer	Action	Receiver
Divya	eats a banana	A banana is eaten by Divya
1	Nehal writes letters.	Letters are written by Nehal.
2	Chintu broke the window yesterday.	The window was broken by Chintu yesterday.

**L.7 (A)** Look at these sentences. Try to match these sentences with the sentences (according to tenses) given in L.5 (A). Take help of your teacher, if required.

Sr. No	Sentence	Looks like L.5 (A) Sentence No.
1	Parimalbhai offers prayer every morning.	
2	They practise dance every weekend.	
3	Radhika sang a song.	
4	The teachers corrected the mistakes.	
5	Vikas will buy a new computer next week.	10
6	Everyone will donate clothes in a camp.	
7	They have cycled five miles.	
8	Margi has paid the bill.	
9	She had delivered a lecture.	
10	They had distributed the books.	

**L.7 (B)** Now convert these sentences the way shown in L.5 (B).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**L.8 Look at these sentences. Try to match these sentences with the sentences given in L.5 (B).**

Sr. No	Sentences	Looks like L.5 (B) Sentence No.
1	The letters are typed by her everyday.	
2	Blue shoes are worn by them.	
3	The Ramayana was written by Valmiki.	6 and 7
4	The museum was visited by the students.	
5	Dinner will be made by Sharon tonight.	
6	The prizes will be distributed by the guests.	
7	The robot has been designed.	
8	This Rangoli has been prepared.	
9	The politicians had been interviewed by them.	
10	All his money had been withdrawn by Firoz	

**Now convert these sentences the way shown in L.5 (A)**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

**L.9 Write into the bracket which sentences are like L.5.(A) or L.5.(B). Convert the ‘A’ type sentences into ‘B’. Convert the ‘B’ type into ‘A’ one. Add ‘doer’ in a sentence if it is not given.**

**Sample :Books are issued here. (B)**

**The librarian issues books here. (‘doer’ is added here)**

1. Rehana was out in the evening for shopping when she was attacked by a street dog.

2. Rehana’s leg was bitten. ( )

3. She got stitches in two wounds. ( )

4. Two days later, her brother admitted Rehana to a hospital. ( )
- 
5. Even after she was discharged, she was told to take rest for two weeks. ( )
- 
6. Rehana is self-employed and her business was affected while she was sick. ( )
- 
7. Also, the dress and shoes she'd been wearing at the time of attack were ruined by bloodstains. ( )
- 
8. Rehana had claimed compensation from the owners of the dog. ( )
- 

**L.10 Read the page from the diary of a student. It describes his/her visit to a jail. However, some sentences are incorrect. Underline the incorrect part and write the correction in the space provided.**

**15 August, 2016**

- |  |                    |
|--|--------------------|
| 1. I still wonder why I <u>want</u> to experience it. But it was the day today.  | _____ wanted _____ |
| 2. After efforts of a year, I <u>am</u> allowed to visit Sabarmati Central Jail on the Independence Day today.   | _____ was _____    |
| 3. I am gone there in the morning at 8 am and was stayed in the jail till 6 pm.  | _____              |
| 4. During my ten hours' stay I experience that there is a life in the jail as well.  | _____              |
| 5. I was late but the staff tell me that the day started at 6 am with the prayer.  | _____              |
| 6. There is a place where prisoners from all religions come together and worshipped according to their faith.  | _____              |
| 7. Prayers are follow by light exercise and Yoga.  | _____              |
| 8. Followed by the routines, the prisoners assigned duties in different jail departments.  | _____              |
| 9. There are departments like Kitchen, Library, Canteen, Carpentry Workshop, Snacks & Fast Food and Jail Administration in the jail.                             | _____              |
| 10. The prisoners worked in different departments in the morning for three hours.  | _____              |
| 11. The lunch was served at 1pm in the dining hall.  | _____              |
| 12. The prisoners rest for two hours in the afternoon.   | _____              |
| 13. At 4 pm, the prisoners is served Tea/Coffee.   | _____              |
| 14. The prisoners are free to play or read in the library for one hour in the evening.   | _____              |
| 15. It was an opportunity of a life time to visit the cell where Mahatma Gandhi is kept in 1922.   | _____              |
| 16. It was indeed good to see that there is an atmosphere that helps a person to change in the jail.   | _____              |
| 17. Only goodness can harvest goodness.  | _____              |
| 18. The jail authorities are trying all possible ways to help all in the jail become good citizens so that they can also contribute in the growth of the nation. | _____              |

**L.11 Read this paragraph. Fill in the blanks using appropriate verb form.**

The movie-making industry \_\_\_\_\_ (give) away National Film Awards every year to recognize outstanding work of movie actors, directors, and others associated with the industry. These awards \_\_\_\_\_ (present) in a formal ceremony in Delhi. The President of India \_\_\_\_\_ (hand over) the awards. Several people \_\_\_\_\_ (nominate) in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee \_\_\_\_\_ (choose) to receive an award in each category.

The Awards \_\_\_\_\_ first \_\_\_\_\_ (present) in 1954. The National Film Awards \_\_\_\_\_ (give) in two main categories: Feature Films and Non-Feature Films. The Directorate of Film Festivals in India \_\_\_\_\_ (appoint) the juries. In addition, a Lifetime Achievement Award, named after the Father of Indian Cinema DadasahebPhalke, \_\_\_\_\_ (award) to a film personality for the outstanding contribution to the growth and development of Indian Cinema. Millions of people \_\_\_\_\_ (watch) the award ceremony. The record for the highest number of awards \_\_\_\_\_ (hold) by Satyajit Ray.

## Writing

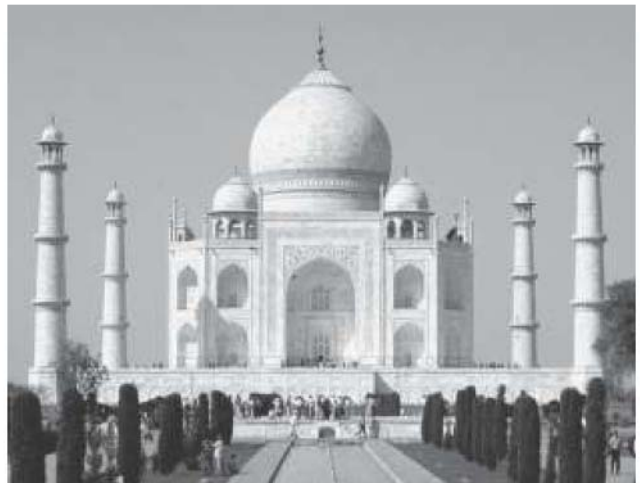
**W.1 How would you help your mother in her daily work?**

(A) Make a list of work your mother does.

(B) Make a list of work you can do to help your mother.

**W.2 Write a paragraph on ‘the Tajmahal – a splendid creation’. Use this data.**

an ivory-white marble mausoleum (કબર, મકબરો) - on the south bank of the Yamuna river in Agra - the tomb of his favourite wife, Mumtaz Mahal – opened in 1648- Mughal and Iranian architecture- white marble with semi- precious stones - central dome of 240 feet (73 meters) surrounded by four smaller domes; four slender minarets, beautiful gardens with fountains - Architects: Ustad Ahmad Lahouri, Ustad Isa - more than 20,000 workers from India, Persia, Europe and the Ottoman Empire, some 1,000 elephants worked for around two decades - burials: Mumtaz Mahal, Shah Jahan, Gauhara Begum.



**W.3 Write a paragraph in about a hundred words on: The Problems of Homemakers. You may use these points: 🏠**

most important role in the family - expectations of everybody – endless work – rising early before everyone else and going to bed late after everyone else – no holidays - problems at home – dedication and tireless work, usually not appreciated – not respected as working women are– selfless love for family motivates –wish for help and support from family members - desire for a vacation from household work

**W.4 Narrate an incident when you hurt your mother.**

\*



## Pre-task

Read this newspaper report.

Sunday, April 10, 2016 | 12:06 p.m.

**THIRUVANANTHAPURAM, India** — The Hindu temple in southern India was packed with thousands for a religious festival early Sunday when the fireworks began — an unauthorized pyrotechnic display that went horribly wrong. Explosions and a massive fire swept rapidly through the Puttingal temple complex at about 3 a.m. in the village of Paravoor, killing 102 people and injuring 380 others. Scores of devotees ran in panic as the massive initial blast cut off power in the complex, while other explosions sent flames and debris raining down, a witness said. Many people were trapped inside. "It was complete chaos," said Krishna Das of Paravoor. "People were screaming in the dark. Ambulance sirens went off, and in the darkness no one knew how to find their way out of the complex." Das said the first deafening explosion occurred as the fireworks display was about to end and as he was walking away. It was followed by a series of blasts, he added.

Tick mark True (T) or False (F).

1. The accident occurred on a Sunday evening. 

T	F
---	---
2. About 380 people were killed in the accident. 

T	F
---	---
3. The accident occurred because of fireworks. 

T	F
---	---
4. There were many blasts when the temple caught fire. 

T	F
---	---
5. The devotees ran in panic as there was no electricity. 

T	F
---	---

## Read

## PLAYING WITH FIRE

One of our favourite festivals in India is Deepavali, or Diwali as it is known in the North. There is nothing to match the excitement when crackers go off in the night sky with a loud bang and a brilliant shower of colours. Many of us might wonder how these fireworks are made, and what goes into them. The physics and chemistry of fireworks is as interesting as the sound and the light they emit.

The science of fireworks is technically called, 'pyrotechnics' - from the Greek word, 'pyr' meaning fire and 'technics' meaning an art. Pyrotechnics includes not only fireworks but also a whole range of devices that use

similar materials and principles, from safety matches that we use every day to solid fuel rocket boosters of the space shuttle. The household match is considered a special pyrotechnic device, as all the pyrotechnic effects- heat, smoke, light, gas and sound- are present in it.

Some historians say that 'black powder, the basic material used in fireworks, was invented in India. Shukranti, written more than two thousand years ago, has references to weapons similar to guns and projectile weapons. However, the Chinese are generally considered the pioneers of pyrotechnics. They are said to have developed, 'black

powder' more than one thousand years ago. It took at least two hundred years for the knowledge to spread to the west, and it was only in 1242 that an English monk, Roger Bacon, revealed the formula for "black powder". He considered it such a dangerous substance that he wrote of it in a code language.

The basic formula of the black powder, or gun powder, has remained unchanged for centuries. It is a blend of potassium nitrate, charcoal and sulphur in the ratio of 75:15:10 by weight. It is almost the perfect combination as it is and no further improvements or alterations need to be made. Experts say that this might be the only chemical product still using the same age old proportions and manufacturing techniques.

However, with the development of modern chemistry, light and colour effects have become common in fire works. In the last century, the discovery of aluminium, magnesium and titanium, which burn at high temperatures emitting bright light dramatically improved the brilliance of fireworks. Similarly, colours too are a recent development. The principal colour emitters in pyrotechnics were identified after decades of research. These colours are formed in one of two ways – luminescence and incandescence.

Incandescent light is produced when a substance is heated so much that it begins to glow. Heat causes the substance to become hot and glow, initially emitting infra red, then red, orange, yellow, and white light as it becomes increasingly hotter. When the temperature of a fire work is controlled, the glow of its metallic substances can be manipulated to be desired colour at the proper time.

The principle behind any firework is that when heat is applied to fuel (the gun powder), it burns using oxygen. However, because the fuel is packed tightly to keep the heat in the burning takes place all of a sudden,

it causes the characteristic loud noise. The actual manufacturing process of fire work is simple. The raw materials required are fuel, binders, oxidizers (to make it burn), and a few other materials. The ingredients are ground and mixed well, the mixture is pushed through a machine from which it comes out as long rolls or strips, and then rolled in cardboard or old newspapers with a fuse.

The greatest danger of pyrotechnics is that it deals with fire. The industry is notorious for its accidents, whether in the U.S.A., Japan or India. Though the mixture is stable if kept cool and dry, it can catch fire if heat is accidentally applied, through too much friction sometimes, or from a spark or an impact. Scientists are looking for ways of making fireworks safer.

In India, fireworks used to be imported from China. During the Second World War, these imports were stopped, and the safety match producers of Sivakasi in Tamil Nadu began manufacturing fireworks for Deepavali. In 1992, the country used about 60 crores worth of firework and 60 to 70 percent of this came from Sivakasi.

In Sivakasi, fireworks are manufactured in a number of small units. Three months before the festival is the busiest time for these units. Fireworks are transported to every nook and corner of the country. The working conditions of these units are however far from satisfactory. There are very few testing facilities for quality or uniformity, and hardly any safety measures in force. This is why we hear of accidents in Sivakasi year after year. It is very difficult to get information on how to manufacture fireworks because it is not considered safe to give everybody the details. Only a very few reliable persons are taught this art.

In many countries, fireworks are not allowed to be used by individuals. Only community displays, specially organized with the help of experts, are allowed. A great

deal of care is taken for safety at these displays. However, since even children are allowed to play with fireworks in India, it is important to observe certain safety rules.

Fireworks should be stored, handled and lit with care. They should never be stored or unpacked near a flame, gas cylinder or heater. One should never wear long, loose clothes or nylon clothes when lighting crackers. And since the powder in crackers is

poisonous, they should never be carried loose in your pocket or your hand. Also, fireworks should never ever be lit inside a house. Never bend over a firework when you are lighting it and never use fireworks to frighten people. If in spite of being careful, you do get a burn, go to a doctor instead of applying oil or ointment.

With care and consideration we can make our favourite festival a much safer one.

## Glossary

**crackers** fireworks ફાટકા **bang** a sharp metallic sound **emit** throw out light or heat **pyrotechnics** the art of making and using fireworks **device** a weapon that explodes **include** make a part of something **principle** basic theory, law **shuttle** vehicle that travels back and forth between places **historic** famous or important in history **historical** relating to/ based on history **historian** person who writes on studies of history **weapon** something ( as a club, gun, knife) that is used for fighting, attacking or defending **pioneer** person who helps to create, develop new ideas, methods etc. **substance** material of particular kind **blend** combination **ratio** the relationship in quality, amount or size between two or more things **proportion** amount that is a part of a whole **incandescent light** ગરમીથી ઉત્પન્ન થતો પ્રકાશ **luminescence** પ્રકાશ **discovery** the art of finding something for the first time **invention** create something new અભિવિચાર **decade** period of ten years **fuel** a material (coal, oil, gas etc. ) that is burnt to produce heat or power **raw** in a natural state / not treated or processed **binder** material that is used to hold things together **ingredients** things that are used to make product etc. **notorious** infamous especially for something bad **friction** the effect of rubbing one thing against another **impact** to hit(something) with great force **uniformity** the quality or state of being the same **reliable** likely to be true or correct **nook and corner** in all the directions

### I feel...

- What attracts you most about the festival Diwali?
- What safety measures do you take while bursting fire crackers?
- Have you ever experienced any fear while bursting big fire crackers?
- What did you feel when you got injured while firing crackers? How did your parents help you in such circumstances?

## Vocabulary

### V.1 Circle the word which is an outsider and use it to make a meaningful sentence.

- |              |              |            |   |   |
|--------------|--------------|------------|---|---|
| 1. fireworks | black powder | substance  | } | a. A _____ doesn't include years.                   |
| 2. coal      | LPG          | weapon     |   | b. A _____ is not a fuel.                           |
| 3. famous    | well known   | notorious  |   | c. A _____ doesn't mean popular.                    |
| 4. decade    | century      | light year |   | d. _____ can't be in the group of fireworks.        |
| 5. discovery | invention    | pioneer    |   | e. _____ doesn't mean hit with force.               |
| 6. bang      | emit         | strike     |   | f. Sam Pitroda was the _____ of telecom revolution. |

**V.2 Replace the words in *italics* with a single word from the glossary that has the same meaning. Write them in the blanks.††**

1. Have you collected *all the items* to prepare this delicious recipe? \_\_\_\_\_
2. I have been living in the same house for *ten years*. \_\_\_\_\_
3. Many people saw apples falling, but Newton *found out* the gravitation causing *its* falling. \_\_\_\_\_
4. The Time Shuttle -I took off with *a big sharp sound* from the launching station. \_\_\_\_\_
5. This diamond is not *polished or processed* so it is not much valued in the market. \_\_\_\_\_

**V.3 What is 'it' in each of these sentences? The words in *italics* should help you to guess.**

1. It spreads everywhere in the house and *burns* all the furniture. \_\_\_\_\_
2. It gives us information about past *events* and details of many things. \_\_\_\_\_
3. It is used to *kill* enemies in a war. \_\_\_\_\_
4. It is a *material* of something. \_\_\_\_\_
5. It is what we use to *run* our vehicles. \_\_\_\_\_
6. It is what we use to heal our *burnt skin*. \_\_\_\_\_

**V.4 Strike off the misfit word for each sentence.**

1. It is believed that India **discovered/ invented** black powder.
2. Scientists use **shuttles/planes** to conduct research in space.
3. Do you know the **art/formula** of making carbon dioxide?
4. The person who works for the betterment of the society becomes **famous/notorious**.
5. We **import/export** rough diamonds from Brazil.

**V.5 Complete each sentence using a more common word than the word in the bracket.**

- Sample:** He usually comes by train but sometimes he comes by taxi. (occasionally)
1. His sharp memory to recite the Ramayana at the age of four \_\_\_\_\_ one and all. (amazed)
  2. When any firework is lit, it \_\_\_\_\_ light and gas. (lets out)
  3. Once I came across a Buddhist \_\_\_\_\_ who explained Buddhism to me. (saint)
  4. The president of the Blind institution explained \_\_\_\_\_ objectives of that institution. (principal)
  5. If you take \_\_\_\_\_ of milk and butter milk, it will become less sour. (combination)

**V.6 Circle the correct answer. There can be more than one correct answer.**

1. Which can be used as fuel?  
(a) coal                      (b) petrol                      (c) wood                      (d) oxygen
2. Which is an invention?  
(a) a TV set                      (b) a cell phone                      (c) the Mars                      (d) the law of gravitation
3. Which one is not a good quality?  
(a) famous                      (b) polite                      (c) notorious                      (d) well-known
4. What are an arrow, a gun, a sword etc. called?  
(a) tools                      (b) devices                      (c) weapons                      (d) instruments
5. A pen, a pencil, a book... What else can be added to this list?  
(a) a compass box                      (b) a ruler                      (c) shocks                      (d) shoes
6. Water is a blend of oxygen and what?  
(a) Nitrogen                      (b) Carbon Dioxide                      (c) Ozone                      (d) Hydrogen
7. Which can be similar to 'device'?  
(a) tool                      (b) weapon                      (c) spade                      (d) axe



**V.7 Some verbs have different meanings when they are used with different prepositions; they are called phrasal verbs. Read them carefully.**

Word with preposition	Meaning	Sentence
get out	to cause to leave	I heard a big noise and got out.
come back	return	We came back from the fun fair at midnight.
wake up	stop sleeping	The little child wakes up several times during the night.
run off	leave home	The thief ran off with my laptop.
get in	enter	When the thief got in, Rupal was doing sums.
shout out	speak or call in a loud voice	Jignesh shouted out when he sighted a snake near the pot.
get up	arise	My mummy always gets up at 5 a.m. sharp.

**Now complete the story with the words given in the first column of the table.**

Last night I left my bedroom window open and a burglar managed to \_\_\_\_\_. When he was near my bed, he made a noise and I \_\_\_\_\_ and \_\_\_\_\_ the burglar at once ran to the window to \_\_\_\_\_. I think he hurt himself as he fell on the path outside but he \_\_\_\_\_ and \_\_\_\_\_. I don't think he will \_\_\_\_\_.

**V.8 Read and understand the root words and their meanings and add one or two more word/s in the example.( You may take help of a dictionary.)**

Words	Root	Meaning	More Examples
describe, transcribe	scribe	writing	
transport	port	carry	
fluid	flu	flow	
audience	aud	hear	
primary	prim	first	
microphone	micro	small	
telephone	tele	far off	
autobiography	auto	self	

**V.9 Match A with B to complete the sentences.**

- | A                   | B                        |
|---------------------|--------------------------|
| 1. I consider       | a wrist watch            |
| 2. I lit            | her to use my cell phone |
| 3. I imported       | him my ideal             |
| 4. I allowed        | a cracker                |
| 5. I applied        | my fingers               |
| 6. I wonder         | different creams         |
| 7. I burnt          | a good job               |
| 8. I am looking for | how he got the prize     |

- I consider him my ideal** because he is honest and hardworking.
- \_\_\_\_\_ which entered my neighbour's house and caught fire.
- \_\_\_\_\_ for my father to present him on his birthday.
- \_\_\_\_\_ because she had no balance in hers.
- \_\_\_\_\_ but haven't got rid of pimples on my face.
- \_\_\_\_\_ though he didn't perform well.
- \_\_\_\_\_ and applied some ointment on it.
- \_\_\_\_\_ which earns me a handsome salary.

## Comprehension

**C.1 Tick mark the correct option.**

- What do the fireworks release?  
 (a) shower of colour (b) excitement (c) loud explosion (d) sound and light
- What is gun powder a mixture of?  
 (a) heat and smoke (b) oxygen and nitrogen  
 (c) potassium nitrate, charcoal, sulphur (d) charcoal, gas and magnesium
- Fire works were imported to our country from \_\_\_\_\_.  
 (a) China (b) Japan (c) United Kingdom (d) the USA
- Roger Bacon was \_\_\_\_\_ and he belonged to \_\_\_\_\_.  
 (a) a priest- China (b) a scientist-England (c) a priest-England (d) a historian- Japan
- How do we feel when we see crackers exploding in the sky?  
 (a) fear of fire (b) surprise (c) thrill (d) respect for science
- When the firework is heated, it burns using \_\_\_\_\_.  
 (a) carbon dioxide (b) oxygen (c) nitrogen (d) helium
- The art of fire work is taught only to \_\_\_\_\_.  
 (a) trained workers (b) the reliable persons (c) the scientist (d) the monks

**C.2 Tick mark True(T) or False(F).**

- The Japanese were the first people to invent fireworks. 

T	F
---	---
- An Australian monk revealed the secret of fireworks. 

T	F
---	---
- The ancient text describing fireworks is Shukranti. 

T	F
---	---

- |   |   |
|---|---|
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
- Sivakasi is the major producer of fireworks in India.
  - On getting a burn due to fireworks, you should first apply oil on it.
  - Incandescent light is produced by heating an object till it glows.
  - The formula of gunpowder is perfect and need not to be changed.
  - The household match is a special pyrotechnic device.
  - The greatest danger of pyrotechnics is sound.
  - One must light a firework wearing long, loose nylon clothes.

**C.3 Find out sentences from the Read that have nearly the same meaning as these.**

- According to some historians, the Indians invented ‘black powder’.
- For thousands of years, there has been no change in the basic formula of gun powder.
- Modern chemistry has made light and colour effects more common in fireworks.
- Burning of aluminium, magnesium and titanium at a high temperature emits bright light.
- If the mixture is kept cool and dry, it is stable, but it can catch fire if heat is accidentally applied.
- In India, even children play with fireworks. We must observe certain safety rules.
- During the Second World War the safety match producers started manufacturing fireworks for Diwali.

**C.4 Answer these questions in one sentence.**

- What does the word ‘pyr’ mean? **Ans:** \_\_\_\_\_
- Why is the household match considered a special Pyrotechnic device?  
**Ans:** \_\_\_\_\_
- Why did Roger Bacon write the formula of Pyrotechnic in a code language?  
**Ans:** \_\_\_\_\_
- What is the basic formula of black powder ? **Ans:** \_\_\_\_\_
- What is the principle behind any fire work? **Ans:** \_\_\_\_\_
- Why do fire accidents occur in Sivakashi? **Ans:** \_\_\_\_\_
- Why are only a few reliable persons taught the art of manufacturing fire works?  
**Ans:** \_\_\_\_\_

**C.5 Answer these questions in two to three sentences each.**

- What are the pyrotechnics effects in the household match device?
- Describe the development of black powder in India.
- Who introduced black powder in the West? What was his opinion about it?
- How have light and colour effects improved?
- How is incandescent light produced?
- What are the dangers of pyrotechnics ?
- Describe fireworks production in Sivakashi.

**C.6 Write short notes with the help of given points.**

- Pyrotechnics:** science of fireworks - root words and meaning, a whole range of devices, safety matches, solid fuel rocket boosters of the space shuttle - pyrotechnic effects- heat, smoke, light, gas and sound.
- Safety Precautions:** Fireworks should be stored, handled and lit with care - never be stored or unpacked near a flame, gas cylinder or heater - one should never wear long, loose clothes or nylon clothes when lighting crackers - never ever be lit inside a house - never bend over a firework – if get a burn - go to a doctor instead of applying oil or ointment.

3. **Gunpowder:** black powder or gun powder, the basic material used in fireworks, was invented in India - *Shukranti* (shukraniti), -more than two thousand years ago - in 1242 an English monk, Roger Bacon, revealed the formula for black powder - The basic formula of the black powder, or gun powder, has remained unchanged for centuries.

### C.7 Reflect your views on these questions.

- \* How do you dress while lighting fire crackers?
- \* Did you ever have a bad experience during lighting fire crackers? Share it with the class.
- \* Do you think your parents should remain present when you light fire crackers? Why?

## Language Practice

*Function: Describing Process (using Imperatives)*

### L.1 Read the dialogue carefully.

Sharan :Mummy, can we make popcorn at home?

Mummy :Yes dear ! We can make it in a few minutes. Let me show you.

Sharan :Wow, that's great ! Yeyyy...Let's do it fast.

Mummy :For making popcorn, we need edible oil, corn, butter, salt and a pot.

Sharan :Do we mix the corn with oil and heat it?

Mummy :No, first of all we will take this large pot and put three tablespoons of oil in it with a kernel of corn(एकल). Now, let's heat the oil on a high flame.

Sharan :Why did you put only one kernel of corn?

Mummy :By putting it, we come to know when to pour the rest of the corn in it. See, this kernel of corn has popped up. Now, let's pour the rest and cover the pot with a lid and reduce the flame.

Sharan :But when will you add butter and salt then?

Mummy :We need to shake the pot gently until all kernels of corn pop up. I think it's done. Give me that large bowl. We will empty the popped up corn into it and mix melted butter and salt to taste. Your popcorn is ready!

### L.2 Now, read the instructions from a recipe book to make popcorn at home. Work in pairs and notice the difference in the way of showing/telling how to make popcorn in L.1 and L.2. Underline the verbs in L.2 that tell you what to do. Some are already done for you.

Popcorn is something you often eat when you watch a movie at a theatre. It is very easy to make perfect popcorn at home by following simple steps.

- Take a large pot and put three tablespoon of oil in it.
- Heat the oil on a high flame.
- Put a kernel of corn. When it pops up, pour a quarter cup of corn and cover the pot with a lid.
- Reduce the flame and shake the pot gently until the corn has popped up.
- Empty the popcorn into a large bowl.
- Mix melted butter and salt to taste.

