

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક  
મશબ/1215/12-22/છ, તા. 1-3-2016 થી મંજૂર

# ENGLISH

(Second Language)

Standard 11



## 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 textbooks as per the new curricular developed by the Gujarat State Secondary and Higher Secondary Board and 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 the 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 11**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

The Textbook Board is thankful to all those who have helped in preparing this textbook. However, we welcome suggestions in improving the quality of the textbook.

**Dr. Nitin Pethani**

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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.

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\* Constitution of India : Section 51-C

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## આ પાઠ્યપુસ્તક વિશે...

અગિયારમું ધોરણ જરા નિરાંતે ભણવા માટેનું વર્ષ છે. દસમાની પરીક્ષામાં સફળ થઈને, લાંબું વેકેશન માણીને વિદ્યાર્થીઓ આવી ગયા છે. અભ્યાસના આ ઉચ્ચતર તબક્કામાં અંગ્રેજી ભાષા પર પ્રભુત્વ મેળવવામાં સહાયક બને તે રીતે આ પાઠ્યપુસ્તક તૈયાર કરવામાં આવ્યું છે.

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

**આ પુસ્તકની રચના કરતી વખતે મુખ્યત્વે આટલી બાબતોને લક્ષમાં રાખવામાં આવેલી :**

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

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

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

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

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

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

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

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

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

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

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



# UNIT 1

## Pre-task

Talk to one of your classmates. Ask him/her questions to know about his/her strengths, ambitions, desire to learn and also adventure activities. Write the information about your friend in the table. Finally, introduce your friend to the class. For this you may ask him/her questions like:

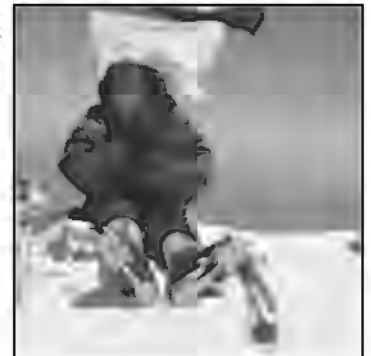
1. What are strengths or positive points of your personality?
2. What are you good at?
3. What do you want to become in future? Why?
4. What do you want to achieve in life?
5. What skills do you want to learn?
6. What adventure activities have you done? Where? How?
7. What adventure activities do you want to do? Where? How?

No.	Strengths	Ambitions	Skills to be learnt	Adventure activities
1.				
2.				
3.				
4.				

## Read 1

### THE JOURNEY OF MY LIFE : FROM EARTH TO EVEREST

Arunima Sinha was a national level volleyball player. When she was travelling on a train, some thugs tried to snatch her golden chain. She fought back but was thrown out of the speeding train, and lost her left leg. This happened when she was 24. However this accident never affected her spirit. At All India Institute of Medical Sciences, Delhi an artificial leg was fitted. A year later, she was retrained as a mountaineer and became the first female with an artificial leg to scale Mt. Everest. This is her unforgettable story of hope, courage and inspiration. Let's read four scenes of her life, narrated in her own words.



#### Scene 1

I had started dozing. My eyes were closed but my mind was awake. I remember someone saying that Bareilly would come after some time. I was in deep thought when I felt a hand tugging at my gold chain. A girl's sixth sense is always her best companion. I instinctively opened my eyes and saw four or five young men around me. Their drunken looks and behaviour gave me an inkling of their intention. I stood up in a flash to tell them that I had no intentions of parting with my chain. So they came together at me.

Even though the compartment was full, none of my fellow passengers got up to even inquire what was happening – forget about their coming to my rescue. I had no option but to take them on. So I caught a youth, who was trying to size me up, by his collar and pushed him back. I kicked a couple of others. An exceptional battle had begun inside the train on the move. The wolves made another attempt to snatch my chain. Still I resisted – until one of them driven by a frenzy gave me an extra hard kick, using all his force. Off balance, I

could not recover in time. I literally flew out of the train, still holding my mobile phone. I was mid-air when I flew right into another train moving on the next track. My body hit the moving steel and rebounded to my train. This ping pong must have continued for several seconds before gravitational force pulled me down. Despite my efforts, my left leg fell on the track.

‘Ghatchch.....’..... That was the sound of my leg getting chopped. There was no one to hear my intense scream. I lay motionless for a while, watching the red tail light of the train until it dimmed and faded into darkness. Then I fainted.

## Scene 2

I was admitted to AIIMS, Delhi, on the intervention of the PM. The union government would bear the entire cost of my treatment. Soon AIIMS began issuing daily medical bulletin on my status. I was told that young people, auto drivers and road side vendors were carrying out candle march to galvanize support for me and to pray for my recovery. With the help of the best and the latest technology, gradually.

I started responding to the treatment.

One morning my brother-in-law (my sister Laxmi’s husband), Sahib suddenly asked me, “*Everest chadogi?*” He had just read an interesting piece of information in the news paper: ‘No female amputee had ever scaled Everest.’ I wasn’t amused. “I have lost a leg and you are talking of Mt. Everest?” I started talking to myself: If I could take a shot at Everest and succeed, I would become the first female amputee to hold that record..... I thought about it for some time and then I conveyed to Sahib my willingness to take up the challenge. “*Theek hai, hum karengey.*” I said. I now had something to look forward to: a mission, a goal, a reason to dream. It was not going to be easy. But, throughout my life nothing had come easy.

I felt like I was born again.

Then I started waiting for my artificial limb to arrive. When it finally arrived, I was overjoyed. The artificial leg felt almost like my real leg. I could hardly feel the difference. I had started falling in love with this ‘stranger’ whom I was wedded for life. I had set my eyes on a mountain and I needed to prepare myself with the help of this ‘stranger’.

## Scene 3

On 28th February, 2012, almost a year after I was pushed out of the train, I set out for the training institute set up by Bachendri Pal near Uttarkashi. I called up Bachendri Pal to tell her that we had reached Uttarkashi. She was surprised at how quickly I had reached. After this, my confidence skyrocketed. Bachendri Pal always pumped fresh confidence in me, “Arunima, you are far better than others. These people seem to be suffering from a handicap, not you; I am proud of you. But before Everest expedition you will have to prove yourself. If you climb 21,798 feet high Chamsar Kangdi mountain in Ladakh, you will be on your way to Everest.”

I successfully completed that expedition. By the time we reached the base camp, situated at 18000 feet, sixteen of the nineteen members of the team had retired. Bachendri Pal greeted me at the base camp, “*meri sherni!*” She said and took me in her warm embrace. In the evening Bachendri Pal announced that I was finally ready for Everest. She also assured me that she would talk to the officials at Tata Steel for sponsoring my Everest dream.

## Scene 4

I arrived at Everest base camp on 11th April, 2013. Exactly two years had passed since I was thrown out of the moving train. At the camp nobody seemed to know that I had an artificial leg. One day while returning, my left leg got wet with snow because I had slipped a couple of times on the slippery surface. Next morning I



left the artificial leg out in the sun to dry. At that time, some foreigners realized that I had only one leg. After that my TRP soared.

In my final expedition to Sagar Matha (Head of the Sea – the local name for the peak of Everest), Neema Kancha was my mountain guide. He was a nice and helpful Nepalese man who used to scold me at times, when upset.

The last track to the peak of Everest began. It was a very dangerous, narrow path. I slipped and fell once; even my oxygen was running out. I was struggling with my paining leg. My sherpa said I must quit, but I knew that there was no going back. I pushed forward though my sherpa kept insisting that I should return. “I have enough oxygen to reach the summit and hoist the country’s flag. What happens afterwards doesn’t matter anymore,” I told Neema Kancha firmly. Remember, none can defeat you until you concede. Yes, occasional failures will test you but keep trying. Some doors of opportunity will certainly open. Then I could see him following me even as I continued to drag myself to the top. The drag-walk-drag continued till it finally happened.

The top is a small 20'x 20' ice table. I saw several flags of various countries fluttering proudly. I had lived this moment so many times in my mind that I did not have to be told that finally I had arrived. At 10.55 am on 21st May, 2013, I was on the top of the world!

I felt like dancing, crying and laughing at the same time. My mind was a kaleidoscope of emotions. Everyone has a reason to be alive. May be this was mine. I held my flag and raised both my hands high up to register my country’s record.

### Glossary

**artificial** not natural, made by human being **spirit** inner strength, strength of mind, character, courage **mountaineer** a mountain climber **inspiration** something which motivates, motivation **tug** pull with jerk **sixth sense** intuition, a feeling of getting a hint of what will happen **instinctively** automatically, impulsively **inkling** hint, clue **in a flash** within a fraction of a second, at once **rescue** save, set free **to take one on to face, to encounter to size up** to look somebody up and down, to assess **resist** to oppose, refuse to accept **a mad frenzy** extreme anger **off balance** losing balance **ping pong** to bounce back and forth from one place to another **gravitational force** force causing sinking or falling towards earth **chop** cut, slice **to galvanize** to fire up, to organize **amputee** a person whose limb has been removed **to take a shot** to make an attempt to do something **skyrocket** to increase very fast **embrace** hug, cuddle, hold close **TRP** television rating point, a measure for popularity **concede** surrender

### Comprehension 1

#### C.1.1 Answer the questions in your own sentences :

1. Do you think Arunima is exceptionally brave? Why?
2. What inspiration do you get from Arunima?
3. Write some phrases in praise of Arunima?
4. Do you know anyone in your family/neighbourhood who has done something very great/very brave? Describe it briefly.
5. Suppose you were in the train compartment near Arunima. What would you have done?
6. What would have happened if all the passengers had stood by Arunima in the train?
7. If you were a judge, what punishment would you give to the four young men?
8. What steps should be taken to stop such sad incidents?
9. “Awake, arise and stop not till the goal is reached.” – explain the famous quote of Swami Vivekanand in the light of Arunima’s enthusiasm for reaching her goal.

**C.1.2 Identify the scene number from its short description and write the scene number :**

- 1. Arunima got her dreams fulfilled. Scene \_\_\_\_\_
- 2. Arunima got an inspiring and encouraging guru. Scene \_\_\_\_\_
- 3. Arunima’s spirit of bravery and fighting against the crime. Scene \_\_\_\_\_
- 4. A new ray of hope changed Arunima’s suffering soul. Scene \_\_\_\_\_
- 5. Arunima became a world record holder. Scene \_\_\_\_\_
- 6. The announcement of the final expedition. Scene \_\_\_\_\_
- 7. The terribly sad incident. Scene \_\_\_\_\_
- 8. Accepting a seemingly impossible challenge. Scene \_\_\_\_\_

**C.1.3 Match the paraphrased sentence with the original text sentences :**

Paraphrased Sentence	Put an Arrow	Original Text Sentences
As no one came to save Arunima, she had to fight.		The union government would ....to pray for my recovery.
From PM to auto-drivers and road side vendors along with media, all supported Arunima.		Bachendri Pal .... you will be on your way to Everest."
Bachendri Pal appreciated Arunima a lot and filled her with confidence to climb Everest after climbing Chamsar Kangdi mountain.		'Ghatchch.....' .... That was .... Then I fainted.
Sahib's inspiration encouraged Arunima to set a difficult but rewarding goal of her life.		Even though the compartment .... and pushed him back.
Within a moment, she lost her leg in the accident and she fainted.		One morning my brother-in-law .... you talk of Mt. Everest?"

**C.1.4 Classify the following words/phrases related to Arunima in the given table :**

National level player, pushed youth back, caught a youth by his collar, got an extra hard kick, flew out of the train, ping pong, Ghatchch, fainted, candle march, first female amputee, *theek hai hum karenge*, fell in love with the stranger, handicap, meri sherni, warm embrace, TRP soared, paining leg, drag to the top, on the top of the world.

Arunima's Praise/Admiration	Arunima's Sufferings/Troubles	Arunima's Courage

**C.1.5 Relate the word or phrase from the story to its paraphrase :**

	Textual word / phrase		Paraphrase
T1	a national level volleyball player	P1	their attempts could have saved Arunima
T2	fellow passengers	P2	the cowardice of a criminal man because of which a lonely girl had to suffer a lot
T3	a frenzy	P3	Arunima's decision to climb Everest
T4	hope, courage and inspiration	P4	what Arunima was before the sad accident
T5	I had no intention of parting with my chain	P5	what the four scenes are about
T6	ping pong	P6	Arunima's determination to fight against unlawful acts
T7	"Theek hai, hum karenge!"	P7	between two trains
T8	the record	P8	Arunima became the first female amputee to climb Everest

**Write answers here :**

T1	P4		T3			T5			T7	
T2			T4			T6			T8	

**Read 2****THE WILD SAVIOUR**

Neelam came dashing into the house shouting joyfully, " Alibhai has come, Alibhai has come !"

All the members of Ram Singh's family went running out to see, and there he was, a tall man with broad shoulders, red cheeks and nose and wheatish complexion. He was dressed in a warm, thick long woolen coat, tight trousers, big leather-boots and a brown fur cap.

With a broad smile full of warmth, Ram Singh hugged him and said, "Come in ! Come in ! You are most welcome my friend." Alibhai patted everyone and spoke lovingly to each member of the family in his thick, strong voice and made himself comfortable on a couch. Mother prepared some tea while Ram Singh talked to Alibhai.

Alibhai was a traveller, who covered long distances on foot, in the Himalayan Mountains. He loved to observe nature. He went from village to village, town to town in the mountains, selling dried apricots, herbs and medicines and precious stones he had collected during his travelling.

"Where have you been this time?" asked Ram Singh.

"I went up the high mountains, up to the borders of India and Tibet."

"Alone?" asked Neelam.

"Of course ! I am used to it. Well, I'll stay here only for a night. Tomorrow morning I shall leave," he said.

"No, Alibhai, no ! We won't let you go. You have to tell us your hill stories," said Neelam . After lot of insistence he agreed to stay for two days. That night they all kept awake till late, sitting on his bed, listening to his interesting travel experiences.

Alibhai began telling his story, "It was almost a couple of hours to the nearest village. I was only a few miles away from the border of India and Tibet. I was hungry and sat down to enjoy my lunch. It was totally quiet everywhere except some birds chirping sometimes. I had hardly had a few morsels when I heard soft,

feeble growls. I was alarmed because from the sounds I was sure that it was nothing but a bear. I quickly closed my tiffin box and bent low, so that the smell of food and my body were not carried by the strong breeze to the monster. I took up my bamboo staff, with its pointed iron end, in my right hand and a big double-edged knife in my left. I crawled carefully to the edge of the mountain and looked down into the deep, narrow valley. Soon my eyes caught sight of two tiny, snow-leopard cubs on a small, flat piece of land on the slope of the opposite mountain.”

“Oh! Wow! What did they look like?” asked Neelam. “They were beautiful. Their fluffy, snow-white furry coat matched perfectly with the snow.” said Alibhai as if visualising them just in front of his eyes.

“What were the cubs doing?” asked Arjun. “They were playing. Each one crouched on the snow and rolled their lovely green eyes at each other. Then one would jump on the other. They would wrestle for a while, growling softly. They would crouch again and wrestle again. Watching them was fun, but I was worried too because the mother leopard could not be seen anywhere. The mother is very ferocious when she is with cubs.”

“Then what happened?” asked Neelam. “Well, I kept close to the ground on my belly. I was worried if the mother was around. Soon I saw a very strange thing happen! All of a sudden, a huge black bear came growling from the trees and rushed towards the cubs. Now I was worried more about the cubs than me. Within no time, I heard a deafening roar of anger from just a few meters away from me. To my horror and surprise, a big white cat, the mother snow-leopard, appeared jumping down on a nearby huge rock.”

“Gosh!” exclaimed Arjun.

“How horrifying!” added Neelam.

“Keep quiet!” said their mother impatiently. “What happened then?”

“Thank God I was lucky for her eyes were fixed on her cubs, and she didn’t look up at me. Within moments, the mother leopard leaped down to the cubs to protect them. Springing up in the air, she landed straight on the bear fiercely and fearlessly. The bear lost his balance. The violent wild beasts went rolling down the steep, snowy slope, tumbling on each other, till they landed in the narrow valley with a loud thud. I craned my neck and so did the two frightened cubs.”

“The mother instinct of protecting her young ones is very strong, Alibhai. She is always ready to fight unto death for her young ones.” said Ram Singh. “Yes, you are right,” said the mother lovingly looking at the smiling faces of Neelam and Arjun.

Alibhai continued, “The huge bear, three times the size of the mother leopard, stood up on his hind legs. He stretched out his big paws with strong, sharp nails. He showed his teeth and growled. The mother snow leopard looked at him for a second, snarled and with a leap knocked down the black monster. The whole valley echoed with the sounds of their fight. The snow leopard was swift and jumped about from side to side tearing away big pieces of black furry skin of the bear. The bulky and slow bear failed to injure his enemy. The fight lasted for about ten minutes.

The bear was bleeding here and there. Whenever the leopard attacked, the bear lifted his huge paws to cover his face. The bear was now trying to escape to save his life. They both moved further and further till they disappeared round the huge mountain. I could not see them for a while but I could hear the growls and snarls. Then the valley was calm and quiet once again. The mother reappeared and ran up to her cubs. She smelt and licked them over and over again to make sure that they were not hurt by the bear. The three, then, climbed up the mountain and disappeared.”

“You must have felt very relieved!” said Neelam.

“Quite. I stayed in that position for some more time and watched the family disappearing in the woods

waving their tails. I also waved my hand and said good bye!”

“But what happened to the bear?” asked Arjun eagerly.

“God knows. All I know is that the coming of the bear was a blessing for me because it really saved me. I thanked God for saving the cubs and me too.”

**Glossary**

**dashing** rushing, running with a great hurry **warmth** affection, enthusiasm **apricots** a juicy, soft fruit of an orange yellow colour resembling a small peach **herbs** any plant with leaves, seeds, or flowers used for flavouring, food, medicine, or perfume **precious** valuable **insistence** demand, request, urging **chirping** a short, sharp, high-pitched sound of a small bird or an insect **morsels** a small piece or amount of food, a mouthful bite **feeble** weak **growls** घुरल्लयु **breeze** a gentle wind **staff** a long stick used as a support when walking or climbing or as a weapon **crawl** move forward on the hands and knees or by dragging the body close to the ground **edge** the outside limit of a surface, area, or object **valley** a low area of land between hills or mountains, typically with a river or stream flowing through it **fluffy** having soft fur all over **furry** covered with fur **crouched** adopt a body position where the knees are bent and the upper body is brought forward and down **wrestle** take part in a fight trying to throw or knock down the opponent to the ground **ferocious** savagely fierce, cruel, violent **deafening** so loud that it is impossible to hear anything else **horrifying** filled with horror, shock greatly **springing** leaping fiercely, angrily **steep** having a sharp fall downwards **tumbling on** rolling down, falling on each other **craned** stretched **snarl** make an aggressive growl with bared teeth (of an animal) **swift** fast, quick, rapid **woods** forest

**Comprehension 2**

**C.2.1 Answer the questions in your own sentences :**

1. If you are offered a chance to go on an adventurous expedition along with Alibhai, will you accept it? Why?
2. How can we say that the cubs and Alibhai were lucky?
3. How risky was it for the mother leopard to fight the bear? Why?
4. Do you think Alibhai had very good relations with Ram Singh’s family? Why do you think so?

**C.2.2 Classify the words/phrases describing different aspects of Alibhai’s personality :**

(a big double-edged knife, a good story teller, a brown fur cap, red cheeks, thick, strong voice, a traveller, patted everyone, warm thick long woolen coat, spoke lovingly, loving nature, big leather-boots, alert, bamboo staff, tall, selling dried apricots, tight trousers, courageous, hard working, risk taking, covered long distances on foot, broad shoulder, wheatish complexion)

Appearance	
Special skill	
Manliness	
Readiness for self-protection	
Nature	
Clothing	
Profession	
Friendly attitude	

**C. 2.3 Say whether the statements are true or false :**

Statements	True/False
When Alibhai heard some faint growls, he thought it was a snow leopard.	
As the family members insisted a lot, Alibhai decided to stay with them longer.	
Ram Singh thought that the mother instinct is good for the protection of the young ones.	
The mother leopard expressed her love and care by licking and smelling the young cubs.	
The mother leopard was swift otherwise she would have won the fight with the bear.	
Hardly had the bear appeared when Alibhai slipped and fell down.	

**C.2.4 Fill in the box "Who did what?"**

(travel, sell, welcome, close tiffin, bend down, speake lovingly, crawl, play, shout joyfully, jump, worry, dash, hug, thank God, rush, leap down, spring, land, stretch paws, injure, reappear, smell, wrestle, crouch, lick, insist, growl, fail to injure, disappear):

Who	Did What ?
Alibhai	
Cubs	
Ram Singh	
	shout joyfully, dash, insist
Bear	
Mother Leopard	

**C.2.5 Connect part A with part B :**

	When you read this		What question comes to your mind?
A1	" Alibhai has come, Alibhai has come."	B1	What work does Alibhai do?
A2	Of course! I am used to it.	B2	Will Alibhai encounter the leopard?
A3	I took up my long bamboo staff and a big double-edged knife.	B3	What happened to the bear?
A4	I heard a deafening roar of anger from just a few meters away from me.	B4	Who will win?
A5	The whole valley echoed with the sounds of their fight.	B5	Who is Alibhai?
A6	The mother reappeared and ran up to her cubs.	B6	Will Alibhai encounter the bear?

**Write answers here :**

A1			A3			A5	
A2			A4			A6	

**C. 2.6 Here are some statements. Number them in the order of the events in the story.**

Paraphrased sentence	Order
She safely took the cubs with her in the jungle.	
Respecting the request of the family members, Alibhai agreed to stay there for two days.	
Once, when Alibhai was in a jungle near India-Tibet border, he sat to have his lunch.	
It attacked the bear.	
She fought bravely with the bear putting her life into danger.	
Late at night, Alibhai started telling them his experience.	
She won.	
Before the bear could reach the cubs, the mother snow leopard appeared.	
Alibhai thanked God for saving him as well as the leopard cubs.	
He suddenly became alert because of the growling sounds of a bear.	
He saw that the bear was rushing to attack two little snow leopard cubs.	
Her intention was to save her cubs.	
The story was something like this.	
Alibhai was warmly welcomed at the place of his friend.	
From his behaviour with Ram Singh's family members, it seems that Alibhai was very intimate with all of them.	

**C.2.7 Complete the following in brief, working at home. Share your answers with the class in the next session/period :**

- From the story of Alibhai, the incident I like the most is \_\_\_\_\_ because \_\_\_\_\_.
- From the story of Arunima, the incident I like the most is \_\_\_\_\_ because \_\_\_\_\_.
- Which character do you like more- Arunima Sinha or Alibhai ? Why?

**Vocabulary**

**V.1 Write 'YES' in the box if the sentence is correct as per the text. Write 'NO' in the box and correct it without changing the underlined parts.**

**Example:** My oxygen was running out, so it was safe for me to continue climbing the Everest.  No

Answer: My oxygen was running out, so it was not safe for me to continue climbing Everest.

- Though it was getting easier for me, I kept on pushing myself forward.

---

- Arunima was brave enough not to concede to any of the difficulties of her life.

---

- Till it finally happened, Arunima had lost all her courage.

---

- My mind was a kaleidoscope of emotions and I was crying with joy.

---

- Because of the intervention of the police, the problem of the road-romeos in our area  increased.

**V. 2 Find out antonyms from the text. Frame Sentences of your own using the antonyms :**

natural, worse, farthest, fearfully, appear


**V.3 Work in pairs. Frame sentences using all the words. You may change the forms of the words if needed.**

**Example :** Alibhai – bamboo staff – knife – safety

Answer: Alibhai had a bamboo staff and a knife for his safety. OR Alibhai always kept a bamboo staff and a knife with him so that he could ensure his safety. OR Alibhai took a bamboo staff in his right hand and in the left he took a knife to ensure his safety etc.

1. quiet – except – birds’ chirping – Alibhai – have – lunch
2. Alibhai – sound – bear – a few morsels
3. fluffy – furry – snow white – wrestle – jump
4. deafening roar – ferocious – horror – Alibhai
5. swiftness – leopard – victory – bulky – bear
6. mother – love – sacrifice – young one

**V.4 Unscramble the letters in Part A and match it with the description.**

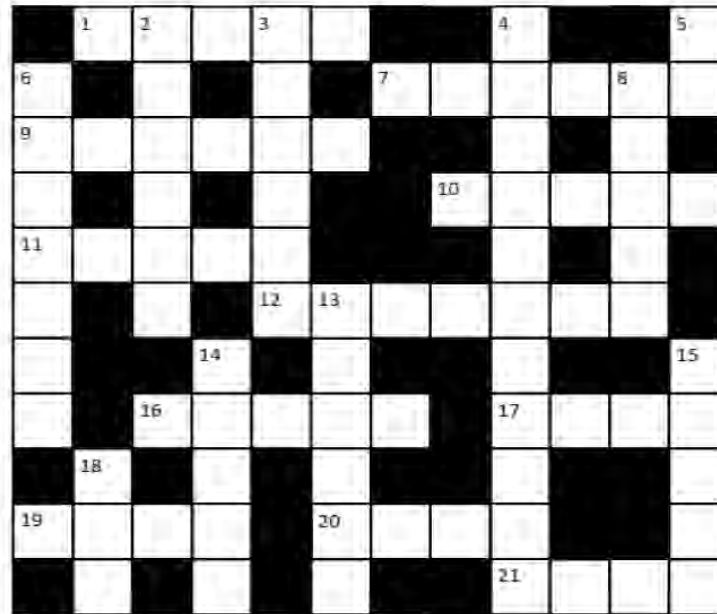
No.	Part A	Draw Lines	Description
1.	FZERNY Frenzy		Something extreme or severe
2.	IETNVRONITEN _____		To vanish or fade away
3.	AUTPEME _____		Extremely emotional wave
4.	MKAE RSUE _____		Extremely angry or fierce
5.	FORIOUECS _____		To ascertain
6.	DASPIPAER _____		Interference in another's affairs
7.	IESNTNE _____		A person having a limb cut off

**V.5 Interchange the underlined words to make all the sentences meaningful :**

A attack national level volleyball player Arunima had to face a terrible opportunities resulting into a determination accident which made her lose one of her legs. Though she was an mountaineer then, she fatal a great challenge of becoming a amputee and climbed up the highest peak of the world. She proved that former do not always come, they can also be created by strong will, hard work, embraced and self-confidence. We salute the women power in the form of Arunima Sinha.



**V.6 Solve the crossword puzzel with the help of the keys.**



**Across key**

**Down key**

- 1. rapid, quick, speedy
- 7. झुंझुं, snarl
- 9. a crumb, a small piece or amount of food, a mouthful
- 10. grumble, to make an aggressive growl with bared teeth
- 11. as late as, up to the time of, pending, awaiting
- 12. hug, hold in arms, cuddle,
- 13. plural of tooth
- 17. a horny covering on the upper surface of the tip of the fingers or claws
- 19. a naturally raised area of land, not as high or craggy as a mountain
- 20. the outside limit of an object or area, border
- 21. anger, fury, frenzy

- 2. moderate heat, kindness, affection, cold(antonym)
- 3. weak, frail, delicate
- 4. climber, hiker
- 5. since, for, while
- 6. a person who has got a limb cut off
- 8. big, bulky
- 13. a female parent, to bring up (child/young one) with care and affection
- 14. stomach, tummy
- 15. shut, near
- 18. faint, diffused

**Function**

**F.1 Study this conversation to understand the uses of 'if' and 'unless'. The highlighted parts of the sentences express certain conditions :**

**Mohanbhai :** Welcome. Your father told me that you want to rent a flat. What are your preferences about the flat?

**Dippal :** If it's 2 BHK (bedroom-hall-kitchen), it will be more convenient to us.

**Mohanbhai :** Okay! How much rent can you afford?

**Nimesh :** If the rent is about ₹ 4000, we can afford it easily.

**Mohanbhai :** You will not get a 2BHK flat unless you increase your budget up to ₹ 7000.

**Nimesh :** Okay! If it is required, I don't mind increasing my budget up to ₹ 7000.

**Mohanbhai** : Well! I know a real-estate agent.

**Dippal** : **It will be a great help to us if you can call him right now.**

**Mohanbhai** : Okay! (calling from his mobile phone) Hello Mr. Dalal! It's Mohan Mehta here. I am handing my phone over to Mr. Nimesh who is interested in having a 2BHK flat on rent. (Handing over the phone to Nimesh)

**Mr. Dalal** : (on phone) Namaste Nimeshbhai! I have five 2BHK flats available on rent.

**Nimesh** : Namaste Mr. Dalal! **Unless the flat is in a good locality, we are not interested in getting it on rent.**

**Mr. Dalal** : You please have a look at the flats first. **If you find the locality up to the mark, we will talk further. If you can spare an hour's time, I can show all the five flats to you right now.**

**Nimesh** : Okay! Let us meet right now.

**Mr. Dalal** : But before that, **if you don't mind, let me make you aware of some general conditions from the owners.**

**Nimesh** : Yes, sure! Please carry on.

**Mr. Dalal** : **Unless the tenant agrees to have an 11 month deed of rental contract, no owner is ready to give flats on rent. Moreover, if the tenant doesn't deposit one month's rent in advance, owners refuse to have their flats rented.**

**Nimesh** : Oh I see! Well, I don't mind about that! Let's meet.

**F.2 Use the information from the conversation to complete the table as shown in the example :**

No.	Conjunction	Condition	Result
1.	unless	tenant agrees to have a rental contract	owners are not ready to give flats
2.		locality up to the mark	further talk possible
3.	if		owners refuse to give flats
4.	if	Nimesh doesn't mind	
5.		flat in good locality	Nimesh and Dippal not interested in having the flat
6.	unless	rent above ₹ 4000	
7.			Mr. Dalal can show all the five flats
8.	if		
9.			
10.			
11.			
12.			

**Study some more examples and identify the correct usage of 'if/unless':**

1. **If** it rains, Sheetal will not go to market for shopping.
2. Yashvi will come to the party **if** you invite her.
3. You won't pass **unless** you work hard.
4. That's Reyansh **unless** I am mistaken.

Note that '**unless**' means '**if ... not**'. Therefore, it would be wrong to use another '**not**' in a clause with **unless** :

**Unless** you come in complete uniform, you will not get entry in school. (Correct)

**If** you do **not** come in complete uniform, you will not get entry in school. (Correct)

**Unless** you do not come in complete uniform, you will not get entry in school. (Incorrect)

**F.3 Out of the given three sentences, two have correct and one has incorrect use of 'if/unless'.**

**Tick mark the correct ones :**

1. Talk to me **unless** you have chewed tobacco.   
 Don't talk to me **unless** you have chewed tobacco.   
 Don't talk to me **if** you have chewed tobacco.
2. **If** you find her book, call her.   
**Unless** you find her book, don't call her.   
**If** you find her book, don't call her.
3. He cannot go **if** he doesn't finish his work first.   
 He cannot go **if** he finishes his work first.   
 He cannot go **unless** he finishes his work first.
4. **If** you have practised well, go to the stage to sing songs.   
**If** you have not practised well, don't go to the stage to sing songs.   
**Unless** you have not practised well, go to the stage to sing songs.
5. **If** you read well, you will not fail in the exam.   
**Unless** you read well, you will not fail in the exam.   
**Unless** you read well, you will fail in the exam.

**Conjunctions like 'and / otherwise / or' can also be used in place of "if/unless" to join two sentences showing condition and result.**

**A. Study the following examples :**

1. Work hard **and** you will become a successful person.
2. Work hard **otherwise** you will not become a successful person.
3. Work hard **or** you will not become a successful person.

**B. Study the use of different time references with "if/unless" :**

1. We arrive at 8:00 **if** our train **is** on time.
2. We used to arrive at 8:00 **if** our train **was** on time.
3. We arrive at 8:00 **unless** our train **is** late.
4. We used to arrive at 8:00 **unless** our train **was** late.
5. If you **are** lazy, you will not succeed.
6. If the doctor **had arrived** in time, the patient's life **would have been** saved.
7. Unless he **had invited** me, I **would** not **have attended** his birthday party.

**C. With past perfect, it can also be written without 'if/unless' as follows :**

1. Had the doctor arrived in time, the patient's life would have been saved.
2. Had he not invited me, I would not have attended his birthday party.

**F.4 Fill in the blanks selecting the proper form of the verbs given in brackets :**

1. If money \_\_\_\_\_ (lost, is lost, were lost), something is lost but if character is lost, everything \_\_\_\_\_ (will be lost, is lost, will lose).
2. Paresh \_\_\_\_\_ not \_\_\_\_\_ (do/come, will/come, did/come) to your house unless you go to his.
3. Banks will not provide you loan unless you \_\_\_\_\_ (don't provide, provide, provided) them your original identity.
4. My dog \_\_\_\_\_ (doesn't bark, barks, bark) unless it is hungry.
5. Unless you \_\_\_\_\_ (wanted, had wanted, want) to go to bed, you should go out.
6. In my country, if you \_\_\_\_\_ (had not spoken, cannot speak, did not spoke) English, it's difficult to get a good job.
7. We \_\_\_\_\_ (be, will be, will) late unless we leave soon.
8. You will lose your job unless you \_\_\_\_\_ (became, become, becoming) sincere.
9. If you had driven faster, we \_\_\_\_\_ (will have, can have, would have) reached earlier.
10. Unless we \_\_\_\_\_ (knew, known, had known) it previously, we could not have prevented it.

**Example :**

**- If Arunima had lost courage.... (expedition, leave, incomplete)**

**Ans.) If Arunima had lost courage, she would have left her Everest climbing expedition incomplete.**

- (a) Set high goals.....(and, work hard, achieve)
- (b) If Arunima had not been inspired by her brother-in-law..... (first, amputee, Everest)
- (c) If the passengers had come to her rescue.....(Arunima, become, a handicap)
- (d) Unless you yourself concede.....(anyone, defeat, you)
- (e) (without, have, great, courage)..... Arunima couldn't have fought bravely with the four criminals.
- (f) (unless, Sahib, inspire)..... Arunima could never have thought about climbing up Everest.

**F.5 Study the following table. Combine the three parts and make meaningful sentences using each word given in part B. You can even make more than one sentence using the same word in part B:**

A (Outcome)	B (Connector)	C (Condition)
You won't be punished You can use your father's car Work hard I could not have completed this task You will never understand this grammar He would have progressed a lot I am happy You can not escape accidents They are happy We will not go out.	if unless and or otherwise	he had punctuality your room is cleaned get good marks it rains or not get success your teacher helps you I had got his guidance you drive carefully I am with you he permits you he assists you will fail

**F.6 Fill in the blanks to make meaningful sentences using words like 'if, unless, otherwise, or, and':**

1. .... he finds a job, his family will starve.
2. You follow his instructions.....you will not win his confidence.
3. .... you do not read this document many times over, you will not understand it properly.
4. You learn from your experiences..... you will not commit the same mistakes again and again.
5. .... she pays the dues, her membership will not be renewed.
6. You better take care of yourself..... your health will not improve.
7. ....you miss this opportunity, you will regret it.
8. .... he gives up smoking, he will get cancer.
9. ....you waste your time on trivial things, you will not have time for important things.

**Writing**

**W.1 Nirmal prefers life in the village to life in the city. His notes are given below. Use the information and prepare his speech :**

- **Country (village) :** peaceful , soothing air, fresh green fields, lovely sight, helpful neighbours
- **City :** noisy vehicles, industries and smoke, pollution, crowded streets, people never relax

**W.2 You are preparing a write up on a famous personality of your state. For this purpose you have arranged an interview with him/her. Frame questions you would ask him/her to collect information about him /her.**

**W.3 Just for fun : The underlined words have two meanings. Prepare such sentences :**

- |  |                  |
|--|------------------|
| 1. Can February march ?<br>No, but April <u>may</u> .                  | 1. ....<br>..... |
| 2. Is life worth living ?<br>It depends on the <u>liver</u> .          | 2. ....<br>..... |
| 3. What do we serve but never eat?<br>Tennis balls in a <u>match</u> . | 3.....<br>.....  |

**Activity**

- A.1** What do the differently-abled people face in their routine life? Work in pairs. One of you will tie a handkerchief on his/her eyes. Try to reach the washroom / principal's office. The pair partner has to take care that the 'blind' student does not get hurt physically while doing this task. You can only give instructions, but can't hold him/her . Narrate your experience to the class.
- A.2** If you can arrange for a wheelchair, one pair should be assigned the task for sitting in the wheel chair and reaching from the school gate to a washroom.
- A.3** Form groups. Visit various places of historical or geographical importance in your area. Collect information related to them from the tourism office, local guides and internet. Collect practical information like 'how to reach the place', 'what to do there', etc. Discuss the vocabulary you need to explain all this information in class. Now, create a brochure based on all this information. Display an enlarged copy of your brochure on charts and display them on your notice board.

## UNIT 2

### Pre-task

See the image below. How can you put all the three ideas into practice in your daily life?



Reduce	Reuse	Recycle
<ul style="list-style-type: none"> <li>• Less use of wooden furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Reuse used bottles</li> </ul>	<ul style="list-style-type: none"> <li>• Recycle used paper and make greeting cards.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Now form three groups. Each group will take one idea and suggest how it can be applied in day-to-day life.

### Read 1

#### AUTOFAB TECHNOLOGY

Imagine yourself in a car showroom. You are not happy with any model of the cars in the showroom. Now you work on a computer and create your dream car on the screen. And magic! Next week you get delivery of a car fabricated exactly like your design. Such magic is possible through a process known as automated fabrication.

Automated fabrication, or 'autofab' is a set of technologies that automate the process for building three dimensional solid objects from raw materials. This industry uses solidification of polymers, powders, and other raw materials, guided by designs drawn on ordinary computers. Now it will be possible for human beings to acquire powers to manipulate the properties of matter. Autofab is now creating opportunities for manufacturers to satisfy the unique needs of customers. Inviting the customer into the design, development and production process will lead to unexpected new products. In Autofab, the customer is a co-constructor. Now product liability, other risks and patent rights may be shared with the customers. Automated fabrication will have a dramatic impact on society.

1. **Better product quality** : The automated methods of inspection and assembly will improve the quality and durability of products. One effect is that cars, televisions, refrigerators etc. will last much longer than

earlier models. Therefore, there will be decline in need for replacement.

2. **More recycling** : Instead of buying the latest model of a car or throwing away an old toaster, the customers will return their older models and get back new models fabricated from that old stuff. There will be recycling of materials in new ways. This will be a great compensation to environment.
3. **The return of the village craft worker** : If mass production loses its economic advantage, huge centralized factories would disappear. They will be replaced by smaller and community based facilities. There will be a continuous decline in the amount of human efforts needed to produce material goods. Then the customers may be served better by a local owner and operator of a manufacturing shop. Thus the factories will become decentralized and the naturally talented village craft workers will be back with a bang.
4. **New medical treatments** : Soon the scale of autofab will shrink to nanostructure level. Then the size of newly manufactured medical instrument will be no bigger than a drug molecule. It will be possible to reconstruct ratified tissues and even reversal of matured tissue decay will be done. The extension of human life span will continue. The health of old people will improve. It is likely that people will gain the ability to painlessly redesign their bodies.

The combined effect of such changes could be dramatic. It is believed that after some years a small mountain-top community could be self sufficient with a collection of fabricators and a solar power generator.

As the methods of autofab advance, the form of raw materials will be unimportant. Sophisticated autofab machines will be capable of rearranging molecular structures to generate any object from them. Plastic milk jugs and last night's punctured car tube could be molecularly rearranged to get a new table lamp.

Highly improved autofab technology will perhaps be able to meet all our material desires. The freedom resulting from this achievement will bring about a golden age of art, music and scientific discovery. But the open question is whether people want such freedom and will rejoice in it. In life, it is often found that the greatest satisfaction comes not from getting what one wants, but from working for it. The greatest challenge facing humanity as we proceed into the age of automated fabrications is to find a meaningful use for ourselves.

### Glossery

*automated computer guided manipulate make changes in the properties characteristics liability responsibility decline down turn, reduction compensation benefit, reparation bang suddenly shrink minimize molecule particle ratified permitted*

### Comprehension 1

**C.1.1 Answer these questions in two to four sentences each :**

1. Why is the customer called a co- constructor?
2. How will autofab reduce demands of replacement?
3. How will autofab boost the local commerce?
4. 'Autofab will be a boon to environment.' Give your argument for the statement.
5. What will be the effect of autofab on health and age of people?

**C.1.2 Write the statements from the text pertaining to the following areas :**

- Chemistry : \_\_\_\_\_
- Automobile : \_\_\_\_\_
- Environment : \_\_\_\_\_
- Legal rights : \_\_\_\_\_
- Health : \_\_\_\_\_

**C.1.3 Find sentences from the text with similar message :**

1. You give the design of the vehicle you want and you will get it within a few days.
2. Autofab technology will modify chemical structure of molecules and will create a different element.
3. Autofab Technology will make the local people self reliant.
4. Work gives more joy than the product.

**C.1.4 Complete the sentences :**

1. Instead of buying an old gadget, \_\_\_\_\_
2. When big factories will disappear, \_\_\_\_\_
3. To stop ageing autofab will \_\_\_\_\_
4. There will be more customer satisfaction because \_\_\_\_\_

**Read 2****A PALANPUR YOUTH REINVENTS THE HUMBLE WATCH**

Pranav Mistry, a native of Palanpur, North Gujarat showcased the impossibly futuristic watch "Gear" to the world. Mistry is the head of Think Tank Team, Samsung Research America, who has designed the 'digital' watch that lets you check messages with a glance or make conversation 007 style. "With Gear, you're able to make calls and receive calls without even taking your phone out of your pocket," said Pranav Mistry.



"When he was about 11, he (Pranav) used to say, '*Hu moto thaine bahu naam kamaish*' (When I grow up, I'll earn a lot of fame)," said his father Kirtibhai. "We never knew it will be so soon. Pranav was like any other child but his IQ powered him to the 1st rank in every academic year he spent at Vividhlakshi Vidyamandir, Palanpur. He was good in every activity; be it studies, music (he sings) or sports (plays badminton)," said the proud father.

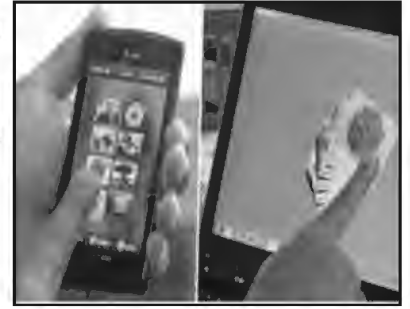
He studied in his mother tongue, Gujarati, and later joined Nirma University, Ahmedabad for his BE in computer engineering. He went on to complete his post-graduation (industrial design) from IIT-Mumbai, which earned him a job with Microsoft in Hyderabad and a president's award from APJ Abdul Kalam.

He said, "From my engineering in computer science to my masters I worked on varied fields like interaction design, robotics, computer graphics, HCI, AI, information graphics, embedded systems, social computing, ... and the list goes on. I explored the fields with different projects and research papers. Here are some of my projects in brief."

**TeleTouch** lets you touch and control things from a distance. See through your smart phone's camera



and control everything you see on the screen by touching it. Now you can interact with your appliances from a distance, in a fun way. TV, alarm, music player, open the door, turn on that light... Just by touching it on screen. It's simple. TeleTouch lets you interact with your world with touch, from a distance.



**Sparsh** lets you conceptually transfer media from one digital device to your body and pass it to the other digital device by simple touch gestures. Touch whatever you want to copy from laptop, TV, smart phone, e-book reader etc. Now it is saved conceptually in you. Next, touch the device you want to paste. SPARSH uses touch based interactions as an indication for what to copy, from where and where to pass it on.

**SunFlower** lets us track the sun. It is an artificial sunflower. With simple op-amp 741 circuitry & photo sensors he has created a sunflower which would move with the sun. Though



Later the concept was very efficiently used in solar panels at his institute as the panels could get the most efficient angle each time.

**SixthSense** is a wearable gestural interface that augments the physical world around us with digital information and lets us use natural hand gestures to interact with that information. By using a camera and a tiny projector mounted in a pendant like wearable device, 'SixthSense' sees what you see and visually augments any surfaces or objects we are interacting with. It projects information onto surfaces, walls, and physical objects around us, and lets us interact with the projected information through natural hand gestures, arm movements, or our interaction with the object itself. 'SixthSense' attempts to free information from its confines by seamlessly integrating it with reality, and thus making the entire world your computer.

### Glossary

*interaction communication robotics the design and construction of robots, as well as computer systems AI Artificial Intelligence explored searched appliances machines, devices gestures signals indication suggestion augments adds to conceptually as an idea embedded fixed into something, planted*

### Comprehension 2

**C.2.1 How would these gadgets bring change in our regular life? List them in order of priority according to their usefulness :**

GEAR, TeleTouch, SPARSH, SixthSense, SunFlower

**C.2.2 Answer the following questions in brief :**

1. Why is Kirtibhai proud of his son?
2. Which aspect of Pranav's educational life touches you most? Why?
3. How does the copy-paste system in SPARSH differ from that of our current system?

4. What are the input and output systems in SixthSense?
5. What inspiration do you get from Pranav?
6. What questions will you ask Pranav if you happen to meet him? List five questions.
7. List the Gujarati words used in the passage.

**C.2.3 Match the pairs :**

A	B
GEAR	It sets your solar panel
TeleTouch	You can receive calls without lifting the handset
SPARSH	Copy paste is a job of your fingers.
SunFlower	You are on the way and you switch off fans of your study room.
sixthsense	Now the whole world is your computer.

**C.2.4 Pranav has worked on the following projects. Search the web and find information about any three of them :**

Mouseless, PreCursor, BlinkBot, thirdEye, inktuitive, QUICKiES, TaPuMa, invent, DATAG2.02, Marbo, projectCHILD, Sandesh, Ghost in the machine, RoadRunner, VET, Sthiti, Akshar

**Read 3**

**THE SECRET OF THE MACHINES**

**By Rudyard Kipling**

We were taken from the ore-bed and the mine,  
 We were melted in the furnace and the pit—  
 We were cast and wrought and hammered to design,  
 We were cut and filed and tooled and gauged to fit.  
 Some water, coal, and oil is all we ask,  
 And a thousandth of an inch to give us play :  
 And now, if you will set us to our task,  
 We will serve you four and twenty hours a day!  
 We can pull and haul and push and lift and drive,  
 We can print and plough and weave and heat and light,  
 We can run and race and swim and fly and dive,  
 We can see and hear and count and read and write!  
 But remember, please, the Law by which we live,  
 We are not built to comprehend a lie,  
 We can neither love nor pity nor forgive.  
 If you make a slip in handling us you die!  
 Though our smoke may hide the Heavens from your eyes,  
 It will vanish and the stars will shine again,  
 Because, for all our power and weight and size,  
 We are nothing more than children of your brain!

**Glossary**

*ore a metal-bearing mineral or rock furnace* अग्नि *wrought shaped filed smoothened gauged measured haul drag heavens sky vanish disappear*

**Comprehension 3**

**C.3.1 Form four groups and discuss the following points and prepare a list. Then a reporter from each group will share the list with the class :**

- List the machines around you and say how they make your life easier.
- Have you ever felt crippled in the absence of any machine or gadget? Talk about one such experience.
- List some incidents where mishandling of machines has created disasters.
- Can machines replace human beings? Why?

**C.3.2 Give another title to the poem :** \_\_\_\_\_

**C.3.3 Write the stanza number against the theme of each stanza :**

- |   |  |
|---|--|
| <input type="checkbox"/> Origin         | <input type="checkbox"/> Treatment they need     |
| <input type="checkbox"/> How they serve | <input type="checkbox"/> No emotions, no regrets |

**C.3.4 Answer the questions in two or three sentences each :**

1. What is the law of machines?
2. Why do the machines consider themselves transitory?
3. What can machines do?
4. How do machines serve us?
5. How do machines differ from human beings?

**C.3.5 Given below is the gist of some lines in the poem. Read the poem carefully and find the matching lines.**

1. Be careful when you work with machines. \_\_\_\_\_  
\_\_\_\_\_
2. We don't need to take a lot of effort to run and maintain machines. \_\_\_\_\_  
\_\_\_\_\_
3. After all, we are man-made objects. \_\_\_\_\_  
\_\_\_\_\_
4. We can do multiple jobs very easily. \_\_\_\_\_  
\_\_\_\_\_

**C.3.6 Find the most appropriate option :**

1. This poem is about : (A) importance of machines in the age of industry (B) human emotions (C) our dependence on machines (D) inventions of different machines
2. Machines consider themselves : (A) Kings (B) equal to human beings (C) superior to human beings (D) inferior to human beings
3. Machines warn us against : (A) overuse (B) mishandling (C) slavery (D) sensitivity

**Vocabulary**

**V.1 Fill in the blanks with the most appropriate words :**

- Autofab is the technology to \_\_\_\_\_ your own computer designs into \_\_\_\_\_ objects. [concrete, strengthen, fabricate, demolish]
- \_\_\_\_\_ of the properties of a matter is now \_\_\_\_\_ with autofab machines. [instruction, possible, difficult, manipulation]
- The \_\_\_\_\_ of the old objects will be \_\_\_\_\_ into a new form as a part of a new object with the help of automated fabrication. [converted, matter, theme, polished]
- Autofab will be a great help to \_\_\_\_\_ because it will increase \_\_\_\_\_. [recycling, creativity, population, environment]
- Autofab technology may \_\_\_\_\_ the way of \_\_\_\_\_ human body. [close down, immortalizing, immoralizing, open up]

**V.2 Fill in the blanks with the proper forms of the words :**

- The autofab \_\_\_\_\_ (technique) will \_\_\_\_\_ (thorough) change the world.
- With the \_\_\_\_\_ (arrive) and spread of autofab, the huge factories will \_\_\_\_\_ (appear).
- Pranav has made an \_\_\_\_\_ (ordinary) \_\_\_\_\_ (achieve).
- At a \_\_\_\_\_ (youth) age Pranav Mistry has earned a lot of \_\_\_\_\_ (famous) with a president's award.
- \_\_\_\_\_ (extend) of \_\_\_\_\_ (inhuman) life span will be much easier with autofab technologies.

**V.3 Frame sentences using all the words. You may change the forms of the words if needed.**

**Work in pairs :**

**Example :** Pranav – make – father – achievement

Answer: Pranav made his father proud because of his achievements. OR Pranav's achievements made his father proud. OR You can make your father proud with your achievements as Pranav did. etc.

- old stuff – reform – new objects – help – autofab
- autofab – qualitative – durable – machines
- redesign – human body – painlessly – possible
- decentralization – factory – village craft
- tele touch – distant – things
- machines – properly – dangerous – otherwise

**V.4 Match A – B and frame a sentence using both of these words :**

Part A	Part B	Sentences
capable	for	'ren-baseras' are <u>built for</u> the night stay of homeless people.
in	in	
lead	brief	
good	to	
built	by	
touched	of	

**Function**

**F.1 Study the table and frame sentences comparing the income of these people :**

<b>Name</b>	Mr Desai	Mrs Roy	Mr Soni	MS Rani	Mr Basu	Mrs Kapoor
<b>Income</b>	18,00,000	14,700	18,00,000	1,90,000	1,46,900	18,00,000

e.g. Mr Desai is as rich as Mrs Kapoor.  
Mr Desai is richer than Mrs Roy.

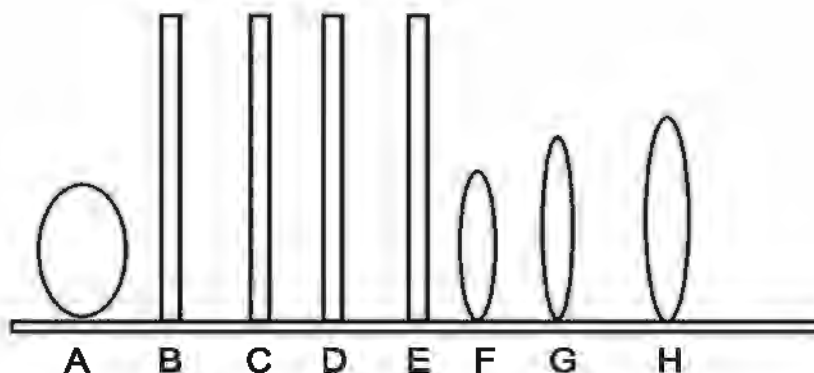
**F.2 Read the survey and frame sentences as given below :**

**WINNERS AND WHY THEY MADE IT**

Category	Best City	Emerging City	Parameters
Overall	Chennai	Vadodara	quality of classrooms, expenditure on education, crime rates, economic growth and investment generation
Housing and Transport	Thiruvananthapuram	Rajkot	quality of public transport and percentage of slum population
Environment	Shimla	Madurai	level of Suspended Particulate Matter and Respirable Suspended Particulate Matter
Lowest Crime and Safety	Gandhinagar	Surat	lowest percentage of violent crimes and crimes against women
Public Services	Shimla	Vadodara	percentage of LPG usage, frequency of power cuts, sewage and water supply system

e.g. Chennai is the best city in overall category.  
No other city is as good as Chennai in overall category.  
Chennai is better than any other city in overall category.

**F.3 Study the picture and read the sentences :**



**Let's compare A with other students :** • A is the fattest boy in the class.

• A is fatter than any other boy in the class. • No other boy in the class is as fat as A.

**If we compare B in the same way, it is not true :** • B is the tallest boy in the class.

• B is taller than any other boy in the class. • No other boy in the class is as tall as B.

**So, B can be compared this way :** • B is one of the tallest boys in the class.

• B is taller than most other boys in the class. • Very few boys in the class are as tall as B.

**F.4 Now frame sentences for the information :**

1. There are a few fast bowlers in your school. Ramesh is one of them.
2. There are a few long rivers in India. The Narmada is one of them.
3. There are a few countries with high population in the world. India is one of them.
4. There are a few tall trees in the world. Coconut tree is one of them.
5. Many girls in your class run fast. Maitri is one of them.

e.g. Ramesh is one of the fastest bowlers in our school.

Very few bowlers in our school are as fast as Ramesh.

Ramesh is faster than most other bowlers in our school.

**F.5 Here are some real facts of life :**

1. If you work hard, you will get better result.
2. If I dig more, I will get more water.
3. If she walks fast, she will reach earlier.

**These things can be said in this way too :**

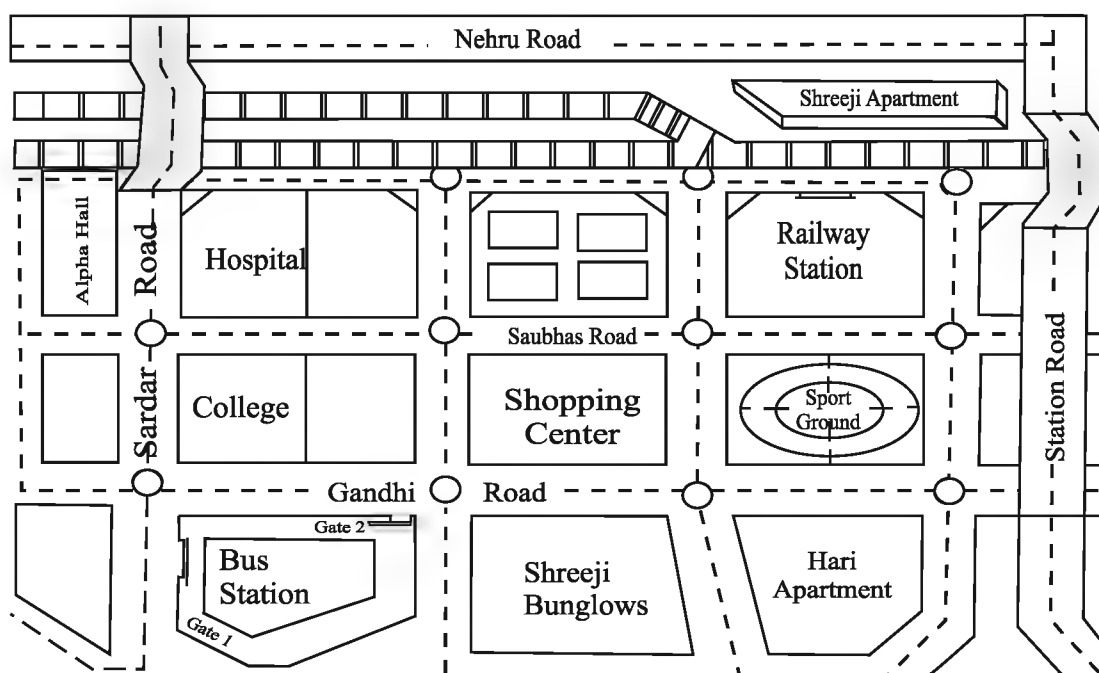
1. The harder you work, the better result you will get.
2. The more I dig, the more water I will get.
3. The faster she walks, the earlier she will reach.

**F.6 Complete the sentences :**

1. The more \_\_\_\_\_ it is, \_\_\_\_\_ I like it. (adventurous / much)
2. \_\_\_\_\_ I see it, \_\_\_\_\_ I like it. (much / much)
3. The older we grow, \_\_\_\_\_ we become. (old / wise)
4. \_\_\_\_\_ you climb, \_\_\_\_\_ it gets. (high / cold)
5. \_\_\_\_\_ they go, \_\_\_\_\_ it is. (soon / good)

**Writing**

**W.1 Your friend is coming to your hometown for the first time. He is at the Bus station. He calls you for the direction to your house. You live in Shreeji Apt. Guide him to your home.**



**Friend** : Hello! Krishna, I am at the bus station of your city. How can I reach your home?

**You** : Welcome. It's at walking distance. You come out of the bus station from gate no : 2. Just take left turn....

## W.2 How to make a paper bag?

**Material** : card paper, scissors, glue, cotton strings

- Steps** :
1. Take a piece of card paper. (24 X 38 cm)
  2. Fold the bottom edge upto five cm.
  3. Fold the sides of the card paper.
  4. Join them.
  5. Fold the side creases inward.
  6. Fold and glue the bottom.
  7. Attach cotton string as a handle.
  8. Decorate the bag.



Now, write about your experience of making this paper bag in about 10-15 sentences. Narrate it to the class.

### Example :

Start this way...

Last week we did a creative and exciting activity.....

## W.3 Read the following details of Sam Pitroda and write a paragraph about him :

born on 4-5-1942 in Odisha – childhood in Gujarat – schooling in Vallabh Vidyanagar, M S University Baroda – career : telecom engineer – joined Wescom switching company at Chicago – in India – worked as inventor entrepreneur advisor – his contribution in telecom revolution in India – his other contribution - awards : Padmabhushan

### Activity

- A.1** Autofab technology will be a boon for waste management. Form groups and discuss how it will be best used to benefit common people. You may discuss how it can be beneficial in reducing poverty, increasing employment, reducing pollution, etc. Discuss if it could also have adverse effects.
- A.2** 'Plastic milk jugs and last night's punctured car tube could be molecularly rearranged to get a new table lamp.' Now, make a list of your things that you want to get recycled through Autofab technology. Also, add what you would want to make out of them. Share it in class.
- A.3** Work in groups and try to design any one of these with improved or new functions and facilities :  
a cell phone, a laptop, a lock, a pen, a bicycle, a school bench
- A.4** We in India are very good at reuse. Make a list of things that your family reused or recycled in last one year.
- A.5** Find the poem “જ્યાં જ્યાં વસે એક ગુજરાતી ત્યાં ત્યાં સદાકાળ ગુજરાત” by Ardeshar Faramji Khabardar and recite it in the class.

## UNIT 3

### Pre-task

#### 1. Read the Sanskrit shlok and its translation in English.

पिबन्ति नद्यः स्वयमेव नाम्भः  
स्वयं न खादन्ति फलानि वृक्षाः।  
नादन्ति सस्यं खलु वारिवाहाः  
परोपकाराय सतां विभूतयः॥

*Rivers do not consume their own waters. Neither do the trees consume their own fruits. Even the water carrier clouds never eat up the grains they grow. The wealth of the noble ones is always for charity.*

#### Fill in the blanks with similar words in Sanskrit or English :

- अम्भः \_\_\_\_\_ • वारिवाहाः \_\_\_\_\_ • विभूतयः \_\_\_\_\_  
• grains \_\_\_\_\_ • consume \_\_\_\_\_ • nobles' \_\_\_\_\_

#### 2. Write one or two sentences about each :

Elements of Nature	Contribution to Human Life
Rivers	
The sun	
Wind	
Trees	

#### (B) Here is a list of some trees. How do they help us? What is their importance? Write one/two sentences :

- Neem tree .....
- Teak wood .....
- Peepal tree .....
- Banyan tree .....

### Read 1

#### FEMALES FOR FORESTRY

Since time began, the natural broad-leaved forests of the Himalayas have played a significant role in the life of the people of Uttar Pradesh. In fact, the forests are the foundation of the whole economy of the hill villages. Green leaves and grass, for example, provide fodder for the animals, whose dung is used as fertilizer for the croplands. Dry twigs and branches are the only source of domestic cooking fuel. The forests also provide large supplies of fruits, edible nuts, fibers and herbs for local consumption.

The forests break the flow of the seasonal rainfall that lashes the slopes of this mountain range every year during the monsoon. This creates springs and ever-flowing streams which are vital for the mountain people and their animals during the hot summer months.

For many years, however, large areas of these rich forest resources are getting destroyed. For example, the forests of Tehri-Gadhwal were exploited to supply timber for the expanding railway network in the plains.



Europeans in Mussourie wanted cultivation of new food crops like potatoes, leading to large-scale clearing of mixed oak forests. There was clearly a contradiction between the village people's basic needs, and the requirements of the state to earn money. In 1930, the people of Tehri-Gadhwal began a non-cooperation movement called *satyagrah* a form of peaceful resistance to obtain justice in opposition to the oppressive forest laws. In that year, a large number of people were killed in Tilarī by the armed forces of the kingdom of Tehri-Gadhwal, when they formed a protest meeting against official forest policy.

Look at the picture. What do you notice? There are some men, women and children embracing the trees. The two men are with saws in their hands. They want to cut down the trees but the people are protecting them. They do not allow them to do any harm to the trees as they are emotionally attached to them. It was 'Chipko Movement' to save the forests. The movement saved the green forest and protected the environment.

Out of the *satyagrah* movement has grown the post independence Chipko ("hug-a-tree") movement in which village people have actually put their bodies around trees to stop them from being felled.