### L.3 (a) Complete the instructions for making *Aaloo Poha* with appropriate verbs from the box. You may use a verb more than once.

heat, roast, pick, rinse, use, keep, sprinkle, pour, add, saute, remove, allow, stir, cover, steam, switch off, garnish
--

- \_\_\_\_\_ up a pan and add 2 table spoon peanuts. \_\_\_\_\_ the peanuts till they become crunchy and keep aside.
- \_\_\_\_\_ 2 table spoon oil in a pan or kadai. \_\_\_\_\_ to the pan, 1 large potato which has been chopped in small cubes. \_\_\_\_\_ the potatoes till light golden and crisp.
- \_\_\_\_\_ them with a soften spoon and keep aside.
- \_\_\_\_\_ the pan tightly with a lid and \_\_\_\_\_ poha for a minute or two on a low flame. softens the poha. \_\_\_\_\_ the flame and keep the lid covered on the pan for a further 4 to 5 minutes. \_\_\_\_\_ the lid and \_\_\_\_\_ the poha with chopped coriander/cilantro leaves and grated fresh coconut.
- \_\_\_\_\_ ½ tea spoon turmeric powder, 1 tsp sugar and salt in the poha. Gently mix with your hands.
- In the same pan or kadai, \_\_\_\_\_ 1 tea spoon mustard seeds to the hot oil. When they splutter, \_\_\_\_\_ 1 tea spoon (tsp) cumin seeds. \_\_\_\_\_ the cumin seeds to change the color and crackle. Then \_\_\_\_\_ about ½ cup finely chopped onions. \_\_\_\_\_ the onions till they become soft.
- Now add the 7 to 8 curry leaves, 1 tsp chopped green chilies. \_\_\_\_\_ for half a minute. \_\_\_\_\_ the roasted peanuts and \_\_\_\_\_ well.
- Add the poha. \_\_\_\_\_ gently but very well till everything is mixed evenly. Then add the sautéed potatoes. Again mix gently with the rest of the mixture.
- \_\_\_\_\_ 1.5 cups poha. \_\_\_\_\_ the poha in clean running water. \_\_\_\_\_ a strainer to rinse the poha. \_\_\_\_\_ the poha in the strainer and \_\_\_\_\_ it in running water. Make sure that you do not rinse it too much or else it breaks and gets mushy. While rinsing, the poha absorbs enough water and it becomes soft. The poha must become soft but remain intact, whole and separate. If the poha does not become soft, \_\_\_\_\_ few drops of water on the poha in the strainer.
- Serve aaloo-poha hot with chopped lemon pieces.

**(b) The above instructions are not in the proper order. Put them in the sequence for making Aaloo-Poha. Write the correct number of the instruction in the box.**

**L.4 Arrange the jumbled words/phrases to make meaningful instructions. Use capital letters where necessary. Arrange them in the correct sequence to talk about the process of cleaning a refrigerator.**

No.	Instruction	No.	Instruction
	shelves properly wipe the drawers or and them dry let.		all food from take out the refrigerator.
	detergent mixed with clean the interior water.		switch on the refrigerator and plug the power supply.
	the refrigerator switch off and power supply unplug the.		them place back and attach properly.
	dish washing warm water soak them in mixed with soap/detergent.		drawer shelves detach.

**L.5 Complete the steps in the process of washing clothes using appropriate clue from the brackets. ††**

[bucket - water | rinse – clean water | sort/separate – type of fabric/color: light/bright or dark | stir – dilute washing powder | soak four-five clothes – half an hour | dry – air ]

1. Check the pockets of the clothes that you select for wash.
2. \_\_\_\_\_
3. \_\_\_\_\_ . Add washing powder.
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Start washing each item. Knead and twist the clothes so they get a thorough wash.
7. \_\_\_\_\_
8. \_\_\_\_\_

**L.6 You have got a new phone and you are eager to start it. But wait. You will have to fill in the blanks using appropriate action words to start it. All the best!**

\_\_\_\_\_ the box carefully. \_\_\_\_\_ phone, battery and other accessories from the box. \_\_\_\_\_ the phone from the top front side down and carefully \_\_\_\_\_ the back cover. \_\_\_\_\_ the battery. \_\_\_\_\_ the SIM and the Memory card one by one . \_\_\_\_\_ the back cover. \_\_\_\_\_ the charger. \_\_\_\_\_ the power supply. \_\_\_\_\_ ‘100% Charged’ on the screen. \_\_\_\_\_ ‘Switch On’ button to start the phone. \_\_\_\_\_ , your new phone is ready to use.

**L.7 Avni has some problems as listed. Write a set of instructions for Avni to solve her problems using appropriate words from the table. You can use a word more than once. ††**

Shut down	Switch off	Search	Rub
open	wash	put	join
grate	click	read	dry
pick up	run	insert	press
wipe	put it	select	open

Problems	Your instruction/advice for solution
1. She dropped chatni on her white dress.	Wash it immediately, rub the stain, rinse with clean water and put it in the air to dry.
2. She wants a print using a pen drive.	
3. Her hands are wet and the phone rings.	
4. She finished working but doesn't know how to turn off the computer.	
5. She wants to call Sushmita using her cell phone.	
6. She wants to put ginger in tea.	

**Now, work in pairs . A will frame two problems using words given in the table. B will advise/instruct using the words from the table. Take turns to repeat the exercise. ††**

**L.8 Prepare a list of processes that your group will pose as a challenge to the other group. One student from the group will come forward and do the action and the other group will describe it step by step. Take turns. For each successful description, the team will get 10 points. †††**

**Sample:** A student from Team ‘A’ will act to wash hands using soap. Team B will try to describe the process as: “*Wet hands. Take soap and apply it on both palms. Put the soap back and take some water in hands. Rub the hands. Rinse them with clean water. Wipe them with a napkin.*”

## Writing

### W.1 Read the information and prepare a paragraph about Sivakashi.

A town – district Virudhunagar – Tamil Nadu – established in 15th Century during the reign of Pandya king Harikesari Parakkirama Pandian – had been a part of Madurai empire – Bhadrakali Amman Temple very famous – known for fire cracker, match sticks and printing industries – over 25000 people employed in them – has 520 registered printing industries, 53 match factories, 32 chemical factories, 7 soda factories along with a number of fire cracker manufacturers – combined estimated turnover is about 20 billion rupees – sometimes fire accidents due to negligence of safety standards

### W.2 Describe any two of these processes. You can meet/ask the concerned people or search on internet. Find out the required English words from a dictionary or take help of your teacher. [One in class, one as homework]

1. Preparation of pots and other pottery items
2. Preparation of any recipe (from TV show or ask your mother) 🏠
3. Process of any production in your village/town/city 🏠

### W.3 You are Mr. Suresh Raval, the secretary of Royal Apartment. Draft a notice for the members of your housing society about the compulsory installation of Fire Safety Equipment in every house. (Sample is given below. )

**Shree Mahatma Gandhi Vidyamandir, Anand** ←(Name of the institute)

**NOTICE**

Science Exhibition ←(heading/subject/event)

(date in full) → 20<sup>th</sup> June, 2017

This is to inform all the students of Class IX to XII that the Science Centre of our school is organizing a Science exhibition from 7 to 9 July between 9 am and 6 pm at the Exhibition Gallery near Babuben Parikh Hall. All the students of class IX to XII can participate in the exhibition by creating their own working-models on any topic of science subject and display them. The projects must be submitted latest by 4<sup>th</sup> July. Only the selected projects will be displayed in the Exhibition. Students can take help and guidance of their parents, friends and their science teachers in making projects. The projects can be individual or team projects.

As this exhibition is going to be visited by schools from our district, students are requested to take part whole heartedly. The last date of project submission is 4<sup>th</sup> July. For any further help or for project submission, please meet Mr. G. R. Gauswami either during the first period or during the long recess.

(Signature)

Mr. P. T. Modh, ←(name)

Teacher - in - Charge, Science Centre ←(designation)

(body) (further details)

### W.4 Write a letter to your uncle living outside Gujarat about how you celebrated Diwali this year.

**You may use these points :** great celebration and enthusiasm in Gujarat –festival of lights lasting for five days –lamps –new clothes –fireworks –sweets and other food items –meeting and greeting relatives and friends –getting blessings from elders –missed uncle and his family a lot

\*



## Pre-task

### P.1 Recite this poem.

A teacher is a friend  
 Who tries to give you wings  
 By teaching English, reading  
 And fun things.  
 A teacher is like another parent  
 So caring, and makes sure  
 You have no troubles and  
 For all problems a cure.



### P.2 Show your likes or dislikes for these characteristics and behavior of a teacher. Put L (like) or DL(dislike) in the box against each point.

Gives a lot of home work.	<input type="checkbox"/>	Never gets angry.	<input type="checkbox"/>
Tells interesting stories.	<input type="checkbox"/>	Gets annoyed very often.	<input type="checkbox"/>
Speaks very loudly.	<input type="checkbox"/>	Helps every student.	<input type="checkbox"/>
Has a pet student.	<input type="checkbox"/>	Never allows the students to talk.	<input type="checkbox"/>
Favours some students.	<input type="checkbox"/>	Refuses to teach anything again.	<input type="checkbox"/>
Speaks softly.	<input type="checkbox"/>	Guides the students.	<input type="checkbox"/>
Takes care of each student.	<input type="checkbox"/>	Counsels the student or parents.	<input type="checkbox"/>
Makes you stand in the class	<input type="checkbox"/>	Makes you write home work five times.	<input type="checkbox"/>

### P.3 Do you know how blind people read? They have a special script called Braille-Script. The letters in it are raised on a thick paper with a writing pin. The pin is carefully pressed from the reverse side of the paper so there are raised and unraised marks. Each letter has six marks. The circles mean unraised marks and the dots mean raised marks. Study the alphabet carefully.

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

Now using small and big dots write these sentences.

- i love you, my teacher.
- a quick brown fox jumped over the lazy dogs. (This sentence contains all the letters of the English Alphabet.)



*(Helen Keller became deaf and blind when she was very young. Since she was deaf, she did not learn to speak. So her parents were extremely worried. Then they found Miss Sullivan, a teacher for the deaf and blind. That changed Helen's life. Here is an account of the turning point in her life in her own words.)*

I still remember that morning of the year 1887. I was just seven years of age then. My teacher Anne Sullivan came to our house that day. Next day she led me into her room and gave me a doll.

I played with it for a while. Then Miss Sullivan made some finger movements on my palm. It was an exciting experience. I got interested in that play and started imitating the movements she made with her finger. When I finally succeeded in doing that correctly, I was thrilled. I didn't know that I was spelling d-o-l-l.

Some days later, we were walking in our garden. Suddenly my teacher put my hand under the water tap. As the cool flow of water ran over one hand, she spelt w-a-t-e-r on my other palm. We played this game every day touching different objects. It awakened my soul. I came to know that everything had a name. Now each name gave birth to a new thought. Every object I touched seemed to throb with life. Aha! I was connected with the world through all the words.

Miss Sullivan used to take me to long walks every morning. I had a lot of questions to ask. I would write something on her palm and in turn she would talk into my palm as people talk into a baby's ear. My teacher satisfied my curiosity. Now everything around me was full of life, love and joy.

The second stage of learning was more difficult. It was also based on the sense of touch. Miss Sullivan would speak a word, and

ask me to touch her lips and throat slowly. I learnt to speak through the movements of the lips and the vibration in the throat. When I uttered my first word, it gave me boundless delight. Now I started talking with my toys, stones, trees and birds in the garden. I felt amazed and delighted as my sister ran to me when I called her, and my dog obeyed my commands. I was able to speak. It was a miracle!

When I studied seriously, it seemed more like play than work. Whenever anything delighted or interested me, Miss Sullivan would talk about that as if she were a little girl herself. She taught subjects like science by making it so interesting that I remembered everything.

Finally my teacher began teaching me to read. I first read raised letters and later on read with Braille. I learnt to write with both ordinary as well as Braille type writer. I was well on my path to becoming a well – educated person. I was provided all the possible opportunities to develop my abilities and I made the maximum use of them.

I developed great confidence and I even visited the president, Cleveland at the White House.

In 1890, at the age of about ten, I moved to the Perkins Institution. Here my teacher Anne Sullivan continued to teach me. I could make friends with other blind children here. My loneliness began to disappear and my progress of learning improved quite well. I learnt Latin, German and arithmetic.

In 1896, I moved onto the Cambridge School for Young Ladies in Massachusetts. This was really a great achievement for a lady like me who was blind, deaf and could barely produce sounds for communication. I began writing poems and stories. Shortly before my examination, I lost my father. Although

emotionally disturbed, I did my best in the examination. My teacher could not accompany me to the examination hall. There a teacher spelled out the question in my hand and I typed out the answers. When the result was declared, I was so full of joy to hear that I had passed all the subjects.

I remember my first day at The Redcliff college in 1900. I knew there were challenges in my way but I was eager to overcome them. The professors looked far away as if they were speaking through a telephone. The lectures were spelled into my palms as rapidly as possible. I would note down whatever I remembered when I went back home.

Here, I began to write about my life. I wrote the story both in Braille and on a normal typewriter. The story of my life was edited by John Macy. The writing was published in a magazine in 1903 and I was paid for it.

We the blind, are as indebted to Louis Braille as mankind is to Gutenberg.

On 28th June, 1904, I graduated from the Red Cliff college. I felt proud that I became the first deaf – blind person to earn a Bachelor of

Arts degree. I began to feel that I must educate people on ways to help the blind. My prime goal in my life was to spread awareness regarding the poor neglected state of the blind. Their innate abilities and their inspirations, I had to raise funds not only to sustain a living for myself but also to start projects to remove darkness and miseries from the lives of other blind people. I strongly felt that I must give the others what I had gained from my teacher Anne.

Then came a dark cloud in my sky. I was deeply concerned about that. My teacher's eyesight was worsening day by day. As a result she could not see clearly. She was brave enough to fight against her problem. But I was sorry because she did not heed to her problem of her eyes. Instead she continued to help me. At last, my teacher lost her eyesight completely and became blind by the year 1935. She sacrificed her eyesight for me.

What a great sacrifice it was! If she had not supported and encouraged me to learn, I would not have enjoyed the beauty of the world. I cannot think myself apart from her. My heart always speaks: I love you, teacher.

## Glossary

**deaf** one who cannot hear **imitating** copying **awakened** aroused, જાગૃજ્ઞ **curiosity** eagerness to know **uttered** spoke **boundless**(adj.) limitless, having no boundaries **sacrificed** gave up something valuable, બલિદાન આપ્યું **persuade to** convince **overcome** to win over **soul** spirit, આત્મા **sense** feeling **delight** joy, pleasure **amaze** surprise, astonish **obey** follow commands **miracle** a very amazing event અમકાર **ordinary** average **path** way **opportunity** chance **provide** to make available **ability** skill to do something **loneliness** without company **disappear** vanish **progress** to grow up **barely** hardly, scarcely, rarely બાપ્પે જ **rapidly** quickly, fast **indebted** obliged **heed to** pay attention to (advice/warning) **goal** target **innate** inherent, inborn, natural જન્મજાત, સહજ, કુદરતી

### I feel...

- Make a list of sentences that expresses Helen's love for her teacher.
- Which teacher of your school do you respect the most? Why?
- What qualities, do you think, should a teacher have?
- Visit a school for the blind and try to know how they learn.
- What will you do for the physically challenged pupils, if there are any in your school?
- Narrate your own experience with your favourite teacher.
- How did you feel when you read about Ms Sullivan losing her eye sight?

# Vocabulary

## V.1 Circle the word having almost similar meaning.

- |                |            |              |
|----------------|------------|--------------|
| 1. utter       | say        | speech       |
| 2. awaken      | arouse     | obey         |
| 3. goal        | target     | prime        |
| 4. opportunity | ability    | chance       |
| 5. common      | persuade   | ordinary     |
| 6. progress    | profit     | develop      |
| 7. miseries    | sufferings | difficulties |

## V.2 Give one word beginning with 's'.

- |   |           |
|---|-----------|
| 1. in a serious way                                     | - s _____ |
| 2. give up something valuable                           | - s _____ |
| 3. a person who speaks as the representative of another | - s _____ |
| 4. happen unexpectedly                                  | - s _____ |
| 5. a physical feeling                                   | - s _____ |
| 6. a kind of assistance that you get                    | - s _____ |

## V.3 Complete the paragraph by putting the letter for the correct word in the blank.

(a) imitating (b) behind (c) movements (d) finger movements (e) exciting (f) boredom

Last Sunday there was an elocution competition in my school. All the students gathered in the hall. I was sitting \_\_\_\_\_ my friend. My friend was enjoying the programme but I didn't. So I made some \_\_\_\_\_ on his back and I asked him what I had written. He thought for a while but he was not able to understand. So he asked me to do it again. Again I made the same \_\_\_\_\_ and he started \_\_\_\_\_ the movements that I had made with my finger. At last he found that I wrote the word \_\_\_\_\_ on his back. We enjoyed this \_\_\_\_\_ game.

## V.4 Pair the words similar in meaning.

awaken, average, utter, obey, soul, main, miracle, path, prime, target, rapidly, win over, separate, arise, goal, speak, amaze, speedily, overcome

_____ :	_____ :
_____ :	_____ :
_____ :	_____ :

## V.5 Tick mark the word opposite in meaning and use it in your own sentence.

- |                |                                  |                                     |                                     |  |
|----------------|----------------------------------|-------------------------------------|-------------------------------------|--|
| 1. ordinary :  | <input type="checkbox"/> general | <input type="checkbox"/> common     | <input type="checkbox"/> average    | <input type="checkbox"/> extraordinary |
| 2. connect :   | <input type="checkbox"/> join    | <input type="checkbox"/> disconnect | <input type="checkbox"/> deconnect  | <input type="checkbox"/> joint         |
| 3. rapidly :   | <input type="checkbox"/> quick   | <input type="checkbox"/> fast       | <input type="checkbox"/> quickly    | <input type="checkbox"/> slowly        |
| 4. ability :   | <input type="checkbox"/> disable | <input type="checkbox"/> accurate   | <input type="checkbox"/> disability | <input type="checkbox"/> skilful       |
| 5. disappear : | <input type="checkbox"/> vanish  | <input type="checkbox"/> appear     | <input type="checkbox"/> appearance | <input type="checkbox"/> seen          |

**V.6 Pair the sentences focusing on the meaning of the underlined words. Put the letter in the box.**

- | A  | B  |
|--|--|
| <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 10px;"></div> <div> <p>1. Helen got interested in the play and started <u>imitating</u> the movements.</p> </div> </div> | <p>a. The soldiers follow the commander's order.</p> |
| <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 10px;"></div> <div> <p>2. It was also based on the <u>sense</u> of touch.</p> </div> </div>                              | <p>b. My main target is passing the PSI exam.</p>    |
| <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 10px;"></div> <div> <p>3. Helen was <u>connected</u> to the world through the words.</p> </div> </div>                   | <p>c. Jelin joined her job last week.</p>            |
| <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 10px;"></div> <div> <p>4. The dog <u>obeyed</u> Helen's command.</p> </div> </div>                                       | <p>d. My friend was copying in the examination.</p>  |
| <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 10px;"></div> <div> <p>5. Helen's prime <u>goal</u> was to help the blind.</p> </div> </div>                             | <p>e. Do you have any feeling for animals?</p>       |

**V.7 Match the words with their meanings. Write the number in the box and frame sentences using the words.**

Meanings	Words		
1. to follow orders	apart from	<input style="width: 30px; height: 15px;" type="text"/>	_____
2. unable to see	miracle	<input style="width: 30px; height: 15px;" type="text"/>	_____
3. except for	progress	<input style="width: 30px; height: 15px;" type="text"/>	_____
4. unable to hear	blind	<input style="width: 30px; height: 15px;" type="text"/>	_____
5. having no boundaries	sacrifice	<input style="width: 30px; height: 15px;" type="text"/>	_____
6. skill to do something	deaf	<input style="width: 30px; height: 15px;" type="text"/>	_____
7. give up something valuable	boundless	<input style="width: 30px; height: 15px;" type="text"/>	_____
8. to develop to a higher stage	provide	<input style="width: 30px; height: 15px;" type="text"/>	_____
9. a very amazing event	obey	<input style="width: 30px; height: 15px;" type="text"/>	_____
10. to make available	ability	<input style="width: 30px; height: 15px;" type="text"/>	_____

## Comprehension

**C.1 Describe the learning process of Helen. You can use phrases or full sentences from the text. 🙋🙋  
Begin this way... I/shc started making finger movcments.**

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**C.2 List the phrases/ sentences describing the effect of her teacher Miss Sullivan on Helen’s development in learning. Read them out in the class. †† Begin this way... I/ Helen learnt to spell words.** \_\_\_\_\_

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**C.3 Rewrite the text by replacing the underlined words with those given in the box.**

words, to throb with life, touch, touching, idea, birth, walking in, her garden, hand, water, palm, directing, name, object
---

Some days, later Helen was moving about in the school compound. Suddenly her teacher put her thumb under the water tap. As cool flow of air ran over her hand, the teacher spelt w-a-t-e-r on her other foot. They both played the game everyday pointing to different objects. It awakened her soul. She came to know that everything had a name. Now each object gave a delight to new thought. Every object she sensed seemed very delighted. Ah! she was connected with the world through all the sounds.

**C.4 Tick mark True(T) or False(F). If they are False, correct them.**

1. Helen used to go to her teacher’s house to study. 

T	F
---	---

---

2. Miss Anne Sullivan gave Helen a puppet to play with. 

T	F
---	---

---

3. Helen always felt very close to her teacher. 

T	F
---	---

---

4. At the Redcliffe College, Helen could note down all the lectures very rapidly. 

T	F
---	---

---

5. Miss Sullivan would always be very serious while teaching Helen. 

T	F
---	---

---

6. She could not perform better in her examination due to her father’s death. 

T	F
---	---

---

7. Miss Sullivan sacrificed her eyesight for her student Helen. 

T	F
---	---

---

8. Helen was deeply worried about her worsening health. 

T	F
---	---

---

**C.5 Read the text and find out the incidents that took place in Helen's life in the years mentioned.**

Year	Age	Incidents
1887		
1890		
1896		
1900		
1903		
1904		
1935		

**C.6 Tick mark the correct option.**

- What did Helen do after getting a doll from her teacher?
  - played with the teacher for some time.
  - played with it for sometime.
  - played games with her teacher.
  - talked to the 'doll'.
- When was Helen thrilled?
  - when she started playing with her teacher.
  - when she uttered the word 'doll'.
  - when she started following her teacher's movement.
  - when her teacher wrote with her finger on her palm.
- What awakened Helen's soul?
  - Miss Sullivan's help.
  - Helen's new thoughts.
  - Her teacher's method of teaching new words.
  - 'Touch' and 'play' game.
- According to Helen, every object appeared \_\_\_\_\_
  - with a new name.
  - teeming with life.
  - to be full of joy.
  - to give birth to a new idea.
- Which of the following statements says that Helen was very curious?
  - We used to go for long walks.
  - My teacher talked into my palm.
  - I had a lot of questions to ask.
  - Everything around me was full of life, love and joy.
- Why did Helen say, 'I had a lot of questions to ask.'?
  - Nobody had answered her questions before.
  - The teacher had ability to answer all her questions.
  - She had a keen desire to know about the world around.
  - She wanted to ask the questions but could not utter them.
- 'She would talk into my palm' means \_\_\_\_\_
  - Miss Anne Sullivan would make signals with her fingers.
  - Miss Anne would write the answer in Helen's palm.
  - Miss Anne would talk into Helen's ear.
  - Miss Anne would take her palm in her hand while talking to her.
- What was Helen worried about?
  - her teacher's weakness.
  - her teacher's weakening eyes.
  - her teacher's illness.
  - her teacher's helplessness.

**C.7 Answer these questions.**

1. What was Anne Sullivan? \_\_\_\_\_
2. Which was the first word that connected Helen with the world? \_\_\_\_\_
3. Where did the teacher take Helen on the first day? \_\_\_\_\_
4. What happened to Ms Sullivan in the year 1935? \_\_\_\_\_
5. What did John Mackay do for Helen? \_\_\_\_\_

**C.8 Answer these questions in three to four sentences each.**

1. What was Helen's first exciting experience?
2. Why was Helen worried about her teacher?
3. How did the sense of touch help Helen in learning words?
4. What did Helen start doing after uttering her first word?
5. How did her sister and dog delight Helen?
6. What was Helen's advice to her teacher?

**C.9 Write short notes.**

1. Helen – a gifted learner
2. Anne Sullivan – a wonderful teacher

**C.10 Reflect and give your ideas on these. You may use your mother tongue.**

- \* Why should we respect our teachers?
- \* What should a teacher do for his/her students?
- \* Ask your mother/father/uncle/teacher to tell you about the best teacher they had.
- \* What would you do for your students if you were a teacher?

## Language Practice

### Function: Reporting Events 1

**L.1 Read the sentences in A and B carefully. Underline the differences. Some are already done.**

A	B
Coastguard: "Come out of the water. Swimming <u>is</u> not allowed <u>here</u> ."	Coastguard <u>asked</u> the boy to come out of the water. He said that swimming <u>was</u> not allowed <u>there</u> .
Boy: "I am not swimming. But <u>I am</u> drowning."	The boy said that <u>he was</u> not swimming but he <u>was</u> drowning.
She said, "What <u>were you</u> doing out there in the rain?"	She <u>asked</u> what he <u>had been doing</u> out there in the rain.
He said, " <u>I was</u> getting wet, Mom."	He replied to his mom that he had been getting wet.
Mummy: "Naresh, <u>have you been</u> fighting again? You have lost your two incisors."	Mummy asked Naresh if he had been fighting again. She added that he <u>had lost</u> his two incisors.
Boy: "No, <u>I haven't</u> , Mummy. They <u>are</u> in my pocket."	Boy replied to his mummy that he had not lost them and added that they were in his pocket.

<p>Patient: “Doctor, lots of my hair <b>fell</b> out while I was <b>brushing</b> it this morning. Have you got anything for it?”          Doctor: “Yes, <b>I have</b> got a box.”</p>	<p>Patient told the doctor that lots of his hair had fallen out while he <b>had been brushing</b> it <b>that</b> morning.          He further asked if he had anything for it.          The doctor replied affirmatively that he had got a box.</p>
<p>Rohan: “It <b>was</b> my grandmother's birthday yesterday.”</p>	<p>Rohan said that it had been his grandmother's birthday the previous day.</p>
<p>Rohan: “Well, by the time <b>we</b> lit the last candle on her birthday cake, the first one <b>had gone</b> out.”</p>	<p>Rohan said that by the time they had lit the last candle on her birthday cake, the first one had gone out.</p>
<p>Wife: “<b>I want</b> to see the world!”          Husband: “<b>I will</b> give <b>you</b> an atlas for the next birthday gift.”</p>	<p>Wife told her husband that she wanted to see the world.          Husband replied that he would give her an atlas for the next birthday as a gift.</p>

**L.2 Mihir moves to a new city due to his transfer. This is what the members of his family say about a new house.**

“We have moved into our new flat. But I don’t like it nearly as much as our last one,” said Pratiksha (Mihir’s wife).

“The parking area is not ready yet and there isn’t any shopping complex nearby,” she said.

“We have a lift but very often it doesn’t work,” Smitaben (Mihir’s mom) said.

“There isn’t a temple nearby,” Manojbhai (Mihir’s father) said.

“If I press my ear against the wall, I can hear what the people in the next flat are saying,” Samarth (Mihir’s son) said.

**Mihir reports these complaints to his colleague. Underline the changes made in the report.**

Pratiksha said that they had moved into their new flat and added that she didn’t like it nearly as much as their previous one. She also added that the parking area was not ready yet and there wasn’t any shopping complex nearby.

Smitaben (Mihir's mom) said that they had a lift but very often it didn't work.

Manojbhai (Mihir's Papa) said that there wasn't a temple nearby.

Even Samarth said that if he pressed his ear against the wall, he could hear what the people in the next flat were saying.

**L.3 Milan read an interesting passage on Javed Habib's (famous hairstylist) life. Now Milan narrates the same to his younger brother Mrinal. Circle the words that you find changed from the original passage.**

**I read an interesting article on Javed Habib, the famous hairstylist.....**

<p>My father worked as a hair stylist at the Oberoi in Delhi, the city in which I grew up. We had a Rajdoot bike and would ride on it to the movies every Tuesday.</p>	<p>His father <u>had worked</u> as a hair stylist at the Oberoi in Delhi, the city in which he had grown up. They had a Rajdoot bike and would ride on it to the movies every Tuesday.</p>
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<p>In my teenage years I was a quiet and shy boy. I was always reluctant to enter a place with too many people. I had no sense of humour. I wasn't the best student in school days. I wasn't bright and barely managed to pass my exams.</p> <p>It was my final year of M.A. in French that brought a twist into my tale. My father got me admitted to London for a nine-month course in hair-dressing. That changed my life. I became expressive and outspoken. Now, I am sure of myself.</p> <p style="text-align: right;">-- Javed Habib</p>	<p>In his teenage years he had been a quiet and shy boy. He had always been reluctant to enter a place with too many people. He had no sense of humour. He had not been the best student in school days. He had not been bright and had barely managed to pass his exams.</p> <p>That had been his final year of M.A. in French that had brought a twist into his tale. His father had got him admitted to London for a nine-month course in hair-dressing. That had changed his life. He had become expressive and outspoken. Then, he was sure of himself.</p>
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**Read L.2 and L.3 texts once again. You will find that certain words (related to person, action, place and time) get changed in reports. Write down these words in the table.**

Words related to person		Words related to action		Words related to place		Words related to time	
I	She	worked	had worked	here	there	yesterday	the day before/ the previous day

**L.4 Use the sentences/clues given below the paragraph and fill in the gaps numbered 1 to 9. Write appropriate reported speech forms to complete the news report. Number 1 and 6 are done for you.**

**In search of a thief**

A thief, who robbed seven times last year in the state, is proving difficult to catch. An eye witness said that the thief stopped a taxi outside the Lord's Hotel in the evening yesterday and (1) Giving the driver a hundred rupees tip, he told him (2). He walked into the private gallery and asked the value of Picasso's painting. He seemed very civilized until he pulled out his gun. He told them that (3). He looked like an art student with long hair. He asked the lady assistant in the Gallery (4). But the lady assistant told him that (5). The thief also asked the lady (6). Surprisingly, the lady said (7). At last the thief (8). The whole operation took only 15 minutes. The taxi man who saw him the last said (9).

1. Take the taxi to the Rareview Gallery in Rajkot.      *Sample: took the taxi to the Rareview Gallery in the Rajkot.*
2. Do not go anywhere.
3. I want this painting.
4. Take the painting off the wall.
5. I cannot.
6. Show me the most precious piece in the gallery.      *Sample: to show him the most precious piece in the gallery.*
7. He kept on looking at it without uttering a word.
8. Pull the painting from the wall and run away
9. I dropped him at the airport.

**L.5 Shri Rambhai had helped Devayat financially in his higher studies. After four years Devayat wrote a letter to his teacher.**

*Dear sir,*

*I am thankful that you supported me in my higher education. I would not have been able to complete my studies without your help.*

*I know, I haven't been able to return your money yet. But I will surely pay you back by next month.*

*You will be happy to know that last week I passed my final year exams. And I also got a job as an accountant in a private firm yesterday. They have agreed to pay me Rs. 12000/- per month for the first year. The manager of the firm has promised to increase the salary after a year.*

*Regards,*

*Devayat*

**Shri Rambhai is now reporting this letter to his wife. There are 10 errors in this reported version. Identify the errors and correct them. 🏠**

Devayat said that he was thankful that I have supported him in his higher education. He added that he would not have been able to complete her studies without his help.

He said that he know he have not been able to return his money yet. But he promised that he would surely pay me back by the following month.

He said that I will be happy to know that the previous week he passed his final year exams. He added that he also have got a job as an accountant in a private firm the previous day. They have agreed to pay him Rs. 12000/- per month for the first year. The manager of the firm had promised him to increase the salary after a year.

**L.6 Read the messages and report them as shown in the sample. ††**

**Sample:** Message: Ketan said to Sunil, "I have something to show you."

Reporting: Ketan told Sunil that he had something to show him.

1. Amit said, "My wife has just been appointed a judge."
2. The workers said, "We like working on Sundays because we get double pay."
3. Tushar said to Ayushi, "I am quite a good cook and I do all my own washing and mending too."
4. Juhi said to me, "I am going to clean the room."
5. Rahul said to Ketul, "We need new shoes."
6. Binny said to Shiksha, "The train didn't arrive on time."
7. Kandarp said to Shyam, "I will not be able to come to school tomorrow."
8. Roshan said to his sister, "I think we will win the final."
9. The teacher said to the children, "I have never been to Shillong."
10. Pritam said to his friend, "I could not meet you yesterday as I was away from town."

**L.7 Rewrite the actual words as direct speech and not as reported by someone. Make necessary changes. (For practice only) 🏠**

*Sample: She said that she would never forget it.*

*She said, "I will never forget it."*

1. He said that he had found an old Roman coin in the backyard the previous day.  
\_\_\_\_\_
2. She told him that she had written to him two days earlier.  
\_\_\_\_\_
3. The old man said that they should put a speed breaker there, otherwise there would be more accidents.  
\_\_\_\_\_
4. The boy said that he hadn't been able to get into the house because he had lost his key, so he had to break a window.  
\_\_\_\_\_
5. He said to me that if I left home at six, I should be there by nine.  
\_\_\_\_\_

- L.8** 1) Think of three things about yourself. Two should be true and the other should be untrue. Tell the student next to you that information and listen to theirs. 🙋🙋
- 2) Pair up with a different person, and report the information you heard about your first partner. 🙋🙋

**(Hint:** go swimming, help in cooking, visited . . . . ., go jogging, brush teeth twice a day, help father in business, play kabaddi in the evening)

**Sample:** *Sarika said that she had participated in a talent show for a TV channel. She also said that she had met Akshay Kumar, and that she would start a music class soon.*

## Writing

### W.1 Read this dialogue.

**Gajendrabhai:** What's your name?

**Sherly:** Sir, I am Sherly.

**Gajendrabhai:** Did you participate as a teacher in the Teacher's Day Celebration held in your school?

**Sherly:** Yes, Sir. I did. I taught English.

**Gajendrabhai:** What was your topic? How did you prepare?

**Sherly:** I took up the topic 'Reporting an event' and prepared well. I tried to make my students use sentences for reporting.

**Gajendrabhai:** Did the student co-operate you in class?

**Sherly:** Initially they thought me to be a little girl and tried to make fun. But gradually they started enjoying my teaching and then they all co-operated well.

**Gajendrabhai:** Could you answer all the questions asked by the students?

**Sherly:** Yes, Sir. I tried my best to satisfy their curiosity. Some students laughed at some of my answers. Anyway, I enjoyed my class.

**Gajendrabhai:** What about the practice work?

**Sherly:** I didn't forget that. There was practice work in pair for ten minutes.

**Gajendrabhai:** Well done, Sherly. I wish you all the best for becoming an ideal teacher in future.

**Sherly:** Thank you very much, sir. Your blessings mean a lot to me.

**In the evening Gajendrabhai was talking to the Principal. He told him what Sherly did as a teacher on the Teachers' Day. Complete the passage.**

Gajendrabhai: Sherly participated as a teacher of English on Teachers' Day. She selected 'reporting an event' as her topic.

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\_\_\_\_\_ She touched my feet and was happy to receive my blessings.

**W.2 Write a paragraph on Sarvapalli Radhakrishnan— a great teacher, a renowned philosopher and the second President of India. Use the details: ↑↑**

- Birth : 5th September, 1888 at Tirutani near Madras [Chennai]
- Education : Graduated from Madras Christian College
- Teaching Career : Taught Philosophy at Madras, Mysore and Calcutta Universities, Professor at Oxford in 1936
- Service to nation : Indian Ambassador to the USSR in 1949, Vice-President of India in 1952 President of India from 1962 to 1967
- Works : 'The Hindu Way of Life', 'The Indian Philosophy', 'Eastern Religion and Thought' are among his famous works
- Death : In 1975

**W.3 Write a report on the celebration of 'Teachers' Day' in your school. Answer these questions to write the report.**

- When? – Where? – Who participated? – Who took up the role of the Principal? – How did they teach? – Who taught best? – Was there any function afterwards? – What did you like the most that day? 🏠

**W.4 You have been a student for the last ten years. Many teachers have taught you. Think of a teacher who inspired you and whom you always remember fondly. Write a paragraph about that particular teacher in about 100 words. You may use these points. 🏠**

introduction – the name of the teacher whom you remember fondly – his / her appearance – nature – habits – teaching style – relationship with students - the particular reason why you like him / her most – his / her role in motivating you - memorable event

\*



## Pre-task

**P.1 Read the story: ‘Why the Ashman?’**

Once upon a time, a Brahmin named Agniswami lived in Brahmsthal on the bank of the Yamuna. He had a beautiful daughter called Mandarvati. With the passage of time, she became mature enough to get married. Three young men came for her hand, but her father approved none of them so they stayed there waiting. Meanwhile, Mandarvati, suffering from severe fever, died. The sad young men performed her final rituals. After that one of them made there a hermitage and began to live preserving her ashes. The second one taking her bones reached the Ganga. The third one became a saint and wandered the the places of pilgrimage of the country.

Once a young man happened to be a guest of a Brahmin who knew *Sanjivani vidya*, The host Brahmin pleased with his service and devotion taught him the *Vidya*. Learning the *Vidya*, he rushed to Brahmsthal. After reaching there he told the whole story to the young man who was living near the ashes. As soon as he chanted the mantra and sprinkled the water on the ashes, the girl revived. By that time the third one returned from the pilgrimage. Seeing the girl alive, the three began to quarrel and claimed to marry her. The first said that it was because of his mantra she came to life. Whereas the second said that it was because of his pilgrimages, she revived. The third one claimed that it was only because of his preserving her ash, she came to life. They continued arguing and quarrelling. At last they went to a wise man of their village and told him their case. The wise man said that the person who had preserved the ash could be the husband. The person learnt *Sanjivani Vidya* was her father and third one could be her son.

**Now discuss the reasons why the wise man gave such a judgement.**

**P.2 Read the description of some Indian mythological characters. Find out some details and write short introduction of last two characters.**

1. **Balaram:** Balaram was the elder brother of lord Krishna. Balaram is considered as the eighth incarnation of Visnu. Another view considers him the incarnation of Shesh(serpent).
2. **Indra:** Indra is considered as the king of Gods. He is also the god of firmament. He holds/possesses the unbeaten weapon called Vajra.
3. **Sheshnag:** Sheshnag is the king of all serpents or nags. He has a thousand heads. He is the couch and canary of Visnu. It is also said that he bears the earth on his head. At the end of a Kalp, he vomits enormous fire which destroys the world.
4. **Menka:** Menka was a beautiful apsara in the court of Indra. When Vishwamitra performed ‘Tap’, Indra, becoming fearful, sent Menka to end the ‘Tap’ of Viswamitra and Menka succeeded in it.
5. **The Ganga:** The Ganga is the holiest river. It is said that she was in the heaven. By the efforts of the king Bhagirath, the Ganga agreed to come to the earth. On the earth she was taken up by Lord Shiva on his head. She was trapped there and when she asked for forgiveness, Lord Shiva released her. So it is said the Ganga flows from the head of Lord Shiva.

6. **Angad:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Ashvtthama: \_\_\_\_\_

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**P.3 Match the meaning with the word. Write the number in the blank.**

- |             |          |   |
|-------------|----------|---|
| 1. Rishi    | _____    | The person who moves around in search of Dharma |
| 2. Sanyasi  | <u>5</u> | A son of Manu                                   |
| 3. Shishya  | _____    | The head of the Aashram                         |
| 4. Danav    | _____    | The person who teaches Dharma                   |
| 5. Manav    | _____    | A son of Vaital                                 |
| 6. Acharya  | _____    | The disciple                                    |
| 7. Vaitalik | _____    | A son of Danu                                   |

**Read**

**KACH AND DEVAYANI**

The Devs and Asurs were always fighting each other. The Devs were from amongst the gods. The Asurs were demons. The Asurs were powerful, capable of all kinds of wickedness. Some of them were great rulers and mighty kings.

In their fight with the Devs, the Asurs had an advantage. They had on their side a great saint and teacher, Shukracharya, who knew the mantra or magic formula for bringing dead people back to life. He restored to life many Asurs who were killed in the battles against the Devs.

The Devs did not have anybody who knew that mantra. They went to their chief adviser, Brihaspati and sought his help. But Brihaspati said, "I do not know the science of giving life to the dead. Only Shukracharya knows it. Somebody from your side should go to him and stay with him as his student and learn the secret."

"We have nobody with us to undertake such a difficult task. But we feel that your own son, Kach would be the best choice for this purpose."

Brihaspati thought for a while and then said, "Yes, let Kach go."

The Devs called Kach and asked him if he could render them his service. They said, "Go to Shukracharya and be with him as his

disciple for as long as is necessary to learn the science of raising the dead. Serve him with all devotion. You may also be friendly with Devayani, his beautiful daughter. That will help you in attaining your objective."

Kach promised to do his best to fulfill his mission. He took leave of the Devs and went to Shukracharya's hermitage. The great sage received him with all kindness.

"O great teacher," said Kach, "I am Kach, the son of Brihaspati. I want to be your student. I am eager to gain knowledge of Sanjivani vidya at your feet."

"Are you the son of Brihaspati?" asked Shukracharya. "If so, what can I teach you that your father can't. Anyway, you have come to me in search of knowledge. I shall be happy to help you in whatever way I can."

"I shall be at your service from now on," said Kach.

"You need not do any heavy work here," said Shukracharya. "You can help me in my prayers by bringing flowers from the jungle. You can also bring fire wood for my sacrificial fire and you can look after my cows, take them out for grazing and bring them back when they are fed."

"I shall try to do everything to your satisfaction," said Kach.

Thus, Kach began to live with Shukracharya. Because of his keen devotion and good service he won the favour of Shukracharya. Kach was young, handsome, and very intelligent and no wonder Devayani fell in love with him at first sight. But Kach was a student and he could not respond to her love. All the same Kach liked her and considered her a friend. He gathered flowers and fruits for her and helped her in her household duties. Sometimes they would wander about the jungles and at times they sang and danced together.

In course of time the Asurs found out why Kach was staying with Shukracharya. They did not want the secret of reviving dead people to be known to the Devas and, therefore, they decided to remove Kach from Shukracharya's hermitage for good. That could only be done by killing him.

One day when Kach was taking his master's cows to the jungle, the Asurs waylaid him and killed him. But they had to do away with his body. They were afraid that Shukracharya might revive Kach. So, they cut his body into pieces and gave the pieces to wolves and jackals.

In the evening, Devayani was waiting for Kach but the cows returned home without him. Devayani was upset. She went to her father and said,

"The sun has set, the cows have returned home. Kach has not come. He is either lost or dead. O father, bring Kach back. I cannot live without him."

Shukracharya considered for a while as to what could have happened to Kach. He felt that Kach was dead and said, "I shall bring him back to life. Wait a little." Then he silently said the secret mantra or magic formula.

At once Kach appeared before the master. When Devayani asked him why he was late, he said, "The Asurs killed me, cut my body into pieces and fed the wolves and jackals

with them. When the great saint, your father, summoned me, I came out of the wolves and jackals, tearing their bodies, and now I stand before you."

Kach continued to live with Shukracharya and Devayani. But the Asurs did not keep quiet. One day Kach was in the jungle collecting flowers when the Asurs caught him. They killed him and grinding his body into paste, they mixed it with the waters of the ocean.

Devayani was again in despair when Kach did not return from the jungle.

She told her father that she would not wish to live unless Kach was brought back. Again Shukracharya with his magic spell brought Kach back.

The Asurs were very disappointed at their failures. They thought of a plan to dispose of Kach in such a way that Shukracharya would never be able to bring him back to life.

The Asurs caught Kach the third time. They killed him and burnt his body. They collected the ashes and mixed the ashes with the divine wine (सोमरस) that Shukracharya drank.

When Kach was missing again Devayani said to her father, "Father, Kach went out to gather firewood but he has not come back. Surely he is lost or dead."

Shukracharya meditated for a while and said, "Yes, Kach is dead and now it is difficult for me to bring him back to life. I am helpless now.

Whenever I bring him back to life, he is slain again. O Devayani, do not grieve, do not cry. You should not distress yourself for a mortal. Gods are aware of your beauty. Any one of them may propose to you."

But Devayani said, "How can I not grieve for the death of the one whom I love? He was handsome. He was great and he was young. No god will be like him. I will starve myself to death and follow him."

Shukracharya was sorry for his daughter and

angry with the Asurs who slew a disciple under his care. At Devayani's request he began summoning Kach back from death.

Kach answered in a low voice from his stomach. "I am Kach," he said.

"I was killed by the Asurs, who burnt my body and mixed the ashes with the divine wine that you have drunk. Be gentle to me, O my master. Consider me as your son as I am now part of you."

Then Shukracharya said to Devayani, "What can I do now? Kach is within me. Either I live or Kach lives. Both of us cannot exist together hereafter."

"If Kach dies," said Devayani, "I will not live, and if you die, I also die."

Shukracharya was in a fix. He said to Kach, "Victory is yours. Since Devayani looks on you with such kindness, receive from me the magic mantra, or the secret of bringing back the dead to life. When you come out of me, try the mantra on my body."

Then Shukracharya taught Kach the secret mantra and asked him to come out of his stomach. Kach appeared in all his brilliance, and saw his teacher lying dead. He immediately revived him with his newly learnt mantra.

Kach then paid homage to him, calling him father as he was newborn out of him.

Kach stayed for some more time and then sought the blessings of his master to return home.

Shukracharya gave Kach permission to leave but Devayani, seeing him about to depart,

said to him, "Don't go away. You know how I have loved you from the time you were a student. Now that you have completed your studies, it is time you should return my love and marry me."

Kach said, "I respect you very much. You are dearer than life to me. But you are my sister. Both of us came out of your father. All my love for you is a brother's love for a sister."

"You are great and I love you," said Devayani. "Remember, my love for you saved you from death three times. Why did I do that if not for love? Don't discard me. Accept me as your wife."

"It is a sin if I agree to do what you say," said Kach. "We have spent happy days together as sister and brother. Let us continue that relationship. I can assure you that I cannot be tempted into sinning."

Devayani was so disappointed that she was angry and cursed him.

"Since you have betrayed my trust, what you have learnt you will not be able to practise."

Kach said, "I refuse you only because you are my sister. I don't deserve your curse. You have done that because of your passion. You said that what I have learnt shall be useless, but I shall impart it to someone else and make it useful."

In spite of Devayani's pleadings, Kach had to leave.

Kach was received by the Devas with great honour and was greeted by Lord Indra himself.

(Aadi Parva- Mahabharat)

## Glossary

**amongst** (also 'among') surrounded by **demon** राक्षस, दृष्ट **wickedness** दुष्टता **mighty** powerful **advantages** benefits **restore to life** पुनर्जीवित करवु **battle** a fight **sought** tried to find **undertake** to agree or promise to do something **purpose** aim or intention of something **render** to give something to someone **disciple** pupil, follower **devotion** a feeling of strong love or loyalty **raising** lifting to a standing position **objective** purpose **mission** a task or job given to someone **hermitage** place where hermits live संन्यासश्रम **sacrificial fire** यज्ञ, होमदिन **wander** to move around without a particular purpose



*waylaid* stopped *revive* to bring back to life સજીવન કરવું *summoned* called for *grinding* crushing *despair* to lose all hope *magic spell* જાદુઈ મંત્ર *ashes* રાખ *slain* killed *exist* continue to live *discard* to throw away as it is useless *assure* to make certain *mortal* certain to die મરણશીલ *slew* killed *tempt* to do something that is wrong *sin* પાપ *betrayed* hurt by not supporting *curse* શાપ *plead* to ask for something in a serious or emotional way

**I felt ...**

- Underline the words/ phrases in the read that touched you most.
- If you were Kach, what work would you have liked to do?
- Make a list of sentences that disturbed you while reading this story.
- How did you feel when you read about the cruel behaviour of the Asurs with Kach?
- Would you give life to Kach if you were Shukracharya? Why?

## Vocabulary

**V.1 Replace the underlined words with the words in the Read that have similar meanings. First two letters of that word are given in the brackets.**

It is said that in ancient time, many monsters (de \_\_\_\_\_) lived on the earth where many Rishis also lived. The Rishis had their living place in the huts (he \_\_\_\_\_) to live in. They taught all the skills of life to their pupils (di \_\_\_\_\_). The pupils had to collect dry wood(fi \_\_\_\_\_) for the yagna (sa \_\_\_\_\_). Sometimes the monsters harassed Rishis so they sent for (su \_\_\_\_\_) the kings to protect them.

**V.2 Interchange the underlined words to make the passage meaningful.**

Bahubali discarded the responsibility of protecting the nation against enemies. Unfortunately there were many complaints about his innocent and misdeeds so he was pleaded to the court of the king where he was charged of betraying the nation. He summoned to prove himself dishonesty. But none of his excuses was accepted. At last the king undertook him from his army.

**V.3 Some verbs have a different meanings when they are used with a different preposition.**

**Sample: look**

- I love **looking at** the sunset. (see)
- He was **looking for** his lost keys. (was searching)
- Parents **look after** (take care of) their children
- C.I.D was **looking into** (investigating) the case.

**Now join the verb with the preposition. Write its meaning and use it in a sentence.**

Verb	Preposition	Meaning	Sentence
go run take put	in at into for out off by	ઉત્તરવું	<ul style="list-style-type: none"> <li>• Please, <b>take</b> your shoes <b>off</b> when you enter my chamber.</li> <li>•</li> <li>•</li> <li>•</li> </ul>

**V.4 Read these sentences carefully. Then find out from the lesson the text having a similar word or a group of words. Write the number of the page and the line.**

**Sample:** *There was no student who knew the answer to the question. (Page-80, line -14)*

1. The policeman came to the restaurant in search of an accused. ( p-\_\_\_, l-\_\_\_)
2. The supervisor knew why I was opening my compass box now and then. ( p-\_\_\_, l-\_\_\_)
3. The new accountant with his sincerity won the heart of the manager. ( p-\_\_\_, l-\_\_\_)
4. The disciple at the end of schooling got blessings of his guru and returned home. ( p-\_\_\_, l-\_\_\_)
5. We, siblings spent our days of childhood with lots of fun. ( p-\_\_\_, l-\_\_\_)

**V.5 Match the words in A with B and use the pair in a sentence. Read it aloud to the class.**

Part A	Part B	Sentences
sought	love	I <b>sought help</b> of my friend to solve some theorems.
undertake	magic	
fell in	firewood	
gather	trust	
knew	<b>help</b>	
betrayed	a task/ job	

**V.6 Most nouns used for people have the same form for male and female.**

**Sample:** *student (M/F), teacher (M/F)*

A few have different forms: son (M), daughter (F)

**Sort these nouns into three groups. Write M=Male, F=Female or M/F= Both in the brackets.**

salesman ( ), actress ( ), doctor ( ), cook ( ), headmaster ( ),  
gentleman ( ), professor ( ), waiter ( ), widower ( ), painter ( ),  
sir ( ) bridegroom ( ), journalist ( ), landlord ( ), parent ( )

**V.7 This Read deals with some states of mind or feelings like upset, eager, happy, despair...etc. Let's study some more words indicating feelings. Read the words indicating feelings and their explanations in the table.**

Word	Example	Meaning
<b>thrilled</b>	I was <b>thrilled</b> when my name was declared as a winner.	very happy and excited
<b>furious</b>	I lost her keys. She was <b>furious</b> .	very angry
<b>terrified</b>	I was <b>terrified</b> when the plane took off.	very frightened
<b>miserable</b>	Why do you look <b>miserable</b> ? What's wrong?	unhappy and depressed
<b>jealous</b>	When I see my friends driving a BMW car, I feel <b>jealous</b> .	angry or sad because other have something you don't have
<b>anxious</b>	He was <b>anxious</b> before he entered the examination hall.	worried and afraid

Now, fill in the gaps. How would you feel in these situations? Write your answers using words in the first column of the table. You may take help of your partner.

**Sample.** Someone hits your bike because s/he was driving roughly. I would be angry.

- You have just passed an important exam with flying colours. I would be \_\_\_\_\_
- Your friend has bought the latest smart phone that you cannot buy. I would be \_\_\_\_\_
- Your lovely dog has just died. I would be \_\_\_\_\_
- You have to make a speech on The Teachers' Day for the first time. I would be \_\_\_\_\_
- Two ferocious dogs are running towards you. I would be \_\_\_\_\_

## Comprehension

**C.1** Read the text carefully and find out who says, to whom, what and when(time). Complete the table.††

Speaker	What (sentences spoken)	To whom (listener)	When (time)
Brihaspati		The Devas	They went to seek his help.
	We see that your son Kach would be the best choice.		
Sukracharya		Kach	
		Shukracharya	In the Ashram (hermitage) of Shukracharya
	I shall be at your service from now on wards		
Devyani			When the sun set and Kach had not returned
Kach		Devyani	He came back to life and stood before her for the first time.
	Yes, Kach is dead and now it is difficult for me to bring him back to life.		
Kach			When Devyani requested him to marry her
		Kach	When he refused to marry her

**C.2** Tick mark the correct option.

- In the battle between the Asurs and the Devas, the Asurs were in benefit because ...
  - they were very strong and powerful.
  - they were capable of doing all kind of wicked deeds.
  - their Guru Shukracharya led them on the battle field.
  - their Guru Shukracharya restored to life many Asurs.