This grass-roots struggle against commercial cutting of the Himalayan forests of Uttar Pradesh has forced the state government to rethink its strategy. Commercial felling, in fact, is now banned above a height of 1000m. But there are large areas of degraded forests, and the Forest Department has failed to reafforest them. As a result, there is now a severe scarcity of animal fodder and domestic fuel, and acute water shortage. The women suffer the most. In many parts of the hills, women now have to walk all day to collect the daily requirements of fodder, fuel and water. Inspired by the Chipko movement, the village women have now started to manage and protect local forests, to ensure their regeneration.

Under the leadership of Shri Sundar Bahuguna and Shri Chandi Prasad of Tehri Gadhwal District, in Uttaranchal, tree lovers came forward to save the Deodar Forests that lie on the slopes of the Himalayas. In this movement, the tree lovers used to embrace the trees to save them from being cut. It was popularly known as the Chipko Movement.

Conservation of forests is our moral duty. Our constitution now reads "It is every citizen's fundamental duty to conserve and thereby improve forests, lakes, rivers, environment, alongwith wildlife, and also to have compassion towards organisms."

Kangad, a village of 200 families, lies at the height of 2000 m. It is an excellent example of the way in which local people can manage their own forests degraded. In that year, however, the Forest Department decided to fell it. The village women- who had to walk long distances for fuel, fodder and water- were determined to save the last patch of trees. The men of Kangad, though, were offered work by the Forest Department to fell the trees. As a result, there was a conflict between the village men and women.

After four months of resistance, the women



succeeded in saving their forest. The women's organisation (the Mahila Mangal Dal) then decided to revive the degraded forests. On the basis of the number of cattle owned by each family, contributions were raised to employ a forest guard, who was paid ₹ 300 per month. For three years the arrangement worked well, but problems then arose; the forest guard became negligent, and protection was loose. Once the women discovered this, they abolished the post and decided to guard the forest themselves.

Now, the Mahila Mangal Dal has assigned the duty of looking after the forest to a group of village women. The responsibility is shared among 15 women in rotation. Thus the duty for each woman comes after 15 days. As one woman said, "On these days we leave our work and protect the forest, because our oak trees are like our children." Once, when a migrant shepherd allowed his goats to graze in the protected forest area, the women took away the goats and fined the shepherd ₹ 200. Villagers themselves are fined up to Rs. 100 for cutting trees for firewood.

Thanks to Nature, and thanks to the strength of women, the mixed natural oak forests are now recovering in all parts of Gadhwal. But the women still have to be very vigilant. In 1980, for example, the Mahila Mangal Dal agreed to help the Forest Department in tree planting. They dug 15,000 pits, but then they found that the Department was only interested in planting poplars. The women refused to allow the planting of the poplar, which is a foreign commercial tree. Instead, they forced the Forest Department to plant different kinds of indigenous fodder trees that would benefit them directly.

Thus the natural forests are now regenerating in the hilly areas in many parts of Uttar Pradesh. In addition to supporting local agriculture and animal husbandry, the regenerated forests have reduced the intensity of floods and soil erosion, and have ensured a permanent water supply. The practice of community protection of forests has spread to many neighbouring villages. In fact, this is probably the only effective way to tackle this terribly urgent national task.

### Glossary

**significant** important **fodder** dried food for animals **domestic** of the home, household **herbs** low growing plants used in medicine **consumption** using up **lash** make a sudden movement **exploit** use selfishly **contradiction** denial **resistance** desire to oppose **oppressive** unjust **embracing** covering by putting arms around **saw** tool with a zigzag edge for cutting wood **fell** cut **degraded** reduced **reafforest** replant with forest trees **scarcity** shortage **come forward** take initiative **constitution** written form of the system of laws **compassion** pity and sympathy **organism** living thing **conflict** fight **struggle** **indigenous** belonging to native **intensity** strength **power** **vigilant** watchful

### Comprehension 1

#### C.1.1 Reflect and share your opinions/ feelings on these questions :

1. Why should we say 'bravo' to Mahila Mangal Dal ?
2. Why did the women take lead in forest saving movement?
3. Write a note on the strength of women as expressed in this text.

#### C.1.2 Underline three sentences in the text that show women's act of courage.

**C.1.3 In the text there are words/phrases indicating problems and words/ phrases describing solutions. Read the text and fill in the table.**

Problem situation	Solution
1. Oppressive forest laws	Non- cooperation movement-Satyagraha
2.	
3.	
4.	
5.	

**C.1.4 Form five groups and prepare a speech of one minute on any one of these situations. Present it to the class :**

1. A woman inspired by Chipko, addressing a village meeting.
2. A satyagrahi of 1930 recollecting memories of their protest.
3. ‘We protect the forests, because the Oak trees are like our children’.
4. A member of MMD talking about ‘Forest-guard event’.
5. A Chipko activist describing the methods of saving trees.

**C 1.5 Tick mark the correct answer :**

1. The tree lovers came forward to save forests. Means .....
  - The tree lovers planned to save forests.
  - The tree lovers began a movement to save forests.
  - The tree lovers marched to save forests.
  - The tree lovers went to the forests and saved them.
2. Imagine that you are the leader of the ‘Chipko Movement’ .You should not advise the people to...
  - protect trees.
  - regenerate the trees.
  - embrace trees when someone comes to cut them.
  - inspire people for deforestation.
3. Europeans didn’t want large forests because they wanted ....
  - to remove forests.
  - industrial development.
  - commercial development.
  - to grow food items they liked the most.
4. Chipko movement was started to ....
  - plant more trees.
  - save trees.
  - oppose the cutting of trees.
  - save environment.
5. The hill side people of UP opposed....
  - the development in their area.
  - the plantation of new crops like potatoes.
  - the commercial cutting of trees in their area.
  - expansion of railway network in their area.

**C 1.6 Match Cause with Effect :**

	Cause		Effect
1	forest product	A	decrease in washing away of soil
2	commercial development of cities	B	earning for hillside people
3	unfavourable forest policy	C	deforestation
4	ban on cutting trees above 1000m	D	chipko movement starts

Answer : 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**C 1.7 Put  or  :**

1. People silently accepted new forest policy.
2. In Chipko movement the social workers embraced the forest trees.
3. All villagers earned their living from forest.
4. Forest people buy fruits and fire wood from local market.
5. People living in forests depended on local market for their everyday needs.

**C 1.8 Answer these questions in about three to five sentences each.**

1. How are forests useful to hillside people ?
2. What were the reasons for launching a *satyagrah* by the villagers of Tehri-Gadhwal area ?
3. How did the men and women of Kangad find themselves in opposite camps?
4. How did MMD help the forest Department in reforestation ?

**Read 2**

**WOODMAN, SPARE THAT TREE**

Woodman, spare that tree !  
 Touch not a single bough !  
 In youth it sheltered me  
 And I'll protect it now.  
 'Twas my forefather's hand  
 That placed it near his cot;  
 There, woodman , let it stand,  
 Thy ax shall harm it not.  
 That old familiar tree;  
 Whose glory and renown  
 Are spread o'er land and sea-  
 And wouldst thou hew it down ?

Woodman, forbear thy stroke !  
 Cut not its earth-bound ties ;  
 Oh, spare that aged oak  
 Now towering to the skies !  
 When but an idle boy,  
 I sought its grateful shade ;  
 In all their gushing joy  
 Here , too, my sisters played.  
 My mother kissed me here ;  
 My father pressed my hand-  
 Forgive this foolish tear,  
 But let that old oak stand.

**George Pope Morris**

**Glossary**

*spare not to hurt or harm shelter (v) protect ax axe hew cut down forbear control earth-bound ties root gushing overflowing*

**Comprehension 2**

**C.2.1 Put  or  :**

1. This oak is wider than its height.
2. The tree is known only in the poet's village.
3. The woodcutter did not listen to the poet's appeal.
4. The roots of the oak tree have gone deep in to the soil.
5. The woodcutter was invited to cut the oak tree.

**C.2.2 Arrange the sentences in a proper sequence according to the poem :**

- The tree is very high.  It was a very famous tree.
- It was planted by his grandfather.  The poet passed his life in the company of that tree.
- It is well-known in surrounding areas.  The poet wished to sit under the shade of the big oak.

**C.2.3 Complete this table :**

Description	Line	Paraphrase
Poet's appeal to the woodcutter	Woodman, spare that tree!	Don't cut the tree and leave it.
	Thy ax shall harm it not.	
Description of the tree		It was a famous tree
	Now towering to the skies!	

**C.2.4 Answer these questions in one/two sentences :**

1. What does the poet appeal to the woodman?
2. What does 'earth-bound ties' mean ?
3. Describe the tree in brief.
4. Which feelings of the poet for the oak tree appeal to you?

Mark three priorities.

- The tree was planted by the poet's grandfather.
- It was planted near his house.
- The poet played with his sisters under the tree.
- He experienced the tender love of mother under the tree.
- It was a very huge and well-known tree.

**C.2.5 Do you remember any tree which you liked when you were a child? Mention two to three memories connected with that tree.**

**C.2.6 Read any Gujarati poem about a tree. Write your thoughts / feelings about the poem.**

**Vocabulary**

**V.1 To correct the meaning of the sentence, rewrite one of the underlined parts :**

**Example** : In modern times the gladiators were made to fight till the last breath of life.

**Answer** : In ancient times the gladiators were made to fight till the last breath of life.

1. Afforestation is the hewing down a lot of trees in the forest area.
2. Forestry is the science and craft of creating, managing, using, destroying, and repairing forests.
3. Deforestation is the permanent construction of forests in order to make the land available for other uses.
4. Examples of deforestation include conservation of forestlands into croplands.
5. Deforestation is the natural or intentional restocking of existing forests and woodlands that have been destroyed.

**V.2 Read the sentence and tick the option that best conveys its meaning more appropriately :**

1. Woodman, spare that tree.
  - Woodman is prevented from saving the tree.
  - Woodman is instructed not to use even a branch of the tree.
  - Woodman is prevented from cutting the tree.
2. 'Twas my forefather's hand that placed it near his cot.
  - The poet had a forefather who used a cot.
  - The cot of his forefather always stayed near the tree.
  - The tree was planted by poet's forefather.
3. Whose glory and renown are spread o'er land and sea –
  - Many people like the poet were emotionally attached to the tree.
  - Oak trees are found everywhere.
  - Oak tree is famous everywhere.
4. When but an idle boy –
  - Poet has never been idle.
  - When poet was a young boy who had a lot of spare time and no activities.
  - When poet liked to sleep idly.
5. I sought its grateful shade
  - The tree was grateful to the poet for using its shade.
  - The poet always needed and praised the tree's shade for which he was grateful.
  - The poet always had a sight of the shadow of the tree when he was a young boy.
6. My father pressed my hand.
  - The poet's father punished him by painfully pressing his hand.
  - The poet's father consoled or encouraged him.
  - The poet's father oppressed the poet.

**V.3 Match pairs of words in part A with part B appropriately and use them in the sentences of your own. Read them aloud :**

Part A	Part B	Sentences
mountain	government	<b>Example :</b> Alibhai used to travel alone in the Himalayan mountain ranges.
water	felling	
basic	network	
post independence	streams	
degraded	shortage	
ever flowing	fodder	
railway	erosion	
state	<b>range</b>	
commercial	forests	
soil	needs	
animal	movement	

**V.4 Tick mark the odd one with reference to the text :**

- branch       bough       twig       forest
- exploit       oppose       destroy       oppress
- felling       conservation       forestation       reforestation
- fruits       nuts       herbs       jam
- ban       resistance       policy       government
- mother       grave       longing       death

**V.5 Tick mark the word or pair of words that best completes the relationship to the given pair. Consult text for clarifying the relationship between words :**

- thou : woodman : \_\_\_\_\_ : \_\_\_\_\_      2. towering : oak : \_\_\_\_\_ : \_\_\_\_\_  
 (a) old tree : friend      (b) thee : the oak tree      (a) idle : boy      (b) forgive : tear  
 (c) the poet : hand      (d) axe : woodman      (c) spare : tree      (d) wild-bird : sing
- thy : your : \_\_\_\_\_ : \_\_\_\_\_      4. forefather : planted : \_\_\_\_\_ : \_\_\_\_\_  
 (a) you : thee      (b) thou : you      (a) woodman : bend      (b) poet : planted  
 (c) you : your      (d) your : you      (c) branches : cut      (d) birds : sing

**Function**

**F.1 Read the dialogue :**

**Ms.Parul** : Why are you so late Sanju? Did you get up late?

**Sanju** : No madam. I got up early but I could not get the bus.

**Ms.Parul** : It's not good. You always come late.

**Sanju** : Sorry madam. Though I try hard, I can't come on time.

**Ms.Parul** : In spite of my frequent warnings, you've failed to improve your habit. Don't be late now onwards.

**Sanju** : Okay madam, I will never.

Mr. Kotak was an employee in the Monarch Company. Though he worked sincerely, he was never promoted. He met the manager with an application in this regard but he was not heard. However gentle the manager was he did not show any sympathy towards him. In spite of being angry, Mr. Kotak tolerated the injustice. Fed up as he was, he continued working.

No.	Situation	Contrast	Connector
1	he worked sincerely	he was never promoted	Though
2			
3			
4			
5			

**F.2 Study the table and frame sentences :**

No.	Situation	Contrast	Connector
1	was a barrister	remained a typical farmer	though
2	is old	active	although
3	immensely rich	miser	as
4	a man of honesty	never appreciated	in spite of
5	affected by earth quake	not lose courage	however

**Example :**

1. Though Sardar Patel was a barrister, he remained a typical farmer till his death.

2. ....

3. ....

4. ....

5. ....



**F.3 Collect the information of your three classmates and fill in the boxes :**

Name	Situation	Contrast	Connector	Sentence
Kavita	ran fast	won race	but	Kavita ran fast but she could not win the race
			though	
			however	
			in spite of	

**F.4 Write five sentences about yourself which express contrast :**

Example : I would like to give a speech in school assembly but I have stage fear.

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

**F.5 Complete the sentences using the guiding words given in the brackets :**

1. The boy didn't give up playing.....(though, injured)
2. ...., I work for minimum wage, though, master degree)
3. However well Tejal performed, .....(not get, prize)
4. Though the police drove fast.....(thief, escape )
5. The novel was interesting..... (but, my cousin, enjoy)
6. ...., the match was not won. (in spite of put in, sincere efforts, players)

**F.6 Rewrite the passage by filling up the blanks using the words given in the brackets. (but, though, as, however, in spite of)**

..... we know that water is the elixir of life, we waste it. We admit it..... we do not follow it. .... easily available it is somewhere there is a shortage of it. Important..... it is for human life, we do not save it ..... the government's appeal to all of us to use it rightly, nobody cares.

**Writing**

**W.1 You are planning to visit the Sundarbans. Necessary information regarding the Sundarbans is given below. Search more information from the internet and write a letter to your friend regarding your visit to the Sundarbans.**

**The Sundarbans National Park**

Place	: West Bengal	River	: Ganges, Brahmaputra, Meghna
Area	: 10,000 Sq.km	Specialties	: World's largest River Delta with a lot many water ways
Animals	: Tiger, reptiles, aquatic mammals		
Plants/Tree	: World's largest mangrove forest		

**W. 2 Write a letter to the collector of your district for saving trees.**

**W. 3 Write a paragraph on 'Forests, the Friends of People' in about 150 words :**

**Activity**

- A. 1** Listen to the song : जिते भी लकडी मरते भी लकडी, देख तमाशा लकडी का from YOUTUBE and choreograph it in the classroom. Collect photos, poems, Sanskrit verses, *Urdu shers*, etc. related to trees and display them on your notice board.
- A. 2** Relay game – Each student gives one use of wood. The next student will repeat it and add one more use. The next student repeats the uses said by previous students and will add one. If a student fails to do so, he/she is disqualified. The five students to survive till the end are the winners.
- A. 3** Write three things you can learn from trees. Then sit in a group of five. Collect all responses and make posters with some drawings, photographs, etc. Arrange a class exhibition on the theme 'Trees : Our Silent Gurus'.

**Vrukshmandir**

Vrukshmandir is a temple without walls and roof. First of all a large piece of barren land is acquired; then swadhyayees from fifteen to twenty neighbouring villages and towns dig wells for its irrigation, and then plant saplings. Mantras are chanted as if *pran pratishtha* of those plants is done. Bhavgeets are sung. And slogans like Hamari Shakti, Krishna ki Bhakti and Chhod ma Ranchhod are uttered while the 'baltarus' (plants) are put in the beds. Once a Vrukshmandir is set up like this, swadhyayees from neighbouring villages and towns take turns to attend these saplings in a spirit of devotion as pujari (worshipper). They chant Narayan Upnishad while watering these plants.

The large plots of totally desolate and barren land are now turning into beautiful lush green orchards. The survival rate of plants is nearly one hundred per cent! The first Vrukshmandir was raised in July 1979. Today only Gujarat has almost 19 Vrukshmandirs. Indira Priyadarshini Vrikshamitra Puraskar was Awarded to Pandurang Shastri Athvale in 1987 for turning barren land into orchards.

'Madhvvrund' is an extension of Vrukshmandir. Those who cannot reach Vrukshmandir plant saplings at their own place on every 12th of July. They water and nurture the plants in madhavvrund for at least 100 days chanting Narayan Upnishad.

According to Athvaleji : when we go as pujaris, we are not social workers. It is our bhakti because it is reverence for man, reverence for nature and reverence for every creation. This is a permanent solution for all our problems related to environment.

**Word Puzzle**

\* Opposite meaning word to start With letter "G".

- (1) Lose (2) Special (3) Lady (4) Take (5) Boy  
(6) Bad (7) Little (8) Bride (9) Ripe (10) Generous

## UNIT 4

### Pre-task

1. We use some household remedies for these ailments : mention at least two of them.

Ailments	Cold	Fever	Cough	Indigestion	Acne
<b>Allopathic medicine</b>					
<b>Ayurvedic medicine</b>					

2. Mention at least three uses of these common plants (in group) :

- Tulsi :
- Aloe vera :
- Neem :
- Vasaca :

### Read 1

#### MIND, BODY, MEDICINE

If we look at different people in the world around us, we observe that all of us are not all alike. Each one of us is different in many ways, both physically and mentally. We ought to understand our own nature and the nature of others for our own happiness and well-being in life. The shapes and size, temperaments and characters of people have lot of variations that must affect our health and happiness.

According to Ayurved, physical diseases occur mainly owing to external factors like wrong diet or exposure to pathogens. Mental diseases arise mainly from internal factors, like wrong use of the senses and the increase of negative emotions. We ought to develop the habit of positive thinking. It has a good positive effect on our emotions. However, both physical and psychological diseases are usually mixed and one seldom occurs without the other.

Some diseases, like acute infections, have almost entirely physical causes and can be treated purely on a physical level. However, most diseases have psychological cause and all lasting diseases have psychological effects. A physical disease disturbs the emotions and weakens the senses, which may result into physical troubles. They lead to dietary problems, strain the heart and nerves and weaken the physical body.

In the modern developed world, our problems are mainly psychological. We have sufficient food, clothing and shelter, which prevent us from getting most physical diseases. Though most of us have no major physical problems, we still suffer from psychological unrest. This unrest may manifest as feelings of loneliness, not being loved or appreciated, anger, stress, or anxiety. It can lead to the weakening of our physical energy and prevent us from doing what we really want to do.

Our very way of life breeds unhappiness. We have hectic and unstable routines in which there is little peace or contentment. We have disturbed the organic roots of life, like good food, water and air, and a happy family life. We live in an artificial world dominated by an urban landscape and mass media. There is little to

nourish the soul. We always desire new things and are seldom content with what we have. We always crave to have more. We are never still or at rest. Our medicine is more a quick fix to keep us going in our wrong lifestyles and rarely addresses the behavioural root of our problems. We take a quick pill hoping that our problem will go away, but we do not recognize that it may only be a symptom of an imbalanced life. It is a warning light that we must notice.

Ayurved, on the other hand, teaches harmony with nature, simplicity and contentment as keys to well-being. It shows us how to live in a state of balance in which fulfillment is a matter of *being*, not of *having*. It connects us with the source of creativity and happiness within ourselves so that we can permanently overcome our psychological problems. Ayurved provides a real solution to our health problems which requires to change how we live, think and observe.

### Levels of Ayurvedic Healing

Ayurved recognizes four primary levels of healing:

(1) Disease Treatment (2) Disease Prevention (3) Life Enhancement (4) Awareness Development

For most of us, medical treatment begins when we fall ill. It is a form of disease treatment, a response to a condition that has already occurred. It aims at fixing something already broken. However, if medicine begins with the treatment of disease, it is a failure because the disease is already harming us. At this late stage, we are left with no option but using drugs and surgery, which may have many side effects in the long run.

A higher level of healing aims at preventing disease before they manifest. To reach this stage we ought to consider the fact of our lifestyle, environment, work and psychological condition. We must eliminate the wrong factors in our daily lives that make us helpless to disease. To some extent we are always sick because our life itself is unstable. There are always some diseases attacking us, particularly in changes of seasons or in the ageing process. Health is a matter of continual adjustment, like navigating a ship upon the sea. Our health is an ongoing concern.

The third level of treatment is life-enhancement therapy, which aims at improving our vitality and enabling us to live longer. It does not merely prevent disease but shows us how to increase our positive energy. However, Ayurved aims at creating health, avoiding disease and helping us live longer.

The fourth level of Ayurved healing is awareness development. This requires a spiritual approach to life. To be healthy is important but health is not an end in itself. It is not enough merely to prolong our lives and have better energy to do the things we want. We ought to consider what we are using our energy for and why. The quality of our awareness is the real fruit of all that we do. It is our ultimate expression, the essence of who we really are. Our awareness is the only thing we can take with us until we die. It continues to grow even when the body and mind decline. Thus it is our greatest aid in the ageing process.

This is the ultimate goal of Ayurved, which aims at releasing us from all sorrow and suffering. True awareness is the ultimate cure for all psychological disorders. But to understand it we must first look into the mind and its functions. We had better start from where we are. In this direction our journey proceeds.

### Glossary

*pathogens* harmful elements/bacteria/virus *seldom* rarely, occasionally, not often *acute* severe, serious *strain* stress, tension *unrest* disorder *manifest* visible, appear *organic* biological *vitality* energy, strength *prolong* extend *navigate* find the way *decline* weakening

**Comprehension 1**

**C.1.1 Make a list of things/factors that are good for health and harmful to health :**

Good for Health	Harmful to Health

**C.1.2 Find sentences from the text that are almost opposite in meaning :**

1. Physical and mental diseases are different from each other. \_\_\_\_\_  
\_\_\_\_\_
2. If we want to be happy, we should observe our own nature and character. \_\_\_\_\_  
\_\_\_\_\_
3. We have a very fixed and peaceful daily routine. \_\_\_\_\_  
\_\_\_\_\_
4. We live a very natural life now a days. \_\_\_\_\_  
\_\_\_\_\_
5. We are satisfied with what we have. \_\_\_\_\_  
\_\_\_\_\_
6. Medical treatment is called the prevention of the disease. \_\_\_\_\_  
\_\_\_\_\_
7. Ayurved aims only at the treatment of the disease. \_\_\_\_\_  
\_\_\_\_\_

**C.1.3 What is important for a healthy life? List any three ideas from the lesson.**

**C.1.4 ‘Physical and psychological diseases are interconnected with each other’. Write four arguments supporting this statement :**

**Example :** A physical disease disturbs the emotion and weakens our senses.

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

**C.1.5 There are four levels of Ayurvedic healing. They are given below. Mention the number of level against the sentences given below the table :**

Level 1 Disease Treatment	Level 2 Disease Prevention	Level 3 Life Enhancement	Level 4 Awareness Development
------------------------------	-------------------------------	--------------------------------	-------------------------------------

It helps us live longer.  Spiritual approach to life brings real happiness.  Medical treatment begins when we fall ill.  The treatment which is given before the disease is better treatment.  We ought to know who we are and for what.  We must cut off the things which make our life stressful.  Medical treatment is a response to a patient's condition.  It teaches us to increase the positive energy.

**C.1.6 Read the statements. Write 'P' for problem creators and 'S' for providing solutions in the box :**

Mental unrest is common these days.  Prevention is better than cure.  We are taking a wrong diet.  We have a very hectic schedule.  We have disturbed our organic roots of life.  Ayurved teaches us harmony, simplicity and contentment.  We must cut off the things which make us vulnerable to disease.

**C.1.7 Answer these questions :**

1. What according to Ayurved are the reasons for physical diseases?
2. What psychological problems are we facing in modern world?
3. What are the results of psychological problems?
4. How does Ayurved help us to live longer?
5. What does Ayurved teach us?
6. How does psychological imbalance disturb our body?
7. Mention various levels of Ayurvedic healing.
8. How can you prevent yourself from diseases?
9. What is the ultimate goal of Ayurved?
10. Do you believe that most of our problems are psychological in modern time? Why?
11. Are we responsible for our own mental unrest? How?

**C.1.8 Discuss the following questions in group and present the group's view in the class**

- Do you favour Ayurvedic remedies and thinking? Why?
- What are the limitations of allopathic medical treatment? Share your experiences.

**Read 2****YOG FOR HEALTH**

Yog is one of the most ancient sciences of India. It offers a time-trusted technique for physical, mental and spiritual development. It constitutes an important aspects of human life. It is considered to be a science, as ancient as the human race. Yog has capacity to bring about fundamental transformation in the individual.

Yog is a holistic exercise that provides physical, mental as well as spiritual benefits. It provides workout for the muscles. It also benefits joints, ligaments and the skeletal system by improving flexibility and balance. It is good for heart and stimulates the cardiovascular system. It oxygenates the blood and helps strengthen the heart. It is good for the digestive system, the nervous system and supports the respiratory system. It enables the various endocrinal glands to function properly and reduces tension and anxiety. If you suffer from insomnia, Yog will help you to sleep well. Thus yog is useful in many psycho-physical ailments.

Surya Namaskar is an ancient form of yog. This form of yog is a complete meditative technique. It includes *Asans* and *Pranayam*. It is a combination of 12 different postures, followed in a particular sequence with a specific breathing pattern. It helps an individual to vitalize and unblocks the whole system. It reduces fat form almost all parts of the body as it stretches and tones each and every muscle.

**How to Practise Surya Namaskar**

There are twelve postures or positions in Surya Namaskar. Their benefits are described in the brackets.

1. Stand with your feet together and palms folded in front of your chest. Close your eyes properly. (Promotes balance, stimulates the respiratory system, exercises shoulder, back and neck muscles.)

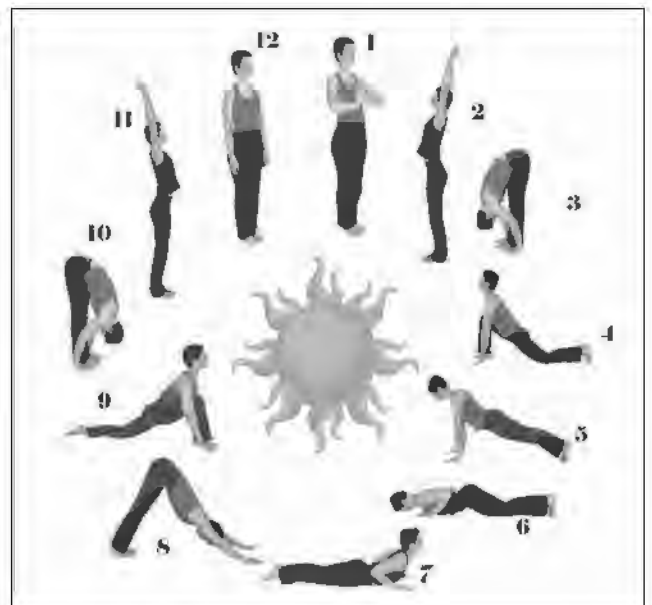
2. Raise your arms over your head and shoulders with the palms touching each other and biceps touching your ears. Stretch your abdomen as much as possible and lean backwards.

(Promotes balance, promotes digestion, exercises arms and shoulder muscles, tones the spine, promotes flexibility in back and hips.)

3. Bend forward and place your palms at the side of your feet. Touch your knee with forehead and exhale deeply. (Promotes blood circulation, tones abdominal tracts, stretches back and leg muscles, stimulates spinal nerves, and stimulates lymphatic system.)

4. Take one leg back and place the other leg in the front with palms firm on the ground. Raise your head and inhale. (Exercises spine, strengthens hand and wrist muscles.)

5. Bring the leg that was in front next to the other one and keep the hips off the floor with both your hands supporting the body in a push up position and Exhale. (Stimulates blood circulation, strengthens the heart, strengthens wrist and arm muscles, relieves neck and shoulder tension.)



6. Lower your knees, chest and forehead with your palms firmly on the ground next to your chest and elbows bent upwards. Hold your breath here. (Strengthens leg and arm muscles, increases flexibility in neck and shoulders, stretches arms, shoulder, neck and back muscles, exercises back muscles, releases tension in neck and shoulder.)

7. Lower your waist and raise your upper body. Look upwards and keep your arms straight. Then inhale at a slow pace. (Stimulates circulation to abdominal organs, tones digestive tract, stretches upper and lower body, promotes flexibility in the back, and stimulates nerves in spine.)

8. Raise your hips and bring your head to the floor with eyes on the navel and heel on the floor. This position will exactly look like an inverted 'V' then exhale. (Stimulates blood circulation, strengthens the heart, strengthens wrist and arm muscles, relieves neck and shoulder tension.)

9. In this step the posture is the same as the fourth step and inhale. (Exercises spine, strengthens hand and wrist muscles.)

10. In this step the posture is the same as the third step and exhale. (Promotes blood circulation, tones abdominal tracts, stretches back and leg muscles, stimulates spinal nerves, and stimulates lymphatic system.)

11. This stage is same as the second stage and inhale. (Promotes balance, promotes digestion, exercises arms and shoulder muscles, tones the spine, promotes flexibility in back and hips.)

12. This stage marks the final stage of Surya Namaskar and it is similar to the first stage. You have to breathe normally here. (Promotes balance, stimulates respiratory system, exercises shoulder, back and neck muscles)

### Glossary

**holistic** including all the limbs, सर्वांगीण **stimulate** make more active **endocrinal glands** अंतःस्रावी ग्रंथीઓ **anxiety** worry **insomnia** sleep disturbance **respiratory system** શ્વસનતંત્ર **skeletal system** અસ્થીતંત્ર **cardiovascular system** રુધિરાભિસરણ તંત્ર **digestive system** પાચનતંત્ર **nervous system** ચેતુતંત્ર **biceps** કોણીથી ખભા વચ્ચેના આગળના ભાગના સ્નાયુઓ **inhale** breathe in **exhale** breathe out **abdominal organs** ઉદરના અવયવો **lymphatic system** લસીકાતંત્ર

### Comprehension 2

#### C.2.1 Answer these questions :

1. How would you use this information on Yog for improving your health?
2. Do you know anybody who is doing Yog regularly? Discuss about his/her health.
3. What is remarkable about Yog as a science of life?
4. How is Yog a holistic workout for physical health?
5. What help does Yog provide to make us happier and comfortable?

#### C.2.2 Write a message to your friend suggesting him benefits of Yog in 40 words.

Dear...



**C.2.3 Do you have any health problems? Which Surya Namaskar positions will be more helpful to you?**

**C.2.4 Enlist any three benefits of Surya Namaskar.**

**Vocabulary**

**V.1 Complete the sentences with a word from the box :**

**circulation, digestion, excretion, muscles, nerves, reproduction, respiration, sense, skeleton**

1. The set of bones that form the body's framework is called \_\_\_\_\_.
2. The process of breaking food down into nutrients is called \_\_\_\_\_.
3. The process by which the waste products leave the body is called \_\_\_\_\_.
4. The movement of blood around in the body is called \_\_\_\_\_.
5. The cells that transmit the signals that let us think, feel and act are called \_\_\_\_\_.
6. The organs with which we see, hear, smell, taste and feel are called \_\_\_\_\_.
7. Breathing in and out in order to absorb Oxygen and expel Carbon dioxide is called \_\_\_\_\_.

**V.2 Given below is a list of specialist doctors and the parts of the body they treat. Match 'A' with 'B': What do that? Find out from dictionary :**

- cardiologist \_\_\_\_\_
- dentist \_\_\_\_\_
- dermatologist \_\_\_\_\_
- paediatrician \_\_\_\_\_
- ophthalmologist \_\_\_\_\_
- neurologist \_\_\_\_\_
- orthopaedist \_\_\_\_\_

**V.3 Fill in the blanks using the proper forms of the following words :**

(stimulate, digest, circulate, respiratory, strength)

The SuryaNamaskar \_\_\_\_\_ a person's muscles. It improves the \_\_\_\_\_ by helping the lungs to be strong. The fast \_\_\_\_\_ of blood makes way for the \_\_\_\_\_ of the food that is taken. It provides \_\_\_\_\_ to the nerves in spine.

**V.4 Find adjective forms of the following words from the text and fill in the blanks :**

- Diet : \_\_\_\_\_ problems
- Continuity : \_\_\_\_\_ adjustment
- Physique : \_\_\_\_\_ fitness
- Psychology : \_\_\_\_\_ effects
- Spirit : \_\_\_\_\_ approach
- Mind : \_\_\_\_\_ peace

**V.5 Create your own sentences using the adjectives just identified :**

**V.6 Find more words that start with 'Quick' and find out their meaning :**

quick fix, quick pill, quick lime, quick sand, quick steps, quick silver

**V.7 Frame sentences using each set of words :**

1. organic-nourish-fitness
2. negative-weak-mental
3. quickpill-harm-health
4. goal-release-sorrow
5. anxious-harm-stable
6. proper-improve-health

**V. 8 Complete the sentences with verbs that are also the body parts and fill in the crossword puzzle :**

**Body parts used as verbs**

		<i>1</i>				<i>2</i>		
<i>3</i>				<i>4</i>				
				<i>5</i>				<i>6</i>
				<i>7</i>				
			<i>8</i>					
	<i>9</i>							

• **Across**

3. I can't \_\_\_\_\_ all the violence shown on T.V.
5. I like to \_\_\_\_\_ the words while my sister sings the song.
8. Lets's \_\_\_\_\_ the problem, shall we?
9. They go to the porch to \_\_\_\_\_ in the dark.

• **Down**

1. We missed the bus, so we have to \_\_\_\_\_ it now.
2. I'll \_\_\_\_\_ the responsibility for my behaviour.
4. They had to \_\_\_\_\_ the warships with nuclear weapons.
6. The president has to \_\_\_\_\_ the committee.
7. Who can \_\_\_\_\_ the car out of the garage?

**Function**

**F. 1 Read the following dialogue. Notice the functions of the words printed in bold letters :**

**Patient** : I am suffering from cold.

**Doctor** : You **should** take rest. (Suggestion)

**Patient** : Sir, I am suffering from fever also.

**Doctor** : Then you **ought to** take medicine. (Stronger suggestion)

**Patient** : Sir, what **should** I eat?

**Doctor** : You **should** eat normal food. You **had better** take rest for two days.  
(Stronger suggestion than ought to)

**Patient** : Sir, could I drink cold water?

**Doctor** : No, you **had better** not.

Now, complete the following conversations using **should, ought to, or had better** whichever is suitable.

**Fill in the blanks :**

1. Teacher : Hello friends! You \_\_\_\_\_ submit your assignment today.

(Should, had better)

Rutvij : It is about to complete.

Teacher : You \_\_\_\_\_ to complete it in time. (ought, should)

Rutvij : I am having trouble with it.

Teacher : You \_\_\_\_\_ take help from your group. (ought, had better)

2. Krishna : Hi Sanjana! What's wrong?

Sanjana : I am not well. What \_\_\_\_\_ I do?

Krishna : You \_\_\_\_\_ to take rest.

Sanjana : I am going to meet my friends.

Krishna : You \_\_\_\_\_ stay at home.

(should, ought, had better)

**F.2 Encircle the incorrect part and rewrite the corrected sentences :**

1. I should to go to the post office today. \_\_\_\_\_

2. I ought paying my bills today. \_\_\_\_\_

3. You'd had better to call the doctor today. \_\_\_\_\_

4. You don't should stay up too late tonight. \_\_\_\_\_

5. You had to better not leave that spot. \_\_\_\_\_

**F.3 Read about the problems and give advice or suggestions. (Positive and negative)**

**Example :** Bobby is weak in study. (should)

He should study regularly.

He should not waste his time.

1. Krutarth eats junk food. (should)

\_\_\_\_\_

2. My friend doesn't get much sleep at night. (had better)

\_\_\_\_\_

3. She does not get enough vitamins. (ought to)

\_\_\_\_\_

4. He never exercises. (had better)

\_\_\_\_\_

5. He does not read newspaper. (should)

\_\_\_\_\_

**F.4 Write five suggestions for a tourist in your home town using the words given in the brackets.**

**Example :** You had better not park your vehicle in no parking zone.

1. \_\_\_\_\_ (should, dustbin)
2. \_\_\_\_\_ (should, traffic rules)
3. \_\_\_\_\_ (ought to, drive)
4. \_\_\_\_\_ (had better, spit)
5. \_\_\_\_\_ (should, noise)

**F.5 Work in groups of 3. Decide what advice you would give to the people in the following situations. Write sentences using (1) should (2) ought to (3) had better :**

1. That man on the motorbike isn't wearing a helmet. That is dangerous.  
Student 1 : He should not ride a motor bike without wearing a helmet.  
Student 2 : He ought to wear a helmet.  
Student 3 : He had better worn a helmet.
2. When they went to the restaurant, there were no free tables. They hadn't reserved one.  
Student 1 \_\_\_\_\_.  
Student 2 \_\_\_\_\_.  
Student 3 \_\_\_\_\_.
3. The notice says that the shop is open every day from 8.30. It is 9 o'clock now but the shop isn't open yet.  
Student 1 \_\_\_\_\_.  
Student 2 \_\_\_\_\_.  
Student 3 \_\_\_\_\_.
4. The speed limit is 30 KM an hour, but Kavita is driving at 50.  
Student 1 \_\_\_\_\_.  
Student 2 \_\_\_\_\_.  
Student 3 \_\_\_\_\_.
5. Yuvraj is going for an interview. He has forgotten to take his documents.  
Student 1 \_\_\_\_\_.  
Student 2 \_\_\_\_\_.  
Student 3 \_\_\_\_\_.
6. I feel sick. I ate too much.  
Student 1 \_\_\_\_\_.  
Student 2 \_\_\_\_\_.  
Student 3 \_\_\_\_\_.

**F.6 Imagine you are the manager of a hotel. Read the following sentences and give instructions using should/ought to/had better for each situation :**

1. Some people are making loud noise.

**Ex :** You should speak in a low voice.

2. Cars have been left just outside the hotel entrance.

You \_\_\_\_\_

3. Some visitors have brought their dog inside.

\_\_\_\_\_

4. People are washing clothes outside their rooms.

\_\_\_\_\_

5. Some of the waiters have started growing long hair.

\_\_\_\_\_

**F.7 Your friend is going to participate in a sports event. Write five suggestions to guide him.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**F.8 Observe how 'should / ought to / had better are used for seeking and giving advice in the paragraph :**

A young boy came to me and asked, "How should I prepare for the exam?" I replied, "You should prepare a time table and follow it strictly."

He further asked, "What should I do if I come across some difficulties?" I advised, " You had better consult your parents or teachers."

He then asked, "What should I do if I cannot do as they say?" I told him, " Nothing is impossible. You ought to work hard and trust yourself."

**Now work in pairs. Prepare a list of tips for your younger brother/sister advising him/her how he/she should prepare for the talent search test/swimming competition/hostel life. Compare your list of tips with that of your partner.**

**ARE YOU IN PROPORTION?**

Fingertip to wrist = Hairline to chin

Big toe to heel = Elbow to wrist

Outstretched fingertip to toe = Head to toe

**F.9 Write an email to your friend suggesting him what to do for the next exam :**

The image shows a screenshot of an email composition interface. At the top, there are three buttons: 'Send', 'Save Draft', and 'Discard'. Below these are four input fields: 'To:', 'Cc:', 'Bcc:', and 'Subject:'. Underneath the 'Subject:' field is an 'Attachments:' section with a 'Browse...' button and an 'Attach More Files' button. The main body of the email contains the text 'Dear' followed by a large empty space, and 'With best wishes' at the bottom. At the very bottom of the window, there are three buttons: 'Send', 'Save Draft', and 'Discard'.

**Writing**

**W.1 You are invited to cover a press conference of a famous personality. As a press reporter frame two questions on each point (select any six points) :**

- Name : \_\_\_\_\_
- Why is he/she famous? \_\_\_\_\_
- Native place
- Childhood
- Education
- Hobbies
- Daily routine
- Problems faced in achieving this height
- Present activities
- Achievements and awards
- Aspirations
- Success mantra

**Imagine that after ten years you become a famous personality. Now write a paragraph on yourself based on the imaginary answers to these questions.**

**W. 2 My Health Plan**

Write a paragraph describing your routine, food, habits, exercise, nature etc. that would help you to become and remain a healthy person.

**W. 3 You are participating in a two minute elocution competition on ‘Cleanliness Campaign for our street’. Write your speech in about 15 sentences :**

**Activities**

**A. 1 Fill in column 1 and 2 individually. Then, discuss better solutions with your bench partner for each situation and fill in column :**

<b>1 The Problem</b>	<b>2 Usual Solution</b>	<b>3 Better Solution</b>
I get angry when I have over worked.	I get relaxed when I complete my work.	I could plan and decide priorities.
I get tired when ..... ..	In order to relax I .....	I could .....
I get irritated by ..... ..	When I get irritated I ....	I could .....
I get frustrated when .. ..	When I get frustrated I ....	I could .....
I fear ..... ..	When I am scared, I ...	I could .....

**A. 2 Let’s do SWOT analysis :**

<b>Inside</b>	<b>Strengths :</b>	<b>Weaknesses :</b>
<b>Outside</b>	<b>Opportunities :</b>	<b>Threats :</b>

**A. 3 Sit with your parents and talk to them about your strengths and weaknesses that are within you. And also talk about opportunities and threats that are around you.**

**A. 4 Visit and interview an allopathic or an Ayurvedic doctor. Find out his/her views about health care and medicine. Write a paragraph about his/her ideas.**

## UNIT 5

### Pre-task

1. You have many friends. But few of you friends are very close to you-make one....two...or three at the most! we like to give a pet-name (एकजुग नाम) to our very dear friends. It is fun. Let's collect such names from our classmates. Write the real names of you very close friends (this is optional). Then write their pet names, and the reason why you gave that names. Fill in the table.

No.	Real Name	Pet-name	Reason
1			
2			
3			
*	you		

2. People also like to have pets (birds, animals insects). Suppose you have a funny to keep one pet of each type, which one will you choose? Write about your choice and an interesting name you would like to give your pet.

No.	Species	Choice	Pet's name	Reason to select this pet
1	Animal			
2	Bird			
3	Insect			

Now tell the class about your imaginary pet- the pet you would like most. Talk about its pet name and and (1) habits (2) food (3) how you care for it (4)how do you play with it.

3. There is a district level sports meet at you school. You are the sports secretary this year. At the inaugyration function your duty is to introduce the Guest of Honoure, Ms Lajja Goswami. Your principal has given you this write up. Read it, memorize the details and rehearse before your class.

“ I am Lajja Goswami from your own state; Gujarat. I was born in Anand district where my father was a caretaker of a shiv-temple. In my childhood I liked to play with toy-guns. I joned N.C.C in school and shooting became my favourite sport. I went to Pune where my coach Sunny Thomas sharpened my talents. I have won five medals in national and international shooting competitions. My expertise is 50 metre rifle shooting event. The Government of india has conferred me with Raksha Mantri medal./ Presently I am working as a police inspector in Gujarat Police cadre. I am the first women to be appointed like this from sports quota. I wish that each of you must pursue at least one sport from school days. I'm telling you as a brand ambassador of Gujarat state.”

**Now you can introduce her; you can start like this :**

Today we have Ms. Lajja Goswami with us. she is from our own state Gujarat. She was.....



**Read 1**

**PEPPER, THE PHANTOM PET**

(The scene opens in a classroom. It is chaotic. Much shouting and flinging of paper and pencils. Teacher enters, looks helplessly at the scene. Then walks in bravely, with a smile.)

**Teacher** : GOOD MORNING children !

(A Moment's pause in the activities.)

**Students** : GOOD MOOOOORNING, Mrs Chawla !

(Then the chaos continues.)

**Student 1** : Ma'aaaaaaaam ! Look, they are stealing my things, they are always stealing my....

**Student 1** : Ma'aaaaam, what are we going to do today ?

**Student 2** : Ma'am, ma'am, ma'am, let's do something funny, ma'am.

(Much cheering at this suggestion.)

**Teacher** : Now, children, today we are going to discuss domestic animals.

(Immediately, the class is rocked by a storm of protest. Except for Pia, who stands and cheers.)

**Students** : No, no ! That's so BORING !

Shut up Pia, stop being an animal for once !

Ya, just because you are big animal expert !

No, ma'am, nothing about animals.

We did that in class one.

That's for kids.

Let's do something else, please !

Let's go for a picnic !

**Teacher** : Children, today we have to talk about domestic animals and just to make it interesting, let's start by each one of you telling us about the pets you may have at home. We'll start with you, Shama.

**Shama** : Yes, as most of you lucky ones know-those who have been to my house-I have got bunch of rare Angora rabbits. They are very beautiful and they have this long soft fur, so people breed them for the fur, to make sweaters.

**Students** : Yeah ma'am they're really cute. The fur's so soft, ma'am.

**Teacher** : Very good, Shama, Who's next ?

(Many hands wave in the air and there are shouts of ma'am me, ma'am' me !)

**Teacher** : Yes, Rohan ?

**Rohan** : I've got the fiercest dog in the whole world- a Rottweiler. His name is Killer. He's a very dangerous dog, but he is highly trained, so he doesn't bite anyone of us.

**Teacher** : Thank you, Rohan. Next ?

**Student 2** : I have got a pair of twin Persian cats. My uncle says they are a very rare colour. I have to brush them every day. Their names are Silver and Gold because they're so precious. They.....

(The rest of the presentations take place in mime as Pia gets up and walks downstage to talk directly to the audience. She is troubled.)

**Teacher** : Come on, Pia, let's hear about your pets.

(There's silence. Everyone turns to Pia.)

**Student 3** : Yes, Pia! What's your pet? Bet it's the best.

**Student 4** : Pia, the great animal expert! Go on, Pia, don't tell me you don't have a pet.

**Student 5** : She has a dog. I've seen it. It's an old street dog, it can hardly walk!

(Much Laughter.)

**Students** : Really Pia? Only a street dog? Maybe it's a wolf in disguise.

(Titters all around)

Bet she has the most exciting pet. Come on, Pia, tell us!

**Students** : (chanting) Pia, Pia, Pia, Pia, Pia, Pia!

(Pia goes slowly to the top of the class. As soon as she is there, everyone is quiet.)

**Teacher** : Go on, Pia, We'd love to hear all about your pet.

**Pia** : (almost inaudibly) I have a.....

**Students** : We can't hear you.

Speak up!

Louder, Pia!

**Pia** : I have a.....a.....a..... (takes a deep breath, now the decision is taken she speaks up)  
a monkey.

(Class erupts with excitement.)

**Students** : Oohh! A monkey? Gosh, that's so cool. Man, she's soooooo lucky.

(General expressions of admiration and envy.)

**Teacher** : Children, children, let her speak. Go on Pia.

**Pia** : Ya, okay, that's it, and I've got a monkey. So, can I go now?

**Student 5** : Come on, tell us some more, unusual pet, and do tell us more about it.

**Pia** : Er.....yes....well.....

**Student 1** : So cute!!

**Student 2** : Is it a boy or a girl?

**Pia** : A..... Girl, definitely a girl.

(Laughter)

**Pia** : It is a... a Capuchin monkey!

**All** : Wh....aaa...ttt?

**Pia** : A Capuchin monkey. It's from South America. It's quite rare.

**Student 4** : Where did you get it?

**Pia** : My uncle bought her in Chile. He is an animal specialist and so he got her.

**Students** : Wow! That's awesome.

How old is she?

How long have you had her?

What does she eat?

What does she wear?

Where does she sleep?

- Teacher : Children, children, calm down. Calm down please, otherwise I'll have to give you a writing task!!
- (At this they are immediately quiet.)
- Student 5 : Yeah, get some photos and all.
- Student 6 : Why photos? Why can't Pia bring the monkey to class!
- Students : Ma'am, ma'am, tell her to bring the monkey to class!  
Yes, yes, like a show and tell, please ma'am,  
Bring the monkey to class, no, Pia?
- Teacher : Alright, alright, I'll ask the Principal for special permission.
- (Bell rings. It is recess time.)
- Shama : Pia, hey Pia, the Principal's calling you.
- Pia : What? Why? What have I done?
- (Enters the principal. He calls Pia. She goes to him, trembling.)
- Principal : Ah yes, Pia, your teacher has just informed me that you have a delightful monkey as a pet. But this is just wonderful. I think it would be a wonderful idea to bring your monkey to school- what did you say her name was Garam Masala?
- Pia : P-P-P-Pepper.
- Principal : Pia, what's wrong with you? Not feeling well, dear? Then I'd really better call your brother. Give me his mobile number, I'll ask him about the monkey and then I'll tell him to take you home- how's that?
- Pia : (immediately straightening up) No, no, sir. I, am okay, I'm fine. I-I-I-I'll ask my brother myself. About the monkey, I mean.
- Principal : Why child, it's your very own brother. See he'll take you to the sickroom, he can call your parents from my mobile and at the time I can ask about the monkey - now isn't that grand? Ah yes, Avik, come here please.
- Avik : (running up from right wing) Sir, is my sister in trouble again?
- Principal : No.
- Pia : Yes.
- Principal : I think your sister is not feeling too well. I don't know what has happened, she seemed fine until I started asking her about your monkey.
- Avik : Monkey?
- Principal : Ha ha yes, yes, you must be confused, what with all the garam masala and kali mirchi! Ha, ha. But you see, beta, it's like this. Your sister, Pia, has created a sensation in school today by telling her class about your pet monkey, Pepper. Yes, a sensation, yes.
- Avik : So, Pepper's gone to your head finally, hasn't he?
- Pia : (nodding) She.
- Avik : What?
- Pia : She - Pepper the she - monkey has gone to my head, Avik, please....
- Avik : No, actually, it's my silly sister's fault. My parents, knowing that she can't handle any excitement for long, have sent the poor monkey back to South America.

**All** : (including the Principal.) Ohhhhhhh!  
That's just too bad.  
Gosh, imagine, poor Pia was going to be arrested.

**Avik** : Yeah, I was hoping that she would be. I wish I could have shipped her back to the South American jungles and kept the monkey, instead.

(Bell rings. Principal and Teacher start sending the Children towards the wings.)

**Principal** : Well, well, that's end of that. Too bad, we won't be able to visit such an amazing creature. Now come on everyone, back to class.

**Teacher** : Come on, come on, everyone back. Please get back to class, break-time's over.  
(As the children leave, dragging their feet unwillingly and muttering and grumbling, Pia moves back to her spot downstage right.)

**Pia** : (aside) Thanks a lot. Avik you have saved me.

**Avik** : That's not enough. Now for the whole month your chocolates are mine.

**Pia** : Oh no. Bhaiya, please.

**Glossary**

*phantom* imaginary, something existing in perception only *chaotic* full of noise and disorder *chaos* state of extreme disorder *domestic animal* **ਘਰੇਲੂ ਜਾਨਵਰ** *fierce* marked by extreme and violent energy *disguise* concealing identity *chant* recite with musical intonation *inaudible* impossible to hear, not audible *erupt* explode, burst *awesome* amazing, impressive, breath-taking *shipped* moved commercially, sent by a ship *wings* area of each side of a class *drag pull*, move slowly, walk without lifting the feet *mutter* make noise, talk in low voice *grumble* make complaining remarks or noise, show unhappiness

**Comprehension 1**

**C.1.1 Let's discuss. Think about the answers and express your views.**

1. Do you sympathise with Pia? Why?
2. Why is Pepper called Phantom?

**C.1.2 Read the text carefully and complete the table with who said what.**

Who	What
	Let's discuss about domestic animals.
All students, except Pia	
	I have got a bunch of Angora Rabbits
Rohan	
	persian cats with rare colours
	It can hardly walk!
	I have a...a...a...monkey.
Student 4	
Student 6	
	I'll ask the Principal for special permission.

	I have a...a...a...monkey.
Student 4	
Student 6	
	I'll ask the Principal for special permission.
Shama	The principal's calling you.
	What? Why? What have I Done?
	But this is just wonderful.
Avik	
	I think your sister is not feeling too well.
	She- Pepper the she-monkey has gone to my head.
Avik	...have sent the poor monkey back to South America.
Principal	
	Now for the whole month your chocolates are mine.

**C.1.3 Answer the following questions :**

1. Why did Pia correct Avik when he said, “So, Pepper’s gone to your head finally, hasn't he?”
2. Why did Avik want all of Pia’s chocolates for the next one month?
3. Why did Pia thank her brother?
4. Why, according to you, did Pia hesitate in telling about her pet?
5. If you are allowed a pet, which pet will you keep? Why?
6. Should we keep pets? Why?

**C.1.4 Make three groups of students. Ask them to discuss the story imagining the story from Mrs Chawla’s view (first group), Pia’s view (second group) and students’view (third group). Ask them to write e-mails after discussion.**

Imagine yourself as the teacher of this class. Today was an exciting day as there was a huge interest in your student’s pet monkey at school. You want to tell your friend him/her about this interesting day. Write an email to Mrs. Desai retelling your experience about today.

From	chawla@gmail.com
To	desai@rediffmail.com
Subject	You wouldn't believe what happened today!
Dear _____,	
You wouldn't believe what happened today. Today when I entered the classroom _____	
_____	
_____	
_____	
_____	
_____	
Regards	
_____	

Similarly Pia / student can also write an e-mail to her/his friend.

**Vocabulary****V. 1 Tick the sentence in the pair in which the underlined word is used correctly :**

- 1a. The tenure of a Prime Minister in India is five years.  
 1b. When Dr. APJ Abdul Kalam died, his tenure was 83 years old.
- 2a. Parents love their children so they want to create disasters in their life.  
 2b. It would be a disaster for India not reaching the semi-finals in the Cricket World Cup.
- 3a. I took a raincoat to class as the whether seemed stormy.  
 3b. I didn't take an umbrella to class today, as the weather seemed stormy.
- 4a. He reached over and retrieved his jacket from the backseat.  
 4b. She sprinkled water on the unconscious man's face and retrieved him.
- 5a. Geeta assured her victory in sports by doing hard work in her practice.  
 5b. During the disaster, the government assured the people that they would be taken care of.
- 6a. Children go to people reluctantly when they are offered chocolates.  
 6b. Children go to people reluctantly when they don't know them.
- 7a. We should not interfere in other people's personal problems.  
 7b. The interfere of the house well thought out and beautiful.
- 8a. When the building caught fire, people were shouting hysterically to get help.  
 8b. During the fire drill, the students came out of their classes noisily and hysterically as they had practised it many times.
- 9a. My grandmother used to sigh every time she remember my grandfather who had passed away ten years ago.  
 9b. My grandmother always sighs with delight and excitement when we visit her on Saturdays.
- 10a. The truck ran over the man's foot and as a result it was mangled it badly.  
 10b. The curry was not mangled correctly, so some of got very salty bits.

**V. 2 In each set there are three words which are synonymous while one is an antonym. Find the odd one out.**

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

**Function****F. 1 Read the conversation and the text given below. You will come across some new words and some changes. Underline the words that you think are new and changed. Some are done for you.**

Rupesh and you are best friends. Rupesh wants to buy a bicycle. He insists that his father shall get him a bicycle. You heard the conversation between them.

**Rupesh** : When will I get my bicycle, Papa?

**Father** : I will get it for you only on one condition.

**Rupesh** : What is it?

**Father** : If you secure the highest rank in your class this year only then you will get your bicycle.

**Rupesh** : I am ready to take this challenge.

**Father** : Which company's bicycle do you wish to get?

**Rupesh** : I have not decided it yet. I will ask for bicycle only when I get the highest score in class.

**Now you are reporting the conversation to your father at home :**

Rupesh asked his father when he would get his bicycle. His father replied that he would get it for him only on one condition. Rupesh asked curiously what that was. His father told him that if he secured the highest rank in his class that year, only then he would get his bicycle. Rupesh promptly said that he was ready to take that challenge. Then his father asked him which company's bicycle he wished to get. Rupesh replied that he had not decided it till then. He added that he would ask for the bicycle only when he gets the highest score in class.

**F.2 Read the passage. Fill in the gaps using appropriate forms of words given in brackets :**

Sangita was very excited. She had returned from her trip to Rajasthan only in the morning. She did not get tired of talking about her trip. She told her mother that ..... had visited ("We visited") the famous temple of Lord Krishna at Nathdwara. Her brother asked her if she ..... visited Kankaroli ("Did you visit Kankaroli?"). She replied in positive and added that she ..... seen beautiful migratory birds at the vast pond of Kankaroli. ("saw beautiful migratory birds at the vast pond of Kankaroli.") Her sister inquired which places..... visited in the lake city Udaipur. ("Which places did you visit?") Sangita told her that they ..... the city palace, the Chetak Monument, the Puppet Show and the Saheliyo Ki Badi Garden. ("We visited the city palace, the Chetak Monument, the Puppet Show and the Saheliyo Ki Badi Garden.")

**F.3 Read the messages and report them as shown in the example :**

**Message** : Hema said to Ramesh, "We will meet tomorrow."

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

1. Krishna informed Ganesh, "I won't be attending the party tomorrow."
2. The teacher said, "Ajay, have you completed your homework?"
3. The passenger : What is the time of the train to Ahmedabad?
4. "Go back home now, King," said the saint, "and you will find what you need."
5. Pradip said to Meena, "Please sing a song for me."
6. Roy said, "Hurrah! Our team won."
7. The boy said, "Let's play for half an hour."
8. Parul said to her friend, "Thank you for your kind help."

**F. 4 The following are messages for your sister. Write them in reported speech so that you can pass them to her. Underline the changed words in messages as shown in example :**

“This is Rina Shah. I won't be attending the dance competition the next week. My brother is sick.”	Rina Shah said that she wouldn't be attending the dance competition the following week. Her brother was sick.
“ This is Aunt Sweta. I'll meet your mother at the temple at 1 pm tomorrow. Don't be late.”	Aunt Sweta said..... .....
“This is Rohan. I am back from my NCC camp. Please visit my home. I am excited to share my experiences.”	Rohan said..... .....
“This is Ananya. I waited for you at the school's playground. Then I had to reach my music class on time. So I couldn't wait for long. ”	Ananya said ..... .....
“This is your music teacher. You need not come tomorrow for class. I have an important concert to attend. You can come for the same at the town hall.”	The music teacher rang up and she said ..... ..... .....

**F. 5 Here is a report of a telephone message on a tape recorder by a secretary. Write out the actual word that you think Mr Atri used :**

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

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**F. 6 Complete the story given below by using reported speech :**

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

I asked him to \_\_\_\_\_

He replied that \_\_\_\_\_

I enquired \_\_\_\_\_



He answered that \_\_\_\_\_

I asked him why he had \_\_\_\_\_

He answered because \_\_\_\_\_

I asked him when he would \_\_\_\_\_

He said that he never would \_\_\_\_\_

I asked him to \_\_\_\_\_

He \_\_\_\_\_

### Writing

**W. 1** There are reports about excessive watching of television by children. It results not only into a dropping of their academic performance but also affects their physical development. After reading the points, you decide to write an article for your school magazine on THE ILL-EFFECTS OF WATCHING TELEVISION TOO MUCH. Write a paragraph in about 150 words.

[Points: weakening of eye-sight, becoming lazy, less social communication, loss of imagination, no time for reading, addiction to TV.]

**W. 2** Read the e-mail given below. Draft a reply to it in the given box.

Dear Sir

Thank you for your order no : XHE15678 dated 11th July.

You have received the laptop on 15th July.

As a valued customer, we request you to give your feedback on your experience of online shopping and your views about the laptop.

Head

Marketing Division

**W. 3** What will you do, if you become invisible? Write a paragraph on it.

### Activity

**A. 1** Conduct a debate competition in your class on 'Quick money does not last long.'

**A. 2** Hold a group discussion in the class in Gujarati on 'જીવનમાં કોણ જીતે - પ્રારબ્ધ કે પુરુષાર્થ?' Every student will speak for or against the topic. Now, prepare posters about your conclusion.

## UNIT 6

### Pre-Task

#### 1. Here's a case. Let's see how quickly you solve it:

A crime was committed in Saraswati Society. The main suspect is a man named Shantilal Verma. It was said that the victim was walking along the society pathway when someone shot him directly on the chest and the impact cracked his knee cap. The suspect had brown hair, blue eyes and worn a loose khadi kurta like Shantilal's.

Police arrested Shantilal from his home and took him to the police station for questioning. He was asked to give his defence in detail. "Sir," said Shantilal, "I am innocent. I was walking on the pathway. I saw the victim walking along the same pathway about 150 metres ahead of me. As soon as he passed the neem tree, an unknown man crept from behind the tree and shot him. Then, he turned back and ran past me. Everything happened so fast that I could not see his face clearly. I was so scared that I ran home as fast as I could." The policemen asked him to describe the criminal. "He had black hair and a loose khadi kurta on."

"I think this man is telling a lie," said one of the policemen.

How did he know? \_\_\_\_\_

#### 2. Suppose you find an old shoe/a coin/keys lying outside your school and you want to find out how old it is. What techniques will you use?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Now share your responses with two classmates. Note down any interesting techniques that you hear.**

Name of Friend	Technique

**Now enjoy the story of the famous crime solver, Father Brown.**

### Read 1

#### THE BLUE CROSS

Valentin, a famous Parisian detective, comes to London, on the trail of an equally-notorious French thief, Flambeau. Valentin notices the smallest details very cleverly. He has the extraordinary ability to place himself in the shoes of the criminal he is searching for. Thanks to this sense, Valentin notices a series of very strange clues left behind by a couple old priests. As a result, he manages to follow Flambeau's trail around London. When he sits in a quiet restaurant, he finds salt in the sugar bowl. The waiter suspects one of the two

old priests who had come there earlier in the day. One of the priests splashed soup on the restaurant walls. Valentin continues to follow their trail via a market stall and a restaurant with a broken window. The priest had upset the apples in the market stall and had changed price labels of oranges and nuts. At the other restaurant, he had increased the amount on the bill and broken a window deliberately. Eventually, Valentin is led to Hampstead Heath. There he finds the simple looking priest along with another man. Valentin is sure that this man is Flambeau. Valentin and two officers follow him and overhear the following conversation between them.