2. Which task was difficult for the Devs?
  - (a) to fight against the Asurs on the battlefield
  - (b) to catch Shukracharya alive or defeat him
  - (c) to go to Shukracharya to learn the science of living
  - (d) to go and stay with Shukracharya in his hermitage
3. How did Kach win the favour of Guru Shukracharya?
  - (a) with his courage and strength
  - (b) with his intent loyalty and good service
  - (c) with his intelligence sharpness
  - (d) with his eagerness to gain new knowledge from him
4. What did the Asurs do to Kach when he was collecting flowers in the jungle?
  - (a) they attacked him, caught him and took him to Shukracharya.
  - (b) they killed him and threw his dead body into the water.
  - (c) they killed him, ground his body into paste and mixed it with the water of the ocean.
  - (d) they killed him and buried his body under the ground.
5. Kach called Shukracharya his father because \_\_\_\_\_.
  - (a) he was newborn (reborn) out of him from his stomach
  - (b) he was revived by his magical mantra of bringing the dead back to life
  - (c) Shukracharya had taught him the mantra of bringing the dead back to life
  - (d) he revived Shukracharya's life by the magic mantra
6. Devyani was not ready to let Kach go back to the kingdom of the Devs because \_\_\_\_\_.
  - (a) she loved him very much
  - (b) he had not yet finished his studies
  - (c) she wanted him to return her love
  - (d) she loved him so much and wanted him to marry her
7. Kach refused Devayani's proposal of marrying her saying that \_\_\_\_\_.
  - (a) she was the daughter of his Guru therefore he could not marry her
  - (b) she was his sister as both of them came out of Shukracharya, Devayani's father
  - (c) his love for her was not a lover's love
  - (d) if he married her, he would forget his newly learnt knowledge

### C.3 What do you feel when you read these sentences?

Write 'How generous', 'How sinful', 'How pure at heart', 'How tragic', 'How cruel', 'How miraculous', 'How brave', 'How honest and humble', 'How faithful', 'How hardworking', 'How curious' etc. Follow the example.

- |   |              |
|---|--------------|
| 1. I want to learn Sanjivani Vidya from you.  | How curious! |
| 2. I shall serve you and do everything to your satisfaction.  |              |
| 3. The Asurs killed Kach and gave the pieces of his body to jackals and wolves.   |              |
| 4. If Kach dies, I will not live and if you die, I also die.  |              |
| 5. Shukracharya taught Kach the secret mantra.  |              |
| 6. Kach immediately revived his Guru with Sanjivani Mantra.   |              |
| 7. Kach helped his Guru in his sacrificial work, grazed his cows and did all the work he was asked to do with great devotion. |              |
| 8. Kach refused to marry Devayani only because she was his sister.  |              |
| 9. The Asurs burnt the dead body of Kach, collected ashes, mixed the ashes with the divine wine that Shukracharya drank.      |              |

**C.4 Number the sentences in order of events in the story. Read before the class. 🙏🙏🙏**

- With great devotion and good services, Kach won the faith of Shukracharya.
- After killing Kach, the Asurs cut his body into pieces and threw them before jackals and wolves.
- Kach went to Shukracharya to learn Sanjivani Vidya – the science of giving life to the dead.
- The Asurs burnt Kach’s body to ashes and mixed it into the wine that Shukracharya drank.
- Kach returned to his father’s kingdom.
- Kach requested Guru Shukracharya to teach him the vidya of bringing the dead to life.
- Shukracharya meditated for a while and knew that Kach was in his stomach.
- Devayani again went to her father to request him to bring Kach back to his life.
- Shukracharya accepted Kach as his disciple.
- The Asurs knew the reason and decided to kill Kach.
- It was very difficult for Shukracharya to bring Kach back to life.
- Kach came back to life but Shukracharya lost his life.
- Kach recited the mantra and revived his Guru’s life.

**C.5 Answer these questions.**

1. How were the Asurs? \_\_\_\_\_
2. What did Guru Shukracharya know? \_\_\_\_\_
3. What did Brihaspati advise the Devs to do? \_\_\_\_\_
4. What was Kach’s request to Guru Shukracharya? \_\_\_\_\_
5. Which qualities of Kach attracted Devayani towards him? \_\_\_\_\_
6. What did Shukracharya advise Devayani not to do? \_\_\_\_\_
7. Why did Devayani curse Kach? \_\_\_\_\_

**C.6 Answer these questions in two or three sentences each.**

1. Why could the Devs not defeat the Asurs in their battle with them? What did they do?
2. What kind of work did Shukracharya assign to Kach?
3. What did the Asurs do after their failures in killing Kach twice?
4. What did Devayani urge Kach for? How did Kach respond to her?
5. Kach told Devayani that he could not marry her. Why did he say so to her?

**C.7 Write short notes.**

1. **Asurs’ attempts to kill Kach:** knew the reason-first attempt- cut his body into pieces-second time-ground his body-threw into the ocean-third attempt-burnt his dead body-mixed the ash with wine
2. **Devayani:** fell in love with Kach- deep love- requested her father to bring him back to life- whenever he was killed- proposed him to marry her- did all that because of her love for him- Kach refused- got angry- cursed him
3. **Kach:** the son of Brihaspati- went to Shukracharya- stayed in the ashram- served him- won his faith- killed three times- revived by Shukracharya- saved his Guru’s life- refused to marry Devayani- faithfulness

**C.8 Think and answer- You may use your mother tongue .**

- What would have you done if you were Kach? Speak out your ideas.
- Collect a mythological love story and read out it in the class. 🙏🙏🙏
- Prepare a dialogue between Kach and Devayani based on the last scene of the story. 🙏🙏

## Language Practice

Function: Reporting Events: 2

**L.1 Two students from Afghanistan have got admission in one of the colleges in Ahmedabad. The local students are excited to meet students from abroad. They have many questions for them. The questions they asked are given in A. A student reporter of the college magazine reports it in B. Circle the words in B that you find changed from the words in A.**

A	B
1. What is the daily life like in Afghanistan?	The students wanted to know what the daily life was like in Afghanistan.
2. Do you feel your lives are in danger?	The students also asked if they felt their lives were in danger.
3. What are your thoughts on the upcoming election?	The students wanted to know what their thoughts were on the upcoming election.
4. Was there enough food in all parts of the country?	A student inquired if there had been enough food in all parts of the country.
5. Did you have adequate electricity?	Another student asked if they had adequate electricity.
6. Was it safe to go out in the city streets where you lived?	Majority students wanted to know if it had been safe to go out in the city streets where they had lived.

**L.2 Devashish is nervous to face the first job interview of his life. His uncle Dineshbhai gives him certain advice – given in A. Devashish reports the same to Madhav, his friend – given in B. Underline the changes in B.**

A	B
Reach for the interview a few minutes before time.	My uncle advised me to reach for the interview a few minutes before time.
Be careful how you sit. Relax but do not lounge.	He advised me to be careful about on how to sit. He told me to be relaxed but not to lounge.
Anticipate the questions and keep the facts ready.	He told me to anticipate the questions and keep the facts ready.
Do not talk too much.	He advised me not to talk too much.
Look at the interviewer when you answer.	He told me to look at the interviewer when I answered.
Be confident and do not feel nervous.	He advised me to be confident and not to feel nervous.

**L.3 Nisarg appeared for an interview of a sales executive. As soon as he came out of the interview room other participants asked him about the different sorts of questions asked. Match the question numbers with the reported version.**

- |   |  |
|---|--|
| [ ] Do you have your own transport?                     | 1. They asked me how old I was.                        |
| [ ] What are your interests?                            | 2. They asked me whether I was married.                |
| [ ] How long have you been working in your present job? | 3. They asked me if I could type.                      |
| [ ] What do you do in your spare time?                  | 4. They asked me if I had my own transport.            |
| [ ] Are you willing to work on Saturdays?               | 5. They wanted to know if I had done a job previously. |

- |  |   |
|--|---|
| [ ] Have you had a job before?         | 6. They asked me how long I had been in my present job.       |
| [ ] How old are you?                   | 7. They wanted to know if I was willing to work on Saturdays. |
| [ ] Can you type?                      | 8. They asked me what I did in my spare time.                 |
| [ ] Are you married?                   | 9. They asked me what my interests were.                      |
| [ ] Where did you have your schooling? | 10. They asked me where I had my schooling.                   |

**L.4 Interaction between a boss and a secretary. It is the first day for the secretary in her office. The secretary reports to her friend about her first day at office. Underline the word/s in B that you find changed from the word/s in A. Also notice the change in word order.**

A	B
Secretary: Good morning sir!	I greeted my boss in the morning. He greeted me and said he was happy to see me on time. He requested me to translate a letter. He added that that was urgent.
Boss: Good morning. I am happy to see you on time. "Will you please translate a letter? It's urgent.	I asked him if I should translate it in to Gujarati or Hindi.
Secretary: Sir, should I translate it in to Gujarati or Hindi?	He said that it should be Gujarati.
Boss: Of course Gujarati.	I agreed.
Secretary: Sure sir.	Then he asked me to switch off the AC and to open that window.
Boss: Switch off the AC. Open that window.	I replied positively.
Secretary: Yes sir.	Then he ordered me to listen to him carefully and note down what he dictated.
Boss: Listen to me carefully and note down what I dictate.	I agreed to what he said and requested him to sign that paper.
Secretary: Yes sir. Could you please sign this paper, sir?	He agreed. Then he inquired if I had got a call from SetMas company that day.
Boss: Yes sure. Did you get a call from SetMas company today?	I replied negatively and added that I would let him know as soon as I heard from them.
Secretary: No sir. I will let you know as soon as I hear from them.	He appreciated that.
Boss: Good. I appreciate that.	At last I asked him if I could leave a little bit early that day in the evening.
Secretary: Sir, could I leave a little bit early today in the evening?	He replied affirmatively and added that that was only for that day. He warned me not to expect any favour in future.
Boss: Okay. It's only for today. Don't expect my favour in future.	I said that I understood and thanked him.
Secretary: Yes sir. I understand. Thank you.	

**L.5 Change this telephone conversation from direct to reported speech.**

- Rohan: Can I speak to Twisha, please?  
 Smritiben: I'm sorry, she isn't in. Who's speaking?  
 Rohan: My name is Rohan. Do you know what time she'll be back?  
 Smritiben: She won't be back till ten.  
 Rohan: Can you give her a message? Can you ask her to ring me?  
 Smritiben: What's your number?

Rohan: It is 91234321. Thank you.

Rohan asked if \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**L.6 Read the sentences in A and B carefully. Underline the differences. Some are already done. Notice the difference in punctuation marks.**

A	B
"Switch off the TV," he said to her.	He <u>asked</u> her <b>to</b> switch off the TV.
"Shut the door, Tina," she said.	She <b>told</b> Tina <b>to</b> shut the door.
"Don't watch late-night horror movies," I warned them.	I warned them not to watch late-night horror movies.
"Don't believe everything you hear," he warned me.	He warned me not to believe everything I heard.
"Don't touch that switch, Pintu," Mom said.	Mom warned Pintu not to touch that switch.
"Don't argue with me," the teacher said to the boys.	The teacher angrily asked the boys not to argue with her / him.
"Open the safe," the looters ordered the bank clerk.	The looters ordered the bank clerk to open the safe.
"You must see this exhibition," said all my friends.	All my friends strongly advised me to see that exhibition.
"Let's have some rest," he said.	He suggested having some rest.
"Why don't you put an advertisement in the local newspaper?" they suggested to me.	They suggested that I should put an advertisement in the local newspaper.

**L.7 Match the sentences 1 – 10 to the reporting verbs (a) to (k)**

**Sample :** *I don't think the tea is very good. (d) complain*

1. "I don't think you should tell him about this conversation." ( ) (a) remind
2. "I am fed up with your being late every day." ( ) (b) ask
3. "Don't forget to bring some milk on your way back home." ( ) (c) encourage
4. "I am sorry, I can't accept your gift." ( ) (d) complain
5. "Can I help you?" ( ) (e) request
6. "Would you switch on the fan for me, please?" ( ) (f) refuse
7. "I know I made a mistake." ( ) (g) offer
8. "Why don't we go out somewhere this weekend?" ( ) (h) suggest
9. "I really think you should join a bank." ( ) (i) advise
10. "Don't touch it! It's hot." ( ) (j) admit  
( ) (k) warn



**L.8 Now report the sentences given in L.8. Add the speaker and the listener.**

*Sample : She complained that the tea wasn't very good.*

1. She advised me \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**L.9 Amrapali is keen on learning car driving. She approaches a driving school nearby.**

Amrapali : How much do you charge for driving course?

Instructor : Rs. 2000/- for a hatchback and 2500/- for sedan.

Amrapali : Will I be able to get driving license afterwards?

Instructor : Well, that depends on how you take the test at RTO office. But we can assure you that you will become a confident car driver in twenty days.

Amrapali : What are the available timings?

Instructor : You can come in the morning batch if you wish. Because the evening one is full.

Amrapali : Which car will I get for driving?

Instructor : It is your choice.

**Now Amrapali is reporting the incident to her father.**

I went to a car driving school in the morning and met the instructor there.

I asked him \_\_\_\_\_

He replied that \_\_\_\_\_

I asked him \_\_\_\_\_

He replied that \_\_\_\_\_

I also inquired \_\_\_\_\_

He said that \_\_\_\_\_

I asked him \_\_\_\_\_

He told me that \_\_\_\_\_

**L.10 Here are somethings a driving instructor said to Amrapali during her first driving lesson.**

**Amrapali is telling a friend about the lesson. Complete the second sentence in reported speech so that it has a similar meaning to the first sentence. Use the words in brackets.**

1. "First of all, adjust your driving seat." (told)  
He \_\_\_\_\_ driving seat.
2. "Don't forget to adjust the side mirrors and the central mirror to get the rear view." (told)  
He \_\_\_\_\_ to get the rear view.
3. "Don't be so stiff like a statue." (told)  
He \_\_\_\_\_ so stiff like a statue.

4. "Don't forget that there is a 40 kmph speed limit in the city."(reminded)  
He \_\_\_\_\_ a 40 kmph speed limit in city.
5. "Always use side signals while taking turns." (advised)  
He \_\_\_\_\_ while taking turns.
6. "Why don't you drive a little more slowly."(suggested)  
He \_\_\_\_\_ a little more slowly.
7. "Don't drive so fast."(told)  
He \_\_\_\_\_ fast.

**L.11 Read the paragraph carefully. Spot the errors related to reported speech. Correct the identified errors.**

Some time ago Bhuvan applied for the post of a clerk in a bank. Last Friday he was called for an interview. When he went into the manager's office, the manager told him to sit down and asked him what is his name. Then the manager ask him if you smoke and Bhuvan informed him that I don't smoke. The manager wanted to know where he had work earlier and Bhuvan replied I had worked for two years in a co-operative bank. Then the manager ask him if he can take shorthand and Bhuvan replied that he could. The manager gave him a test and then said he will give you a job on a month's trial. Bhuvan thank him and asked when shall I start work.

**L.12 Use the sentences given below the paragraph and fill in the gaps numbered 1 to 8 (use appropriate reported speech forms) to complete the news report. 🏠**

When she should have been asleep in bed last night in Surat, Trupti was knee deep in water in her front room. She had spent the night moving her possessions to the safety at the upper floor of her home. The water had been creeping under her front door since 10pm, but as the clock struck 4am she felt the water of the flooded River Tapi started to seep over the tops of her cupboards. At that point she gave up. "I'm in a bit of a daze," she said wearily. She added that (1) \_\_\_\_\_ for 18 hours \_\_\_\_\_ Dharmendra Parekh, who has lived in the city all his life, said that (2) \_\_\_\_\_ never known anything like \_\_\_\_\_ He said that (3) \_\_\_\_\_ how \_\_\_\_\_ going to face the months of drying out \_\_\_\_\_ home. Dr. Lakdawala, the local doctor, said that (4) \_\_\_\_\_ dangerous time for the children and for the very old .He went on to say that (5) \_\_\_\_\_ He also said that muddy river water that has mingled with water from drains and sewers is particularly dangerous. He warned that people (6) \_\_\_\_\_ Mr. Joravar sinh, a team leader of Prayas (NGO) said that (7) \_\_\_\_\_ He added that (8) \_\_\_\_\_.

1. "I haven't slept for 18 hours. I don't think I can take any more!"
2. "I have never known anything like it in my life."
3. "I do not know how I am going to face the months of drying out my home."
4. "This is a dangerous time for the children and the very old."
5. "Many diseases are water borne and therefore it is necessary to be careful."
6. "Only use boiled water for drinking."
7. "I'm glad we are able to help"
8. "Our real work will start when the water recedes. We will have to give all the support we can."

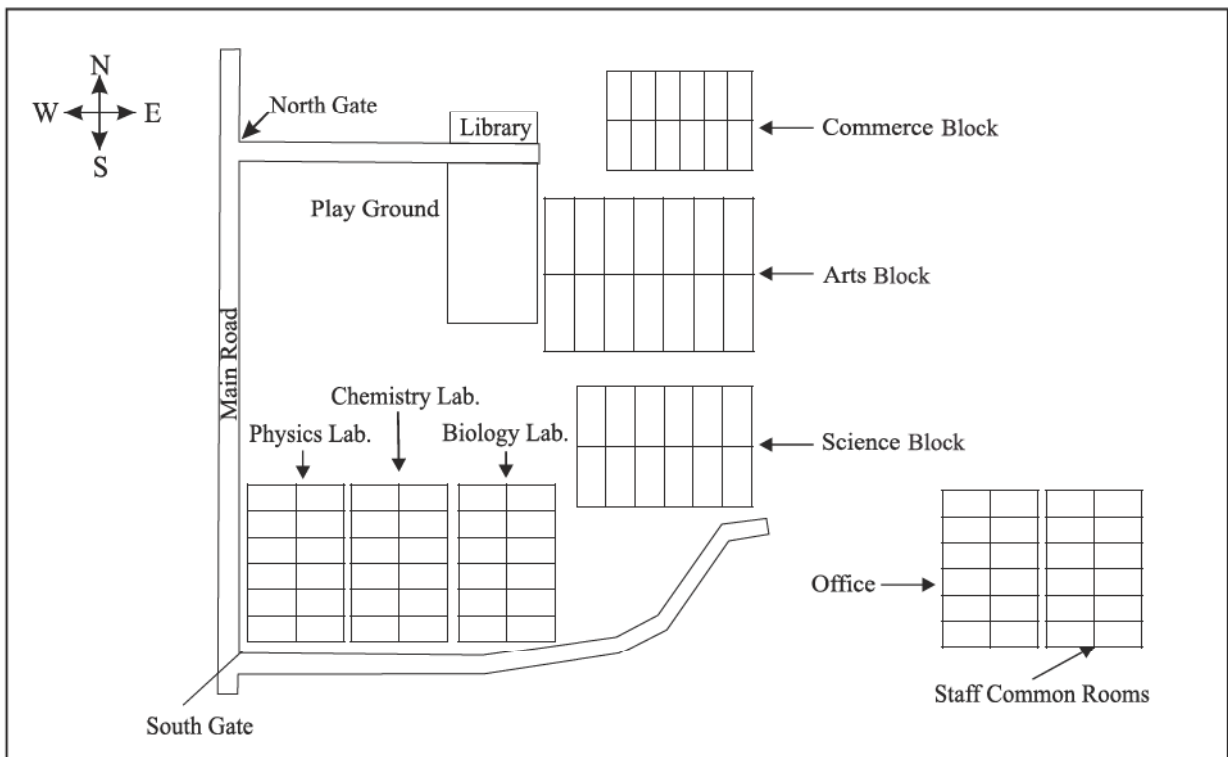
## Writing

**W.1 Write a story based on these points:** Ram -prince of Ayodhya - going to the forest with Vishwamitra and Laxman - destroying demons like Tadka and many others -Vishwamitra taking them to the swayamvar of Sita - Sita met Ram before Swayamvar in a park - love at first sight - arrival of great and mighty kings to marry Sita - Ravan there - fail to lift the Shivadhanushya - Ram lifted it like a flower - marriage with Sita - Janak -happy.

**W.2 Read the data about the Nalanda University of ancient India and write a paragraph on it.**

An ancient Indian university - the most famous - located in Bihar - about 88 kilometers from Patna - established during the Gupta Dynasty - remained as the best - Bakhtiyar Khilji destroyed it - Chinese pilgrim Xuanzang (Hiuen-Tsang) visited and stayed - much information about it in his writing - about 10,000 students and 2000 teachers - students from all over the world (Korea, Japan, China, Tibet, Indonesia, and Persia) - admission very strict – different tests to prove their ability - area about 14 hectares- 10 temples, classrooms and meditation centers huge library - library into three buildings- Ratnasagara, a nine storeyed main building - religious manuscripts and also a large collection on literature, astrology, astronomy and medicine - it took three months to burn down when invaders set fire to it - a great influence of Buddhism.

**W.3 Write an email to your friend describing your school-building, based on the map. 🏠**

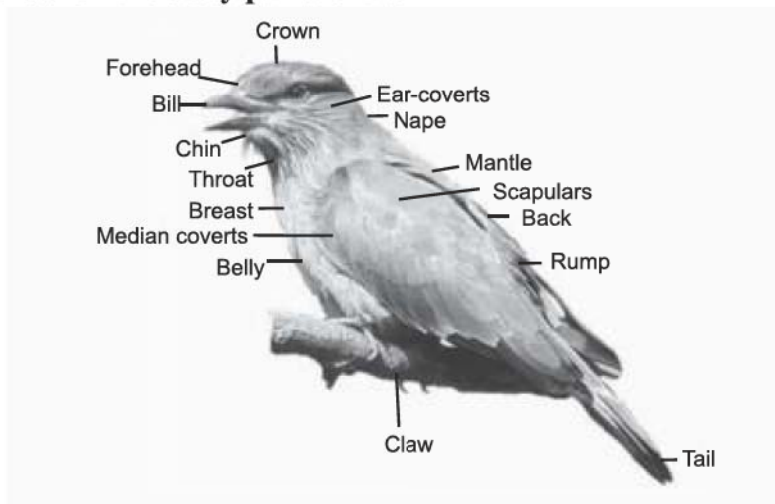


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## Pre-task

### P.1 Know the words for the body parts of a bird.

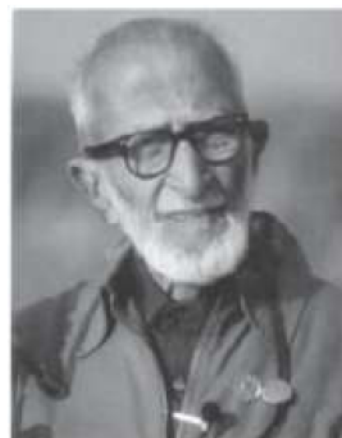


### P.2 Make a list of five small sized birds and write about their characteristics (at least two).

No.	Name of the bird	Characteristics
1		
2		
3		
4		
5		

### P.3 Read this excerpt on Salim Ali.

Salim Ali is one of the foremost names in the fields of Ornithology (Scientific Study of Birds) and Natural History in the entire world. He was an Indian, born on 12th November, 1896. He is often referred as ‘the Birdman of India’. He was among the first Indians to conduct systematic bird surveys and has written a number of bird books. He spent a major part of his life in camping in jungles and staying in tents for studying birds. His ten volumes of ‘Handbook of the Birds of India and Pakistan’ is an authentic reference book for bird lovers and researchers. Due to his contribution only, Ornithology became popular in India. After independence he became a key figure behind the Bombay Natural History Society. He was instrumental in establishment of Bharatpur Bird Sanctuary (Keoladeo National Park). He was awarded the Padma Bhushan in 1958 and Padma Vibhushan in 1976. A number of bird species and a couple of bird sanctuaries and institutions have been named after him. He passed away on 20<sup>th</sup> June, 1987.



It is a fresh and pleasant morning. Birds are chirping and the wind is cool and calm. Shubhangi with her family is having tea and breakfast in their garden. Devangi, Shubhangi's sister Mitra's friend has come to stay for a couple of days. Devangi is a student of second year zoology in M.S. University, Vadodara. Shubhangi, fascinated by the call of a bird exclaims, 'What a beautiful sparrow it is!' Devangi promptly corrects her, 'My dear, it is not a sparrow. It is a tailor bird. See its colour is yellowish green and it is smaller than a sparrow.'

**Shubhangi:** You are right. But the day before yesterday when I saw it, its colour was rust.

**Devangi:** Look, Shubhu, this one is a male and the rust was a female.

**Shubhangi:** Why is it so? I have observed the female in almost all the species is dull in comparison with the male.

**Devangi:** It seems that you have keen interest in birds.

**Shubhangi:** Oh yes, didi. See, Mitra didi is always busy with her projects. Will you, please, tell me more about birds?

**Devangi:** It is my interest and not Mitra's. I will be happy to talk about birds. Mitra, will you, please, bring a book from my bag titled 'Birds of India' by Salim Ali?

**Mitra:** Why not? Sure.

**Parents:** Kids, enjoy your discussion. We have to leave now.

**Devangi:** Listen, Shubhangi, there are jungle birds, water birds and birds that live near human habitats. This tailor bird is a bird of our surrounding. It stitches its nest with green leaves and fibres of trees. That's why it is called a tailor bird.

**Shubhangi:** That's great! But why do the female and the male have different colours? We have same colours.

**Devangi:** Oye chulbul! There are two major types of birds: birds of prey and small birds. Birds of prey hunt small birds for food. The female bird should be dull to hide itself from hunters as it is supposed to continue generations.

**Shubhangi:** Wonderful! What a design of Nature!

**Mitra:** Devangi, here is your book. It has very interesting information about birds.

**Devangi:** Birding is my passion, Mitra. Look, Shubhangi! Here is a picture of a tailor bird's nest.

**Shubhangi:** : Wow! It's cool.

**Devangi:** Let's talk about another interesting bird. Look this is Indian Grey Hornbill. This bird is common in Indian subcontinent. It has grey feathers all over the body with light grey and dull belly.

**Shubhangi:** Yup didi, Where does it live?

**Devangi:** Its habitat is both in wild as well as urban areas, especially large trees.

**Shubhangi:** Its beak is quite strange, isn't?

**Devangi:** Yes, dear. Its beak or bill has an extra portion like a horn and that's why it is called hornbill. One more interesting thing is that it nests in hollows of tall trees. The female enters the nest hollow and seals it by the using mud-pellets supplied by the male. The male takes care of the female and its newborn chicks. It supplies food to the mother and chicks.