Then, with brow still bent and without changing by the faintest shade of his attitude or voice, Flambeau said:

"Just hand over that sapphire cross now. We're all alone here, and I could tear you to pieces like a straw doll."

The calm voice and attitude added a strange violence to that shocking change of speech. But the little priest only turned his head slightly. He still seemed to have a somewhat foolish face turned to the stars. Maybe he had not understood. Or, maybe, he had understood and sat frozen with fear.

"Yes," said the tall priest, in the same low voice and in the same still posture, "yes, I am Flambeau."

Then, after a pause, he said:

"Come, give me that cross."

"No," said the other, and the reply had an odd sound.

To this reply, the great robber leaned back in his seat and laughed low but long.

"No," he cried, "you won't give it me, you proud priest. You won't give it me, you little foolish man. Shall I tell you why you won't give it me? Because I've got it already in my own pocket."

The small priest replied, "Are....are you sure?"

Flambeau yelled with delight. "My goodness!! Yes, you turnip, I am quite sure. I had the sense to make a duplicate of the right parcel. Now, my friend, you've got the duplicate and I've got the jewels. An old trick, Father Brown-a very old trick."

"Yes," said Father Brown, "Yes, I've heard of it before."

The master criminal leaned over to the little rustic priest with a sort of sudden interest.

"You have heard of it?" he asked. "Where have you heard of it?"

"Well, I mustn't tell you his name, of course," said the little man simply. "He was a person who had come for confession, you know. He had lived prosperously for about twenty years entirely on duplicate brown paper parcels. And so, you see, that's how I began to suspect you."

"Began to suspect me?" repeated the outlaw sharply. "Did you really have the stomach to suspect me just because I brought you up to this field?"

"No, no," said Brown as if he was sorry. "You see, I suspected you when we first met. It's that little bulge up the sleeve. I know you people have the spiked bracelet there."

"How in the world," cried Flambeau, "did you ever hear of the spiked bracelet?"

"Oh, one's little flock, you know!" said Father Brown, rather blankly. "When I served in Hartlepool, there were three of them with spiked bracelets. So, as I suspected you from the first, don't you see, I made sure that

the cross should go safe, anyhow. I watched you, you know. So at last I saw you change the parcels. Then, don't you see, I changed them back again. And then I left the right one behind."

"Left it behind?" repeated Flambeau, and for the first time his victorious tone was gone.

"Well, it was like this," said the little priest, speaking in the same casual way. "I went back to that sweet-shop and left the original parcel with the cross there. I asked the lady to mail it to my friend in Westminster when she found it.

Then he added rather sadly: "I learnt that, too, from a poor fellow in Hartlepool. He used to do it with handbags he stole at railway stations, but he's in a monastery now." he added, rubbing his head again as if he was sorry. "We can't help being priests. People come and tell us these things."

Flambeau tore a brown-paper parcel out of his inner pocket and tore it to pieces. There was nothing but paper and sticks of lead inside it. He sprang to his feet and cried:

"I don't believe you. I don't believe a fool like you could manage all that. You have still got the cross, and if you don't give it up, I'll take it by force!"

"No," said Father Brown simply, and stood up also, "you won't take it by force. Firstly, because I really haven't still got it. And, secondly, because we are not alone."

Flambeau stopped immediately.

"Behind that tree," said Father Brown, pointing, "are two strong policemen and the greatest detective alive. How did they come here, do you ask? I brought them, of course! How did I do it? Why, I'll tell you if you like! Lord bless you, we have to know twenty such things when we work among the criminal classes! Well, I wasn't sure you were a thief. So I just tested you to see if anything would make you show yourself. A man generally makes a small scene if he finds salt in his coffee; if he doesn't, he has some reason for keeping quiet. I changed the salt and sugar, and you kept quiet. A man generally objects if his bill is three times too big. If he pays it, he has some motive for passing unnoticed. I increased your bill, and you paid it."

The world seemed waiting for Flambeau to leap like a tiger. But he was held back as by a spell; he was stunned with utter curiosity. Words spilled out his mouth, "I'd rather die than be tricked by a little priest."

"Well," went on Father Brown, "as you wouldn't leave any tracks for the police, of course somebody had to. At every place we went to, I did something that people would talk about for the rest of the day. I didn't do much harm--a splashed wall, spilt apples, a broken window; but I saved the cross. It is at Westminster by now."

"How do you know all these criminal tricks?" cried Flambeau.

The shadow of a smile crossed the round, simple face of his priestly opponent.

"Oh, by being a foolish priest, I suppose," he said. "Don't you realize that a man who simply hears men's real sins is likely to be aware of all human evil? Also, another part of my trade, too, made me sure you weren't a priest."

"What?" asked the stunned thief.

"You attacked reason," said Father Brown. "It's bad theology."

And as he turned away to collect his things, the three policemen came out from under the trees. Flambeau was an artist and a sportsman. He stepped back and grandly bowed down to Valentin.

"Do not bow to me, my man," said Valentin with silver clearness. "Let us both bow to our master."

**Glossary**

*Parisian* belonging to Paris *on the trail of* in search of *suspect* (noun) person who is thought to have committed a crime *suspect* (verb) doubt *extraordinary* amazing *splash* throw liquid *upset* (here) over turn *deliberately* knowingly *eventually* ultimately *overhear* hear some talk without his/her knowledge *brow*  $\text{ब्रु}$  *faintest* slightest *sapphire* blue coloured precious stone *frozen with fear* very scared *posture* position of body *leaned* bend *yelled* shouted *rustic* rural, from a village *confession* christian ritual of asking for forgiveness from the priest *bulge* inflated portion *spike* sharp and pointed part *monastery* living place of monks,  $\text{मठ}$  *spell* under control of magical powers *stunned* surprised, amazed *tracks* clues left by criminal *opponent* enemy *reason* thinking ability *theology* study of religion

**Comprehension 1**

**C.1.1** Given below are some passages from the text. Mimic them exactly including the facial expression and manner of speaking and perform the dialogues in class. First work in pairs and then present it before the class. Decide who performed the best:

1. Then, with brow still bent and without changing by the faintest shade his attitude or voice, Flambeau said, "Just hand over that sapphire cross now. We're all alone here, and I could tear you to pieces like a straw doll." ... "Yes," he said, in the same low voice and in the same still posture, "Yes, I am Flambeau." Then, after a pause, he said, "Come, give me that cross."

2. "No," said Father Brown, and the reply had an odd sound. To this reply, the great robber leaned back in his seat and laughed low but long. "No," he cried, "you won't give it me, you proud priest. You won't give it me, you little foolish man. Shall I tell you why you won't give it me? Because I've got it already in my own pocket."

3. Flambeau yelled with delight. "My goodness!! Yes, you turnip, I am quite sure. ... Now, my friend, you've got the duplicate and I've got the jewels. An old trick, Father Brown-- a very old trick."

"Yes," said Father Brown plainly, "Yes, I've heard of it before."

The master criminal leaned over to the little rustic priest with a sort of sudden interest.

"You have heard of it?" he asked. "Where have you heard of it?"

Now, pick a sentence or two from the text at home. Prepare it in the same way and present it in class before everyone.

**C.1.2** Here are some words/phrases from the text that are used to describe people. Discuss their meaning in class. Decide which phrase suits which character the most and fill in the given table:

(cunning, intelligent, little priest, famous detective, notorious thief, physically weak, resourceful, logical, over-confident)

Father Brown	Flambeau	Detective Valentin

**C.1.3 Number the incidents in the story 'The Blue Cross' correctly:**

- Valentin and the policemen catch Flambeau. ( )
- Father Brown reveals how he saved the blue cross. ( )
- Father Brown breaks the window of a restaurant. ( )
- Father Brown arrives in England with the blue cross. (1)
- Flambeau joins Father Brown dressed as a priest. ( )
- Flambeau and Detective bow to the master. ( )
- Valentin picks up the track of two priests. ( )
- Father Brown splashes soup on the wall of a restaurant. ( )
- Father spills apples at a market stall. ( )
- Valentin spots two priests at Hampstead Heath. ( )
- Flambeau reveals himself to Father Brown. ( )

**C.1.4 Work with a friend. Given below are three tricks that Father Brown learnt from his experience as a priest. Find the relevant passages in the text and write down what Father Brown did for that.**

**Example :** Doing something that people would talk about all day : For this Father Brown splashed water on the wall of a restaurant. He also broke a window. These tracks helped Detective Valentin follow them.

1. Exchanging duplicate for original object: \_\_\_\_\_
2. Criminals generally wear spiked bracelets \_\_\_\_\_
3. Leaving the stolen goods with a stranger. The stranger then sends it to our destination : \_\_\_\_\_

Which trick helped Father Brown save the blue cross? \_\_\_\_\_

**C.1.5 Father Brown is addressed using many ways in the story. For example – Flambeau addresses him as “you little foolish man”. Now, find three other phrases used to refer to Father Brown:(individual work)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Can you find a way Flambeau is addressed? \_\_\_\_\_

**C.1.6 Here are some sentences that talk about Father Brown’s competence as a crime solver. Rank them from 1 to 5. Discuss your responses in class:**

- Father Brown was a keen observer of people.
- Father Brown was a quick thinker.
- Father Brown used his knowledge to find out what someone really was.
- Father Brown had the intelligence to do his job and save himself.
- Father Brown knew his own strengths and weaknesses. He made his plan of action accordingly.

**C.1.7 Father Brown wouldn't have saved the blue cross if**


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Now share your response with your benchmates. If you find someone's response as good as yours or better, record it below.

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**C.1.8 Answer these questions:**

1. Who turned out to be the 'master of crime' in the end? Why?
2. How did Father Brown use the criminal tricks he knew to save the blue cross?
3. Why do you think Flambeau failed in stealing the blue cross?
4. Describe the route that detective Valentin took before he finally found Father Brown and Flambeau.
5. How did Father Brown figure out that the priest with him was a criminal?

**Read 2****SUSPECT IDENTIFICATION**

Whether you watch detective serial in TV, you must have seen DNA samples being matched. What is this DNA analysis? And why do even TV shows find it interesting and effective to use?

Fictional characters like Father Brown, Sherlock Holmes and Byomkesh Bakshi have become legendary for their skills in identifying criminals without any technology. But today, investigators rather use lots of new technologies to identify culprits. The most popular and accurate of them all is DNA analysis.

DNA is the most basic biological material that every human being has. Every cell in a human being has thousands of DNA strands. This DNA is unique. Every person has a unique 'DNA fingerprint'. This fingerprint can be identified using any available evidence like blood, saliva, etc. Even a single hair is enough to identify it.

Advanced technology helps us to find this DNA fingerprint. It is transferred on sheets in form of barcode patterns. Police use these to match them to the suspects. DNA cannot be faked. Hence, it is the most scientific and effective instrument to use in identifying suspects. That's why investigators prefer using this technique.

Other effective methods are also used in suspect identification. Photocomposites are created using special software if there is a witness. Physical evidences are used to identify suspects. Bite marks are also useful in identifying the culprits using their dental records.

**Glossary**

*strand fibre, thread identified recognised evidence proof fake false culprits wrong doer, criminal fictional imagined as in a story legendary famous biological material material that our body is made of suspect identification system of finding the criminal photocomposites recreated sketches of suspects based on descriptions by witnesses DNA samples from genes*

**Comprehension 2****2 C.2.1 State whether true or false:**

1. DNA analysis is very accurate in suspect identification because it matches the blood groups of the suspects.
2. A DNA fingerprint is just as easy to generate as a general fingerprint.
3. If the investigators have found bite marks, they can be used to identify the criminals.

**C.2.2 Here are some sentences. Decide whether they apply to DNA analysis. Write (Y) if they do and (N) if they don't.**

1. DNA fingerprints are matched using dental records of suspects.
2. Mud from a suspect's shoes could be used for DNA analysis.
3. If two people are very similar to each other, they might have the same DNA.
4. A photocomposite may help in DNA analysis.

**C.2.3 Would you prefer the detection techniques used by characters like Father Brown or Byomkesh Bakshi or would you prefer new techniques like DNA analysis? Why? Discuss in class.****C.2.4 Read the text carefully and list the various types of suspect identification methods mentioned there. Also, write their small descriptions in the given table.**

Method of suspect identification	Description
Comparison with dental records	
	Investigators use special software to recreate the sketch of suspect if there is a witness.

**C.2.5 Read the cases below and suggest methods that are best suited for suspect identification:****Case 1:**

Two lakh rupees have been stolen from Mr. Sharma's office. The police conducted a thorough search of the office but found nothing. The night duty officer had fallen asleep and did not realise when the thief entered. But, on his way out the thief dropped his bag and the noise woke the officer up. He tried to catch him but the thief ran away.

The method/methods best suited for this case \_\_\_\_\_ because \_\_\_\_\_

**Case 2:**

A family of four was murdered while they were sleeping at night. All the cash and jewellery in the house were stolen. During the investigation, the team found half eaten sandwiches in the kitchen. It seemed like the thieves had something to eat before leaving. A strange looking object like a hockey was found in the living room.



The method / methods best suited for this case \_\_\_\_\_ because \_\_\_\_\_

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**Case 3:**

A high profile politician was killed by a professional sharp shooter in 2013. The investigation team searched all the surrounding areas to locate the position of the shooter. At last, they found out that the shooter had done his crime from the terrace of a nearby building. In a hurry, the shooter had left behind one half empty bottle of water and a used napkin.

The method / methods best suited for this case \_\_\_\_\_ because \_\_\_\_\_

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**C.2.6 Answer these questions:**

1. Name the various methods of suspect identification mentioned in the passage.
2. Which method is considered the most accurate in suspect identification? Why?
3. What kind of evidence from the site of crime would become useful for identifying the criminal?
4. What do you think would be the advantages of using some of the scientific methods mentioned in the passage?

**Read 3**

**DATING TECHNOLOGY**

Dating objects and artifacts is an interesting area of investigation. Investigators need to date objects to understand what happened around them and when it happened. It also helps to understand at what time in history a particular object was used. Such investigations are taken up by scholars studying historical civilizations, rocks, ancient cultures or crime investigators etc.

Several techniques are used to establish the ages of various ancient natural objects and artifacts. Various methods are based on radioactivity. One method is radiocarbon dating. Radiocarbon, or Carbon 14, is a form of the element Carbon. It is unstable and weakly radioactive. The stable forms are Carbon 12 and Carbon 13. Carbon 14 constantly takes form and then changes in the upper atmosphere.

Plants and animals take in Carbon 14 throughout their lifetimes. When they die, they stop exchanging Carbon and their Carbon 14 then starts to decrease at a rate determined by the law of radioactive decay. This method is designed to measure this leftover radioactivity. By knowing how much Carbon 14 is left in a sample, the age of the organism when it died can be known.

Other methods are also used like archaeomagnetic dating. This is based on reversal of magnetic field of the Earth. Tree ring dating is another useful technique. Each year changes occur within a tree by factors like rainfall, etc. These changes can be seen in form of ring patterns within the tree trunks. These are used as a date 'fingerprint' in this technique.

**Glossary**

*dating* finding the period in which an object or person existed *radioactivity* process by which an unstable atom loses energy *ancient* very old *artifact* manmade object

**Comprehension 3**

**C.3.1** Here is a list of words/phrases related to dating technology. Write each word in the appropriate column. One word/phrase may occur in more than one column or in none:

stable form, ancient, natural objects, artifacts, trunks, changes, decay, atmosphere, radioactive

Radiocarbon Dating	Archaeomagnetic Dating	Tree Ring Dating

**C.3.2** Tick the correct option:

- Radiocarbon dating is described in paragraph no. \_\_\_\_\_.  
 (a) 2    (b) 3    (c) 4    (d) 2 & 3
- This text is about \_\_\_\_\_.  
 (a) radiocarbon dating and its advantages    (b) radioactivity and processes based on it  
 (c) history of objects    (d) techniques of deciding how old an object is
- Tree ring fingerprinting, radiocarbon dating, and archaeomagnetic dating are related to \_\_\_\_\_.  
 (a) radioactivity    (b) archaeological discoveries  
 (c) conservation of trees    (d) investigating the age of objects
- Radiocarbon dating would fail if \_\_\_\_\_.  
 (a) Carbon 14 kept changing form    (b) Carbon 14 would decay fast  
 (c) the rate of radioactive decay was unknown    (d) the rate of radioactive decay was as fast as Carbon 14

**C.3.3** Answer these questions:

- Which dating technologies are talked about in the text?
- Why is dating technology needed? Where is it used?
- Do you think it would be advisable to blindly trust dating technologies? Why?
- If in a criminal investigation, results of such dating tests don't match, what would the investigators do to reach the truth?

**Vocabulary**

**V.1** Here are some sentences in jumbled order. They form the beginning of the text. First of all arrange them in a correct order and in a paragraph form, and then replace the underlined words with the words close to the meanings given in the box.

\_\_\_\_\_ soup, detective, earlier, ability, thief, bowl, Details, criminal, priests, clues, quiet.

1. Thanks to this sense, Valentin notices a series of very strange hints left behind by a couple of old clergy.
2. The waiter suspects one of the two old priests who had come there beforehand in the day.
3. Valentin, a famous Parisian investigator, comes to London, on the trail of an equally famous French thief, Flambeau.
4. As a result, he manages to follow Flambeau's trail around London.
5. Valentin notices the smallest portions very cleverly.
6. When he sits in a peaceful restaurant, he finds salt in the sugar container.
7. He has the extraordinary skill to place himself in the shoes of the wrongdoer he is searching for.
8. One of the priests splashed liquid food on the restaurant walls.

**V.2 Match the letter for synonym with the the text:**

In the text	Synonyms
1. leftover (D)	A. famous
2. fake ( )	B. imaginary
3. fictional ( )	C. man-made object
4. trunk ( )	D. remaining portion
5. artifacts ( )	E. very old
6. legendary ( )	F. proof
7. ancient ( )	G. artificial
8. evidence ( )	H. doubt
9. tree ring dating ( )	I. tree body (without branches and roots)
10. suspect ( )	J. finding the period of existence through log-figure

**V.3 Study the table and learn how nouns are formed by adding appropriate suffixes.**

Here are some Examples:

Word	Suffix	Noun
investigate	-tion	investigation
confess	-sion	confession
appear	-ance	appearance
depend	-ence	dependence
attach	-ment	attachment

**(A) Now form nouns of the following words by using appropriate suffixes and use them in sentences of your own:**

invite, guide, confer, attend, achieve, product, civilize, deliver, add, encourage

**(B) Use a good dictionary and find out at least five nouns with each suffix.**

**Function**

**F.1 Here's a sentence spoken by Flambeau from the story 'The Blue Cross'. Discuss with a friend and tick the closest meaning.**

Words spilled out, "I'd rather prefer death to being tricked by a little priest." This sentence means,

- a. Flambeau wanted to die because he was trapped by the priest.
- b. Flambeau realised that Father Brown had tricked him, now there was no point in living.
- c. Flambeau was angry to know that the priest had caught him.
- d. Flambeau would like to kill himself out of shame instead of being caught by that priest.

**Why did you pick the option?**

---

**Share your answers in class and decide which option is the most suitable.**

**Now discuss the meaning of these sentences.**

1. I'd rather sleep happily instead of watching a movie.

We think this sentence  
means \_\_\_\_\_

2. Seema'd rather conduct an activity than take part in one.

We think this sentence  
means \_\_\_\_\_

3. Randhir'd rather travel by train flying.

We think this sentence  
means \_\_\_\_\_

4. I'd rather walk than go by car with my brother.

We think this sentence  
means \_\_\_\_\_

5. I'd rather get punished by my father than by my mother.

We think this sentence  
means \_\_\_\_\_

**F.2 Flambeau would rather die than be tricked by a little priest. What would you rather do?**

I'd rather \_\_\_\_\_ than do my homework.

I'd rather \_\_\_\_\_ than fall down flat in front of the whole class.

I'd rather \_\_\_\_\_ than fail in the 12th standard.

I'd rather \_\_\_\_\_ than cry alone all by myself.

Share your answers with your benchmate/s.

One mother gave 25 books to her daughter and another mother gave her daughter 8 books. However, between both daughters they only increased their collection by 25 books.  
How can this be?

**F.3 Think of two movies you like. Now ask four of your classmates to decide which film they'd rather watch. The rule of the activity is that they have to answer in the given format or you can't record their response.**

Movies	Names of Friends
They like to watch	
of my choice	

**You will ask:**

Which movie would you rather watch, \_\_\_\_\_ or \_\_\_\_\_ ?

**Their response:**

I'd rather watch \_\_\_\_\_ because \_\_\_\_\_.

How many friends would like to watch the movie you like? write their names in the above table.

**You can record responses in your notebook if you need more space. Talk to as many friends as you can.**

**F.4 Would you do the same or would you rather do something else?**

1. Tehmina is 14 years old. She has really long hair. Everyone at school teases her because of her hair. She has decided to go for a hair cut.

**Your response:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Mitesh has scored very high marks in his tenth standard board exam. His father wants him to become a doctor. His mother wants him to become an engineer. His sister wants him to become an artist. He can't decide what he should do. His best friend wants to take up Psychology. So, he selects Psychology.

**Your response:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Rashmi is an 11th standard student. She is good in all her subjects except Physics. She gets very confused in Physics. Her tuition teacher also keeps scolding her because of it. So, she stops attending Physics tuitions.

**Your response:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Shanta and her friend Chris are going to school on a two wheeler. Their exams are going on. Shanta, in a hurry, doesn't realise that an old lady is crossing the road. She dashes into her. The old lady falls down unconscious. Shanta and Chris decide to call 108 but leave immediately because they don't want to be late for their exams.

**Your response:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**F.5 Go through the five previous tasks and notice how ‘would rather’ is used. Discuss it with your benchmate and decide when you would use ‘would rather’ in English:**

Note down observations like –

- **I’d rather** is used when \_\_\_\_\_

\_\_\_\_\_

Can you find a similar usage in the text? We found the lines \_\_\_\_\_

\_\_\_\_\_

Now, think of an example on your own and write it below. \_\_\_\_\_

\_\_\_\_\_

**Writing**

**W.1 Write a short biographical sketch of Mother Teresa. Use the given information.**

- Born : 27 August, 1910 of Albanian Parents in Skopje.
- 1928 : Joined convent in Ireland, 18 years old
- 1929 : Sent to Darjeeling, India
- 1931 : Began teaching at Kolkata Girls’ School.
- 1948 : Left teaching- worked among the poor in slums of Kolkata
- 1950-1990: Worked for the downtrodden, sick and suffering people
- 1979 : Awarded the Nobel Peace Prize
- Died : 5 September, 1997

**W.2 Write a paragraph about ‘Effective Interview Skills’. Use the points given.**

**Points :** preparation - entering the room - nervousness and fear - confidence - appearance and manners - positivity.

**You may use the phrases :** having cold feet, being on view, boosting up, current affairs, make sure, feel awkward, do well, common sense, presence of mind.

**W.3 Write a brief summary of a detective movie / a short story / a real news story.**

**Activity**

**A.1 How would you investigate these problems?**

1. Some ghosts scaring people on the roads late at night.
2. Stone-throwing on the roof in a village.
3. Flames of fire appearing in an abandoned house.
4. Finding fresh flowers in a locked temple.
5. When you wake up, you find one or two things displaced in your house.

**Discuss your ideas to find out the reasons and solve the problem (in groups).**

**A.2 Conduct internet search on various detective characters found in English and Gujarati literature. Come to class and discuss interesting anecdotes you have read about.**

## UNIT 7

### Pre-task

1. What is the first remedy you try for these ailments? You may use mothertongue.

- vomiting \_\_\_\_\_
- nosebleeds \_\_\_\_\_
- cold & sneezing \_\_\_\_\_
- headache \_\_\_\_\_
- hiccups \_\_\_\_\_
- ear ache \_\_\_\_\_
- dizziness \_\_\_\_\_
- swelling on foot \_\_\_\_\_
- toothache \_\_\_\_\_

2. Is it a taste or smell or both. Put ✓ mark.

	Taste	Smell	Both
Sweet			
Sour			
Bitter			
Jasmin			
Oily			
Petrol			

3. What do you believe about 'smell'? Write Y/N

1. Smell is not important in eating. \_\_\_\_\_
2. Chillies are less bitter if you eat. \_\_\_\_\_
3. Food is less tasty when you have a running nose. \_\_\_\_\_
4. Everybody has the same smell if they smell the same rose. \_\_\_\_\_

### Read 1

#### HOW DOES IT SMELL?

“Yummy.... This soup is very tasty!” You appreciate the hot vegetable soup, as you take the first sip. But you are wrong. Actually you mean that the soup smells good. Your sense of taste can tell you only whether the item is sweet, sour, salty or bitter. It is not the tongue but your nose that reveals the true flavour of food. By tasting alone, you can hardly differentiate between the food you love and the food you dislike.

Flavours have a back door entry to nose. They travel from mouth down the throat and up again along the air passages leading to nasal cavities. We ‘smell’ when we inhale and we sense flavours when we exhale. The olfactory area is located high up the nasal cavity. During ordinary inhaling, the air passes without arousing any smell sensations. When we want or need to check the odour, we sniff. Sniffing carries the odour filled air upward to olfactory area. There is no need to sniff when we eat. But when we chew the food, warm vapour is released and flavours are detected. Higher the temperature of a substance, the more molecules are given off and intense odours are felt. Therefore, mummy insists on serving dishes hot.

The sense of smell is far more complex than the sense of taste. It is almost impossible to prepare a table of objects and their standard smells. Mostly, there is never only one smell for one object. Scientists use the term flavour profile for smells. They have classified smells under such headings : ethereal, aromatic, fragrant, ambrosial, garlic, burning, gouty and fetid. But this classification is still tentative and unsatisfying. It is believed that each natural order of flavour is a blend of many smells.

Do we differ much from one another in our sense of smell? Of course ! There is some variation in sense of smell of women than that of men's. Women have more acute sense of smell than men have. And this sense becomes dull with aging, smoking and drinking alcoholic beverages. When we have common cold, the smell receptors located in about two and a half square centimeters in upper nasal cavity become dead. Though the cold sufferer's sense of taste is not affected, he believes that he has lost the sense of taste. Actually, his sense of smell is lost and therefore he is not able to identify flavours of the food.

Touch, pressure, and pain- all require direct contact. Usually, hearing and sight are like smell- long distance senses. Smell has its advantages : sight is (in a state of nature) dependent on the sun and is to a great extent useless at night, but smell is on day and night duty. Also, hearing is dependent on the production of sound. If animal A is trying to locate animal B, animal B may succeed refraining from making a sound. Odour, on the contrary, is not consciously controlled.

Among primates generally, and humans especially, the sense of smell has been displaced for long distance purposes by the sense of sight. This is the result not only of a sharpening of sight but of a deadening of smell. Our sense of smell is far less delicate than that of a dog : this shows up in the physical fact that the area of smell reception in our nose is much less, and so is the area of the brain given over to the reception and analysis of olfactory sensation.

The mechanism by which a particular smell activates a certain receptor, that is why one chemical smells thus and another smells so is as yet unknown. Recently, there have been suggestions that chemicals smelled as they did because of the overall shape of their molecules, or because they punctured the membranes of the smell receptors, or because the parts of the same manner of puncturing, or the same fashion of vibrating, would all smell the same. However, all such theories are yet only at the stage of conjecture.

Whatever the mechanism of smell, the sense itself is most remarkable. Although some human senses can be outdone by mechanical devices, smell cannot. The living nose is not likely to be replaced by any nonliving contrivance in the foreseeable future. That is why, in an age of superlative mechanization, the master chef, the tea taster, and the perfume compounder are likely to remain immune to the possibility of technological unemployment.

### Glossary

*olfactory* relating to the sense of smell, odour smell, *via* **molecules** particles **beverages** drinks  
**primates** apes **conjecture** assumption **contrivance** machine **immune** unaffected **appreciate** to value  
**membranes** a thin layer of skin or tissue **foreseeable** near **savour** smell **exhale** to breath out **sniff** to  
 breathe in | **to identify** a smell **cavity** hollow space **matter**



**Comprehension 1**

- C.1.1**
- Underline 3 to 4 sentences which gave you interestingly new information about smell.
  - For what purposes have you used your sense of smell until now? Make a list.
  - Enrich your list by sharing that information in a group of 3 to 4.
  - Can you recall any memorable instances of some particular smell you had in past? What was it?

**C.1.2 Answer the questions in two to three sentences each :**

- Along with smell, which other senses are referred to in the lesson?
- Describe long distance senses with their limitations.
- What is responsible for smell?
- Which factor is responsible for our less sensitivity to smell compared to dogs?
- What is sniffing? When do you require to sniff?
- How does nose play a major role in savouring food items?
- Why do professional tasters not have a risk of losing their job?
- What has negative effect on our sense of smell?

**C.1.3 Answer in one sentence each :**

- What is flavour profile?
- Why does the hot food give more smell than the cold food?
- How does common cold affect our sense of smell?

**C.1.4 Mark true or false :**

- Generally we detect smell of food through nose.
- Taste of food is largely due to its smell/flavour.
- Smell is more natural than touching or seeing.
- Our sense of sight has weakened our sense of smell.
- In times to come we will develop electronic device for smelling.

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

**C.1.5 List the words that are related to smell, taste and senses :**

Smell	Taste	Senses

Once a reporter was interviewing a renowned doctor. "Doctor, have you ever made a serious mistake?" "Yes". was the reply, "I once cured a billionaire in only three visits."

**C.1.6 Write the first and the last words of the textual sentences having almost similar meaning to the sentences given here :**

1. Men are not so good smellers as women are.....
2. No artificial smell device will easily replace our natural sense of smell.....
3. Any object does not have only one smell.....
4. Even robots can not identify the smell.....
5. We express our body-smell even when we do not wish to do so.....

**Read 2**

**FIRST AID**

First aid is the immediate medical help given to an injured person before he or she is taken to the hospital. First aid helps to make sure that the injured person is safe and comfortable till a doctor can help. In case of major accidents, the first aid given during the first hour has saved many lives! Different injuries have to be treated differently. Before giving first aid, wash your hands well with soap and water. This is done to prevent germs from entering the wounds.

**BURNS**

Burns are caused by fire, boiling water, steam, firecrackers, some chemicals or hot objects. Burns can be very painful and cause a lot of damage if they are not treated properly.

first, remove clothing which covers the burnt skin. Then pour cold water on that area for several minutes. Soaking the burnt part in cool water for 20-30 minutes will help relieve pain. Anaesthetic skin sprays and creams may cause an allergic reaction. If there are no open blisters, apply antibiotic treatment and cover it with a dry bandage. Do not use butter, ghee, petroleum jelly or ice.

In the case of very severe burns, take the patient to the hospital as soon as possible. Give the patient a lot of water to drink.

**CUTS AND BRUISES**

In the case of small cuts, wash the wound well with an antiseptic soap and plenty of clean lukewarm water. Dry the wound with a swab of cotton. If the bleeding continues, press a thick pad of gauze covered cotton on the wound till it stops bleeding. Apply an antiseptic cream and cover the wound with cotton. use bandage if the cut is big. Change it daily. Do not keep the wound open. If the cut is deep, clean it with soap and water. Press a pad of gauze covered cotton or cloth to the wound. If the wound is on the hand or leg and continues to bleed, take a wide piece of cloth or a handkerchief. Tie the cloth tightly a little above the wound. This is called a tourniquet. (Make sure it is not too tight, as this can cause injury. You should be able to slide a finger under it.) Take the patient to a doctor immediately. The doctor might decide to give an injection to prevent a disease called tetanus.