**Shubhangi:** What a caring dude!

**Devangi:** Such a difficult task to feed the whole family! For the whole day, it has to collect food. For its caring behaviour for female, it is called Vahu ghelo in some areas of our state, meaning one who takes extra care of his wife.

**Shubhangi:** Wow! That is great. My teacher also says that we should be helpful to others.

May I ask one more question?

**Devangi:** Sure, dear.

**Shubhangi:** When I visited my friend Nazmin's home in the Polo forest, I saw many nests of weaver birds on babool trees. So beautiful! How do they build their nests?

**Devangi:** Look at this picture in the book. It is a weaver bird. The bird is known as 'Sughari' in Gujarati, meaning one who builds beautiful house. Almighty has gifted us different skills and the weaver bird is gifted with the skill of weaving its nests. Weaver birds prefer long thread-like grass leaves to build their nests.

**Shubhangi:** Didi, who builds a nest, the male bird or the female bird?

**Devangi:** Male weaver birds build nests. It takes nearly 18 days to complete nest building. When the nest is half completed, the male invites female for pairing by its song. If she accepts the nest, both of them finish the nest. If she doesn't, the nest is abandoned.

**Shubhangi:** Then it must be very difficult for the male to build more than one nests.

**Devangi:** Yes, absolutely right. A male often makes many nests during nesting season.

**Shubhangi:** Poor boy! I remember didi, I saw some incomplete nests also.

**Devangi:** Shubhangi, the birds are not only our friends, but they also help us in many ways. You know the vulture. Generally people do not like vultures as they eat carcasses or dead animals. But they are called scavengers as they clean our surrounding by eating the rotten dead bodies. Observe its beak in the picture. It is designed to tear the flesh from dead bodies.

**Shubhangi:** Yes, the curve of the beak is very sharp. Didi, I have not seen any vulture soaring in the sky for last so many months. What is the reason?

**Devangi:** At present people use medicine to cure sick cattle. When that cattle dies,

vulture eats its body. Diclofenac is very harmful for the vulture. After eating such flesh, it slowly dies within a few days. Nearly 97% of vulture population is lost.

**Shubhangi:** It simply means that we, the human beings, are very selfish. We do not care for other living beings on the earth. Why are we not doing anything to save the birds? How can we help the birds?

**Devangi:** You can offer grains and water for birds. Now a days, we get to see very few sparrows, right? Where have they gone?

**Shubhangi:** Ummm. They have perhaps gone to their Mama's home for vacation.

**Devangi:** What about the other days?

**Shubhangi:** I don't know. Will you please explain?

**Devangi:** They have left us because we have destroyed their homes.

**Shubhangi:** How? I haven't done that mischief.

**Devangi:** No, sweetheart. Actually we have designed our houses in such a way that the birds cannot enter the house. We do not allow them to nest in our premises. They feel safe living with us. That's why we call them the House Sparrow.

**Shubhangi:** Well, I want them back and I am sure my friends will also help me.

**Devangi:** Ok. You can prepare sparrow nests with the help of cardboard boxes. Do not feed birds Ganthiyas, as it is very harmful to their stomach. Put some grains like rice, millet etc. and water in a dish. They will surely come to play with you. Then you and your friends can sing a song.

"Chakkiben chakkiben Mari sathe ramva aavsho ke nahi, aavsho ke nahi?"

**Shubhangi:** One more question, didi?

**Devangi:** Oh, sure.

**Shubhangi:** Please tell me about migratory birds.

**Devangi:** Well Shubhu, every year we have thousands of birds as our guests from Europe, Siberia and other cold countries. Birds like pelicans, cranes, various ducks and rosy pastors travel thousands of kilometres to fly to India.

**Shubhangi:** Rosy pastor! This name sounds sweet. What is that?

**Devangi:** It is a bird like our myna. Rosy pastor is Vaiya in Gujarati. Its colour is dull brown and pink.

**Shubhangi:** It is the same one I see during winter, flying in the flock.

**Devangi:** Good observation. This bird arrives in India in June/July from Europe and returns in March/April.

**Shubhangi:** How do they travel without any map?

**Devangi:** They take help of the Sun to find their way. While they come they travel in the early morning and during return migration they fly in the evening.

**Shubhangi:** Do they all use the same pattern for migration?

**Devangi:** Of course not. Migratory birds fly in different patterns. Birds like cranes, ducks and geese fly in a formation of 'V' shape. Certain ducks, warblers and flycatchers travel in groups.

**Shubhangi:** Oh god! How can I remember all the details?

**Devangi:** That's easy. Remember these steps while birding.

1. See the colour of the bird
2. Observe its size.
3. Notice the shape and length of the bill and tail.
4. Place of sight like perched on a tree or wire, in water body, open ground, grassland or sky. Apart from these tips, you can give your close friend's name to that bird whose nature or any characteristic matches with the friend.

**Shubhangi:** That's true. Thank you didi for introducing me to the colourful world of birds.

**Devangi:** Yes, my brain-fever bird!

**Mitra:** What is that?

**Shubhangi:** A bird like Shubhangi. Shubhu, search about this bird.

**Mitra:** Remember Shubhu! We need birds on the earth as they eat up insects harmful to our crops. They are also helpful in spreading of seeds. They entertain us with their sweet calls. Take care of birds; they are the true indicators of a healthy environment.

**Shubhangi:** Thank you, didi.

## Glossary

**pleasant** enjoyable **chirping** twittering **zoology** માણીવિજ્ઞાન **fascinated** attracted **comparison** તુલના **species** પ્રજાતિઓ **habitat** residence, the natural home or environment of an animal, bird surrounding the things and conditions around a person or thing **generation** પેઢી **passion** desire **pattern** ભાવ **bill** beak **horn** શીંગડા **hollow** empty, vacant **curve** turn **mud pellets** a small, rounded, compressed mass or balls of mud **almighty** having a great deal of power, god **supplied** delivered **dude** a boy **abandoned** deserted **carcasses** dead bodies **flesh** meat **survival** અસ્તિત્વ **scavenger** an animal that feeds on carrion, dead plant material and wastes **carrion** meat of dead animal **soaring** fly or rise high in the air **stomach** belly **mischievous** playful misbehaviour **premises** a house or building **coexistence** to exist together, at the same time, or in the same place **treasure** something that is valuable **migratory** travelling, **migration** voyage, seasonal journey **flock** a number of birds of one kind feeding, resting, or travelling together **perch** a place where birds sit **grassland** an area of land that mostly contains grasses **endangered** at risk or in danger **population** inhabitants of a particular place **rosy** **pastor** a migratory bird **characteristic** a feature or quality belonging typically to a person લક્ષણો

### I feel...

- How do you feel when you hear a bird chirping/singing?
- Make a list of birds that you see around you.
- What will you do if you find somebody hunting or teasing birds?
- Do you find house sparrows in your area? What will you and your friends do to save the sparrows?
- Underline the sentences that show Shubhangi's curiosity to know more about the birds.

## Vocabulary

### V.1 Replace the underlined word/phrase with the words having similar meaning from the text. Write that word in the blank.

1. Chandani was tempted by the low price of the dress.
2. A rabbit's dwelling is a hole.
3. Colour of the female birds is naturally dull to protect them from the destroyers.
4. Arya has longing for trekking in the Himalayas.
5. The Grey hornbill collects mud globes to build its nest.
6. Vultures are called scavengers as they clean our environment by eating flesh.
7. Birds travel from Siberia and the chill countries of Europe to Asia every year.

### V.2 State whether these expressions are of happiness, wonder, sadness, curiosity or excitement. Write appropriate word.

1. How beautiful! \_\_\_\_\_
2. That's great! \_\_\_\_\_
3. What a design of Nature! \_\_\_\_\_
4. Wow! It's cool. \_\_\_\_\_
5. What a caring dude! \_\_\_\_\_
6. Poor boy! \_\_\_\_\_
7. What a painful experience! \_\_\_\_\_
8. Oh! That is miserable! \_\_\_\_\_

### V.3 Follow the instruction to find the words.

**Sample:** It is risky to face a bull with sharp **corns** in a narrow street. (Change one letter)  
It is risky to face a bull with sharp **horns** in a narrow street.

1. Have you ever observed a **mill** of the parrot? It's curved. (Change one letter)
2. In my courtyard, a **block** of sparrows is fed everyday. (Change one letter)
3. Some animals in the jungle feed on **carrier**. (Change two letters)
4. The **habit** of the cheetah is open fields. (Add two letters)
5. His **chief** at school brought him a suspension letter. (add three letters)
6. Your **compassion** to meet your favourite actor will be fulfilled one day. (remove three letters)

### V.4 Tick mark the correct option.

1. Children don't like if their parents make their **compromise/comparison** with other.
2. India is the second largest country in **population/pollution** in the world.
3. There is a dangerous **curve/cross** at the Crescent Road. Be careful while driving.
4. If you happen to pass through a jungle, you will surely hear **noise/chirping** of birds.
5. The idea of setting up a language lab in our school was **abandoned/absent** so we were very unhappy.
6. Some birds come from other countries to Gujarat. They are **travelling/ migratory** birds.



**V.5 Choose the word from the box that matches the definition.**

carcasses, grassland, chirp, scavenger, carrion, characteristics, zoology, perch

1. An open field full of grass \_\_\_\_\_
2. The flesh of dead animals \_\_\_\_\_
3. Dead bodies of animals or men \_\_\_\_\_
4. A branch of science that studies animals and their behavior \_\_\_\_\_
5. To make a short high-pitched sound \_\_\_\_\_
6. An animal or a bird that feeds on dead plant, animal or wastes \_\_\_\_\_
7. Special qualities of a person or a thing \_\_\_\_\_

**V.6 Make meaningful sentence using the set of words.**

- |   |   |
|---|---|
| 1. eagle – endangered – species – world | 2. stomach ache- Saloni- suffer- cure- doctor |
| 3. dude- get- pleasant – surprise       | 4. fascinated – robot – little boy – fair     |
| 5. government – supply – necessities    | 6. grassland- rosy pastor- flock              |

**V.7 A homophone is a word that sounds like another word but has a different meaning and spelling.**

*Sample : We go to a shop to buy things.  
When we leave we say bye.*

**Tick mark the correct word in the bold print to make the sentence meaningful.**

We all **no/know** that our freedom was won through non-violence. Many of our freedom fighters sacrificed **there/their** lives **four/for** the noble cause of making our country free. They **said/sad**,” India is **over/our** country so we **won’t/want** let them rule over us anymore. We will **send/sand** them **back/bake** to their country.” Now we are a free country but it is also **quite/quiet** right that if we are divided into **pieces/peaces**, our nation will become **week/weak**.

**Now use these homophones in your own sentences.**

- peace \_\_\_\_\_  
piece \_\_\_\_\_
- son \_\_\_\_\_  
sun \_\_\_\_\_
- write \_\_\_\_\_  
right \_\_\_\_\_
- dear \_\_\_\_\_  
deer \_\_\_\_\_

## Comprehension

**C.1 Name five birds you like. Classify the information of birds in the table. Work in pairs. One is done for you. ††**

Name of the birds	Habitat	Size	Colour	Special information
Tailor bird	Lives around us	Small	Yellowish rust	Stitches nest with the help of green leaves, fibers of trees and threads.

**C.2 Tick mark True(T) or False(F).**

1. Because of our carelessness, the population of vultures is decreasing.  T  F
2. Birds should be fed with grains and *farsans*.  T  F
3. Prey birds like vultures hunt smaller birds for their food.  T  F
4. The weaver bird and the tailor bird are the same birds.  T  F
5. Birds can travel anywhere without the help of a map.  T  F
6. Migratory birds generally travel in larger groups or flocks.  T  F
7. Grey horn bills are generally not found in Indian subcontinent.  T  F
8. Male Sughari weaves more than one nest in the nesting season.  T  F

**C.3 Tick mark the most appropriate option.**

1. Shubhangi saw \_\_\_\_\_ tailor bird.  
(a) a smaller (b) a female (c) a male (d) a yellowish
2. The vultures proved to be best friends for human being because they \_\_\_\_\_.  
(a) clean our surroundings (b) are hunters (c) are non vegetarians (d) are bird friendly
3. Who, according to you, is responsible for a half completed nest?  
(a) the male weaver bird (b) the females (c) the would be mother (d) the maker itself
4. It is observed that the female in almost all species is \_\_\_\_\_.  
(a) larger and attractive looking (b) smaller and dull in look (c) as good looking as the male  
(d) dull in comparison with male

**C.4 Frame questions to get the underlined words as answers. ††**

**Sample:** The female in most of the species looks duller in comparison to the male.

**Ans:** How does the female of most species look in comparison to the males?

1. We find two types of birds: birds of prey and small birds.
2. The male hornbill takes care of female and new born babies.
3. Shubhangi saw a number of nests of the weaver birds on the babool trees.

4. The male weaver bird invites the female bird to observe the half completed nest.
5. Vultures are known as scavengers.
6. The beak of a vulture is designed to tear the flesh from the dead bodies.
7. We should observe the colour, size, shape and the length of a bird while watching it.

**C.5 Answer these questions in one line.**

1. What does Devangi study? Where? **Ans:** \_\_\_\_\_
2. What is Shubhangi interested in? **Ans:** \_\_\_\_\_
3. What did Shubhangi want to know from Devangi? **Ans:** \_\_\_\_\_
4. What do the birds of prey do? **Ans:** \_\_\_\_\_
5. Why has Nature made the female smaller and duller? **Ans:** \_\_\_\_\_
6. How is the beak of a Hornbill? **Ans:** \_\_\_\_\_
7. Where does Nazmin live? **Ans:** \_\_\_\_\_

**C.6 Answer these questions in two or three sentences each.**

1. In what way are birds very useful to us?
2. Have you observed a tailor bird? How does it build its nest?
3. Which are the basic tips for bird watching?
4. What does the weaver bird or Sughari use to build the nest?
5. Why are vultures not seen in the sky?
6. Why are birds like sparrows disappearing from human habitats?
7. From where do Rosy Pastors migrate? What is the speciality in their migration?
8. How can we help the birds?

**C.7 Write short notes with the help of given points.**

**1. The House Sparrow:**

Colour- size- friendly- make atmosphere alive- importance- less numbers at present- faulty design of our houses - the birds cannot enter – we keep them away from our premises – feel safety in co existence- prepare sparrow nests - feeding them- saving them from extinction.

**2. The Nest-Building Procedure of *Sughari*:**

Size- colour- appearance- weaver bird is gifted with the skill of weaving nests - it prefers long thread-like grass leaves to build their nests - male weaver birds build nests - the male invites female for pairing when the nest is half complete – female approves – they make a pair- if disapproves, the nest is abandoned.-a beauty and wonder of nature- facilities in the nest- safety of young ones- sweet chirping

**3. Bird Migration:**

Thousands of birds migrate from Europe, Siberia and other cold countries - pelicans, cranes, various ducks and rosy pastors travel thousands of kilometres to fly to India – they take help of the sun to find their way – these birds fly in different patterns - for a burdenless journey.

**C.8 Give your views. You may use mother tongue.**

- Along with your friends, prepare a list of birds found in your surroundings. Mention their chief characteristics.
- Save birds: suggest a few steps to save the birds that we find around. (work in pairs)
- Reflect and give your ideas on ‘Birds are our best friends’.

## Language Practice

Function: Describing Persons and Places

### L.1 Read the conversation.

**Vismay:** I watched a nice movie *Bhag Milkha Bhag*.

**Sharan:** What is it about?

**Vismay:** You really don't know? It is about the life of Milkha Singh. He is a former Indian track and field sprinter.

**Sharan:** Oh, he is an athlete!

**Vismay:** Yes, but originally he was in Indian Army and participated in sports through it.

**Sharan:** He must have set many records.

**Vismay:** Yes. He won Gold Medals in 1958 and 1962 Asian Games. He also represented India in Summer Olympics at Melbourne, Rome and Tokyo. But his 1960 Olympic 400 m race will always be remembered. He was fourth but set Indian National Record and held it for 41 years.

**Sharan:** Wow, what a man!

**Vismay:** Indeed, he is. He is known as 'The Flying Sikh'.

Now, read this news report on Milkha Singh and notice the underlined parts.

*Bhag Milkha Bhag* is a biographical movie by Rakesh Mehra starring Farhan Akhtar as the famous athlete Milkha Singh. <sup>1</sup>Milkha Singh who is former track and field sprinter is known as The Flying Sikh. He was born in <sup>2</sup>Govindpur which is in Pakistan after partition of India. <sup>3</sup>The young boy whose parents were killed in riots after partition came to India and joined Indian Army as Sepoy. <sup>4</sup>The sepoy who participated in a race at the army camp was noticed by the officer. He is famous for <sup>5</sup>the record that he set at Rome Olympics in 400 m race by completing it in 45.73 seconds. <sup>6</sup>The Flying Sikh who brought glory to the country was also awarded Padma Shri, India's fourth-highest civilian honour.

### L.2 Complete the table using sentences 1 to 6 in the above news report on Milkha Singh.

Talked about	Comment/ Receiver	Connector	What is said?
who	What		
1. Milkha Singh		who	is known as The Flying Sikh

### L.3 A. Join the sentences using 'who'.

1. The man is from Jamaica. He won 9 gold medals.

2. Nelson Mandela became the President of South Africa. He spent 27 years in jail.

3. Kailash Satyarthi is an Indian activist. He won the Nobel Peace Prize in 2014.

**B. Join the sentences using ‘whose’.**

1. I met a man in London. His brother works in Ahmedabad.
2. A woman is on phone. Her name is Sharon.
3. The man is a doctor. His TV show is popular.

**C. Join the sentences using ‘which/that’.**

1. Our house is on M G Road. We rented it.
2. Let’s go for dinner in the hotel. The hotel is close to our home.
3. The shop is in Tower II of Crescent Arcade. Tower II is towards the river side.

**L.4 Add information given in the brackets using ‘who, whose, which or that’.**

1. She worked for a man (the man used to be an athlete).

**Sample: She worked for a man who used to be an athlete.**

2. That man is from Sri Lanka (the name of that man is Tilakaratne Dilshan)

3. Lucknow is the capital of Uttar Pradesh (the capital of Uttar Pradesh is famous for its culture, tahezib (mannerism) and food) \_\_\_\_\_

4. Usain Bolt is a Jamaican athlete. (the Jamaican athlete is known as the ‘Fastest Man’ on the Earth with 9 Olympic Gold Medals) \_\_\_\_\_

5. Is that the man ? (the man lives near your society)

6. Ahmedabad is famous for the River Front Project (the project is on the banks of the river Sabarmati) \_\_\_\_\_

7. Dr. Arpit Bindra is a business man (the business man’s son won Olympic Gold Medal in Rifle Shooting) \_\_\_\_\_

8. Jaipur is the capital town of Rajasthan (the town is known as the Pink City)

**L.5 Read the paragraph and underline the parts that add information about a person or a place. One is done.**

The town of Dalhousie which is situated at a height of about 6700 ft is the perfect place for summer holidays, and the Hotel Pirpanjal View, which faces the snow covered mountain range, is the perfect place to stay. Two artist brothers who bought this hotel premises 30 years ago which is a famous accommodation now. In addition to the view that the hotel offers, Vicky, whose cooking is one of the reasons why the Hotel Pirpanjal View is so popular in Dalhousie. The guests, whom the hotel staff treat as family members are always delighted to stay there. Shri Subhash Chandra Bose, who once stayed in the hotel, recovered from serious illness after spending time in Dalhousie.

**L.6 Fill in the gaps with appropriate options from the list and read the paragraph aloud. You may just write appropriate number from the table and read the complete paragraph.**

- |  |                                    |
|--|------------------------------------|
| 1) whose shouts were heard at a distance | 2) who was hurt by the fall        |
| 3) whose mangoes were stolen             | 4) which were in his pockets       |
| 5) that the boy had plucked              | 6) in which a bicycle could not go |
| 7) which were just beginning to ripe     | 8) whose pockets had grown big     |
| 9) which was five feet high              | 10) who was the owner of the farm  |

The boy who had come away from school went to a mango orchard. He jumped over the fence \_\_\_\_\_ and reached a mango tree. He plucked many mangoes \_\_\_\_\_ and put them in his pockets. As he was trying to jump the fence while coming out, he slipped and fell, and some of the mangoes \_\_\_\_\_ rolled away. Rahimbhai \_\_\_\_\_ realized that someone has entered the farm. He immediately jumped on his bicycle and rode towards the boy. But the boy \_\_\_\_\_ ran off along a very narrow lane \_\_\_\_\_. The farm owner \_\_\_\_\_ was chasing the boy. But the boy could reach the school. The boy \_\_\_\_\_ with the mangoes was spotted by a teacher. The farm owner \_\_\_\_\_ also reached the school. The farm owner complained to the teacher. The teacher asked the boy to apologize and return the mangoes \_\_\_\_\_.

**L.7 Follow the examples of sentence parts in L.6 starting with who, whose and which. Replace the word/s in the brackets and complete the sentences.**

The farm owner (very fat) \_\_\_\_\_ soon became breathless. His bicycle was too difficult to ride. He jumped off his bicycle (very old) \_\_\_\_\_ and hid it behind bushes. He ran along the path (narrow) \_\_\_\_\_. The boy (hide behind a tree) \_\_\_\_\_ watched the man go past. The boy now ran back and took the bicycle (hide behind the bush) \_\_\_\_\_. The man had forgotten to lock his bicycle. The boy (now very tired) \_\_\_\_\_ got on the bicycle and rode off. When he reached a place (near the school) \_\_\_\_\_, he left the bicycle there and went away. The cycle (left there) \_\_\_\_\_ was later found by the farm owner.

## Writing

**W.1 You found a seriously injured pigeon in your compound on the day of Uttarayan. Use the mixed up clues given in the brackets and write what you did to help and save the bird. You can add your own ideas also.**

wound – string – corn – pull out – give – from its wings – helpline for birds – wash – telephone

First of all I kept the pigeon at a safe place. Thereafter I \_\_\_\_\_.

\_\_\_\_\_.

Then I

\_\_\_\_\_.

Later I

\_\_\_\_\_.

Meanwhile I

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

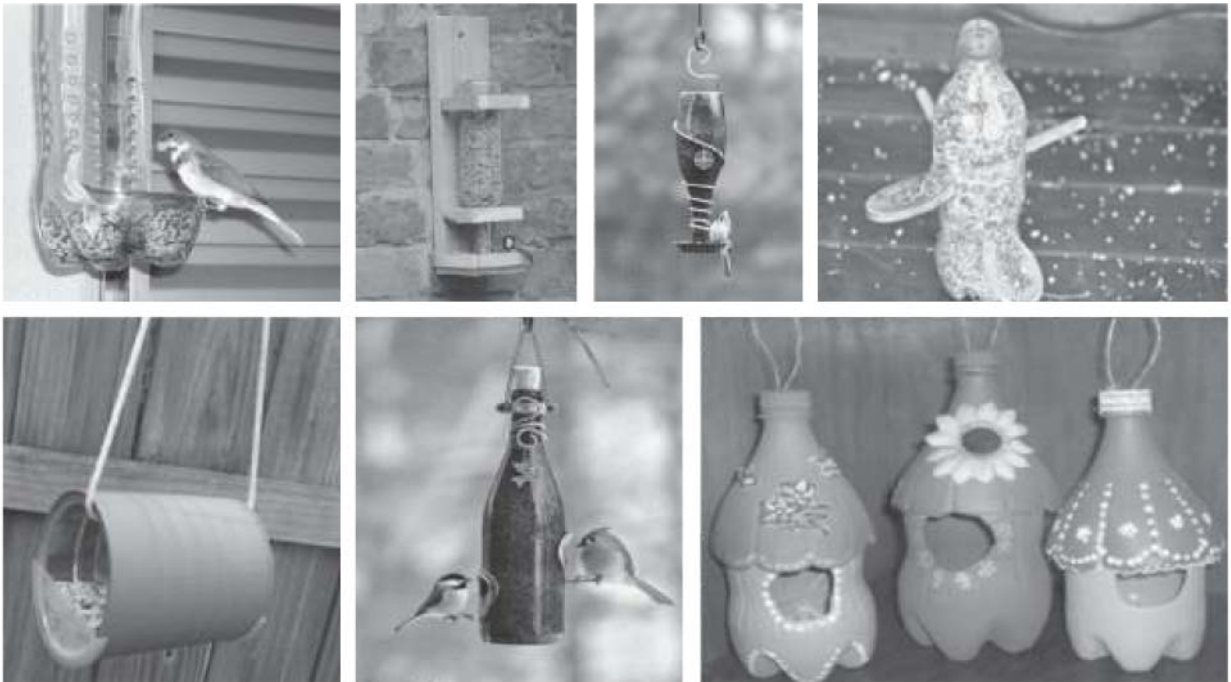
**W.2** Spandan attended a lecture on ‘Save the Birds’ given by a famous bird watcher Shri Lalsinh Raol. He has made notes of what he heard. Read the notes and in groups of 3, prepare your own speech on ‘Save the Birds’.

**Importance of Birds:** - important part of nature - help maintain the eco-system- beautify our surroundings

**Reasons of decreasing number of birds:** - concrete buildings with no nesting site - cell phone radiation - unleaded petrol and insecticides જંતુનાશક દવાઓ - increasing noise of automobiles - cutting of trees - chemical fertilizers - excessive use of wireless devices

**Remedies to save the birds:** - bird-boxes and bird feeders outside houses and gardens - a bowl of fresh water every day - growing plants and fences to encourage some of the common birds to come back - big bowls with cool water to bathe in - broken rice in open space for birds to feed on

**Homework + Project work :** Here are some samples of bird-feeders made from worn out and scrap materials. Make a bird-feeder of your choice using worn out or scrap materials. For example, you can use a five litre empty oil jar, or an empty water bottle and plates, spoons etc.



**W.3** Now narrate the process of building a bird feeder. You can use these points if you wish.

[Things required – a hole in the side of the bottle to allow a free flow of seeds – pass ice cream spoons through the holes – few small holes in the bottom – fill with seeds – hang on a wire]

**W.4** Write a paragraph on ‘My Favourite Feathered Friend’ with the help of the given clues. Draw/Paste the picture of that bird in your notebook.

[ types of birds – your favourite bird – name – habitat – habits – special features – food – shape – size – usefulness – colours – reason for liking – places where you see it – your feelings when you see it]

\*



## Pre-task

**P.1 International sports persons undergo a lot of stress before a big match. Do you know how they keep calm before the starting of an important game? Read some of the facts.**

In order to keep themselves calm, some sports persons:

- Sleep till late and come out of their rooms just before the match.
- Chat with team members or support staff but avoid discussions on the game.
- Revise strategies for the game with the team members or the support staff.
- Eat light food the previous night and also take light breakfast on the day of the game.
- Wake up early and try to live a routine life by doing warm up exercises, reading newspapers, listening to music, etc.
- Avoid heavy work out but try to balance themselves with the help of Yoga.
- Talk to their family members or close ones over phone.
- Go for a light walk and relax in nature by observing trees, plants, flowers or birds.