**FRACTURES**

Some accidents can result in a broken bone. This is called a fracture and is very painful. Do not move the injured limb. Place an ice pack on the injured part to bring down the swelling.

Do not let the patient move the broken arm or leg. Use splints to make sure that the broken bone does not shift. Use a sling made of cloth to prevent movement.

Take the patient to a doctor as soon as possible.

### SPRAINS

Sometimes, joints like the ankle or wrist get twisted. The joint swells up and is very painful. This is called a sprain. When a joint is sprained, use ice packs to decrease the swelling. Do not let the joint be moved. Ask an adult to apply a kind of bandage that will support the joint and prevent movement. (You can use splints to make sure the joint does not move—tie the splints above and below the joint.)

### BITES

The bites of animals can sometimes be dangerous. There are many kinds of germs that live in the mouths of animals like dogs and cats. The bites of these animals can lead to the spread of diseases like rabies.

Wash the wound well with soap and water. Take the patient to the doctor immediately. The doctor will give some injections to prevent rabies.

Most of the snakes in Gujarat are non-poisons. In case of a venomous snake bite, do not allow the victim to move as this will speed up the spread of the venom through the body. Let the patient lie down in such a way that the bitten part is well below the level of the heart. Tie a belt or a cloth strip (tourniquet) just above the bite to stop the venom from spreading. Take the patient to the doctor immediately.

### NOSEBLEEDS

A nosebleed can occur due to an accident, irritation or dryness of the lining of the nose, allergy, cold, heat or something stuck in the nose.

Ask the patient to lean forward slightly and breathe through the mouth. Pinch the nose between the thumb and forefinger for about 10 minutes or until the bleeding stops. Put an ice-cube or an ice-candy in the mouth. the cold will slow blood flow to the nose.

### Glossary

**aid** help **severe** harsh, serious **bruise** bump or mark that is left on your body when you get hurt **gauze** a kind of cloth used to tie cuts and wounds **swab** small piece of cotton **ice pack** a bag filled with ice, used to relieve swelling **splint** a bandage that supports the hurt joint and prevents movement **venomous** poisonous **limb** अंग **soaking** dip, put into water **allergic** having unusual reactions **Blister** popped up skin, ફરફાલ

### Comprehension 2

**C.2.1** Suppose you are given the job of collecting necessary things for a ‘first aid box’. What you will collect and include in it. Discuss with a friend :

Our first aid box will include

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**C.2.2 Tick the correct options :**

1. It is very essential that an injured person receives first aid because
  - (a) those who don't receive first aid die.
  - (b) different wounds are treated differently.
  - (c) early treatment of any injured person generally makes sure he is safe.
  - (d) it makes the injured person comfortable.
  
2. In case of severe burns,
  - (a) give the injured person a lot of water to drink.
  - (b) put off giving water to the injured person.
  - (c) giving water to the injured person is unadvisable.
  - (d) pouring a lot of water helps hydrate the injured person.
  
3. Squeeze the nose between your thumb and forefinger in case of nosebleeds.
 

(a) true <input type="checkbox"/>	(b) false <input type="checkbox"/>
(c) sometimes true <input type="checkbox"/>	(d) false in some cases <input type="checkbox"/>
  
4. It is necessary to wash the injured areas properly with antiseptic soap and water in case of,
 

(a) burns and bruises <input type="checkbox"/>	(b) cuts and bite wounds <input type="checkbox"/>
(c) sprains and bleeds <input type="checkbox"/>	(d) snake bite and nosebleeds <input type="checkbox"/>
  
5. A tourniquet helps in \_\_\_\_\_ flow.
 

(a) reducing blood <input type="checkbox"/>	(b) increasing blood <input type="checkbox"/>
(c) complementing blood <input type="checkbox"/>	(d) normal blood <input type="checkbox"/>

**C.2.3 Prepare a check list for every type of injury.**

<ul style="list-style-type: none"> <li>Keep the injured person comfortable.</li> <li>Take the injured person to the hospital as soon as possible.</li> <li>Give him/her a lot of water to drink</li> </ul>	<b>Cuts and Bruises</b>
<b>Sprains</b>	<b>Fractures</b>
<b>Bite wounds</b>	<b>Nose bleeds</b>

Now discuss the checklists you have made in class. Add points that you may have missed. Are there any points common in the checklists?

**C.2.4 Rita keeps getting hurt again and again. Read what Rita is saying and guess what happened to her that day. You may have more than one answer :**

My friend gave me a lot of water and took me to the hospital.

I think Rita had \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Rohit is very good at tying a tourniquet. I will keep this in mind for next time.

I think Rita had \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I think Samira was grabbing the chance to pinch nose and hurt me!! I don't like her

I think Rita \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My friend made me lie down and stay comfortable.

I think Rita \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C.2.5 State whether true or false :**

1. All injuries can more or less be treated in the same way. \_\_\_\_\_
2. In case of bite wounds, make sure you know what has bitten the injured person. \_\_\_\_\_
3. A tourniquet is used in case of fractures. \_\_\_\_\_
4. A splint is used in case of cuts and wounds. \_\_\_\_\_
5. Bind any wound only with gauze and medical or sterilized bandages. \_\_\_\_\_
6. Make sure that only a trained medical person provides first aid to the victim. \_\_\_\_\_

**Vocabulary**

**V.1 Tick mark the word which can be best replaced with the underlined words :**

- (1) The hotter the food is, the more molecules will be released while chewing.  
 particles       atoms       properties       element
- (2) Bees buzzed around the aromatic apple blossoms.  
 fetid       fragrant       burning       garlic
- (3) With the help of olfaction system, we may have the rich savour of the tasty dishes.  
 Sense of smell     sense of sight     sense of touch     sense of hearing
- (4) Our varieties of beverages include *jaljeera, aamras* etc.  
 tastes       smells       drinks       sniffs
- (5) This excellent time-saving contrivance has also been used in Gill's apparatus for speedy measurement.  
 contract       constrast       device       conspiracy

(6) Whether he arrives for the next meeting is yet tentative.

- uncertain       sensitive       tantalizing       fixed

(7) This evidence points to the conjecture that they were part of Mediterranean race.

- assumption       conjunction       connective       doubt

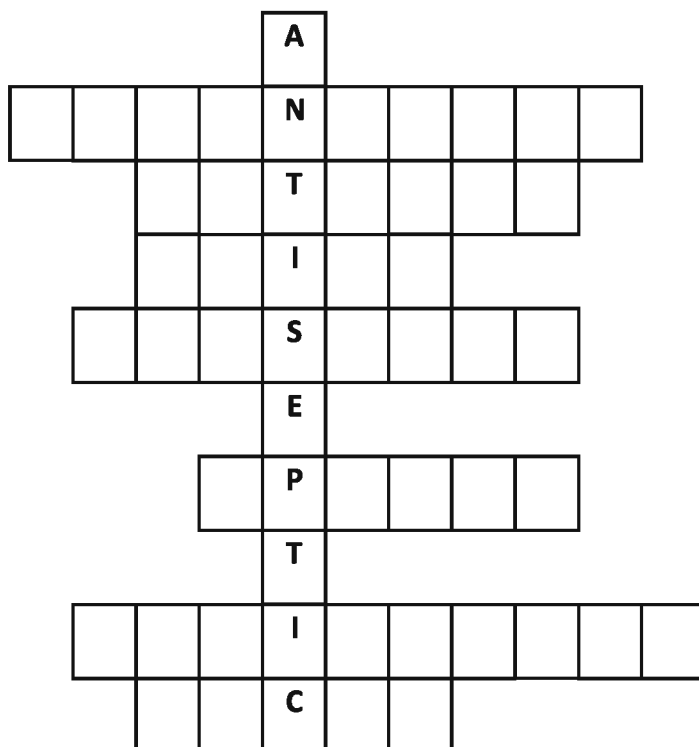
**V.2 Tick mark the word the most opposite in meaning :**

1. **fragrant** :  ambrosial       delectable       odoriferous       stinking  
 2. **immune** :  protected       privileged       unaffected       receptive  
 3. **savoury** :  distasteful       delicious       pleasing       yummy  
 4. **differentiate** :  separate       discriminate       associate       extricate  
 5. **acute** :  ingenious       imperceptive       sensitive       inense

**V.3 Fill the blanks with the most appropriate words from the given options :**

- The \_\_\_\_\_ is not like the sense of touch. It \_\_\_\_\_ the sense of sight and hearing as far as distance and close contact is concerned. [vision, contradicts, resembles, olfaction]
- In humans, the \_\_\_\_\_ is far better than the \_\_\_\_\_ for long distance purposes. [sense of sight, sense of smell, sense of touch, sense of hearing]
- \_\_\_\_\_ capacity can not \_\_\_\_\_ by any contrivance. [machine, be out done, replaced, olfactory]
- When a person has cold, olfactory receptors \_\_\_\_\_. So the person thinks that his \_\_\_\_\_ has decreased. [ sense of taste, deaden, enliven, sense of smell]

**V.4 Fill the crossword boxes with the help of across key. the number of letters is mentioned in the bracket :**



**Across Keys :**

- A bacterial disease marked by rigidity and spasm of the voluntary muscles (7)
- A flexible strap or belt used in the form of a loop to support or raise a hanging weight (5)
- Help given to a sick or injured person until full medical treatment is available (5+3)
- A strip of rigid material used for supporting and immobilizing a broken bone when it has been set (6)
- Inflammation or other discomfort in a body part caused by reaction to any substance (10)
- A cord or tight bandage to stop the flow of blood from wound (10)
- To happen, to take place (5)

**V.5 Match A– B and frame a sentence using both of those words.**

Part A	Part B	Sentences
bite	olfaction	A bite of a venomous snake can cause serious problems.
first aid	tourniquet	
injection	venomous	
bleeding	injured person	
fragrant	sprains	
splints	tetanus	

**V.6 Read the sentence and tick the option that best conveys its meaning :**

1. Use splints to make sure that the broken bone does not shift.
  - Splints support broken bones.
  - Splints keep the broken bones steady at their place.
  - Splints make sure the shift of broken bones.
2. By tasting alone, you can hardly differentiate between the food you love and the food you dislike.
  - Tasting can differentiate the food you like or dislike.
  - It's hard to differentiate the food you like or dislike.
  - Without the help of olfactory receptors, the real savour of the food can not be experienced.
3. The higher the temperature of a substance is, the more molecules are given off and intense odors are felt.
  - Cold food seems to be more savoury.
  - Hot food seems to be more savoury.
  - Intense odours become more powerful in hot temperature.
4. Women have more acute sense of smell than men have.
  - A woman can better smell anything than a man.
  - Females are more fragrant than males.
  - Women can experience foul smells more than men.
5. Although some human senses can be outdone by mechanical devices, smell cannot.
  - We have cameras, microphones, speakers, touch screens, but we don't have any machine which can smell.
  - Smell is not as much simple sense as other human senses.
  - Smell is a complex sense.

### V.7 The Senses

- In two groups, write three or four short sentences for each of these things to describe how they look, taste, smell, feel or sound, e.g. It tastes sweet. It feels sticky.

concrete, sandpaper, hair, diamond, clown, lemon, baby, brick, ice-cream, porridge, curry, garlic, roses, raw fish, antiques

sour, cold, silly, hard, bitter, tasty, spicy, sweet, smooth, soft, fresh, nice, oily, dusty, disgusting, hot, cute, beautiful, exciting, loud

Take turns to read out a description for the other group to guess what you are describing.

- Work on your own. Write a description of two things and see if the class can guess what they are.

**But in fact...**

**Function**

#### F.1 Read the dialogue :

**Kavita** : Hey Sanjana, where are you going? Are you going to school with Pooja?

**Sanjana**: Neither Pooja nor I am going. Look, I have an envelope in my hand. Now guess.

**Kavita** : Hmmm... you are going either to the post office or to a courier.

**Sanjana**: Yes, I'm going to the post office. But this is not your scooter. Is it Jinal's or Minal's?

**Kavita** : Neither of them. Look at the plastic cover. It's my new scooter. My mother bought it for me.

**Sanjana**: If you don't mind, can we go to the post-office on your scooter? Mmm... are you worried?

**Kavita** : No, I'm neither worried nor displeased. I'm just fine. But we would rather first go to my home and then go to the post office. Is it okay?

**Sanjana**: Quite Okay.

#### F.2 Fill in the blanks using words given in the brackets.

(or, either...or, neither...nor)

**Pooja** : Where will you go tomorrow? Abu \_\_\_\_\_ Ambaji.

**Parul** : \_\_\_\_\_ to Ambaji \_\_\_\_\_ to Abu. I will go to Saputara.

**Pooja** : With papa or mom?

**Parul** : With \_\_\_\_\_ of them. I will go with my friends.

**Pooja** : How will you go there? By car or by motor cycle?

**Parul** : No. I will go there \_\_\_\_\_ by bus \_\_\_\_\_ train. It is safe.

#### F.3 Put **C** for correct and **I** for incorrect sentence :

1. Either Arti or Shivani study in this college.
2. Neither of your friends are ready to come with you.
3. The lift was stuck. It couldn't go up, nor could it go down.
4. We will go either to the cafe or to the restaurant. We will stay here.
5. Either of you is playing.



**F. 4 Answer the questions using options (either...or and neither...nor) :**

**Example :** With which actor would you like to dine?

- (1) I would like to dine neither with Salmankhan nor with Sahrukhkhan.
- (2) I would like to dine either with Amitabh or with Amirkhan.

1. Which game would you to like to play on Sunday?
2. Which hotel do you usually go for refreshment?
3. Who helps you in your critical situation?
4. How would you like to travel?
5. With whom do you prefer to watch a movie?
6. With whom do you like to go on an island?
7. Where will you celebrate your next birth day?

**F. 5 Study the table and write at least two sentences for each item :**

	Item	Prefer	Don't prefer
1	food	Punjabi, Chinese	panipuri, bhel
2	game	football, basketball	cricket, hockey
3	place	Ambaji, Somnath	delhi, Mumbai
4	occupation	teacher, doctor	broker, clerk
5	vehicle	bus, train	scooter, car

**Example :** Ami will order either for Punjabi or for Chinese food.

**F. 6 Ask your friend what he/she prefer/likes/wishes and write him/her answer using either...or and neither...nor. Discuss them in the class.**

**F. 7 There are endings of some sentences in the table. Write them down and add a beginning using look, seem, taste or feel, e.g. ... but in fact he's quite young. - He looks old, but in fact he's quite young.**

... but in fact it's good for you.	... but in fact it's extremely dangerous.
... but in fact he's a big softy really.	... but in fact he's quite nice.
... but in fact my temperature's normal.	... but in fact she's not really.
... but in fact cats love it.	... but in fact he looks calm and relaxed.
... but in fact it tastes Okay.	... but in fact it really goes fast.

Compare your ideas with a partner.

Work together to write another two endings and pass them to the next pair. Add beginnings to the ones you receive.

**My opinion**

- Work in three teams. Take a set of three adjectives. Use these adjectives in sentences,  
**Example :** stupid - Entering a oneway is stupid.

1. tiring, boring, stressful	2. dangerous, exciting, unhealthy	3. illegal, healthy, relaxing
------------------------------	-----------------------------------	-------------------------------

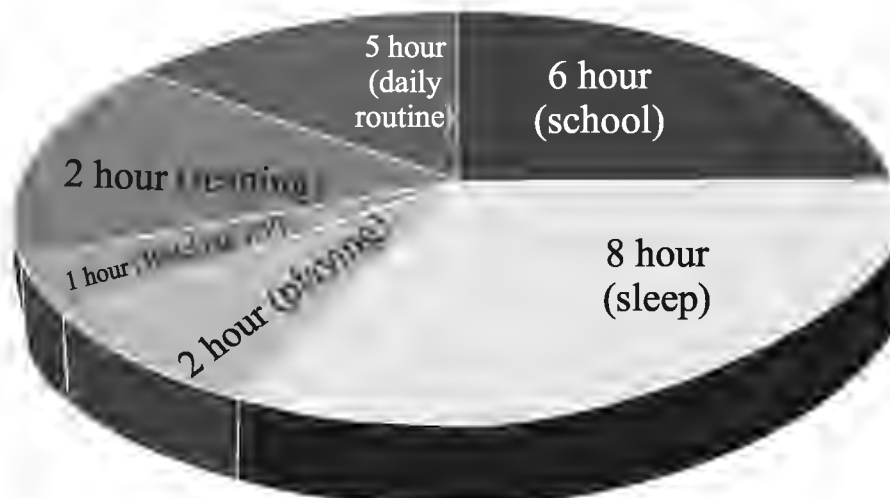
**Writing**

**W. 1 The Prime Minister of India visited your city yesterday. Read the following programme and draft a report on it for press :**

Time	Programme
11:00 am	Arrival at the airport
11:15 am	Tea with the C M at circuit house
11:30 am	Inauguration of <i>Khel Mahakumbh</i>
12:30 pm	Opening of Metro Station
01:30 pm	Lunch with the dignitaries
2 :30 pm	Visit of your school and interaction with students The interaction included the following points : <ol style="list-style-type: none"> <li>1. Guard of Honour by NCC Cadets</li> <li>2. Importance of cleanliness</li> <li>3. Skill based education</li> <li>4. Make in India</li> <li>5. <i>Kanya Kelvani</i></li> <li>6. Contribution of students in making India <i>Vishwaguru</i></li> </ol>
3 :30 pm	Departure

**W. 2 The chart shows the time spent by Jill for different activities during the day. Study it and write ten sentences to explain it.**

Percentage of time spent by Jill.



**W. 3 As a secretary of The School Cultural Club, write a notice for your school notice board inviting students to give their names for A TALENT HUNT COMPETITION.**

**Activity**

The government has prescribed some safety measures for every school. Think about your school and answer these questions as a class. Prepare a report on the Disaster Readiness of your school.

**Disaster Readiness Questionnaire :**

- What is the number of students in your school?
- What is the width of staircase? Is it sufficient if there is some threat?
- How long does it take to empty the school when the school lets out?
- Have you ever done mock-drill?
- What are the probabilities of fire in your school?
- Is there any fire extinguisher in your school?
- Have you ever checked it?
- Has it been ever renewed?

## LISTEN TO YOUR NOSE

My Dear Friends!

Allergens, tobacco smoke and dust irritate my mucous membranes, causing them to swell and to produce excess fluid which drips into the throat. This is postnasal drip. Or air passage may be inflamed and shut by a cold. You often try to blast them open with a mighty blow. This is dangerous business. It can force infection into my sinuses or into the middle ear via the eustachian tubes. Or you may resort to nose drops- tissue shrinkers of various kinds. You should best be cautioned here too. Drops cause the "rebound" phenomenon- temporary shrinkage is followed by greater swelling than was originally present. Experts warn against nose drops because they end by

## UNIT 8

### Pre-task

Here is a career inventory. Circle the letters that best describe you. Circle as many as you wish :

(A) I like playing sports. (B) I like solving puzzles. (C) I like being the leader in a group. (D) I like to talk. (E) I enjoy drawing pictures. (F) I ask a lot of questions.	(A) I like to spend my free time outdoors. (B) Arithmetic is my favourite subject. (C) I would rather act in a play than watch one. (D) I enjoy being part of a group and solving problems. (E) When I grow up I want to be my own boss. (F) Science is my favourite subject in school.
(A) I like to make things from scratch of wood, paper, metal, cloth etc. (B) I like to make lists of things I need to do. (C) When I grow up, I want to run my own business. (D) I enjoy helping people. (E) I enjoy making up stories. (F) I can sit and watch birds at a feeder for a long time.	(A) I like working with plants and animals. (B) My handwriting is clear and neat. (C) I would enjoy being the Mayor of my own town. (D) I like putting my feelings into writing. (E) I would rather work by myself in a group. (F) I like to solve complicated puzzles and problems.
(A) I like to work with tools. (B) I feel better when my room is neat and tidy. (C) I am happier playing in a group than by myself. (D) I am never shy about telling my friends what I think. (E) I would enjoy decorating my entire house. (F) I enjoy looking through an encyclopaedia.	(A) I like to build models. (B) I enjoy working on a computer. (C) I enjoy doing group projects in school when I am a leader. (D) I enjoy meeting new people and making new friends. (E) Music is my favourite subject. (F) I would enjoy travelling to far away places to learn how other people live.

**Eg. Count the numbers of As, Bs, Cs, etc. you circled and record the results in the blanks below :**

As \_\_\_\_\_ Bs \_\_\_\_\_ Cs \_\_\_\_\_ Ds \_\_\_\_\_ Es \_\_\_\_\_ Fs \_\_\_\_\_

Note : If you have a score of four or more next to any letter, you might be interested in learning more about the careers similar to these in the clusters listed below. If you did not score four in any category, your interests are still developing

A	B	C	D	E	F
Coaching	Computer Programmer	Sales person	Teacher	Actor	Professor
Mechanic	Operator	Manager	Social worker	Artist	Researcher
Farmer	Banker	Clergy	Doctor	Small scale Businessman	Archeologist
Plumber	Accountant	Lawyer	Nurse	Fashion Designer	Anthropologist
Forester	Secretary	Business Manager	Journalist	Architect	Engineer
Electrician			Reporter	Musician	
Carpenter			Advertising		

**Read 1****GETTING READY**

Choosing a career is one of the most important decisions we have to make in our lives. The jobs we select have far reaching consequences in our lives. It has also an impact on everything from our lifestyle to family interactions to health. Career is an important part of our identity. Sometimes it's hard to decide what you really want to do. But with some reflection and information, you can gain clarity about the best career choice for you. For beginners here are 10 questions that you should ask yourself. These can help you understand yourself well and help you choose the most appropriate and satisfactory career for you.

**1. What are my interests?**

This is the most important question to ask yourself because the people who take up work which they don't like, feel exhausted and frustrated at the end of the day. The most satisfied people are those who enjoy their jobs. Interests mean the people, information, activities or things we enjoy most. Here are a few questions to ask yourself to find out our interests.

- Do I prefer working with people, numbers and data, abstract ideas or animals or equipment?
- What kind of books do I love reading?
- What kind of events do I like to do for fun?
- Do I like spending my time indoors or outdoors?

**2. What are my values?**

Our values are one of the most important things for us. Values can be even more important factor for career satisfaction than interests. If you value money and financial success, you will need a job that pays well. If you value social justice, you need to take a job where there isn't too much unfairness. If you value fun and spontaneity, you may not be happy with a desk job. Here are some questions that you can ask yourself.

- Do I prefer money earned after hard work to easy money?
- Do I prefer working independently to in collaboration?
- Do I prefer supervising others to taking directions from others?

### 3. What are my personality aspects ?

Your personality is also important to consider when deciding a career. For example, are you an extrovert or an introvert person ? Here are some questions to ask yourself to understand your personality well.

- Am I an introvert or an extrovert person ?
- Am I more cooperative or competitive ?
- Am I more of a 'thinker' who enjoys ideas, or a 'doer' who enjoys working with things in the real world ?

### 4. What skills do I have ?

You'll also want to create an inventory of your skills. Identify things you are good at. Think about both your hard skills (acquired skills) and your soft skills (life skills). Putting your skills on paper can be an affirmative eye-opening experience that provides confidence to choose your goal. Circle your skills from the skills given below. You may add two more to the list.

**Hard skills** - working with tools, working with computers, fluency in a language,  
preparing models/charts

**Soft skills** - teamwork, time management, making a strategy,  
getting co operation from people

### 5. How much control do I need over my own time ?

Some people love the structure of a corporate job; other people hate it. A working professional or a corporate employee may have less freedom regarding time whereas the independent businessman may exercise more freedom regarding time restrictions. You may like to ask the following questions to yourself considering time as a factor.

- How long are the working hours ? Will there be a lot of overtime ?
- How flexible is the vacation policy ?
- Are there opportunities to work from home either full or part time ?

### 6. What education or training do I need ?

It's quite possible that you will need additional training or schooling to pursue your desired career path. Try to ask these questions to yourself.

- What degrees, licences or certifications do I need to acquire ?
- How much more education or training am I willing to get ?
- How much time and money am I willing to invest for the desired career ?

### 7. Are the jobs available ?

It's important to know about the labour market for careers you're considering. You should find out the answers of the following questions.

- Do I prefer working locally to globally ?
- How many such jobs are available globally ?
- How many jobs are available in my local surroundings ?

### 8. What locations do you prefer to live in ?

The markets for particular occupations differ depending on location. For example, if you want to be a

forester or an agriculturalist, you'll probably need to live in a rural area. But if you want to go into finance or law, you'll probably need to live in an urban area whereas telecommunication jobs, freelance writing or designing jobs allow you to live anywhere. It's important to be happy wherever you live and have a lifestyle that works for you. Here are some questions which can help.

- Do I enjoy living in a city with a lot of events around or do I prefer a slower lifestyle?
- Do I prefer to live amidst nature or to live with modern facilities?
- Do I prefer working from one place or do I prefer traveling?

#### 9. What are my salary needs?

Salary doesn't have to be the first consideration when selecting a career, but it is an important factor. For some people, a crore rupee dream needs to be a crore rupee reality before they are satisfied. Other people are much comfortable at lower income levels, just as long as certain needs are fulfilled. If making a lot of money is important to you, you need higher qualifications and your options will be more limited. Consider how important money is to you:

- Do I prefer limited but regular income or irregular but large profit/income?
- Do I prefer to be a rich, busy and risk taking person?
- Do I like to earn moderately and enjoy an easy life with family and friends?

#### 10. Are there opportunities for advancement?

Some jobs have more opportunities for promotion or upward mobility than others. We all know people who seem to become stagnant in their professional life by lack of opportunities. It's often hard in these situations to keep up a lot of enthusiasm for work. Here are some questions you can ask yourself.

- Do I like to take challenges and overcome them?
- Do I get bored with the similar kind of work for a long time?
- Do I prefer to stick to one place and a similar kind of work for a long time?

As you go through these questions, get help from others. Talk to parents, teachers or other important elders in your life. Think about the big picture – no single question should determine your choice. The overall idea here is to think about a lifestyle rather than an attractive job title.

The greatest advice for you is.....

Find the work you like doing most and find a place or a person which/who can pay for it.”

### Glossary

*consequences* effect of result **impact** effect, impression **reflection** concentrated thinking **interaction** to communication, two-way talking **exhausted** very tired, no energy left to do anything **frustrated** one who has lost all hopes **job satisfaction** the sense of pleasure at the completion of the work **collaboration** collective effort **inventory** a set of questions for research **corporate** related to business **telecommunicating** communicating with the help of an electronic device **determine** to decide **enthusiasm** the joyful excitement to do some work **employee** one who serves some organisation **employer** the person who hires the workers

**Comprehension 1**

**C.1.1 Answer the following questions :**

1. Think about your personality and write your one word answer against every sub questions in all the 10 points.
2. Which three questions are the most important questions according to you? Give reasons.
3. Why is it so important to choose the most appropriate career?
4. Who amongst your family has chosen the most suitable career for him/her? Why do you think so?
5. Mention the three major kinds of values discussed in the lesson.
6. What is a skill? How are hard skills different from the soft skills?
7. How do money and time affect your choice of career?
8. How does one's career determine one's future?

**C.1.2 Guess my profession :**

1. I am a strong and disciplined man. I hate criminals. I like to follow commands. I lead a life full of adventure. \_\_\_\_\_
2. I work for a company. I can sell a comb to a baldy. I have a sweet tongue. \_\_\_\_\_
3. I like to argue for truth and justice. I can't bear injustice. I have to work with police and criminals. \_\_\_\_\_
4. I have a strong sense for aesthetics. I like to read about artists. Life is full of colours for me. \_\_\_\_\_
5. I love to read news and current affairs. I work on T.V but I don't act. People like to listen to me. \_\_\_\_\_

**C.1.3 Write description in the similar way for these professionals :**

Architect : I am interested in buildings \_\_\_\_\_

Choreographer : \_\_\_\_\_

Banker : \_\_\_\_\_

**Read 2**

**AN INTERVIEW WITH THE CAREER COUNSELLOR**

(Place : Apex Counselling centre                      Time : after a week of Pratik's IQ and career inventory test)  
(Pratik and his parents visit Miss Pooja Shah, the career counsellor the next week.)

**Miss Shah** : Welcome, all of you. Are you ready for this session Pratik?

**Pratik** : Thanks madam. I'm eager to have this session.

**Miss Shah** : Let me ask you a few questions about yourself. Would you tell me what you like to do in your spare time?



- Pratik** : I like to read about latest scientific inventions, biographies of the scientists and detective novels. I am fond of solving puzzles too.
- Mr. Mehta** (his father) : Pratik. I have told you not to waste time after puzzles, still you did that?
- Miss Shah** : It's O.K. Mr. Mehta. Solving puzzles add to the logical abilities of a child.
- Mr. Mehta** : Oh ! I see.
- Miss Shah** : Pratik, what type of co-curricular activities did you participate in during your school days?
- Pratik** : I took part in the Science Fair and our project got the first prize at State Level Competition.
- Miss Shah** : That means you have keen interest and some creativity in the field of Science. Did you make the model yourself? Did you explain it to the visitors too?
- Pratik** : No madam. My project partner did all that. I only selected the subject, prepared charts and diagrams and made all the planning about the presentation. In fact I wrote the speech for the presentation.
- Miss Shah** : That's very good. It means you don't like to talk much. You like to work behind the curtain.
- Pratik** : Yes madam. I believe 'a thought is more powerful than an action'.
- Mr. Mehta** : It's not like that madam. He talks less because he is always busy with his computer. I think he likes to operate machines. Don't you think he should go for Mechanical Engineering? After all his brother is quite successful in the same field. Pritesh can easily join him.
- Miss Shah** : His brother's success in that field doesn't mean Pritesh should also choose the same. Pritesh might have a different personality altogether.
- Pratik** : You're right, madam. I work on computers to search new things and prepare a PPT. I like to accumulate information about the fundamental theories of Chemistry.
- Miss Shah** : Excellent. That means you like to find out the truth behind the things. Which is your favourite T.V. show?
- Pratik** : I like 'How things are made?', 'Braingames' and 'The Science of Stupid' on Discovery. They explain how the rules of science are applied to our routine life.
- Miss Shah** : It's nice to know that. In fact I like those shows too. Would you tell me about your role models?
- Pratik** : Thomas Alva Edison, as he invented a lot of small things to serve mankind.
- Miss Shah** : Would you also like to serve mankind with the help of science?
- Pratik** : Yes madam. I can't see people in pain.
- Miss Shah** : What kind of lifestyle do you prefer? Do you wish to have a luxurious life?
- Pratik** : No madam. I do believe in simplicity. I think satisfaction is more important than money.
- Miss Shah** : That means you will be satisfied with a regular income. You don't have dreams to be a millionaire.
- Pratik** : You are right madam. I don't like the industrial environment or the ups and downs of the corporate world. I want to contribute my talent for the progress of the nation.
- Miss Shah** : That's really a great thought Pratik. I hope every student should be clear about his/her choices. Thank you for co operating so well. It was nice talking to you all.

**Glossary**

*counselor* an advisor *biography* a person's life story written by someone else *keen* intense (अधिक) *PPT* power point presentation *accumulate* gather *fundamental* basic *luxurious* extremely comfortable *satisfaction* sense of pleasure at the completion *environment* the surrounding *corporate* relating to large companies *contribute* to use in order to

Now we can assess all the facts and figures to find better career options for Pratik.