**Think & share :** How do you prepare yourself for the examination? ††

**P.2 Read the statements carefully. Say how you feel before or during examinations by putting a tick mark in appropriate box. 1= Always, 2= Sometimes, 3= Never**

No	Description	1	2	3
1	I do not get sound sleep during exams.			
2	Whenever I start preparing for the exam, other thoughts occupy my			
3.	I realize that I should read, but get tempted to play/watch TV			
4.	Whenever I start reading, I feel hungry.			
5.	I do not feel like eating anything during exam days.			
6.	As I start reading, I feel sleepy.			
7.	I cannot decide the best time for my studies.			
8.	I do not like to sleep the previous night of the exam because I fear of forgetting whatever I have read.			
9.	I prefer to read till the last minute before the exam because I feel I have not prepared enough.			
10	I do not fear exams at all. I live a routine life. I feel free.			
11	I like to discuss what I read with my parents/family members/ friends.			
12	I don't like to talk with anyone during the exam days.			
13	I dislike noise and music during the exam days.			
14	I like to be alone during the exam days.			
15	I believe in luck and always try to keep my lucky gadgets like pen, wrist watch, etc with me while writing the exam.			
16	I feel nervous if I lose my lucky gadgets during the exam.			

**Now, Compare your responses with the other groups. Read them in the class. †††**



**P.3 Fill in your responses in the table.**

Sr. No.	Type of teenage problems in descending order of intensity	Tick, if you have experienced it yourself	Tick, if you haven't experienced it yourself but you know about such a problem	Tick, if you don't know about such a problem
1	Drugs			
2	Study pressure			
3	Pressure in relationship			
4	Constant need to look good			
5	Constant pressure to excel in all aspects of life			
6	Uncertainty about the future			
7	Drinking and smoking			
8	Depression			
9	Addition to the social network			
10	Eating disorders			

**Say how these people can be helpful to you in case you are suffering from any of the above stated problems.**

Mother : \_\_\_\_\_  
 Teacher : \_\_\_\_\_  
 Brother : \_\_\_\_\_  
 Friend : \_\_\_\_\_  
 Father : \_\_\_\_\_  
 Neighbour: \_\_\_\_\_

**Read TUNE UP O TEENS !**

**Anchor:** Good morning everybody! On behalf of Anand Vihar School, I, Anuj Bhatt, the coordinator of the Career and Counseling Cell; welcome you all to this seminar "BRING OUT YOUR BEST", to counsel the students and their parents .

We are happy to have with us on the panel Dr Nasir Mansuri (a practicing clinical Psychologist), Dr Mrs. Shelat (a prominent Educationist in Gujarat), Dr Manju Shroff (a well known dietician) and Prof. Ray Mackey, who is online from University of Edinburgh, would take your questions and solve your queries on study habits and preparing for the exams. May I request the Principal of the

school, Mr. Sudhir Shah to introduce and welcome the guests?

**Mr. Shah:** Honorable dignitaries on the dais, parents and students, good morning to all present here. Though it's winter now, many parents and students might be perspiring with the thought of exams approaching in March. It is observed that unanswered questions of the students and expectations of the parents not only lead to stress but also create apathy and boredom for studies. The purpose of this seminar is to guide parents and students and come out with possible Dos and Don'ts during studies and exams.

I am indeed happy to welcome Dr Nasir

Mansuri, a practicing clinical Psychologist, from Vadodara. Dr Mansuri has been associated with Lotus Group of schools for 13 years and helps hundreds of students and parents every year.

Dr Mrs. Shelat, is an eminent educationist, author and teacher trainer. And we are indeed fortunate to have her as one of the academic advisors to our school.

It is truly said that special activities demand special food habits. There is a growing concern over what we eat these days. Many of you would doubt what food habit has to do with the study habits and performance in the exams. You will come to know some interesting facts while interacting with Dr Manju Shoff, a well known dietician.

In today's globalised world, distance is hardly a barrier in communication. We have Prof. Ray Mackey, online from University of Edinburgh, who may bring in his international experience working with students and parents. I welcome you all and without any further delay I now invite students and parents to raise questions.

**A boy:** Hello sir! I am Bharat from Std X. My question is to Dr Mansuri... I read almost six hours a day. In spite of this, I hardly remember anything at the end of the day. Even my Mom gives me brain tonic regularly but... How can I improve my retention?

**Dr Mansuri:** Bharat, though you have raised this question, you are not the only one who faces this problem. I am sure there are many here who might be having the same question. Tell me, how many of you have the same question? (Many hands go up.) Alright, have you heard of the Chinese proverb, "I hear and I forget, I see and I remember, and I do and I understand"?

**Bharat:** I don't understand that. Just tell me what should I do so that I don't forget?

**Dr Mansuri:** See, there is no fixed method of

improving retention. However, you need to identify the way in which you learn. Let me clarify it. There are different learning styles. You learn by listening, writing, drawing flowcharts and diagrams, by discussing, by reflective thinking and so on. You need to identify which style suits you the best for different subjects. For example, to write an essay, you brainstorm ideas and create a web, followed by arranging the ideas logically and constructing meaningful sentences. By doing so, you are adopting more than one style of learning that helps to remember for longer duration. That will help you in improving retention. And Bharat, now stop taking brain tonics. They simply do not work anyways.

**Bharat:** Wow! That sounds great. I wasn't aware of it. Thank you, Sir."

**A lady:** Hello Dr Mrs. Shelat, I am Mrs. Viraj Trivedi and my son Shalin is in Std. 9. He spends too much time in playing games and watching TV. And because of that his study suffers. What would you advise him at this juncture?

**Dr Mrs. Shelat:** Is your son present here? (Mrs. Trivedi points to her son sitting next to her.) Well, it is quite normal at this age for students to get tempted to play and watch TV. However, there should be a time limit for the same. What I personally feel is, total avoidance of games and TV is not the solution. In fact that is cruel and unnatural. Rather, parents should make sure that there is a balance between study and play hours. Games, music and entertainment are quite essential for physical and mental health. They help reduce stress.

**A lady:** Hello everyone, I am Mrs. Suhani Mehta. I am not sure whom to ask this question. I am facing a different problem. My daughter seems to be enjoying her studies but hardly shares anything on what happens at school and her studies. As parents, we try to

ask her so many times but she avoids discussing the school at home.

**Anuj:** I think, we should consult Dr Mackey as he must have faced similar questions from British parents back home.

**Dr Mackey:** Thank you, Anuj. I hope I am audible over there. And yes, I like this question. If sharing is missing, both children and parents are responsible. Sharing is glue that binds a family together. Generally, adolescents at this age find it uncomfortable to share all details related to their lives. As parents, we must consider this and decide our response to their sharing. Our negative response and preaching discourage children. However, children must read the intention of parents. Not sharing anything may lead to serious problems.

**Anuj:** Thank you Dr Mackey, for your valuable time.

**Dr Mackey:** It's always a pleasure to interact with students and parents, Anuj. My best wishes to the students. Have a bright future ahead.

**Anuj:** Next question from the students now.

**Student-1:** Sir, maybe I am feeling hungry right now because my parents don't allow me to eat what I enjoy.

**Anuj:** I think this question is obviously, for the dietician. Dear can you tell us what you enjoy eating most? And tell your name also.

**Student-1:** My name is Priyanshi. And Oh... Madame, I love Pizza with double cheese. Die for Dabeli with butter or cheese. Dream for Burger. My favorite pass time is crunchy wafers with cold drinks. But.... my Mom serves me hospital khana. Is there any relation between studies and the food I eat? I really wonder.

**Dr Shroff:** Priyanshi, you look real foody... I like your spontaneity. Dear, yes, there is a direct relation between the food you eat and activities of your brain via metabolism.

Heavy food directs the blood flow to the digestive system, resulting into slowing down of the brain activity. You must have felt sleepy, lazy and drowsy after eating heavy meals. Doesn't this affect your studies? Ultimately, you require an active brain for studies. Rather than going for fatty foods, prefer to take light and easy to digest food with enough of soup, juice, daal, milk, Chhash/Lassi, etc. Eat raw vegetables and fruits a lot. Do not over eat. It's not good for health in the long run. Remember, the student who eats light, becomes bright.

**Student-2:** Hello Dr. Mansuri sir, I am Kandarp. I read somewhere "Tune up yourself for the board exam". Could you explain what it means?

**Dr Mansuri:** Dear, you seem to be in 10th or 12th. Tune up refers to preparing your mind and body for a particular task. When it comes to tune up for examination, you need to know how your body and mind work in harmony. You should identify your strengths and weaknesses in the first place. Observe yourself for a week or two. Always remember that your strengths are your assets. Do not think much about your weaknesses. It is your strengths that will help you cope the exams. Secondly, your body and mind are tuned up to the school time table before you receive board exam schedule. Once you receive the board exam schedule, prepare a new time table based on your energy level. Identify the best time when your energy level is high. Try to match it with the time slot of examination. It is important to relax to tune up your body and mind. You may follow simple relaxation techniques like Pranayam, Yogasan, Stretching, listening to light melodious music, taking a walk of about 10-15 minutes at a suitable time or having a cup of green tea. You can even spare some time for talking to your friends or parents. Maintain a cheerful

mood and don't work in frenzy. Wish you all the best!

**Anuj:** Students, did you enjoy the programme? (A big round of applause from the audience) This tells all. I think it's time to conclude our programme. It's impossible to express our gratitude in words. However, I

am indeed thankful to all the guests who made it convenient to spare time from their busy schedule. I am sure that not only students but parents also gained a lot. Hope we all remember the tips given by the experts and follow them as much as we can. Best wishes to all.

## Glossary

*on behalf of* as a representative of **counselling** advising someone **psychologist** મનોવૈજ્ઞાનિક **prominent** well known **dietician** a person whose job is to advise people about what to eat for a good health **query** question **dignitaries** persons who have important position **dais** a platform, stage **cherish** feel attraction for **approach** draw closer **perspiring** પરસેવે રેબડેબ થતું **apathy** insensitivity સમાનુભૂતિ **boredom** કંટાળો **stress** a state of mental tension **associate** to be together, connected with **eminent** successful, well-known **academic** of education **interact** to talk with other people **communication** પ્રત્યાયન **retention** an ability to retain things in mind **proverb** saying કહેવત **flow chart** chart that shows step by step progress **reflective** thinking carefully about something **logically** thinking and reasoning **brainstorm** group creativity technique to solve a problem **adopt** begin to use (method) **sound** seem **suffer** become worse because of something **juncture** important point in a process or activity **get tempted** be attracted to do wrong લાગણું **audible** able to be heard **adolescents** teens **preaching** speaking in an annoying way about the right way to behave **intention** purpose, aim **irrespective** without thinking to something else **trifle** something that has not much value **ease** comfort of body or mind **obvious** easy to see or notice **die for** to crave intensely **crunchy** making loud sound when chewed **metabolism** the process of digestion **spontaneity** સ્વયંસ્ફુરણ **drowsy** tired and ready to fall asleep **ultimately** at last **starve** suffer or die from lack of food **raw** not cooked **prefer** to like more **harmony** pleasing combination of different things **asset** valuable person **cope up** to deal with **schedule** time table **stretching** pulling arms, legs etc. **frenzy** temporary madness **applause** તાળીઓનો ગડગડાટ **conclude** to finish **gratitude** feeling of thanks **tip** advice **melodious** making a pleasant musical sound કર્ણપ્રિય

### I feel...

- As a student, how do you feel when your exam approaches?
- Do you always discuss your problems in studies with your parents? Do they help you in overcoming the problems?
- What do your parents expect from you? How will you try to fulfill their expectations?
- How do you feel whenever your teachers motivate you in the class?
- Which suggestions of the counselors did you like? Underline them.
- Have you ever felt depressed during the exams? Who has supported you in such situations? How?

## Vocabulary

**V.1 Unscramble the letters in part A taking the help of description in part B. Write the word in the bracket and match it with the description in part B. One is done for you.**

A	B
1. equry ( query )	a question
2. ferzny (            )	tend something lovingly
3. cehrihs (            )	that can be heard easily
4. firtle (            )	thing that has little value
5. ordswy (            )	try to persuade someone to do something
6. hoarnym (            )	the pleasing combination of related things
7. laebdiu (            )	extremely emotional wave
8. rteeninot (            )	feeling sleepy
9. parech (            )	ability to remember things

**V.2 Decide whether the descriptions show positive 😊 or ☹️ negative characteristic. Underline word/s which give/s you idea about positive or negative characteristic.**

No.	Description	Smiley	
1	She prepares a time table and works accordingly.		
2	He is always cheerful in all situations.		
3	Rushil has craze about cartoon films and <u>doesn't study well.</u>	☹️	
4	Every now and then my mummy asks me to read.		
5	Faizal feels boredom in his study.		
6	At the time of exam, David feels <u>free and stressless.</u>		😊
7	I have some queries but I don't ask my teacher.		
8	I often feel embarrassed when I make mistakes.		
9	Jubeda takes light food at the time of exam.		
10	My parents never discourage me in my endeavors.		
11	Rustom never shares anything with anyone.		
12	The young ones get tempted by advertisements and buy useless products.		
13	Prayag always perspires when he has 2 or 3 difficult questions in the examination.		
14	Reena wastes her time irrespective of her parents' advice.		
15	My rival won the final match against me. I joined the applause.		

**V.3 Complete the next sentence by writing an antonym (opposite) to the word in bold in the previous sentence.**

1. I don't like the taste of **cooked** onion. But it doesn't taste delicious if it is \_\_\_\_\_.
2. My cousin, Anjani, is an **adult** however sometimes she behaves like a \_\_\_\_\_.
3. The grownups generation think that teenagers are **generous**. I came across some teenagers who are \_\_\_\_\_.
4. Rahul talks with us in a **normal** way in the class but his mother complains of his \_\_\_\_\_ behavior at home.
5. A journey by plane is always **comfortable** whereas the same by a *chhkada* is \_\_\_\_\_.
6. Our teachers always **encourage** us in any activity we do. If we make mistakes, they never \_\_\_\_\_ us.

**V.4 Complete each sentence by circling the correct word.**

1. You can consult Dr. Parikh. He is a **prominence/prominent** consultant in psychology.
2. We can get any clarification about superstitions easily as our science club is **association/associated** with Vigyan Jatha Institute.
3. All the judges praised Firdos when he sang **melody/melodious** songs.
4. Nowadays in Gujarat every school **interaction/interacts** with students to evaluate them under SCE scheme.
5. Our lecturer Mr. Desai used to say, "Poetry is a **spontaneous/spontaneity** over flow of a poet's feelings."
6. "If you eat fast food too much, your **metabolism/metabolic** will get disturbed", said the doctor to Ami.
7. Nani's performance at the elocution competition ended with a loud **applaud/ applause**.

**V.5 Reshuffle the underlined words to make all the sentences meaningful.**

Jennifer studying in SSC is worried a lot about her board exam. She never unaware of any situations. She reads till late night tune up her bad health. She is quite cope up with what she is doing. Her parents try their best to persuade her but she doesn't irrespective of with the timings of exam. She said, "I will manage both my study and health."

**V.6 We add a suffix at the end of a word to make a new word. Here is a list of suffixes and their meaning with examples .**

No	Suffix	Meaning	Sample
1	-ly	(a)like (b) how (c) when	(a)manly (b)slowly (c) yearly
2	-less	without	pitiless, helpless
3	-ish	belonging, like	girlish,
4	-ess	feminine of nouns	princess, poetess
5	-er,-or	one who	farmer, actor
6	-ation	act of	invitation
7	-able	capable of, for	possible, adoptable

Now make new words from these words by adding a proper suffix and fill in the gaps.

(help, fear, week, adjust, sing, cancel, child, decorate, edit, quick)

**Sample:** Priti forgot her purse in the train so she couldn't do anything. She was helpless.

1. Though Aman is in std.10, she behaves like a child. She is \_\_\_\_\_.
2. Jenil sings very well. I think he will be a \_\_\_\_\_ in future.
3. Popatlal is always talking of \_\_\_\_\_ everything.
4. I don't have time to read daily so I read some \_\_\_\_\_ magazines on Sunday.
5. The manager glanced at the clock and left for home \_\_\_\_\_.
6. She is such an \_\_\_\_\_ person that she will mix with the staff there in a week.

**V.7 Complete the sentence with the words given inside the square. Then complete the square with such words. The first letter of each word is the same as the last letter of the word before.**

You can see the first verb as an example.

1. We must rush \_\_\_\_\_ or we'll be late.
2. I can't \_\_\_\_\_ you! Don't speak so softly.
3. He is going to \_\_\_\_\_ in the race tomorrow.
4. You \_\_\_\_\_ a good dictionary when you do these exercises.
5. Why does she \_\_\_\_\_ her car so fast?
6. I always \_\_\_\_\_ some fruit at the end of my meal.
7. Can you \_\_\_\_\_ the ball back to those boys?
8. They always \_\_\_\_\_ the same clothes.
9. I \_\_\_\_\_ a newspaper every morning.
10. He says they \_\_\_\_\_ too much tea.
11. I really don't \_\_\_\_\_ the answer to your question.
12. She often has to \_\_\_\_\_ if the bus is late.
13. They always \_\_\_\_\_ by air when they go to Italy.
14. He is very funny. He always makes me \_\_\_\_\_.
15. Shall I \_\_\_\_\_ you to open the window?
16. Which do you \_\_\_\_\_ Pepsi or Cola?

R	U	S	H																																
<p><b>Use each of these verbs once only.</b></p> <table style="width: 100%; border: none;"> <tr> <td>drink</td> <td>prefer</td> </tr> <tr> <td>drive</td> <td>read</td> </tr> <tr> <td>eat</td> <td>run</td> </tr> <tr> <td>hear</td> <td>rush</td> </tr> <tr> <td>help</td> <td>throw</td> </tr> <tr> <td>know</td> <td>travel</td> </tr> <tr> <td>laugh</td> <td>wait</td> </tr> <tr> <td>need</td> <td>wear</td> </tr> </table>																				drink	prefer	drive	read	eat	run	hear	rush	help	throw	know	travel	laugh	wait	need	wear
drink	prefer																																		
drive	read																																		
eat	run																																		
hear	rush																																		
help	throw																																		
know	travel																																		
laugh	wait																																		
need	wear																																		

## Comprehension

**C.1 Match the speaker and the statement. Write the alphabet in the bracket. One is done for you.**

No	Speaker	No	Statements
1	Bharat (E)	A	My daughter hardly shares anything about the school with
2	Anuj Bhatt ( )	B	I hope I am audible enough.
3	Sudhir Shah ( )	C	My parents don't allow me to eat what I enjoy.
4	Dr Nasir Mansuri ( )	D	Eat raw vegetables and fruits a lot.
5	Dr Mrs Shelat ( )	E	How can I improve my retention, sir?
6	Dr Ray Mackey ( )	F	There is a growing concern over what we eat these days.
7	Priyanshi ( )	G	There should be proper balance between games and entertainment.
8	Dr Manju Shroff ( )	H	Dear, you seem to be 10th or 12th standard student.
9	Kandarp ( )	I	I read somewhere 'tune up for board exam'.
10	Suhani Mehta ( )	J	I would like to welcome you all in the seminar 'Bring out the Best'.

**C.2 Tick mark the option nearest in meaning.**

- The seminar 'Bring out your Best' is organized to \_\_\_\_\_.  
 (a) bring out the best from the teen (b) advise the young parents  
 (c) advise the weak students (d) advise the students and their parents
- Prof. Ray Mackey is \_\_\_\_\_.  
 (a) an educationist (b) an international counsellor  
 (c) a well known psychologist (d) a professor in career counselling
- Bharat is much worried because \_\_\_\_\_.  
 (a) brain tonic does not help him improve his memory (b) he wants to improve his memory  
 (c) he forgets most of what he reads (d) he cannot concentrate on reading
- According to Dr Mansuri, \_\_\_\_\_.  
 (a) one should develop different learning styles (b) there isn't any fixed method of improving retention  
 (c) one should form habit of writing too much (d) more than one style of learning helps improve retention
- Dr Mrs Shelat advises the parents that they should \_\_\_\_\_.  
 (a) forbid their kids to watch TV programme (b) create proper balance between study and hours of watching TV  
 (c) reduce the stress of their kids (d) encourage their kids for games and music
- Which of the following is true in the case of Mrs Suhani Mehta's daughter?  
 (a) She is quite intelligent (b) She doesn't enjoy her studies well (c) She generally doesn't share anything with her  
 (d) She discusses everything with her.



**C.3 Read the sentences. If you agree, put ‘A’ and if you don’t, put ‘DA’. Compare your answers with other pairs. ††**

1. Teenagers should be counseled for a better career.
2. Our food habits don’t affect our study and performance in the exam.
3. Brain tonics and vitamin tablets increase our retention power.
4. If students are involved in classroom activities, learning becomes easier.
5. Learners should adopt more than one learning style to get on well with studies.
6. Many students feel that they read a lot but they don’t remember anything.
7. Complete avoidance of games and TV programmes is the only solution for the learners to get engaged in studies.
8. Students should share their views and feelings with their parents to get their problems solved.
9. Overeating is good for study and health.
10. Many students feel depressed and frustrated when they fail to tune up with their study habits.

**C.4 Fill in appropriate information based on the read in the table.**

Name of the student	Question ( in brief)	Name of the counselor	Advice given (in brief)

**C.5 Answer these questions.**

1. What unites the families according to Mr. Mackey?  
Ans: \_\_\_\_\_
2. What proves to be an obstacle in sharing?  
Ans: \_\_\_\_\_
3. What doesn’t help children in sharing?  
Ans: \_\_\_\_\_
4. What is the complaint of Priyanshi?  
Ans: \_\_\_\_\_

5. What does Priyanshi love to eat?

Ans: \_\_\_\_\_

6. What is Kandarp asking about?

Ans: \_\_\_\_\_

7. What slows down the brain activities?

Ans: \_\_\_\_\_


**C.6 Answer these questions in two or three sentences each.**

1. What is required for students? What does Dr Manju Shroff advise Priyanshi to keep her brain active?
2. What does 'Tune up' refer to? What does Kandarp keep in mind while tuning up for the board examination/ schedule?
3. What does Dr Mansuri advise Kandarp to do after he has received the board examination schedule?
4. Who has organized the counseling seminar? Where? Who are on the panel?
5. What is Dr Mansuri? With what has he been associated?

**C.7 Write short notes using the points.**

1. **Ways of Improving Retention:**( a problem with most students- proper- no fixed method- learn by- adopt more than one style- no brain tonics)
2. **Dr Mackey's Views on Sharing:**( Suhani Mehta's question- sharing much needed- no negative responses- intention of parents- encourage to share)
3. **Dr Mansuri's Advice to Kandarp:** ( Tune up- harmony with body and mind –strengths and weaknesses- preparing for board exam timetable-relaxation techniques-talking to friends and parents)

**C.8 Reflect and give your ideas on these. You may use mother tongue.**

- Invite a dietician to your school and arrange a talk with him/her.
- List your problems on a piece of paper. Share these problems with others. Invite discussion on the possible ways to solve the problems. 
- Tell the class how your parents and family members help you for good and effective study habits and overcome your problems.
- Your school has invited a prominent educationist to guide the students of class 10 and 12. As the President of Students' Council prepare some questions to interview him/her. Take your teacher's help.

## Language Practice

*Function: INQUIRY as nature*

**L.1 Read the telephonic talk between a traveller and a tour operator carefully to complete the table.**

A: This is Trips & Tours, Ahmedabad. How may I help you?

B: Hello, I watch 'Kushboo Gujarat Ki' advertisements of Gujarat Tourism and feel it is an interesting state to explore!

A: Indeed Sir. Gujarat is a wonderful destination for Nature Lovers, Spiritual Seekers and History Lovers as well.

- B: Sounds good. In that case, what could you offer me?
- A: Sir, we offer packaged tours that include lodging & boarding, food and travel.
- B: That's great. Tell me something about your packages.
- A: Well, we have operational packages of three days and two nights; five days and four nights and eight days and seven nights.
- B: That's confusing... what, do you think, would be the best for me?
- A: Frankly speaking, it depends upon your interest, time and budget, sir.
- B: Well, I am a nature loving history teacher and we have a week's vacation.
- A: That's great! I think our second package would suit your interest and time limit.
- B: In that case, can you give me some more details?
- A: Certainly sir! Six days & five nights include places in and around Ahmedabad and Gandhinagar; archeological sites like Modhera Sun Temple, Rani Ki Vav and Lothal in addition to Velavadar Blackbuck Sanctuary, one of the nature circuit destinations. The package will help you explore history and experience Nature in Gujarat.
- B: And, what are the package charges?
- A: The first one will cost Rs. 2000 per person, the second one will cost Rs. 4000 per person and the charges for the eight days and seven nights are Rs. 6000/- plus 15% Service Tax extra. Any additional entry fees or guide charges will be borne by the traveler.
- B: Is there any concession for children?
- A: Sir, the charges I told you, are for all who are above 12. We give concession of Rs 500/- for the age group of 4 to 12 in each package. There are no charges for children below 4.
- B: That's very clear I think. How can I book the tour?
- A: You need to send a Demand Draft of 50% of the total amount which is non-refundable.
- B: Thank you for the information.
- A: You are welcome sir. Feel free to call anytime between 10 am and 6pm for any query.

**Now, complete the table based on the conversation.**

Name of the tour operator:	
Town/City:	
Working Hours:	
No. of packages they offer:	
Duration of the packages offered:	
Charges of the packages discussed:	
The packages include:	
Booking amount:	
Extra Charges (if any):	

**L.2 Read the questions in the box carefully. Write M for Mobile Phone Inquiry and B for Bike Inquiry against each sentence. In case of questions that can be asked in inquiry about both, write M/B against the question.**

1. Can you listen to the voice clearly? [ ]	9. How is the picture quality? [ ]
2. Did you check the spark plug? [ ]	10. How many kms. has it run so far? [ ]
3. Did you drop it in water ever? [ ]	11. Is it catching the network properly? [ ]
4. Do you get it serviced regularly? [ ]	12. Is it under warranty period? [ ]
5. Do you have any free service left? [ ]	13. Since how long is the problem? [ ]
6. Does it heat too much? [ ]	14. When did you buy it? [ ]
7. Does it restart automatically? [ ]	15. When did you change the oil last? [ ]
8. Have you ever changed the air filter? [ ]	16. When did you get it serviced last? [ ]

**\* Now, imagine that your bike engine stops frequently and your mobile phone restarts automatically. Select the questions from the above list that may be asked by a mechanic or a mobile repairer. Write the question numbers in logical sequence in the box to make it a meaningful inquiry.**

About a mobile phone	About a bike

**L.3 Mr & Mrs Vishwas want to buy a new television set for their new house. What do you think they should consider for right selection? Work in pairs and list the points they should consider. One is given for you.**

*Sample. Size of the TV,*


**Now, read this passage on ‘Criteria for TV selection’.**

If you're looking to buy a TV this year, you're faced with quite simply the most complicated and diverse TV market there's ever been.

You've got to take into consideration different panel technologies (direct LED, edge LED, and OLED); different resolutions (HD and UHD); whether or not you want high dynamic range and if you do what level of HDR performance you want; whether you want a curved screen or a flat screen... honestly, there's pretty much nothing the TV brands aren't trying in order to win over your hearts and wallets.

To some extent you need to work out for yourself which features matter to you and which don't, based on your viewing habits and personal tastes. Think in particular about what screen size you can manage, whether your room is usually bright or dark, and what sort of sources you're likely to be using.

**Now, imagine that** you are a sales representative in a TV show room and Mr and Mrs Vishwas have come there for buying a TV set. You want to know their requirements to assist them in TV selection. Read the answers given by Mr & Mrs Vishwas and frame appropriate questions for the same by arranging jumbled words/phrases.

**Sample: Q. do you want /Where/ to fix the TV set?**

Where do you want to fix the TV set?

**A.** In the drawing room.

**Q 1.the size/ What is/ the room/ of ?** \_\_\_\_\_

**A.** Approximately 180 sq. ft.

**Q 2.dimension/ is the /What/of the room?** \_\_\_\_\_

**A.** 15ft x 12ft.

**Q 3.Sir, TV programmes/you watch/kind of/what/ do/ generally?**

**A.** Generally we watch Sports, Movies and Serials.

**Q 4.at a time /the maximum number /What is/of people watching TV?**

**A.** Maximum 6 people together when there is any high voltage cricket match.

**Q 5.Sir, technology or feature /any special /in the TV set/ do you want?**

**A.** Yes, we want a smart TV that connects with a smart phone.

**L.4 Read the TV specifications and the cues. One student will act as a customer and the other as the shopkeeper. Follow the cues and write a conversation in your notebook. Enact it in the class.↑↑**

Specifications	Model Number		
	LED 42	LED 32	LED 40
Display Size	42"	32"	40"
Resolution	Full HD 1920 x 1080 pixels	1920 x 1080 pixels	Full HD 1920 x 1080 pixels
Features	3D: Yes Smart: Yes WiFi: Yes	3D: No Smart: Yes WiFi: No	3D: No Smart: Yes WiFi: Yes
Connectivity	3 USB Ports 3 HDMI Ports	1 USB Ports 1 HDMI Ports	2 USB Ports 2 HDMI Ports
Sound Quality	Dolby Digital Plus	Dolby Digital	Dolby Digital
Total Sound Output	20 W	16 W	16 W
Power Saving Rating	3 Star	4 Star	3 Star
Price	51999/-	36999/-	41999/-

## Cues

### A-Shopkeeper

1. Welcome B and ask how you can help.
2. Ask B about size required.
3. Suggest B appropriate size.
4. Reply B.
5. Reply B and inform about Sound Quality.
6. Reply B.
7. Reply B.

### B- Customer

1. Reply A.
2. Inform A about the room size.
3. Ask A about features in it.
4. Ask A about connectivity options?
5. Ask A about the price.
6. Thank A.

## L.5 Read the story carefully. Who, do you think, killed Mr. Mahesh ? ††

One day, inside a police station in a small town, the police inspector was going through some of his case files. The clock on the wall rang eleven times. The police inspector saw the time. As soon as he started working again, his telephone rang.

[Trin... Trin...] "Hello, Inspector Khan here!"

"Sir... Sir... there is a murder in the house."

"Who are you? Who is murdered?"

"I am the manager of Reliable Industries. Our Chairman Mr. Maheshbhai is murdered."

"How do you know he is murdered? Anyways, I am coming. Tell me the address."

The police inspector immediately asked his constables to follow and went to that businessman's house. When they reached the house, they saw the dead body on the floor. There was another man, who introduced himself as Maheshbhai's manager. He said that he came to see the boss in the morning but he found him dead, and then he immediately called the police station.

The police inspector looked at the room to see if he could find any clue about the murder. He walked near the rich man's dead body and something flashed in his mind. He saw the time in the dead man's wrist watch. It wasn't working but was showing 11'o clock still. The police inspector realized that the clock had stopped working because it had hit the floor with some force as the rich man fell dead.

**One will act as Inspector Khan and the other as the Manager. Inspector Khan suspects the Manager. What do you think he will ask the Manager and the Manager would reply him? Write a dialogue and enact it in the class. (You can ask relevant questions as many as possible.)**

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**L.6 Imagine that the police arrested the Manager and he is taken to the court of law for trial. The Manager answers the questions of the lawyer. Read the answers carefully and frame the questions using What, When, Where, Why and How asked by the lawyer.**

Lawyer : \_\_\_\_\_

The Manager : It was Sunday, 31st August.

Lawyer : \_\_\_\_\_

The Manager : I reached there at 11 o'clock.

Lawyer : \_\_\_\_\_

The Manager : I arrived by car.

Lawyer : \_\_\_\_\_

The Manager : I live in Sector 31, Azad Road.

Lawyer : \_\_\_\_\_

The Manager : I left my home at 10.30 am.

Lawyer : \_\_\_\_\_

The Manager : My home is 40 kms from Mr Mahesh's bungalow.

Lawyer : \_\_\_\_\_

The Manager : I came there to collect amount for the salary of the workers.

Lawyer : \_\_\_\_\_

The Manager : I came on Sunday because it was the last day of the month and Mr Mahesh had already withdrawn the money on Saturday for payment on Monday morning.

Lawyer : \_\_\_\_\_

The Manager : I saw that the door was open and Mr Mahesh was lying on the floor and his head was bleeding.

Lawyer : \_\_\_\_\_

The Manager : I immediately called the police.

Lawyer : \_\_\_\_\_

The Manager : I did not call the doctor because ... because... he was already dead.

**L.7 One night, there was a theft in the home of Mr&Mrs Patel. Following the complaint, you visited their home as a Police Inspector. How will you gather evidences to lead the inquiry? List the questions that you will ask the couple on *what happened* and *how*, and *what was lost*. You may list as many questions as you like. 🏠**

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**L.8 Match A with B. Sequence the appropriate pair to make a meaningful conversation between a passenger and an inquiry officer at a bus station. Role play in the class.**

A (Questions)	B (Answers)	Match
1. How many kilometers are added in the route via Ahwa?	a. Yes, sir. You can. You can also reserve seats online.	
2. Thank you so much!	b. It is same up to Waghai. Then it goes to Saputara via Ahwa.	
3. How much time does it take to reach Saputara?	c. You're welcome.	
4. Which is the other route?	d. It is via Vansda, Waghai on NH 360.	
5. I want to go to Saputara.	e. Approximately 25 kms.	
6. Can I book tickets in advance?	f. It depends on the route. It may take 5 to 7 hours.	
7. Which is the shortest route?	g. Yes, How may I help you?	
8. Excuse me.	h. Sir, there are four buses on that route every day. The first one leaves at 7 am which has already left. Now, there are buses at 9.30 am, 2 pm and the last one is at 4.30 pm.	

## Writing

**W.1 Write the numbers of the statements in the appropriate column. Also write what you will do to overcome the negativity. You may take help from your elders and teachers.**

(1) I look at the bright side of life. (2) I choose to be optimistic. (3) I often think about difficulties, failures and disasters. (4) I respect supporting statements that inspire and motivate myself. (5) I catch myself often imagining my future failures. (6) I often hear myself using negative words in my conversations. (7) I believe that the universe will help me. (8) I connect myself with happy people. (9) I see myself stuck and unable to improve my life or my health. (10) I find reasons to smile more often.

Positive ideas	Negative ideas	Steps to fight back negativity



**W.2 Write a paragraph on ‘My Preparation for the Board Examination’ using these points. 🏠**

[ your daily routine – timetable for reading and preparation – food you eat – entertainment – techniques of memorization – techniques of understanding – advice from parents and teachers – physical facilities you require – help from family, friends etc. – your expectation about the result]

**W.3 Chintan is fond of watching TV. Khevana is careful about the selection of what to see and what not as well as the time spent on it.**

Here is a list of advantages and disadvantages of watching TV. Write ‘A’ for advantage and ‘D’ for disadvantage against each statement. In pair, read the list and prepare a dialogue between Khevana and Chintan debating the issue of the advantages and disadvantages of watching TV.

- |  |  |
|--|--|
| <input type="checkbox"/> Spiritual shows build the character.                    | <input type="checkbox"/> Awareness of the present socio-economic conditions                |
| <input type="checkbox"/> Keeps you updated with current affairs                  | <input type="checkbox"/> Too much sound creates noise pollution.                           |
| <input type="checkbox"/> Eyes get tired by watching TV for a long time.          | <input type="checkbox"/> Takes us away from the motive of our life                         |
| <input type="checkbox"/> Improper shows harm the moral behaviour of the society. | <input type="checkbox"/> Useful information about the latest academic development          |
| <input type="checkbox"/> Disturbs the sleeping hours                             | <input type="checkbox"/> TV commercials inspire you to buy useless and unnecessary things. |
| <input type="checkbox"/> Special episodes teach moral lessons.                   |  |
| <input type="checkbox"/> Channels offer many bargaining deals.                   |  |

**W.4 Here is a usual schedule of a film star. Read the details and write diary entry of a day in the life of the film star. 🏠**

Time	Work – Activity	Remark if any
5:00am – 5:45 am	Waking up and getting ready	Listening instrumental music
6:00 am – 8:00 am	Work out at Gym	With instructor
8:00 am – 8:45 am	Bath and breakfast	Fruit juice and sandwiches
9:45 am – 1:00pm	Shooting shift – 1	At film studios
1:00 pm – 2:00 pm	Lunch with co-stars	Diet food
2:00 pm – 5:00 pm	Shooting shift – 2	Usually outdoor
6:00 pm – 8:00 pm	Editing sessions	At editing lab
8:30 pm – 9:00 pm	Meeting with secretary	Next day's schedule to be discussed
9:30 pm – 11:00 pm	Night party or Discotheque	For socializing
11:30 pm – 5:00 am	Sleeping at home	Sometimes at a hotel

**You can start like this** – *I woke up at 5 am today and got ready for the gym. From 6 am to 8 am.....*

\*

## UNIT 10



### Pre-task

#### P.1 Read the Gujarati folk song.

“સાઘબો મારો જાણે ગુલાબનો છોડ, ખેંચે એની કોર, સુગંધ એની પ્રીતની રે..  
કે સાઘબા વાલા મીઠી મીઠી તારી વાતો,  
જગાડે આખી રાતો, કે વાતો તારી પ્રીતની રે, કે વાતો તારી પ્રીતની રે...”

**Now say whether the sentences are true or false.**

1. Here the girl is talking about a rose plant.
2. The lover is compared with a white rose.
3. The stories of love keep the girl awake the whole night.
4. The girl is attracted to him by the fragrance of love.
5. The fragrance of his words attracts the girl.

T	F
T	F
T	F
T	F
T	F

#### P.2 Recite the poem.

O my Luve is like a red, red rose That's newly sprung in June; O my Luve is like the melody That's sweetly played in tune. So fair art thou, my bonnie lass, So deep in luve am I; And I will luve thee still, my dear, Till all the seas go dry.	Till all the seas go dry, my dear, And the rocks melt wi' the sun; I will luve thee still, my dear, While the sands o' life shall run. And fare thee well, my only luve! And fare thee well awhile! And I will come again, my luve, Though it were ten thousand miles.
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**Robert Burns**

#### (A) Tick mark True(T) or False(F).

1. A red rose bloomed in June means it is very fresh and delicate.
2. The poet loves her as much as she loves him.
3. The poet will love her till all the seas become dry.
4. The poet wants to love her till the universe perishes.

T	F
T	F
T	F
T	F

#### (B) Here is a list of some characteristics of a friend. Write A for most important; B for averagely important and C for not much important in the box given against each point.

<input type="checkbox"/> Shares everything <input type="checkbox"/> Worries about your health <input type="checkbox"/> Gives gift on birthday, friendship day etc <input type="checkbox"/> Rely upon him/ her in any emergency <input type="checkbox"/> Never inquires about your personal details	<input type="checkbox"/> Has the same taste and liking about food/dress/hobbies <input type="checkbox"/> Does not enjoy without you <input type="checkbox"/> Considers you as the best friend <input type="checkbox"/> Helps you in studies
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- Ready to take risk for you
- Never criticizes you
- Never tells your personal details to anyone
- Tries to spend as much time as possible with you

- Spends money for you
- Advises to make you a better person
- Loves you
- Accepts all your limitations

## Read

## A TEST OF TRUE LOVE

Six minutes to six, said the clock above the information desk in New York Grand Central Station. A tall, young lieutenant lifted his face, narrowed his eyes, and noted the time. His heart was beating fast. In six minutes he was going to see the woman who had been in his thoughts for the past thirteen months. He had never seen the woman, yet her words written in her letter had meant a great deal to him: *Of course there will be times when you are afraid, imagine you can hear my voice saying to you. I shall fear not even death in battle.*

He had remembered these words and they had given him new strength. Now he was going to hear her real voice. It was four minutes to six.

A girl passed by him, and lieutenant Blandford looked closely. She was wearing a flower, but it was a white rose. He was to recognise his friend by a red rose. Besides, this girl was only about eighteen, and Meynell had told him she was thirty.

His mind went back to the book he had read in the training camp. 'Of Human Bondage' was the title of the novel, and throughout its pages were notes in a woman's hand-writing. He had never believed that a woman could understand a man's thoughts so well.

Her name was inside the cover of the book — 'Hollis Meynell'. He had found her address in a New York telephone directory. He had written her a letter and she had answered. The next day his army group had moved overseas but he and Hollis Meynell had continued writing to each other.

For thirteen months she had written to him regularly. Even when his letters did not arrive, she kept on writing. Now he believed that he loved her and that she loved him.

She had refused all his requests for her photograph. She had explained, "If your feeling for me has any reality, my looks won't matter. Suppose I'm beautiful, I would always have the idea that you were attracted by a pretty face. That kind of love would displease me. Suppose I'm not pretty then I would always fear that you were writing to me because you were lonely. No, don't ask for my picture. When you come to New York, you shall see me.

One minute to six..... And Blandford's heart leaped.

A young woman was coming towards him. She was tall and slender. Her eyes were as blue as flowers. Her lips and chin had a gentle firmness. In her green suit she was like springtime itself.

He started walking towards her. But then he noticed she did not have a rose. As he moved, she smiled sweetly, "Going my way, soldier?" She murmured.

He took one step closer. Then he saw the woman with the rose. She was standing behind the girl - a woman past forty, her greying hair pulled under an old hat. She was rather heavy. But there was no mistake about the red rose on her untidy coat.

The girl in the green suit was walking quickly away.

Blandford's attention was divided between the two. He felt a strong urge to follow the

girl. Yet he also had a deep longing for the woman who had given him great courage and strength. And there she stood. He could see that her pale, plump face was gentle and kind. Her grey eyes were warm and friendly.

Lieutenant Blandford did not hesitate. His fingers held *Of Human Bondage*, which was to show who he was. He thought about their relationship. "This would not be love," he decided, "but it would be something precious. It would be a friendship for which he would always be grateful."

He stood straight, saluted, and held the

book towards the woman. As he spoke, he thought how different she was from the girl he had expected.

"I'm lieutenant John Blandford, and you — you are Miss Meynell. I'm so glad we could meet. May I take you to dinner?"

A smile appeared on the woman's face. "I don't know who you are, young man," she answered. "That young lady in the green suit asked me to wear this red rose on my coat." She also said, "If he invites you to dinner, tell him I am waiting at the restaurant across the street," and added, "It is a test of some kind."

- Adapted from O' Henry

### A Test for you

A teenage school boy sent a love letter in MCQ format to his classmate.

My Dearest Babli,

*Please answer the following questions.*

*For options (a) 10 marks (b) 5 marks and (c) 3 marks.*

- 1) Whenever you enter the class room, your sight always falls on me because:  
(a) of your love for me (b) you can't control seeing me (c) really ... am I doing it?
- 2) Whenever a teacher cracks a joke, you laugh and turn to look at me because:  
(a) you always like to see me smiling. (b) you are testing whether I like jokes.  
(c) you are attracted by my smile.
- 3) When you were singing in the class, I entered and immediately you stopped singing because:  
(a) you are so shy to sing before me. (b) my presence influenced you.  
(c) you feared whether I would like your song.
- 4) While you were showing your childhood photo, when I asked for it, you hid it because:  
(a) you felt shy. (b) you felt uneasy. (c) you felt awkward.
- 5) During trekking, my friend and I offered you a hand and you held only my friend's because:  
(a) you wanted me to feel jealous. (b) you don't know.  
(c) you won't feel like leaving my hand after grabbing.
- 6) Yesterday you were waiting for the bus but didn't get into your bus because:  
(a) you were waiting for me. (b) that bus was crowded.  
(c) you were dreaming about me and didn't notice the bus.
- 7) You introduced me to your parents when they came to school because:  
(a) I am your would be groom. (b) you felt like introducing me to them.  
(c) you just wanted to know what your parents think about me.
- 8) I told that I liked girls wearing roses. Next day, you came with a rose in your hair because:  
(a) you wanted to fulfil my wish. (b) you liked roses. (c) It was just a coincidence.
- 9) On that day, it was my birthday. You too came to the temple early at 6:00 am because:  
(a) you wanted to pray along with me. (b) you wanted to see me before anyone else could.  
(c) you wanted to wish me at the temple because you are religious.

If you have scored more than 40, then you love me. Don't delay in expressing it. If you have scored between 30 and 40, love is budding in your heart and it's getting ready to bloom. If you have scored less than 30, you are in confusion whether to love me or not. Eagerly awaiting your reply.

Your love,  
Bunty

Babli's reply was in a simple Y/N format.

Bunty,

**Please answer the following Yes/No questions.**

- 1) If somebody sits in the first row, normally people entering the class, see her/him.  
(a) Yes (b) No
- 2) If a girl laughs and looks at anyone, is it love? (a) Yes (b) No
- 3) While singing, if somebody forgets some lines, would he/she stop singing or not?  
(a) Yes (b) No
- 4) I was showing to my friends (who are all girls) my childhood photo. You poked your nose inside, right? (a) Yes (b) No
- 5) I avoided holding your hand during trekking. Did you understand that? (a) Yes (b) No
- 6) Can't I wait for my best friend at the bus stand? (a) Yes (b) No
- 7) Shouldn't I introduce you to my parents as a friend? (a) Yes (b) No
- 8) You have said you also like lotus and cauliflower. Is it true? (a) Yes (b) No
- 9) Oh, was that your birthday. That's why I could see you in the temple. I go daily to that temple. Do you know? (a) Yes (b) No

If you answer "Yes" for any of the questions, then I do not love you. If you have marked "No", then you don't know the meaning of Love.

Hope everything is clear to you.

Dear students, is everything clear to you?

(a) yes (b) No

- Babli

## Glossary

**lieutenant** (લેફ્ટેનન્ટ) an army officer, a rank in the army **a great deal** a lot of, very much **passed by** went past, પસાર થઈ **novel** નવલકથા **overseas** across the sea **looks appearance** **won't matter** won't have any importance **pale dim, faint** **gentle firmness** સૌમ્ય દૃઢતા, મક્કમતા **urge** strong desire **plump face** round fat face **like** **springtime itself** જાણે કે વસંતઋતુ પોતે જ **hesitate** to stop for a while holdback **precious** valuable **grateful** thankful, full of appreciation **clue** sign, સંકેત **tense** nervous **lift** raise **note** jotting, notation **closely** near in space **suppose** guess, think **leap** jump **slender** slim, thin & beautiful **murmur** a way of speaking that is quiet and soft **untidy** not neat or clean **expect** hope **beat** throb, ધબકવું **note** write down, notice **battle** a military fight **refuse** reject **pretty** beautiful **pull** drag **longing** (n) a strong desire for someone **questionnaire** a set of questions for personal response **restaurant** a place where you can buy and eat a meal **immediately** without any delay, instantly **sight** vision, view, spot **coy** shy, શરમાળ **feel ashamed** feel shame, feel guilty **awkward** uncomfortable **disappointed** feeling sad, feeling unhappy **grab** hold, drag, snatch **crowd** (v) to force into a small space **crowd** (n) a large number of persons when collected together **groom** a man who is about to be married **religious** ધાર્મિક વૃત્તિવાળું **budding** beginning to develop **bloom** blossom **poke** try to interfere, માથું મારવું

### I feel ...

- Underline the sentences that narrate Blandford's excitement.
- What did you like about Meynell when you read this story?
- Underline the expressions/ phrases that touched you most.
- What feelings did you have while reading the last paragraph?

## Vocabulary

### V.1 Tick mark (✓) the sentence with the nearest meaning.

1. The lieutenant lifted his face.  
(a) He woke up.                      (b) He looked up.                      (c) He stared at desk.
2. If your feeling for me has any reality .....
3. And Blandford's heart leaped.  
(a) He was in tension              (b) His heart was aching              (c) He felt extremely excited
4. He felt a strong urge to follow the girl.  
(a) He followed the girl because he had a strong desire to know her  
(b) He felt deep sympathy for the girl              (c) He had a keen desire to go after that girl.
5. In her green suit, she was like springtime itself.  
(a) She was as beautiful as springtime itself              (b) It was spring time when she herself went to meet Blandford.              (c) In springtime she liked to wear a green suit.

### V.2 Complete the paragraph using the words from the brackets.

[ attention, longing, strength, courage, plump, friendly, kind, gentle, urge ]

Raj stood near the garden. He saw two women. His \_\_\_\_\_ was divided between the two. Both were young and beautiful. But one was always with him in every situation. And the second one was more beautiful than the first one. So he felt a strong \_\_\_\_\_ to follow the second. Yet he also had a deep \_\_\_\_\_ for the first who had given him great \_\_\_\_\_ and \_\_\_\_\_. And there she stood. He could see that her pale, \_\_\_\_\_ face was \_\_\_\_\_ and \_\_\_\_\_. Her grey eyes were warm and \_\_\_\_\_.

### V.3 Put the word/word forms at the proper place to frame meaningful sentences.

**Sample:** *Rustam to go to his uncle's house as he does not like him. (hesitate)*

*Rustam hesitates to go to his uncle's house as he does not like him.*

- |  |  |
|--|--|
| 1. My result was declared and it me. (disappoint)          | 4. The Cheetah crawled silently closer to its prey, on it, and caught it. (leap)   |
| 2. At night a lion me but I was not scared. (pass by)      | 5. Vidhi has a lack of self confidence so she is not able to on study. (concentration)                                   |
| 3. My friend an accident and died on the spot. (meet with) | 6. Raj took part in the elocution competition. He performed very well in the competition so he a success in it. (expect) |

**V.4 Find out the word nearest in meaning and use it in your own sentence.**

1. **leave** : (a) live (b) depart (c) remove (d) stay
2. **suppose** : (a) think (b) support (c) believe (d) expect
3. **pretty** : (a) ugly (b) handsome (c) beautiful (d) fair
4. **sight** : (a) vision (b) site (c) view (d) sought
5. **feel ashamed:** (a) feel sad (b) feel guilty (c) feel happy (d) feel good

*Sample: The train departs at 2:00 p.m.*

**V.5 Pair the opposites.**

[narrow, pull, leave, pretty, untidy, pale, valuable, shy, refuse, broad, allow, stay, shining, coy, drag, push, ugly, cheap, clean, wish, want, longing]

*Sample : narrow X broad, \_\_\_\_\_ x \_\_\_\_\_, \_\_\_\_\_ x \_\_\_\_\_,*  
*\_\_\_\_\_ x \_\_\_\_\_, \_\_\_\_\_ x \_\_\_\_\_, \_\_\_\_\_ x \_\_\_\_\_,*  
*\_\_\_\_\_ x \_\_\_\_\_, \_\_\_\_\_ x \_\_\_\_\_.*

**V.6 Here are some proverbs. Try to find out what they mean. Match them.**

<b>Proverbs</b>	<b>Meaning</b>
1. Unity is strength.	[ ] (a) If many people participate in a task, the task will not be done properly.
2. All that glitters is not gold.	[ ] (b) It is natural for a man to make mistakes.
3. Empty vessels sound the loudest.	[ ] (c) Students should be busy with work so they will stay out of bad thoughts.
4. Too many cooks spoil the food.	[ ] (d) A stupid person is not so good as an understanding foe.
5. As you sow so shall you reap.	[ ] (e) A problem encourages creative efforts to solve the problems.
6. A wise enemy is better than a foolish friend.	[ ] (f) An ignorant man says he has full knowledge of subjects.
7. A drowning man catches a straw.	[ ] (g) There is power in team work.
8. To err is human.	[ ] (h) When hope of success is fading, people will try anything.
9. An idle mind is a devil's workshop.	[ ] (i) Actions of a person repay him / her in kind.
10. Necessity is the mother of invention.	[ ] (j) Something what looks attractive may not be valuable.

**V.7 Answer the questions using the words given in the brackets.**

(Divisional Magistrate, DSP, Mayor, IGP, Sub Divisional Magistrate, Governor, President, Prime Minister, Sarpanch)

1. Who is elected as the head of Grampanchayat? \_\_\_\_\_
2. Who is the first citizen of the city? \_\_\_\_\_
3. Who is in charge of the security of people at District level? \_\_\_\_\_

4. Who observes the correctness of decisions in the country at Constitutional level? \_\_\_\_\_
5. Who observes the correctness of decisions in the state at Constitutional level? \_\_\_\_\_
6. Who is the chief of the State Police Department? \_\_\_\_\_
7. A Collector is also called \_\_\_\_\_

## Comprehension

### C.1.A Match the description with the characters.

(wearing a white rose, a tall and young man, of about thirty, army group moved to overseas, a young woman, a woman with red rose, tall and slim, past forty, beautiful looking, greying hair, gentle firmness, wearing an old hat, wearing a green suit, rather heavy, eyes as blue as flowers, pale plump, gentle and kind face, warm and friendly eyes)

No	Character	Description ( words and phrases)
1	Blandford	
2	A young girl	
3	A young woman	
4	An aged woman	

### B. Use these words/ phrases in your sentences and write some sentences on each character. You can add some more information from the text. ††

### C.2 Tick mark the most appropriate option.

1. While waiting for the woman, Blandford's heart started beating fast because....  
(a) he was very much eager to see the woman (b) he was greatly excited thinking about the woman (c) he was overjoyed on seeing the woman (d) the beats of his heart increased
2. "Her words written in her letter meant a great deal to him" means....  
(a) some of the sentences she had written in her letter gave courage and strength to Blandford (b) her words expressed her feelings and love for Blandford (c) her words were very valuable for Blandford (d) he found the words sympathetic
3. In her green suit, she was like spring time itself, means \_\_\_\_\_  
(a) she was looking very beautiful in spring season. (b) she was as beautiful and cheerful as the flowering season. (c) when she went to meet Blandford, it was spring time. (d) in spring time everything is green
4. Blandford felt a strong urge to follow the young girl because \_\_\_\_\_.  
(a) Blandford was attracted by the beauty of the girl. (b) he had a keen desire to go after the girl. (c) he followed the girl because he had strong desire to talk to her. (d) he felt deep sympathy for the girl.
5. How different the woman was from the girl he had expected \_\_\_\_\_.  
(a) the girl he had imagined was not like the one standing before him (b) the woman was not as beautiful as he expected her to be (c) that was not the woman he really wanted to meet (d) he thought that the girl would be the same as he dreamed of.
6. What would Miss Meynell always fear?  
(a) that he would not love her. (b) he was attracted by her beautiful face only. (c) she would lose her love because of her ordinary look. (d) Blandford was alone and was writing letters to spend time .