**Comprehension 2**

**C.2.1 Fill up the information for the same :**

**Pratik's Personality Chart**

Hobbies/interests	
Co-curricular activities	
Favourite Shows	
Role models	
Values	
Personality traits	
Skills	
Work environment	
Salary expected	

**C.2.2 You can prepare your own Personality assessment chart in your notebook.**

- According to the Career Interest Inventory Pratik's score is .....

0 A, 3 B, 4 C, 5 D, 3 E, 6 F

Now study the data and find out the career options good for Pritesh?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

**C.2.3 Record your own score in the career interest inventory and find which group of profession it suggests.**

Pratik's IQ is: 130

**C.2.4 Take your own IQ test with the help of any online IQ test and record your score.**

**C.2.5 Study your own observations about Pratik's personality, aptitude and ability and prepare your report and suggest three to five career options for Pratik. And give reasons why do you think it's the best profession for him.**

**Read 3****POST- COUNSELING DISCUSSION**

**Mr. Shah** : Pratik is a student of 'A-B' group of science stream. Hence, all the branches of engineering are available to him. He can also choose graduation and post graduation in the basic sciences. If we discuss about engineering, he is good at soft skills so branches like Mechanical and Electronics are not advisable for him. He has scored 80 marks in Chemistry and he likes working on computer, so chemical engineering or software engineering can be better options. But let me remind you that he doesn't like the factory environment. So software seems to be a better option.

**Mr. Mehta** : But will he get admission in those branches with such percentages?

**Miss Shah** : Don't be so impatient, Mr.Mehta. Your assumption might be right but we have to consider two more things before we go for the final decision. Let me reveal his results of 'The Interest Inventory' and 'The I. Q. test' that we took.

**Mr. Mehta** : Now... what does it say?

**Miss Shah** : According to the interest survey we have found that he is good in the field of research in Science & technology. In addition his IQ is 130, which is far more than an engineer is required to have. Actually, his I.Q. matches with the profession of a scientist. What do you say Pratik?

**Pratik** : You're absolutely right, Miss Shah. I've never realised why I liked reading so much about the scientists and the inventions so much. I always tried to find logic behind every principle.

**Miss Shah** : Yes. And by choosing such work you can serve the nation and the society as well.

**Mr. Mehta** : But how do you connect his passion for reading detective novels and solving mysteries and his values of truth and justice?

**Miss Shah** : Why not? He can enjoy all the thrills of solving a mystery by being a Forensic Scientist. His reports will be considered valuable in the court which will bring justice to the innocents. A Forensic Science expert needs all the logic and the art of troubleshooting which your son already has.

**Pratik** : Oh! Thank you Miss Shah. I really feel relieved and happy with just a thought that I will pursue a profession which has incorporated my hobbies, my values, my passion, my abilities and my view of life. I would never be bored with such a work. In fact I would enjoy working over time.

**Miss Shah** : Mr. Mehta I have just tried to help you all. Still the choice is yours.

**Mr. Mehta and family** : We are grateful to you Miss Shah. You've done a great job. In fact we were in the dark about my son's potential. Thank you again.

**Pratik** : Thank you, Madam.

**Miss Shah** : All the best, Pratik.

**Glossary**

*assumption guess absolutely definitely passion something you like to do from the heart mystery suspense pursue follow*

**Comprehension 3**

**C.3.1 Answer these questions :**

1. What were the three most important questions asked by Ms.Shah?

Ans. \_\_\_\_\_

2. What are the main traits of Pratik's personality?

Ans. \_\_\_\_\_

3. Had you been in place of Pratik what career option you would have chosen?

Ans. \_\_\_\_\_

- **Study what these people say and advise them which profession is suitable for them and give two reasons for it.**

**Case Study-1**

I'm Sneha. Biology is my favourite subject. I like helping people. I give first aid to the players of my school's Basketball Team. We are not rich so I have to find a job as soon as possible. I'm introvert. I don't like to lead but to follow commands.

Profession : I think she should become \_\_\_\_\_

Reason 1 : because \_\_\_\_\_

Reason 2 : and \_\_\_\_\_

**Case Study-2**

I'm Arjun. I love travelling and photography. I like to visit celebration of festivals, parties and political functions. Wherever there is trouble you would surely find me with my camera. I like to click the most crucial moments. I can make new friends in moments.

Profession : \_\_\_\_\_

Reason 1 : \_\_\_\_\_

Reason 2 : \_\_\_\_\_

**Case Study-3**

I always draw funny pictures.

I am Khevna. I love watching comedy nights with Kapil. I appreciate his 'one liners'. I hardly talk in the class.

Profession : \_\_\_\_\_

Reason 1 : \_\_\_\_\_

Reason 2 : \_\_\_\_\_

**Case Study-4**

Hi I'm Tejas. There's no toy at my home that I couldn't repair. I got my first income from my neighbour as I repaired his grandpa's radio waking up the whole night. I'm in 11th science and I've got 92 marks in Physics this year.

Profession : \_\_\_\_\_

Reason 1 : \_\_\_\_\_

Reason 2 : \_\_\_\_\_

**Vocabulary****V.1 Match the words with the phrases :**

A	B
cooperation	A person's place of employment
skill	Working together to achieve a common objective
manager	The amount of money that is received in exchange of labour or services
workplace	A developed talent or ability
Income	One, who handles, controls or directs an enterprise or an institution
corporate job	Coming or resulting from a natural tendency
restriction	The effect or outcome of something which has happened earlier
consequence	An act of limiting
spontaneous	A job where the employer is a business enterprise.

**V.2 Find the appropriate forms of the words given in brackets and fill in the blanks :**

Having completed his graduation, Arun couldn't \_\_\_\_\_ (decision) what \_\_\_\_\_ (occupy) he should go for so he \_\_\_\_\_ (interact) with his teachers. The teacher suggested him to do a business \_\_\_\_\_ (independent) but his \_\_\_\_\_ (finance) condition was weak so he \_\_\_\_\_ (consider) it better to join a government job.

**V.3 Identify and underline the odd words :**

1. teamwork, time management, leadership, patchwork
2. carpenter, cobbler, salesman, tailor
3. farmer, talati, sarpanch, reporter
4. enthusiasm, independence, mysterious, innocence
5. reflection, restriction, station, creation

**V.4 Find the word closest in the meaning and circle it :**

- Independence** : autocracy, monarchy, liberty, self-government  
**Interaction** : co operation, communication, speech, argument  
**Consequence** : result, effect, reaction, cause  
**Occupation** : activity, work, engagement, profession  
**Inventory** : summary, questionnaire, schedule, index  
**Assessment** : estimate, evaluation, judgement, examination  
**Assumption** : guess, doubt, suspicion, disbelief  
**Reflection** : consideration, speculation, thinking, impression

**V.5 Fill in the blanks with the appropriate option :**

1. Until Gallileo \_\_\_\_\_ (revealed/revelataion) the truth 'the earth revolves around the sun', it was a \_\_\_\_\_ (mysterious/mystery). People \_\_\_\_\_ (assumption/assumed) that the earth was square. Gallileo's discovery was a great \_\_\_\_\_ (relief/relieved) to the seafarers.
2. To be successful in any industrial \_\_\_\_\_ (profession/professional) you have to work with a close \_\_\_\_\_ (collaborate/collaboration) under the strict \_\_\_\_\_ (supervise/supervision) of a manager. You should not exercise your \_\_\_\_\_ (independent/independence) or \_\_\_\_\_ (spontaneous/spontaniety) otherwise the \_\_\_\_\_ (produce/production) of the company suffers.

**Function**

**F.1 Karsanbhai is the oldest person in his village. He is ninety six years old. A radio reporter is interviewing him. Roleplay this conversation in class.**

**Karsanbhai** : Now I live in this village. But I didn't live here in my youth.

**Reporter** : Where did you use to live?

**Karsanbhai** : When I was young, I lived at Ahmedabad. I used to work in a cotton mill.

**Reporter** : Life was hard, wasn't it?

**Karsanbhai** : Oh! yes. Things were different from the way they are now. In those days, we did not have a good house. We used to live in a rented room.

**Reporter** : And how were the job hours and income?

**Karsanbhai** : We used to work for eight hours a day and get only 5 rupees for a day's work.

**Reporter** : Did your family support you?

**Karsanbhai** : Yes. They supported me a lot and sent me money often.

**Reporter** : Why did you shift to the village? What's the reason of your healthy life?

**Karsanbhai** : When the cotton mills were closed we decided to return to our farms. And the reason of my long and healthy life is my living in the village.

**F.2 Select some renowned personalties and write their names and profession :**

1. She used to participate in singing competitions when she was a child. She won an award at 'Meri Awaz Suno' competition and became a singer.

Name : \_\_\_\_\_ Profession : \_\_\_\_\_

2. She used to make model aircrafts in her childhood. She was born in Karnal.

Name : \_\_\_\_\_ Profession : \_\_\_\_\_

3. He \_\_\_\_\_ (used to+direct) blockbuster films. He launched many actors of Bollywood.

Name : \_\_\_\_\_ Profession : \_\_\_\_\_

4. She \_\_\_\_\_ (used to+play) badminton and after an accident she climbed Mount Everest.

Name : \_\_\_\_\_ Profession : \_\_\_\_\_

5. He \_\_\_\_\_ (use to+live) in Rameshwaram. He became the 11th President of India.

Name : \_\_\_\_\_ Profession : \_\_\_\_\_

**F.3 Think of your school days. Tick the option that applies to you :**

1. When I was in the primary school, I used to / didn't use to help my friends.
2. When I was in the primary school, I used to / never used to quarrel a lot with my classmates.
3. When I was in high school, I used to / didn't use to do a lot of homework.
4. When I was in high school, I used to / never used to participate in the Science fair.

**F.4 Fill in the blanks with the appropriate forms of verbs :**

**My interaction with Mr Zala**

On an evening, while I \_\_\_\_\_ (travel) from Ahmedabad to Amreli by bus, I saw a man struggling \_\_\_\_\_ (board) the bus with his one leg. He was well built with an athletic body. His eyes shone like fireballs. He came and sat next to me. On being asked how he lost his leg, he told his story to me. He \_\_\_\_\_ (use to+work) in the army on the borders of Kashmir. He \_\_\_\_\_ (use to + volunteer) for operations even if there was a lot of risk. He was a sharp shooter and used to \_\_\_\_\_ (win) all the in-service shooting championships. Once they \_\_\_\_\_ (inform) him about a terrorist infiltration, he immediately lifted his L.M.G. and got ready. The troop \_\_\_\_\_ (go past) the snowy hills.

It was February, and the temperature was below zero but the burning desire \_\_\_\_\_ (save) the country \_\_\_\_\_ (use + keep) us warm. Ultimately we sighted the enemies on top of the 'Tiger Hill'. The battle \_\_\_\_\_ (last) for two days and a night. Ultimately, we had a hand to hand fight and the jawans of our 'Rajputana Battalion' \_\_\_\_\_ (attack) like lions. I took a bullet in my right thigh. But most of them were killed and the others ran back like rats. We hoisted the Indian flag on 'Tiger Hill' with pride. I had to sacrifice my right leg. Still I think this is no big sacrifice compared to the soldiers who martyred their lives for the country that day.

**F.5 The following action are done while preparing for board exams. Tick the appropriate options. Add more by your own.**

Action	Used to	Didn't use to/ never used to
Gossip with friends		
Had two glasses of milk everyday		
Stayed awake beyond 1 o'clock at night		
Copied down notes from friends		
Wrote down every memorizing tips that my teacher gave		
Watched each answer more than 5 times to memorize it		

Watched only one movie per week		
Played with my friends only on Sundays		
Read each topic very carefully and kept record of my doubts		
Asked questions to my teacher to clarify my doubts		
Memorized answers even if I didn't understand them		
Prepared a timetable for each month		
Followed my study timetable very strictly		
Did not eat rice to avoid over -sleeping		
Drank a lot of tea		

Now use information above to write a paragraph on what you used to and never used to do while preparing for your board examination.

**Writing**

**W. 1** Your father has asked you to prepare an advertisement to sell an old car. Draft a suitable advertisement in about 50 words to be published in a local newspaper. It may contain details like model, company, year, colour, condition, contact etc.

For Sale



**W.2 Read the advertisement and apply in reply to it.**

**Wanted**

As per the NOC received from DEO, Mehsana, Kelavani Mandal, Visnagar, needs an English teacher for M J Sarvodaya Higher Secondary School. Qualifications, pay scale and service conditions are as per Govt. of Gujarat norms. Interested qualified candidates may send their applications to the Secretary of the Kelavani Mandal, Visnagar, by RPAD within ten days from the publication of this advertisement.

**W.3 Your school has invited a career counsellor to guide you. Frame questions to gather information about ‘Opportunities available in different fields at present’.**

**Activity**

**A.1 Interviewing professionals**

- a. You are to interview a successful professional. Brainstorm in class and make a list of possible professionals. You could suggest anyone you know or are related to. (eg. doctors, professors, engineers, artists, etc.)
- b. Through class discussion, prepare interview questions covering these broad areas –
  - Biographical details
  - Education
  - Professional journey
  - Interest and hobby
  - Inspiration
- c. Conduct the interview. Go for the interview in pair. One student will ask the questions and the other will record the answers.
- d. Based on the interview prepare a presentation on the topic ‘My Impression of <name of the professional.’

**A.2** [The teacher will take the class to vote] This council has to choose an area in the school or outside that needed thorough cleaning. Take permission from your principal and organise a **CLEAN CAMPAIGN** for your school or class. Invite your teachers to participate.

**A.3 Arrange a mock session of an interview in your class.**

- **Instructions** : A group of 5 students can ask questions one by one to the student who comes for the counselling to choose his career. Let him fill up the interest inventory too.
- **Exercise** : Fill up his personality chart and prepare the data.
- **Discussion** : Discuss your observations and conclusions with the class.
- **Writing** : Let every student of the class prepare a report depending on the mock session.

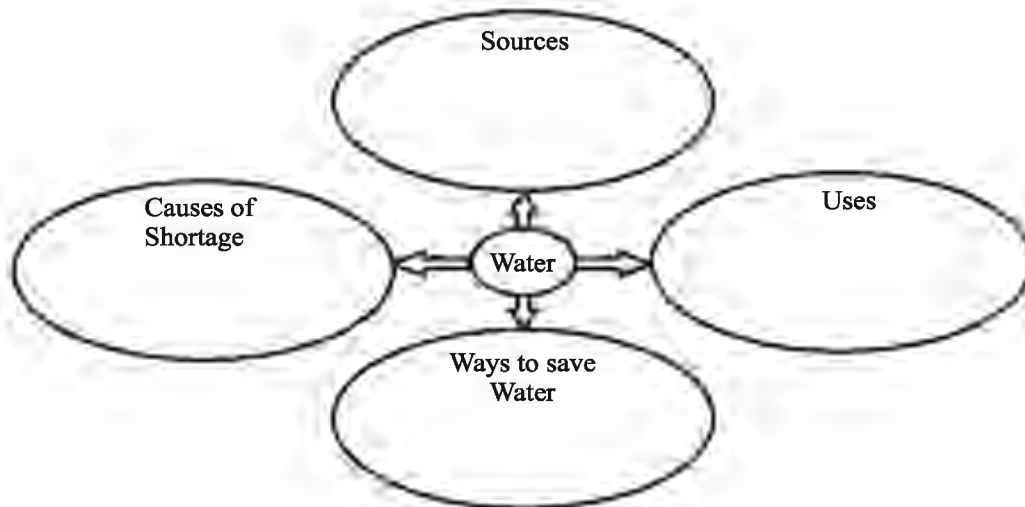
## UNIT 9

### Pre-task

1. Here is a mind map about water. Work in pairs and fill in the details in the circle :

(wastage of water, shortage of rain, no plan to save water, repair leaking taps, store rain water, recharge wells, rain, rivers, ponds, wells, houses, agriculture, industries)

You can add two more details in each circle :



2. If a gardener waters all the plants in the evening, will it make a difference in saving water?

How?

### Read 1

#### WATER- AN ELIXIR OF LIFE

Man has through the ages craved in vain for an imaginary elixir of life, the divine *amrit*. But the true elixir of life lies near our hands. For it is the commonest of all liquids, plain water ! I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt. On one side was visible sea of sand without a patch of green or a single living thing. On the other side lay one of the greatest, most fertile and densely populated areas teeming with life and vegetation. What made this wonderful difference? Why, it is the water of the river Nile flowing down to the Mediterranean from its source. Geologists tell us that the entire soil of the Nile valley is the creation of the river itself. Egypt, in fact, was made by its river. Its ancient civilization was created and is sustained by the life-giving waters which come down year after year with unflinching regularity. This common substance which we take for granted in our everyday life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.

Water adds much to the beauty of the countryside, be it just a little stream trickling over the rocks or a little pond by the wayside where the cattle satisfy their thirst of an evening. The rainfed tanks are a cheering sight when they are full. These tanks play a vital role in South Indian agriculture. In Mysore, for example,

much of the rice is grown under them. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

One of the most remarkable facts about water is its power to carry silt . This is the origin of the characteristic colour of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are, of course, extremely small, but their number is also great and very large amounts of solid matter can be transported in this way. The colour of the water changes successively from the muddy red or brown of silt through varying shades of yellow and green finally to the blue of the deep sea. Such land, consisting as it does of finely divided matter, is usually very fertile.

Soil erosion is a major problem in countries like India. It occurs when the top layer of the soil is washed away in successive steps by the action of water. It is mainly caused by sudden bursts of heavy rainfall, the slope of the land, removal of the natural protective coat of vegetation, the ruts along which water can flow rapidly, and the absence of any checks to prevent the flow of water. It can be checked using various preventive measures like the terracing of land, the construction of bunds (dams) to check the flow of water and the planting of appropriate types of vegetation.

The conservation and utilisation of water is fundamental for human welfare. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate (not enough) or irregular rainfall are closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted.

In India an immense quantity of rain water runs off the ground. The collection and utilisation of this water is important. Much of it finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of which now mostly run to waste, is need of the hour. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous land by courageous and well-planned action. Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of hidden wealth to the country. They would check soil erosion, conserve the rainfall of the country from flowing away to waste and it will also supply cheap fuel.

The cheapest form of internal transport in a country is by boats and barges through canals and rivers. We hear much about programmes of rails and road construction, but far too little about the development of waterways in India. Then, again, the harnessing of water supplies makes possible the development of hydroelectric power. This would improve the rural life and economy, and help in tapping the ground water resources to a greater extent.

Water is the basis of all life. Every animal and every plant contains a substantial proportion of free or combined water in its body, and fluid is an essential part in all physiological activities. Moisture in the

soil is equally necessary for the life and growth of plants and trees. Thus, although water is the commonest of liquids, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life.

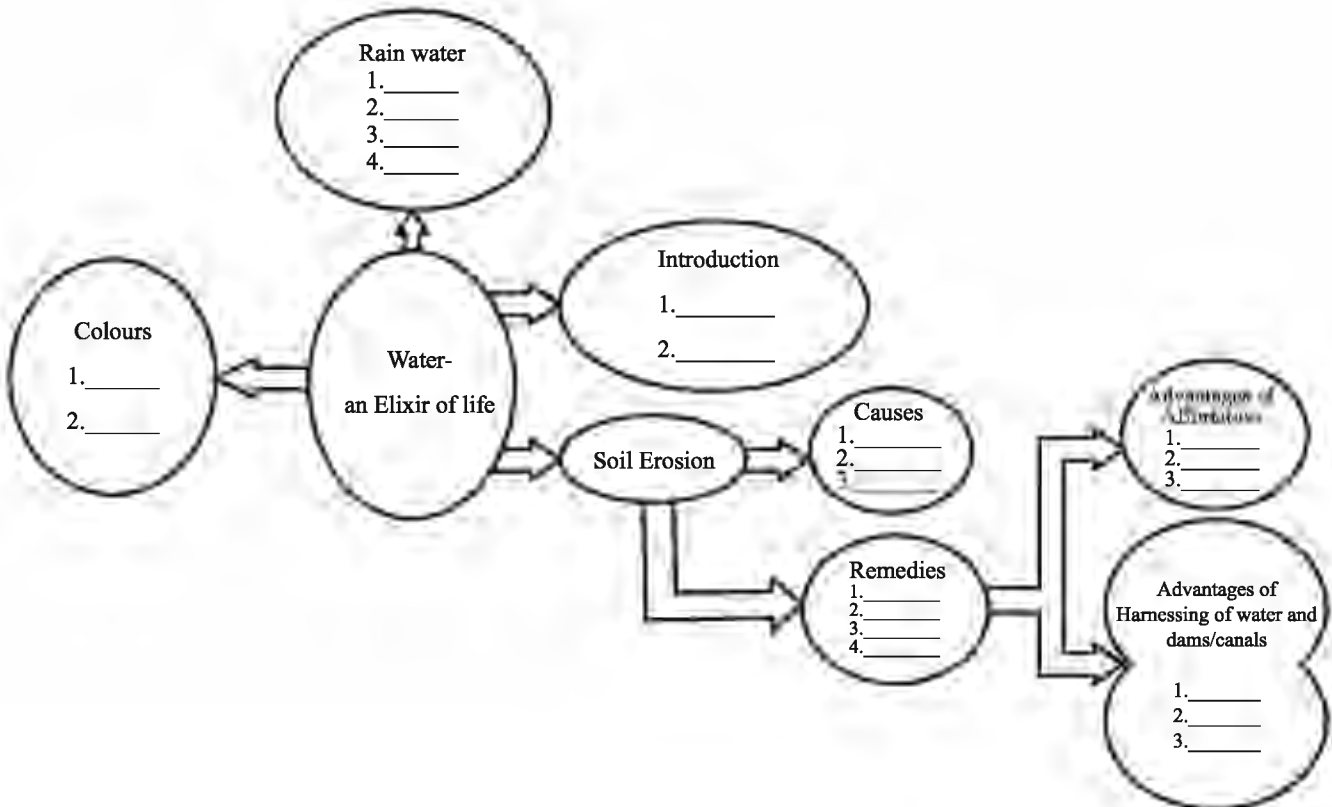
**Glossary**

*craved for* desired, *intensely* *patch* small area *Mediterranean* ભૂમધ્ય સમુદ્રના પ્રદેશનું *Geologists* ભૂસ્તરશાસ્ત્રી *potent* powerful *trickling* flowing *landscape scenery* *silt mud* કાંચ *catchment area* the area where rain falls and water flows to rivers *successively in turn* *phenomenon* happening *contour in curve* *inadequate* not enough *incredibly* unbelievable *harnessing* controlling *afforestation* creating new forest *barges* boats for big transportation *substantial* large *proportion* amount

**Comprehension 1**

**C.1.1** Here are the points of what you have read. Put the letters at their proper places in the given mind map :

- A. example of the Nile
- B. two sides of the Nile
- C. streams
- D. tanks
- E. landscapes
- F. water compared to eyes
- G. carry silt
- H. colour of water
- I. sudden burst of heavy rainfall
- J. removal of vegetation
- K. absence of check
- L. bunds
- M. contour cultivation
- N. afforestation
- O. conservation and utilization
- P. check water
- Q. fuel
- R. hydroelectricity
- S. rural economy
- T. tapping ground water



**C.1.2** The passage has a lot of sentences that are connected to irrigation, beauty and transportation. Go back to the passage and write ‘I’ for irrigation, ‘B’ for beauty and ‘T’ for transportation in the margin.

**C.1.3** Underline and number the sentence/group of sentences in the text that mean :

1. We do not give more importance to water but it has done a lot for mankind.
2. The deposits that water carries decide its colour.
3. There are different solutions of soil erosion.
4. Transportation on water has always been neglected in India.
5. Water is everywhere.

**C.1.4** Answer these questions in two to four sentences :

1. Why is water considered true elixir of life?
2. Water in a landscape may be compared with the eyes on a human face. Why?
3. What are the measures to check soil erosion?
4. What are the permanent solutions to the problem of shortage of water?
5. Water is the most potent and the most wonderful thing. List the things that prove it potent and wonderful.
6. What are the multiple advantages of harnessing of water, afforestation and bunds?
7. Why is water called common as well as uncommon?

**C.1.5** Find out the sentences having almost similar sense. Then divide them into cause and effect.

1. The upper surface of land is washed away due to falling and rushing of water.
2. The colour of water depends on the soil under water.
3. Any change in schedule of rain affects our agriculture a lot.
4. Afforestation will bring hidden wealth.
5. Another advantage of bunds is electricity.

No.	Cause	Effect
1.	acting of water	top soil is washed away
2.		
3.		
4.		
5.		

**C.1.6** Learn more about the noteworthy efforts in Gujarat for long term planning of water harvesting and check dams.

Reference :

<http://jalkranti.org/about-trust/>

<http://www.swadhyay.org/index.htm>

<http://www.realheroes.com/shamji-bhai.php>

**Read 2**

**THE TITLE OF THE POEM :**

In the pond in the park  
all things are doubled :  
Long buildings hang and  
wriggle gently. Chimneys  
are bent legs bouncing  
on clouds below. A flag  
wags like a fishhook  
down there in the sky.

The arched stone bridge  
is an eye, with underlid  
in the water. In its lens  
dip crinkled heads with hats  
that don't fall off. Dogs go by,  
barking on their backs.  
A baby, taken to feed the  
ducks, dangles upside-down,  
a pink balloon for a buoy.

May Swenson

**Glossary**

*wriggle* move about *bouncing* jumping *crinkled* wrinkled *buoy* float *splinter* fall apart  
*tangle* twist *virtual* unreal

**Comprehension 2**

**C. 2.1** Read the poem and give appropriate title.

**C. 2.2** List living and non-living things from the poem.

Non-living	Living
long buildings	dogs,

**C. 2.3** Identify these as actual (A) or virtual (V) and pair them :

- dogs ( )
- 3 ( )
- hang ( )
- wags ( )
- a flag ( )
- bounce ( )
- swans ( )
- chimneys ( )
- long buildings ( )
- looks like an eye ( )
- bark on their backs ( )
- the arched stone building ( )

**C. 2.4** Answer these questions in brief :

1. Why are all things doubled in the park?
2. Why is it said that dogs go by barking to their backs?
3. Which principle of science do you find in the poem?  
(a) refraction (b) reflection (c) gravitation (d) density
4. What are a flag and the arched stone bridge compared to?
5. Imagine two swans in front of each other. Draw them with their reflection in water.

**Listen to this poem on :**

<http://www.poemhunter.com/poems/water/page-/179724/>

**Read 3****DRIP IRRIGATION**

Drip irrigation involves dripping water onto the soil at very low rates (2-20 litres/hour) from a system of small diameter plastic pipes fitted with outlets called emitters. Water is applied close to plants so that only that part of the soil in which the roots grow is wetted, unlike surface and sprinkler irrigation, which involves wetting the whole soil. With drip irrigation water, applications are more frequent (usually every 1-3 days) than with other methods and this provides a very favourable high moisture level in the soil in which plants can flourish.

Drip irrigation is most suitable for row crops (vegetables, soft fruit), and tree and vine orchards where one or more emitters can be provided for each plant. Generally only high value crops are considered because of the high capital costs of installing a drip system.

Normally the crop would be planted along contour lines and the water supply pipes would be laid along the contour also. Drip irrigation is suitable for most soils. On clay soils water must be applied slowly to avoid surface water ponding and runoff. On sandy soils higher emitter discharge rates will be needed to ensure adequate lateral wetting of the soil.

One of the main problems with drip irrigation is blockage of the emitters. All emitters have very small waterways ranging from 0.2-2.0 mm in diameter and these can become blocked if the water is not clean. Thus it is essential for irrigation water to be free of sediments. If this is not so, then filtration of the irrigation water will be needed.

**How it works :**

The pump unit takes water from the source and provides the right pressure for delivery into the pipe system. The control head consists of valves to control the discharge and pressure in the entire system. Some control head units contain a filter and fertilizer or nutrient tank. These slowly add a measured dose of fertilizer into the water during irrigation. This is one of the major advantages of drip irrigation over other methods.

Mainlines, submains and laterals supply water from the control head into the fields. They are usually made from PVC or polyethylene hose and should be buried below ground because they easily wear out when exposed to direct solar radiation. Lateral pipes are usually 13-32 mm diameter. Emitters or drippers are devices used to control the discharge of water from the lateral to the plants.

**Glossary**

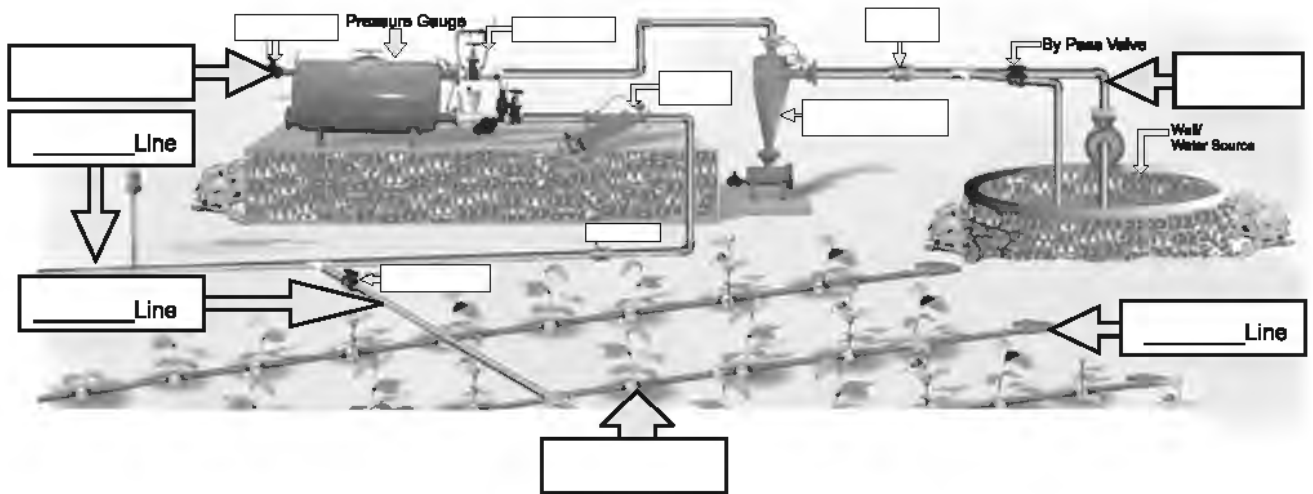
*dripping 245 612465 emitters releaser moisture wetness capital money installing fitting contour curve ponding collecting adequate sufficient runoff extra sediments deposits nutrient energy food with hose pipe buried covered radiation rays*



Hydrogen (H) is a highly explosive gas and Oxygen (O<sub>2</sub>) is needed for fire to burn. But both together H<sub>2</sub>O (water) is used to

**Comprehension 3**

**C.3.1 Label the components of a drip irrigation plant :**



**C.3.2 Answer these questions in brief :**

1. Why is different volume of water emitted according to the type of land?
2. What is the role of control head in drip irrigation plant?
3. If the water for irrigation is full of sediments, \_\_\_\_\_.(Complete the sentence )
4. Which are the most suitable crops and soil for drip irrigation?
5. Why is it necessary to bury PVC pipeline?
6. Complete the table :

Types of Irrigation	Advantages	Limitations
Conventional Irrigation		
Drip Irrigation		

7. Which one would you select for your garden/farm - drip irrigation or conventional watering? Why?

**Vocabulary**

**V.1 Match the words of column A with their meanings in column B.**

- | Column A       | Column B         |
|----------------|------------------|
| 1. countryside | A. loose earth   |
| 2. soil        | B. releaser      |
| 3. patch       | C. twist         |
| 4. buoy        | D. rural regions |
| 5. potent      | E. small area    |
| 6. tangle      | F. powerful      |
| 7. emitter     | G. float         |



**V.2 While reading the passage, you have come across the synonyms of the nine words listed below. Find out the actual words from the first paragraph of the passage.**

- (1) small area \_\_\_\_\_ (2) barren land \_\_\_\_\_ (3) powerful \_\_\_\_\_  
 (4) fluid \_\_\_\_\_ (5) dale \_\_\_\_\_ (6) fruitful \_\_\_\_\_  
 (7) origin \_\_\_\_\_ (8) generated \_\_\_\_\_  
 (9) a specialist on the earth's crust \_\_\_\_\_

**V.3 Antonyms are words with opposite meaning. They are often formed by using prefixes like in-, im-, il-, ir- etc. as shown in the table. Underline the prefixes and write antonyms in the blanks :**

**Example :**

Prefix	Word	Antonym
in	adequate	Inadequate
	credible	Incredible
im	possible	Impossible
	mature	Immature
il	legal	Illegal
	logical	Illogical
ir	regular	Irregular
	responsible	Irresponsible

Prefix	Word	Antonym
_____	literate	_____
_____	active	_____
_____	partial	_____
_____	relevant	_____
_____	sufficient	_____
_____	legible	_____
_____	correct	_____
_____	moral	_____
_____	liberal	_____
_____	rational	_____
_____	polite	_____
_____	religious	_____

**V.4 Find out the suitable words from the box and add them to the series of the words.**

craved, landscape, lateral, proportion, potent, phenomenon, substantial, bouncing, splinter, emitters

1. mighty, influential, powerful, \_\_\_\_\_
2. wanted, desired, longed, \_\_\_\_\_
3. panorama, scenery, environ, \_\_\_\_\_
4. fact, happening, incident, \_\_\_\_\_
5. considerable, sizable, large, \_\_\_\_\_
6. relation, balance, percentage, \_\_\_\_\_
7. rebounding, jumping, leaping, \_\_\_\_\_
8. fall apart, fragment, piece, \_\_\_\_\_
9. marginal, skirting, sideways, \_\_\_\_\_
10. releasers, expellers, dispensers, \_\_\_\_\_

**V.5 Frame a sentence using all the words given in the group.**

1. farmers – large trees – to stop – soil erosion.
2. water – useful – beautiful – countryside.
3. the rain water – wash out – land – unfertile.
4. the reflection – in the pond – tangled images.
5. drip irrigation – dripping – emitters.