**C.3 Write the time and incidents/actions that took place at that time.**

Time	Incidents/ what happened
5.54	Blandford looked up and noted the time.

**C.4 Find out the sentences from the read having the nearest meaning to these sentences. Write the first and last word in the brackets.**

- |  |   |
|--|---|
| 1. Blandford would meet and have a chat with the woman. ( )                          | 6. On seeing the two women, he could not decide what to do. ( )   |
| 2. The words written by the woman were encouraging for Blandford. ( )                | 7. Blandford, for a second, was tempted to follow the young, beautiful woman. ( )                               |
| 3. He remembered the book he had read while he was under training. ( )               | 8. Blandford wished to meet the woman who was the source of encouragement for him. ( )                          |
| 4. Meynell went on writing letters to Blandford without fail. ( )                    | 9. Meynell tried to convince him that if he really loved her, all her appearance was not of any importance. ( ) |
| 5. Blandford had in his hand the book 'Of Human Bondage' to reveal his identity. ( ) |   |

**C.5 Answer these questions.**

- How did the friendship between Blandford and Meynell begin? What did they begin to feel?
- What did Blandford request Meynell? Why did she refuse the request of Blandford?
- What do you know about the tall, young, slim woman? (OR) Describe the tall, slim girl in your words.
- Describe the mental state of Blandford when he saw the young woman and the aged woman.
- What did Blandford decide in the end? Why?
- What did the elderly woman inform Blandford with a smile?

**C.6 Answer the questions.**

- Which words of the woman had given a great strength to Blandford?

Ans: \_\_\_\_\_

- How was Blandford to recognize Meynell?

Ans: \_\_\_\_\_

- What did Blandford find through out the pages of the book 'Of Human Bondage'?

Ans: \_\_\_\_\_

4. What would have happened, had Blandford followed the young woman?

Ans: \_\_\_\_\_

5. Which book did Blandford read? Where?

Ans: \_\_\_\_\_

6. What did Blandford request the aged woman?

Ans: \_\_\_\_\_

7. Where was Maynell waiting for Blandford?

Ans: \_\_\_\_\_

### C.7 Frame questions to get the underlined words as answers.

- Sample:** 1. Blandford was at the New York Grand Central Station at 6.45 pm.
- (i) Where was Blandford at 6.45 pm. ?
- (ii) When was Blandford at the New York Grand Central Station?
2. Blandford continued writing letters to Miss Meynell for thirteen months.
3. Blandford found the names of the woman inside the cover of the book.
4. Blandford read the book Of Human Bondage in a training camp.
5. Blandford remembered those words that the woman had written in her letter.
6. Blandford noticed that the young girl was not wearing a red rose.
7. Miss Meynell was about thirty year old.
8. The face of the woman was pale, plump, gentle and kind.
9. Blandford saw a young woman coming towards him at about 5.59 pm.
10. Blandford was holding the book in his hand to show who he was.

### C.8 Write short notes.

1. Blandford      2. Miss Meynell      3. The end of the story: 'A Test Of True Love'

## Language Practice

*Function: Talking about Time* (Present Perfect + use of yet, already, just, since, for)

### L.1 Read the details about Nishant and Nina. Study the bold words and reference of time brackets.

<b>Pr</b> = Action in present <b>PsO</b> = Action in Past Over <b>Ps-Pr</b> = Action in Past effect in Present	
Nishant 1998 Salesman - Surat 2004 bank officer - Bharuch 2012 bank manager - Bharuch  Mr. Nishant Vaghela <b>came</b> (PsO) to Surat in 1998. He <b>took</b> (PsO) the job as a salesman. In 2004 he <b>passed</b> (PsO) the exam and <b>became</b> (PsO) a bank officer at Bharuch. He <b>lived</b> (PsO) in Surat for six years. He <b>got</b> (PsO) promotion as a manager in the same bank, but <b>continued</b> (PsO) to live in Bharuch. He still <b>lives</b> (Pr) in Bharuch. He has <b>lived</b> (Ps-Pr) in Bharuch for last 17 years. Since 2004 he has been living in the same house. Until now he <b>has worked</b> (Ps-Pr) as a salesman, bank officer and a bank manager.	Nina 1998 Painting - Rajkot 2004 Dancing and Painting - Vadodara 2012 Film-making, dancing and painting - Mumbai  Nina, Ms Nina Vakil <b>started</b> (PsO) her career as a painter at the age of 22. After six years she also <b>started</b> (PsO) giving dance performances. But she did not leave painting. Even today she has been working as a painter. But she <b>moved</b> (PsO) to Vadodara. Now she is in Mumbai. She <b>has started</b> (Ps-Pr) a studio. She <b>became</b> (PsO) a film-maker in 2012. Since then she <b>has produced</b> (Ps-Pr) 3 documentaries and a full length feature film. Interestingly she <b>has not left</b> (Ps-Pr) painting and dancing yet.

**L.2 Read the sentences. Underline the verb forms and write PsO or Ps-Pr in the brackets.**

1. She saw (     ) a white bear when she visited Alaska.  
Yes, I have seen (     ) a lion, but when I saw it, I don't remember.
2. Pintu has taken (     ) a strong cup of tea just now. He won't fall asleep at least for three hours now.
3. Mr. Trivedi joined (     ) the company in 2014. He has been (     ) there since then.
4. Look, the dust is rising on the road. A truck has just passed (     ) from here.
5. The platform is less crowded. It seems the train has departed (     ) just now.
6. Is it raining at the moment? No, it has just stopped (     ).
7. They don't live here anymore. They have shifted (     ) to Jamnagar.

**L.3 Fill in the gaps using appropriate form of verbs given in brackets.**

1. Is the lecture on? No, it ..... just ..... (come) to an end.
2. They ..... to Bardoli. They have not visited us since then. (move)
3. I ..... my key. I had kept it here 10 minutes ago. (lose)
4. Sharon moved to Bhuj in 2010. She ..... there since then. (live)
5. Mohsin and Milind have been on vacation since yesterday. They ..... to Diu for a week. (go)
6. A: Did you send the letter I gave you a few minutes ago?  
B: Yes, I ..... it just now. (mail)

**L.4 (A) Read the dialogue and notice the verb forms and the use of 'since' and 'for'.**

1. A: Has the bus for Valsad departed?
2. B: What is the scheduled time for departure?
3. A: It is 4.00 p.m., I think. Now it is 4.15. I came a bit late.
4. B: I have been standing here **since** 3.30 but no bus for Valsad has departed from this platform.
5. A: So you are here **for** the last half hour, but not a single bus has left?
6. B: It's not so. I mean no bus has left for Valsad.
7. A: Oh! It's terrible. Now I will have to wait **for** one more hour.
8. C: Don't panic. Just check your memory. The bus is at 4.30. I have come here just now because I knew the exact time.

**(B) Read these sentences and notice the verb forms and the use of ‘since’ and ‘for’.**

9. I worked in Vallabh Vidyanagar for ten years. My brother has worked here for more than ten years. He is still working here.
10. Victor came to Vadodara in 2011. He has been there **since** then.
11. Where is Montu? I haven’t seen him **since** morning.
12. I am fond of music. But I haven’t played harmonium **for** nearly three years.
13. Sikandar is a good friend of mine. But I haven’t seen him **for** a long time.
14. Pareshbhai and Lataben have been married **since** 1967. It means they will complete their golden wedding next year.

**Now write the number of the sentences given in A and B**

1. Wherein the starting point of action is mentioned : No- \_\_\_\_\_
2. Wherein the duration/period of action is mentioned : No- \_\_\_\_\_

**L.5 Complete the sentences using ‘since’ or ‘for’.**

**Sample:** You need to polish your shoes. You haven’t polished them for ages.

1. You need to pay your rent. You haven’t \_\_\_\_\_ months.
2. Shall we play garba ? We haven’t \_\_\_\_\_ last Navratri.
3. I am going to visit my hometown. I haven’t \_\_\_\_\_ my last birthday.
4. Let’s go watch a play. We haven’t \_\_\_\_\_ last summer vacation.
5. Why don’t you pick up a book and read? You haven’t \_\_\_\_\_ long time.
6. This house is a complete mess. We haven’t \_\_\_\_\_ Diwali.

**L.6 Read these sentences. Notice the use of ‘just’, ‘already’ and ‘yet’.**

1. A : Will you please inform him?  
B : Yes, he knows this. I have **already** phoned him.
2. A : Would you like to join us for lunch?  
B : I usually have it at one o’clock. It’s 1.15. I have **just** had it.
3. A : Is it a good programme?  
B : I don’t think so. It began half an hour ago. And most people have **already** left for home.
4. A : The children’s room looks clean.  
B : They usually mess it in an hour. It seems they have **just** cleaned it.
5. A : What happened to the chocolate I kept in the fridge before 10 minutes?  
B : I have **just** eaten it.
6. A : Did you complete your homework?  
B : No, I haven’t finished it **yet**.
7. A : Have you found your key?  
B : No, I haven’t found it **yet**.
8. A : Has the train arrived?  
B : No, it hasn’t arrived **yet**.

**L.7 Complete the sentences with ‘already’ or ‘yet’ or ‘just’.**

1. Tushar : Let's go for the new Bond movie.  
Deep : I have already watched it. It's not very entertaining. (watch)
2. Pratham : Don't forget to tell Monu the good news.  
Farhan : I \_\_\_\_\_ . And he was very happy. (tell)
3. Tarak : What does Jigisha say in her letter?  
Suketu : I don't know. I \_\_\_\_\_ I have been too busy. (read)
4. A : Have you told your sister about this?  
B : Yes, I \_\_\_\_\_ She will meet you soon. (tell)
5. Sachin : I enjoyed reading that new novel by Kiran Nagarkar. Is it his first book?  
Pankti : No, he \_\_\_\_\_ four, but I think this one is his best. (write)
6. Meet : Is that your father's new car?  
Renuka : Yes, it arrived last week but he \_\_\_\_\_ not \_\_\_\_\_.(yet drive)

**L.8 (A) Read these conversations.**

1	2
A: <b>Since when</b> have you moved to this place? B: Since, August last year. A: Hmm! It means you have lived in Morbi for 12 months. B: No, not exactly. It is 2nd August today, and I went there on 30th August. A: That is, you have been here just over 11 months.	A: <b>How long</b> have you worked as a teacher? B: For thirty nine years. This is my thirtieth year in this school. A: So you joined way back in 1987! B: Yes, since 1987 I have been enjoying this wonderful job.
<b>Since when?</b> (refers to point of time)	<b>How long?</b> (refers to duration of time)

**L.8 (B) Complete these conversations. Use ‘how long’ or ‘when’ for framing questions.**

- Saumya : Did you like Rajkot?  
Kavya : Yes, very much.  
Saumya : How long have you lived here? (live)  
Kavya : I have been here since my birth.
- Firoz : This is indeed a good party, isn't it?  
Maulik : Yes, it's great.  
Firoz : \_\_\_\_\_ here? (be)  
Maulik : It's been an hour. OR I \_\_\_\_\_ here for an hour. (be)
- Pritam : Do you still work with the same company?  
Vibhuti : No, I am with 'Red Rose' now.  
Pritam : Oh! \_\_\_\_\_ it? (join)  
Vibhuti : Since July.
- Sunil : Do you know Pratik and Preeti are going to get married in December?  
Dipak : \_\_\_\_\_ each other. (know)  
Sunil : It has been three years.
- Surekhaben : Today is Vinay's last day at work. He doesn't want to stop but he's 62 next month so...  
Neha : \_\_\_\_\_ with his company? (be)  
Surekhaben : All his working life.

- Zoya : I was waiting for the inquiry from your firm. Are you still with the same business?
- Rustom : No, I have started a new one.
- Zoya : I see \_\_\_\_\_ it? (start)
- Rustom : Since 1<sup>st</sup> of this month.

**L.9 Identify the errors and correct these sentences.**

1. Krupaben is in the kitchen for last two hours. \_\_\_\_\_
2. Nachiket has written ten pages in an hour. \_\_\_\_\_
3. How long has he stayed here? \_\_\_\_\_
4. Kavya likes playing guitar. She has played on guitar since two hours. \_\_\_\_\_
5. It rained heavily yesterday. The clouds become white now. \_\_\_\_\_
6. The Prime Minister went to a UN conference in Geneva this morning. \_\_\_\_\_
7. I have got the news just now that the police arrested a celebrity involved in drug dealing in Mumbai. \_\_\_\_\_

## Writing

**W.1 Write a paragraph on your best friend. You may think about these questions.**

- By what name do you call him/her?
- How does s/he look like?
- Where did you meet him/her for the first time?
- What are your common interests?
- Why do you like him/her?
- How do you enjoy your time together?
- What are his/her hobbies?
- How do you help each other?
- Why are you proud of him/her?
- What is the future of your friendship ?

**W.2 ‘A friend in need is a friend indeed’. Write about your experience when your friend helped you in a difficult time. 🏠**

**W.3 Write the summary of the story of a movie on friendship or love. 🧑🏻🧑🏻**

Title – introduction of main characters - main incidents – the end of the story – reason for your liking – your learning from the movie

**W.4 Write your slam book and exchange it with your partner.**

Name: \_\_\_\_\_ e-mail id: \_\_\_\_\_

Nick name : \_\_\_\_\_ Favourite food : \_\_\_\_\_

Favourite colour : \_\_\_\_\_ The book of your liking : \_\_\_\_\_

Hobbies : \_\_\_\_\_ Least favourite smell : \_\_\_\_\_

Best Friend: \_\_\_\_\_ Birthday : \_\_\_\_\_

Favourite TV programme: \_\_\_\_\_ Favourite movie of all time: \_\_\_\_\_

Ambition: \_\_\_\_\_ Snacks : \_\_\_\_\_

Role model : \_\_\_\_\_ Favourite quote : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now exchange your slam book with your partner and introduce him/her in the class.

Sign

\*\*\*

# POEMS

## MY SONG

## Poem 1

*This song of mine will wind its music around you, my child,  
Like the fond arms of love.*

*This song of mine will touch your forehead like a kiss of blessing.  
When you are alone it will sit by your side and whisper in your ear,  
When you are in the crowd, it will fence you about with aloofness.*

*My song will be like a pair of wings to your dreams,  
It will transport your heart to the verge of the unknown.*

*It will be like the faithful star overhead when dark night is over your road.  
My song will sit in the pupils of your eyes, and will carry your sight into the heart of things.  
And when my voice is silent in death, my song will speak in your living heart.*

**-Rabindranath Tagore**

## Glossary

**fond arms** affectionate open arms **forehead** the part of the face above the eyes (brows) **blessing** boon  
**grace** **fence** to protect **sit by your side** beside, next to **aloofness** loneliness, detachment **whisper**  
to murmur **transport** uplift **on the verge of** very close to experience

## Comprehension

### C.1 Answer the questions.

- 1) What will the song do for the child when it is alone at the night? \_\_\_\_\_  
\_\_\_\_\_
- 2) How does the song act when the child thinks of it? \_\_\_\_\_  
\_\_\_\_\_
- 3) When does the child feel that it is being watched and loved by the parents? \_\_\_\_\_  
\_\_\_\_\_
- 4) What does the song give to the child? \_\_\_\_\_  
\_\_\_\_\_
- 5) Find out the synonyms for 'vision' and 'lonely'. \_\_\_\_\_  
\_\_\_\_\_

**C.2 Fill in the table using the information from the poem.**

What is the song like?	What will the song do?	When?

**C.3 Tick mark the sentence nearest in meaning.**

1. The song will be like a faithful star.
  - The song will be a shining star for the child.
  - The song will be a star that will guide the child.
  - The song will help the child to reach home.
  
2. Like the fond arms of love means .....
  - Arms that would hug the child with love and comfort.
  - Arms that would protect the child from any danger.
  - Arms that would hug the child with tearful eyes.
  
3. My song will speak in your living heart means.....
  - Even though the parent is dead, the song will remind the child that it was given up.
  - Even though the parent is alive, the song will remind the child that it was abandoned.
  - Even though the parent is dead, the song will tell the child that he was not abandoned.
  
4. My song will transport your heart to the verge of the unknown.....
  - We can never certainly know what the poet wants to say.
  - The song takes us nearer to the wonder of mystery.
  - A song unknowingly affects our heart.

**C.4 Tick mark True(T) or False(F).**

1. The song will touch the head of the child.  T  F
2. The child will be taken care of by the song when the child is alone.  T  F
3. The song will whisper into the ears of the child.  T  F
4. The song will be a guiding star when the dark day is over the child's path.  T  F
5. When the parents die, there is a place for them in the child's heart.  T  F

\*



My daughter  
 Little dear daughter  
 Lights a pencil  
 With a sharpener.  
 The sky of the white paper  
 Begins to be filled with light.  
 The black bird flying away with the tree;  
 Glasses on the eyes of the peacock;  
 The fire chariot flying in the air;  
 The airplane walking on the road;  
 The lion having a conversation with the cow;  
 A one-eyed sun on the black tree  
 With a patch of cloud over it;  
 A blue fish flying on the forehead of the cloud;  
 The yellow butterfly swimming in the waterfall.

My darling daughter,  
 In her ecstasy  
 Is busy drawing  
 Strange pictures.  
 But when the schoolmaster  
 Gives her homework,  
 My darling doll  
 Breaks the tip of the pencil  
 In anger,  
 And the candle of the pencil  
 Is extinguished.  
 Only the smoke remains  
 On the sky of the white paper.

-Jayant Parmar  
 Translated by Baidar Bakht

## Glossary

**glasses** spectacles **patch** a piece of cloth used as decoration or to mend or cover a hole, धब्बा  
**extinguished** put out, as of fires, flames, or lights

## Comprehension

**C.1 (a)** The little girl draws nine imaginary pictures. Which one do you like most? Draw any three pictures in the space beside the printed poem.

**(b)** What is meant by 'only the smoke remains on the white paper.'?

**C.2** Find out the antonyms of these from the poem.

Black: \_\_\_\_\_ Darkness: \_\_\_\_\_ Emptied: \_\_\_\_\_

Kindled: \_\_\_\_\_ Drowning: \_\_\_\_\_ Takes: \_\_\_\_\_

**C.3 Answer these questions in brief.**

1. When does the sky of the white paper begin to be filled?
2. Do you think that the peacock drawn by the girl is strange? Why?
3. Where is the fish flying?
4. Why does the little girl get angry?
5. How does the angry girl react?

**C.4 Tick mark True(T) or False(F). If False, correct the false part.**

1. The fish travels through the forehead of the cloud. \_\_\_\_\_  T  F
2. The girl is busy sharpening her pencil. \_\_\_\_\_  T  F
3. The girl hates doing the homework given by the teacher. \_\_\_\_\_  T  F
4. The aeroplane is flying through the clouds. \_\_\_\_\_  T  F
5. The poet loves his daughter very much. \_\_\_\_\_  T  F
6. The lion is talking to the girl. \_\_\_\_\_  T  F
7. The girl enjoys drawing the pictures. \_\_\_\_\_  T  F
8. The girl smashes the point of the pencil. \_\_\_\_\_  T  F
9. The sun doesn't have any patch of clouds over it. \_\_\_\_\_  T  F
10. The girl feels happy in making the picture of the animals only. \_\_\_\_\_  T  F

**C.5 Imagine that you have again become very young (5 to 8 years). What type of pictures would you draw on the 'sky of white paper'? Describe any three imaginary pictures. Then draw and colour them.**

\*

*I'm leaving now to slay the foe---  
 Fight the battles, high and low,  
 I'm leaving, Mother, hear me go!  
 Please wish me luck today.  
 I've grown my wings, I want to fly,  
 Seize my victories where they lie,  
 I'm going, Mom, but please don't cry—  
 Just let me find my way.  
 I want to see and touch and hear,  
 Though there are dangers, there are fears.  
 I'll smile my smiles and dry my tears---  
 Please let me speak my say.  
 I'm off to find my world, my dreams,  
 Carve my niche, sew my seams,  
 Remember, as I sail my streams-----  
 I'll love you, all the way.*

-Brook Mueller

## Glossary

*to slay to win over, (કોઈ)ના પર વિજય મેળવવો* **foe enemy**, મુશ્કેલી **battle fight/conflict** **to seize to take hold of**  
**carve make niche specific place fear terror sew seams mould oneself to be off to leave to dry tears**  
*to console oneself victory winning*

## Comprehension

### C.1 Answer these questions.

- 1) What did you feel while reciting this poem? Does this poem give you warning or encouragement? How? \_\_\_\_\_  
 \_\_\_\_\_
- 2) What is the young person leaving for? \_\_\_\_\_  
 \_\_\_\_\_
- 2) What does the poet request his mother? \_\_\_\_\_  
 \_\_\_\_\_
- 3) What does "I've grown my wings" mean? \_\_\_\_\_  
 \_\_\_\_\_

- 4) Find out pairs of rhyming words from the poem. \_\_\_\_\_  
 \_\_\_\_\_
- 5) Find out the antonym of 'defeat'? \_\_\_\_\_  
 \_\_\_\_\_
- 6) What is the synonym of 'terror'? \_\_\_\_\_  
 \_\_\_\_\_
- 7) Who is the poet talking to? \_\_\_\_\_  
 \_\_\_\_\_

**C.2 Here are some expressions and their meanings. Join them appropriately. Write the alphabet in the bracket.**

Expressions		Meanings
I'm leaving to slay the foe.	( )	a. I'll fight against every small and big problems.
I've grown my wings.	( )	b. Let me tell the world what I want to tell.
Let me find my way.	( )	c. Throughout my journey
Let me speak my say.	( )	d. I'll make my own place in this world.
I'm off to find my world.	( )	e. I'm determined to win over all the obstacles.
As I sail my streams.	( )	f. I'll shape myself.
I'll smile my smiles and dry my tears.	( )	g. Don't guide me. I'll struggle and search my path.
Carve my niche.	( )	h. Now I'm strong enough to walk on my own.
Fight the battles high and low.	( )	i. I'm on my search for what I like.
Sew my seams.	( )	j. I'll deal with my feelings.

**C.3 Tick mark True(T) or False(F).**

- The poet is strong enough to fight against the world.  T  F
- The poet is not afraid of any kind of terror.  T  F
- The poet would request his mother to bless him.  T  F
- The phrase ' to be off' means to leave for.  T  F
- The poet requests his mother to stand by him in his failures.  T  F

**C.4 (a) Translate this poem into Gujarati keeping its form as a poem.**

**(b) What would you tell your mother or father when you want to be independent.**

\*

The stars lean down to kiss you,  
 And I lie awake and miss you.  
 Pour me a heavy dose of atmosphere,  
 Because I'll doze off safe and soundly  
 But I'll miss your arms around me  
 I'd send a postcard to your dear  
 Because I wish you were here  
 I'll watch the night turn light blue  
 But it's not the same without you,  
 Because it takes two to whisper quietly  
 The silence isn't so bad, till I look at my hands and feel sad  
 Because the spaces between my fingers are right where yours fit perfectly  
 I'll find repose in new ways, though I haven't slept in two days,  
 Because cold nostalgia chills me to the bone  
 But drenched in vanilla twilight, I'll sit on the front porch all night  
 Waist-deep in thought because when I think of you  
 I don't feel so alone  
 As many times as I blink, I'll think of you tonight, I'll think of you tonight.  
 When violet eyes get brighter  
 And heavy wings grow lighter  
 I'll taste the sky and feel alive again  
 And I'll forget the world that I knew  
 But I swear I won't forget you  
 Oh if my voice could reach back through the past  
 I'll whisper in your ear  
 Oh darling I wish you were here

-Adam Young

Go to youtube and search for owlcity and listen to this song.

## Glossary

**lean down** bend down from a vertical position **pour** cause (a liquid) to flow out from a container  
**doze off** fall asleep **whisper** speak softly; in a low voice **repose** freedom from activity (work, strain or responsibility) **nostalgia** longing for something past **drenched** very wet, esp. with rainwater, soaked **twilight** the diffused light from the sky when the sun is below the horizon but its rays are refracted by the atmosphere of the earth, the time of day immediately following sunset  
**porch** ओसरी **blink** briefly shut and open the eyes **swear** promise solemnly; take an oath

## Comprehension

**C.1 Which lines did you like the most? Underline those 4-5 lines. What is special about those lines: Expression or Meaning? Write E or M at the end of each line.**

**C.2 Make a list of creative/imaginary expressions.**

sample: Stars lean down. doze of atmosphere.

**C.3 Find out the antonyms of these words from the poem.**

Dry : \_\_\_\_\_ Shout : \_\_\_\_\_ Wake up : \_\_\_\_\_

Day : \_\_\_\_\_ Light : \_\_\_\_\_ Different : \_\_\_\_\_

Happy : \_\_\_\_\_ Wrong: \_\_\_\_\_ Darker : \_\_\_\_\_

**C.4 Tick mark True(T) or False(F).**

1. The poet dozes off while missing his beloved.  T  F

2. As the poet wishes his beloved to be present there, he will write a letter.  T  F

3. As per the poet, a lonely man cannot whisper.  T  F

4. The night changes into light blue as usual.  T  F

5. The poet feels that the absence of his beloved changes the shade of morning.  T  F

6. The silence is good.  T  F

7. The poet is going to think about his beloved innumerable times tonight.  T  F

8. The poet has kept awake for two consecutive nights.  T  F

**C.5 Answer these questions in brief.**

1. At what time is the poet singing this song?

2. What does the poet request to pour on him?

3. What does the poet wish?

4. Why is the night not the same for the poet as before?

5. What will the poet do all night?

6. Why doesn't the poet feel lonely though he is alone?

7. When will the poet feel alive again?

8. What will the poet do if he could reach back to the past?

**C.6 Convert the content (feelings, events, places, columns etc.) of this poem into the form of prose. Write it as a letter to your friend. You can begin like this:**

Dear \_\_\_\_\_,

Today I read the poem 'Vanila Twilight' by \_\_\_\_\_.

The poem says that \_\_\_\_\_

\*\*\*\*\*