**Function**

**F.1 Study the way the underlined conjunctions are used :**

- a. We should grow more trees in order to stop soil erosion.
- b. We should grow more trees with a view to stopping soil erosion.
- c. We should grow more trees so that we can stop soil erosion.
- d. We should grow more trees in order that we can stop soil erosion.

**F.2 Read the following sentences. Underline connectors with a straight line and expression of purpose with a zigzag line :**

1. I went to market in order to buy some books.
2. My teacher called my papa so that they could discuss my result.
3. He came to my house with a view to meeting my papa.
4. I always use bicycle in order that I can save money.
5. The people of our mohalla got together in order that they could resolve the issue.

**Now find purpose, action and connector from these sentences :**

Sentence no.	Purpose	Action	Connector
1.	buy some books	I went to market	in order to
2.			
3.			
4.			
5.			

**F.3 Identify the phrases as purpose (P), action (A) and connector (C). Put the letter in the blank and frame 15 sentences using P, A and C in proper order. you can use any P, A, C not more than three times.**

\_\_\_ people move to urban areas, \_\_\_ in order to, \_\_\_ click some photographs, \_\_\_ he took out his camera, \_\_\_ buy good saris, \_\_\_ we should celebrate all festivals in the school, \_\_\_ so that, \_\_\_ with a view to, \_\_\_ go for walk, \_\_\_ students know the traditions, \_\_\_ they went to Surat, \_\_\_ in order that, \_\_\_ I have started waking up early, \_\_\_ earn livelihood

**Ex :** They went to Surat in order to buy good saris.

**F.4 Read these questions and its answers :**

1. Why should we get minimum hardcopies?

We should get minimum hardcopies to save paper.

This question can be answered these ways also :

- (i) We should get minimum hardcopies in order to save paper.
- (ii) We should get minimum hardcopies so that we can save paper.
- (iii) We should get minimum hardcopies in order that we can save paper.
- (iv) We should get minimum hardcopies with a view to saving paper.

**Now complete these sentences :**

2. Why should we recharge wells and construct check dams?

We should recharge wells and construct check dams to solve problem of water permanently.

- a. We should recharge wells and construct check dams in order to \_\_\_\_\_.
- b. We should recharge wells and construct check dams with a view to \_\_\_\_\_ problem of water permanently.
- c. We should recharge wells and construct check dams so that we can \_\_\_\_\_ problem of water permanently..
- d. We should recharge wells and construct check dams in order that we can solve \_\_\_\_\_.

**F.5 Answer these questions using the connectors given in the bracket :**

- 1. Why are you buying this English book? (with a view to)
- 2. What should we do to learn computer skills? (so that)
- 3. Why do we keep our food in fridge? (in order to)
- 4. What do you do to keep your body fit? (in order that)
- 5. Why are you borrowing money from me? (so that)

**F.6 Now answer the following questions using the words in the bracket :**

**1. Why do we eat? (to live)**

- 1. We eat \_\_\_\_\_.
- 2. We eat so that we \_\_\_\_\_.
- 3. We eat with a view to \_\_\_\_\_.

**2. Why do we use navigator while travelling? (find destination)**

- 1. We use navigator while travelling \_\_\_\_\_.
- 2. We use navigator while travelling with a view to \_\_\_\_\_.
- 3. We use navigator while travelling in order that \_\_\_\_\_ easy way to an unknown destination.

**F.7 Ask questions using ‘why’ (One has been done for you) :**

1. You should sleep well so that you can write your exam very well.  
Question : Why should you sleep well?
2. He was extra polite to his superiors to avoid adverse comments into his records.
3. He was invited to the function in order to show how wonderfully this function has been organized.
4. Let us hurry now so that we can catch the train.
5. He drew the sword so that he could defend himself.
6. Come here so that I could bless you.

**F.8 Prepare multiple choice blanks for the underlined parts :**

1. Sarah went to the computer lab to print out her research report.  
Sarah went to the computer lab \_\_\_\_\_ her research report.  
(with a view to printing out, to print out, she can print out)
2. The company conducted a detailed survey in order to know its clients’ views.
3. Dr Chan adjusted the overhead projector so that the students would be able to see the chart more clearly.
4. The lecturer finished his lecture five minutes early so that the students could ask him questions.
5. The Board introduced language laboratory with a view to enhancing students’ proficiency in the language.

**F.9 Here is a list of some foreigners either rulers or travellers, who came to India. The column at right shows their intention. Match them properly and frame sentences showing their purpose for coming in India. Frame your answers in four different ways :**

The Dutch East India Company	to settle
Xuanzang	to find new sea routes
The East India Company	to reside and build factories in Surat and other areas
The Parsis	to exchange with the spices they traded in the East Indies.
Vasco da Gama	to get complete interpretation of the Buddhist texts

**F.10 Answer the questions using in order to/ with a view to/ so that/ in order that :**

1. Why do you read? \_\_\_\_\_
2. Why do you go on tour? \_\_\_\_\_
3. Why did Gazni come to Somnath? \_\_\_\_\_
4. Why should we do exercise? \_\_\_\_\_
5. Why should we drink boiled water? \_\_\_\_\_

**Writing**

- W.1** Imagine that you are travelling by a public vehicle. There are a few passengers in it. It's rainy season. There are showers of rain. It's about 11 pm. Suddenly, your vehicle stops. After repeated attempts of the driver, it does not start. What will be your feelings? What will you do? How will you reach your destination? How will you help your fellow passengers and driver? Write about your feelings and experience.
- W.2** Collect and fill in the following forms : (opening of bank account, deposit of money, DD form, railway reservation , online application form)
- W.3** You are going out of station for 10 days. There is nobody to water your plants. Find out the ways to do so. Here is one example :



- W.4** Write an email to your friend about this technique without sending this picture. Tell him/her what to do and how will it help the plant.

**Activity**

- A.1** A town is facing an acute shortage of water. The government authorities have sanctioned building of a pond for meeting their needs. The only location available for such construction is the garden. Therefore the sarpanch decides to use it. The women of the village welcome the decision. But the children and the senior citizens disagree. This playground is the only place they have for recreation. If they do not come to a decision, the government will cancel the plan. A town meeting is called to solve the issue. Form groups of 7 each. Take up the roles of women, children, senior citizen and sarpanch and come to a decision. You have 20 minutes. The 'Sarpanch' in each group shares the group's decisions to the class at the end.
- A.2** List words related to water. (Think of different areas and variety.) e.g. fish, tap, evaporation, lotus, Sarita
- A.3** Run a 'Save Water' campaign. Divide into groups of equal number. Discuss what activities for community can be done. Discuss what people and government can do and resolution for yourself. Record them in the table below :

Suggestions to the Government	Suggestions to the People	Suggestions for (myself)

**Report your discussion to the class.**

- Play word association game with your friends, family and teachers. Say 'water' and ask them to give the word that comes to their mind immediately.

## UNIT 10

### Pre-task

#### Some historical facts about the game of boxing :

Boxing is one of the oldest games. It is believed that informally it is as old as the human race itself. Here is some information about the game :

- Earlier evidence – played in North Africa (Egypt in particular) in 4000 B.C.
- Also popular in Greece and Rome
- Introduced to the Ancient Olympic Games by the Greeks in the late 7th Century B.C.
- Jack Boughtonis, ‘the father of boxing’, established a set of rules in 1743
- The modern rules were set by the Marquess of Queensberry, in 1866. He made gloves compulsory and introduced 3 minutes rounds for the game
- In 1904 men’s boxing was included in the Modern Olympic Games at St. Louis
- Women’s boxing was introduced in 2012 in London Olympic Games

#### Important international championships :

- (1) Olympic Games
- (2) Asian Games
- (3) Commonwealth Games
- (4) World Series of Boxing
- (5) World Amateur Boxing Championship
- (6) AIBA Youth World Boxing Championship
- (7) Middleweight World Championship Series
- (8) Basic punches of modern boxing games : (1) Jab (2) Cross (3) Hook (4) Uppercut

#### World famous boxers :

- (1) Men : Muhammad Ali (U.S.A.), Sugar Ray Leonard (U.S.A.), Rubin Carter (U.S.A.).
- (2) Women : Mary Kom (India), Regina Halmich (Germany), Laila Ali (U.S.A.).

#### Exercise :

Now complete the paragraph about the history of the game of ‘boxing’ using the information given above:

Boxing as a game started before \_\_\_\_\_ years in \_\_\_\_\_. In the late 7th century it got a place in \_\_\_\_\_. Jack Boughtonis is remembered in boxing as \_\_\_\_\_ because \_\_\_\_\_. Later amendment in the rules was \_\_\_\_\_ by the Marquess of \_\_\_\_\_. After the implementation of the Marquess’ rules, it became necessary to wear \_\_\_\_\_. He divided the game into time-restricted \_\_\_\_\_. The year 1904 is important in the history of the game because of \_\_\_\_\_. Whereas the Women’s boxing was played for the first time in the Olympic Games in \_\_\_\_\_ at \_\_\_\_\_. There are \_\_\_\_\_ basic punches widely used in the present-day boxing matches. Their names are (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_. There are many popular champions of the game, but the all-time popular international players from the men’s group are \_\_\_\_\_ and the women’s group are \_\_\_\_\_.

**Read 1****MAGNIFICENT MARY**

Mary Kom is a leading woman boxer of India. She is one of the pioneers of women's boxing in India. As a sports person she has achieved a huge success.

Mangte Chungneijang Mary Kom was born on 1st March 1983 in a small village of Kangathei in the northeastern state of Manipur. As a child, Mary, along with her two younger sisters and a brother, worked in paddy fields, did household works, and went to school. She was not very good at studies, but she could run fast, she could also throw a javelin to a considerable long distance. And above all she could punch hard.

In 1998 Dingko Singh, a boxer of Mary's state, came back with a gold medal from the Asian Games in Bangkok. His warm welcome and grand felicitations in the state of Manipur impressed the teenager athlete Mary. As a result she firmly decided to become a boxer.

She rushed at the Sports Authority of India (SAI) Centre in Imphal to meet Narjit Singh, who coached male boxers. Initially he denied to train Mary because of her short and fragile physical structure. When he came out of the Centre at late evening, Mary was still standing there, weeping. This type of eagerness and dedication of Mary towards the game changed Narjit Singh's mind. He agreed to train her. Then she never looked back, and toiled hard to achieve various national and international awards.

Her career as a boxer started in the year 2000 with a victory in the Manipur State Women's Boxing Championship. Till then she never informed her parents about her training as a boxer. Her father saw her photograph in the local newspaper when she won the state championship. He seriously scolded her and instructed her to discontinue her boxing. Because he believed that it would be difficult for him to find a match for her.



Mary Kom

With great difficulty, she managed to convince her father to continue her game. She explained the difference between amateur and professional boxing. She told him about the rules and regulations in amateur boxing, and if there is an injury, the referee stops the play. By then her family gave her full support to go ahead in the career.

Being a woman, she had to struggle a lot. For her it was a constant battle to overcome prejudice and challenges outside the ring as much as inside it against her opponents. She openly accepted that when she started, she had no encouragement and no support. It was very hard because she came from a poor family, and she had to face hardships for the first 4-5 years. She recalled those days when she never had money to buy a proper kit or good shoes and she used to travel long distances by bus or train.

The prime reason, for Mary, to take up boxing as a career, was to lead her farming-dependent family towards a better livelihood. The other strong reason was to prove those people wrong who made very

discouraging remarks on her. Boxing was not considered respectable for women and nobody believed that Mary could be a boxing champion. Her neighbours and relatives made all kinds of things about Mary. But she was firm that she could not stop people from talking but she would prove them wrong with her success.

Gradually her hard work brought her brilliant success at the national level and the international level as well. She became world champion not once, but five times in a row. She also secured bronze medals in Asian Games (2010, Guangzhou-China) and Olympics (2012, London-United Kingdom); and a gold medal in Asian Games (2014, Incheon-South Korea).

In recognition her huge success, the Government of India conferred on her Arjuna Award (2003), Padma Shree (2006), Rajiv Gandhi Khel Ratna Award (2009), and Padma Bhushan (2013).

Her greatest achievement though, has been the fact that much of her success has come after the Caesarean birth of her twins. She frankly accepted, “It was difficult to come back because I had been out of the ring for two years. It was hard to regain my physical fitness. No one expected me to win. Even my parents didn’t think it would be possible.” She gave credit to her husband for that come-back, “My husband (K. Onler Kom) didn’t stop me. Most Indian men don’t give permission to their wives to work after marriage or after having kids. But my husband told me I should continue to play for as many years as I wanted.”

As a pioneer of women’s boxing in India, Mary is already an inspiration for many others who hope to follow in her footsteps. Her autobiography Unbreakable (2013) and the biopic Mary Kom (2014) are the sources of hope for those who are struggling hard to progress in life.

‘Magnificent Mary’, as she is known, is determined to overcome any obstacles that come in her way even today. For her achievements and future scope she says, “I am very proud because I have done something special for India. And if I can achieve more in the future that will be great. I am working hard and getting training with full focus. Of course I miss my family and my children. I miss them very much. But this is sacrifice I have to make for my country and I will do my level best.”

### Glossary

**magnificent** excellent **pioneer** beginner **paddy fields** rice-fields **javelin** light spear **punch** a blow with the fist **felicitation** an act of acknowledging an achiever **fragile** delicate, which breaks easily **toil** laborious work **various** of several kinds **convince** make (someone) agree or realize **amateur** an athlete who does not play for money **professional** an athlete who plays to earn money from the game **prejudice** partiality towards an issue or person **ring** a platform on which boxing contestants box (play), boxing playground **hardship** difficult circumstance **livelihood** means of earning **recognition** acceptance of someone as genuine or valid, identity **conferred on** to give honour/ gift to someone **Caesarean birth** child birth through surgery **regain** obtain again **footsteps** path **autobiography** life-story of a person written by him/herself **biopic** movie on a person’s life **overcome** to win over **obstacle** hurdle



**Comprehension 1**

**C.1.1 Answer these questions :**

1. Why should we salute Mary?
2. At what age did Mary firmly think of a career in boxing?
3. Which challenges did Mary face outside the ring?
4. The tenth paragraph starts with the word ‘gradually’, is it rightly used? Explain.
5. List out the weak-points and strong-points of Mary, when she was a child.

**C.1.2 Find the events that occurred in the following years and note them down in the given blanks :**

1. 1983 : \_\_\_\_\_
2. 1998 : \_\_\_\_\_
3. 2000 : \_\_\_\_\_
4. 2012 : \_\_\_\_\_
5. 2013 : \_\_\_\_\_

**C.1.3 Write three names/words from the text against these categories :**

1. Men who were motivational for Mary : 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3, \_\_\_\_\_.
2. Awards the Government of India conferred on her : 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3, \_\_\_\_\_
3. Asian Games : 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3, \_\_\_\_\_.
4. Words used to describe the qualities of Mary : 1, \_\_\_\_\_ 2, \_\_\_\_\_ 3, \_\_\_\_\_.

**C.1.4 Select the correct option :**

- (1) What is the status of Mary Kom as a woman boxer in India?  
(a) A young woman boxer      (b) A powerless woman boxer  
(c) A leading woman boxer      (d) An ordinary woman boxer
- (2) At first, why was Mary Kom denied training by the coach?  
(a) because of her amicable nature      (b) because of her poor financial background  
(c) because of her father’s disapproval      (d) because of her short and fragile physical structure
- (3) How did Mary’s father come to know about her participation in the game of boxing?  
(a) He saw her photograph in a newspaper.      (b) His friend informed him.  
(c) Mary asked him to give permission.      (d) Mary’s coach called him.
- (4) Which of the following was not a challenge for Mary?  
(a) Poor financial condition  
(b) Constant ill-health  
(c) Boxing was not considered a respectable game for women  
(d) To lead her farming dependent family towards a better livelihood

- (5) According to the text, what is the greatest achievement of Mary?
- The civilian award Padma Bhushan
  - The world championships (five times in a row)
  - Her success in various competitions even after giving birth to her two sons
  - The bronze medal in Olympics at London
- (6) To leave her family quite often is \_\_\_\_\_ for Mary.
- a routine incident
  - a rare event
  - a favourite phenomenon
  - a sacrifice for her country

**C 1.5 Arrange these word groups to make meaningful sentences :( Pair work, class work)**

No	A	B	C
1	In her childhood	Mary had not	boxing as a career.
2	Till the year 2000	Mary struggled hard	capacity to punch hard.
3	In the beginning of her career	Mary took up	her parents about the training in boxing.
4	With a view to helping her family	Mary had	enough money to buy a proper kit.
5	After giving birth to her twin-sons	Mary did not inform	for regaining her physical fitness.

**C 1.6 Answer these questions :**

- Who is Mary Kom? What is she famous for?
- Where did Mary get training?
- Which reasons led Mary to choose boxing as her career?

**C 1.7 Discuss these situations (You can use your mother tongue to express your ideas) :**

- Have you watched WWE programmes on TV channel? What feelings do you have while watching?
- What does your father not know about you till now?
- What are your strength and weaknesses as a student?
- Recall 2 or 3 encouraging remarks used for you by your relatives or neighbours.
- Do you know your challenges? How would you win over them?

**Read 2**

**INDIA'S SHOOTING SENSATION : LAJJA GOSWAMI**

At the far end of village Jitodia in Anand district there is an ancient Shiv temple named Baijyanath Mahadev. The caretaker of the temple, Tilak Giri Goswami, lives in the adjoining small house with his family. There are only four members in the family, Tilak Giri, his wife, a daughter and a son. Village Jitodia is just 6 km away from

‘the milk capital of India’ - Anand. Residents of Jitodia are very happy because of Tilak Giri’s daughter Lajja has given their village a permanent place on the global map.

Lajja Goswami is India’s shooting sensation. She has made the nation proud with her superlative performances in several national and international competitions. She was born on September 28, 1988 in



a middleclass family. Since her childhood she was interested in rifles and guns. In an interview, Tilak Giri told media that while other children were playing with dolls and toys, Lajja played with guns in her childhood. Her talent in shooting became focused when she got enrolled to the N.C.C. as a cadet. To sharpen the edge of her performances she took coaching from Indian shooting coach Sunny Thomas in Pune.

**This Gujarati girl has targeted successfully at these medals :**

Year	Medal	Event	Game	Place
2010	Silver	50 meter Rifle 3 Positions (pair event)	Commonwealth Games	New Delhi, India
2012	Gold	50 meter Rifle 3 Positions (individual event)	XI Sardar Sajjan Singh Sethi Memorial Masters Shooting Competition	New Delhi, India
2013	Silver	50 meter Rifle 3 Positions (individual event)	ISSF World Cup	Granada, Spain
2014	Bronze	50 meter Rifle 3 Positions (individual event)	Commonwealth Games	Glasgow, Scotland
2015	Gold	50 meter Rifle Prone (individual event)	International Shooting Competition	Hannover, Germany

For her outstanding performances the Government of India has conferred on her the Raksha Mantri Medal. She has also been selected as a brand ambassador of Gujarat State. Add to that, Lajja Goswami became the first sports woman to be appointed as a police inspector in the Gujarat Police Cadre in the sports quota.

### Glossary

**sensation** someone who has a dazzling skill in a particular field **ancient** very old **caretaker** a person who looks after a building (here temple) **adjoining** next to something **residents** someone who lives at **cadet** young trainee in the armed forces or police **edge** blade, sharpened side **rifle 3 positions** shooting competition in which the player has to shoot at the target with three different positions (prone, kneeling, and standing) **prone** shoot at the target lying on the ground **outstanding** exceptionally good **brand ambassador** a promoter of a specific brand **cadre** a small unit serving as a part of something **quota** fixed share

**Comprehension 2****C 2.1 Answer these questions :**

1. How was Lajja different from other children?
2. How did Lajja make our country famous?
3. Which organization helped Lajja to take up her career in shooting?

**C 2.2 Mark T (true) or F (false) :**

1. Tilak Giri, Lajjas father, looks after a Ram temple.
2. People of Jitodia are happy with Lajja.
3. As a child, Lajja loved to play with dolls.
4. Lajja took part in N.S.S. activities.
5. Lajja got the Raksha Mantri Medal.

**C 3.3 Select the words to complete the sentence correct. (Pair task, class work)**

1. Lajja's family lives near a new/an old Shiv temple.
2. Jitodia is a known place only in India/even outside India.
3. Tilak Giri is happy with the performances of his sister/daughter.
4. Lajja took guidance/coaching from Sunny Thomas.

**C 2.4 Select the correct option :**

1. Lajja Goswami is a \_\_\_\_\_ shooter.  
(a) skilled                      (b) careless                      (c) smart                      (d) edgeless
2. As a child Lajja loved \_\_\_\_\_.  
(a) dolls and toys                      (b) guns                      (c) computer games                      (d) puzzles
3. Lajja's shooting interest became focused through \_\_\_\_\_.  
(a) N.S.S.                      (b) Scout Guide (c) N.C.C.                      (d) I.S.S.F.
4. As per the text, Lajja won medals twice in \_\_\_\_\_.  
(a) International Shooting Competition                      (b) I.S.S.F. World Cup  
(c) Asian Games                      (d) Commonwealth Games

**C 2.5 Answer these questions in one or two words :**

1. What is the name of the Shiv temple?
2. Which is the game Lajja participate in?
3. Where did Lajja get advanced coaching?
4. Which medal did Lajja win in the World Cup?
5. For which quota did Lajja get appointed in the Gujarat Police Cadre?

**C 2.6 Discuss these situations (You can use your mother tongue to express your ideas)**

1. Have you ever tried your hand on rifle shooting? What was your feeling then?
2. Do you like shooting as a game? Why?
3. Talk about any organization which helped you to develop your personality better.

Read 3

CONFESSIONS OF A BORN SPECTATOR

- Ogdan Nash

With all my heart do I admire  
Athletes who sweat for fun or hire,  
Who take the field in gaudy pomp.  
And maim each other as they romp.  
My limp and bashful spirit feeds  
On other people's heroic deeds.

Now A runs ninety yards to score,  
B knocks the champion to the floor.  
C risking vertebrae and spine,  
Lashes his steed across the line.  
You'd think my ego it would please  
To swap positions with one of these.

Well, ego might be pleased enough,  
But zealous athletes play so rough,  
They do not ever, in their dealings  
Consider one another's feelings.  
I'm glad that when my struggle begins  
Twixt prudence and ego, prudence wins.

Athletes, I'll drink to you or eat with you.  
Or anything except compete with you.  
Buy tickets worth your radium.  
To watch you gamble in a stadium  
And reassure myself anew  
That you're not me and I'm not you. (Abridged)

Glossary

**confession** disclose one's weakness or fault **spectator** viewer, onlooker **sweat** perspire, work hard  
**gaudy pomp** showy costumes / outfit **maim** cause an injury **romp** to get easy victory **limp and bashful**  
**spirit** weak and shy spirit **heroic deeds** acts of bravery **vertebrae** small bones of the backbone **spine**  
the backbone **lashes** whips **stead** a large strong horse **swap** exchange **zealous** enthusiastic **dealings**  
behaviour **twixt** between **prudence** wisdom **a new** once again

**Comprehension 3****C.3.1 Answer these questions :**

1. State whether the poet is a player or not?
2. Is the poet ready to spend any amount of money to applaud his player-friends?
3. List out the things the poet is ready to do with the players, and the things he does not like to do.
4. Why does the poet call himself 'a born spectator'?
5. Which parts of a human body are mentioned in the poem?

**C.3.2 Write 3 to 5 sentences about :**

1. The poet's attitude towards the players
2. The advantages the players enjoy
3. The physical injuries the players might face

**C.3.3 Here are the paraphrase versions of some lines of the poem, but they express the opposite meaning. Working with your partner, first of all, write them in true sense, then find the actual lines they reflect in the poem.**

1. I deeply hate the players who struggle hard for money or want to be funny.
2. Mr. X beats his donkey to reach at the line, in this action there is always a possibility of his backbone injury.
3. When players play against each other, they become indifferent to each other.
4. I am ready to drink or eat with you, but I won't support you.
5. I doubt myself now, whether I am you or you are me.

**C.3.4 Select the correct option :**

1. The poet says that he enjoys \_\_\_\_\_.  
 (a) athletes' heroic deeds                      (b) athletes' rough play  
 (c) his competition with players              (d) champion's knocking to the floor
2. Which of the following game is not mentioned in the poem? \_\_\_\_\_.  
 (a) Horse riding                                      (b) Weight lifting  
 (c) Running    (d) Wrestling
3. The poet is ready to do anything except \_\_\_\_\_ with the athletes.  
 (a) eat or drink                                      (b) buy tickets  
 (c) compete    (d) watch the match
4. At the end of the poem, the poet accepts that \_\_\_\_\_.  
 (a) he is pleased with the athletes              (b) his ego wins over his prudence  
 (c) he is glad to fight in a stadium              (d) he is not like an athlete and the athletes are not like him

**C.3.5 Discuss these situations orally : (You can use your mother tongue to express your ideas)**

1. What do you want to be, a good player or a good spectator?
2. Did you find yourself perplexed anytime in your life? What was your stand at last?
3. Are you frank to admit your weaknesses openly?

Vocabulary
------------

**V.1 Replace the underlined words with the words closest to the meanings given in the box :**

regain, fragile, toil, recognize, overcome

Many years ago, I met a young weak girl in a primary school. She wanted to become a weightlifter. After some time, I went to see a weightlifting competition where I met a successful female player of weightlifting. I could not identify her because she became a muscular lady then. She had done hard work to get that body. I asked her with surprise, “How could you win over your thin and weak body?” She answered with a smile, “I could do it by exercises and food-programme, but now it is not possible to get back that softness in my body.”

**V.2 I am a word. But who am I? Read my description and find me out from the lesson.**

- I am a person, who has started something successfully. People follow me on that path to get success in the field. I am a \_\_\_\_\_.
- I am a sports person. It is a part of my game to fight with the opponent with my fists. I am a \_\_\_\_\_.
- I become helpful to learn the lessons but I am not a teacher. I just instruct the learner to sharpen her/his skills in the field. I am a \_\_\_\_\_.
- I am a player. I play to earn money from the game. I am a \_\_\_\_\_.
- I am a platform. I am not round-shaped, yet I am popularly known as circular object. I am a \_\_\_\_\_.
- I am a written life story of a person. In this story, the story-teller is also the story-writer. I am an \_\_\_\_\_.
- I am also a life story of a person. But I display the story on a screen. I am a \_\_\_\_\_.

**V.3 Tick the nearest meaning.**

- javelin :  sword       spear       hammer       stick
- initially :  finally       permanently       of the beginning       of the ending
- dedication :  refuse       devoted to someone or something       based on reasoning  
 offer something
- scolding :  rebuke       to show unhappiness       reject       to give honour
- opponent :  a player of the different side       enemy       classmate       co-worker

**V.4 Frame a sentence using the words given in the group.**

- terrorist – innocent people
- Lal Bahadur Shastri – hardship – study at Varanasi
- You – overcome – obstacle – a successful person
- my friend – convince – school picnic
- in market – various – mobile phones

**V.5 Fill in the blanks using the words in the brackets.**

[media, sensation, quota, outstanding, brand ambassador]

Shahid is a dancing \_\_\_\_\_ of our school. He has given many \_\_\_\_\_ dance performances in various dance competitions and cultural programmes. For his superb dances he has been highlighted in \_\_\_\_\_ too. Due to his dancing skills, our principal has appointed him a \_\_\_\_\_ of our school to promote our school in our town. He has also been selected in the district youth committee from the cultural \_\_\_\_\_.

**V.6 In each of the following sentences, there is one word which does not fit in. Select the right word from the brackets and put it at a proper place to make the sentence meaningful. Underline both the words.**

**Example :**

- The performer of the garden is a sincere lady. (caretaker, photographer)
- 1. Our teacher won the Governor Award. We are very happy of him. (jealous, proud)
- 2. The library is combining to the municipality office. (adjoining, admiring)
- 3. Cheteshwar has been included in the national team due to his clever performances in the Ranji Trophy Tournament. (brilliant, bright)
- 4. To make the edge of his performances normal, he practiced a lot. (useful, sharper)
- 5. There is an age-old modern monument in Champaner. (memorable, ancient)

**V.7 Add one suitable word to each series of the words given below.**

admire, anew, athlete, gaudy pomp, glad, rough, stadium, steed, struggle, swap

1. appreciate, respect, approve, \_\_\_\_\_.
2. gymnast, player, sportsperson, \_\_\_\_\_.
3. horse, mare, domestic quadruped with mane and tail, \_\_\_\_\_.
4. decorated cloths, track suit, field garments, \_\_\_\_\_.
5. exchange, interchange, barter, \_\_\_\_\_.
6. fight, contest, battle, \_\_\_\_\_.
7. sports ground, open-air structure, sports premise, \_\_\_\_\_.
8. again, repeatedly, reoccur, \_\_\_\_\_.
9. unpolished, severe, coarse, \_\_\_\_\_.
10. happy, delighted, pleased, \_\_\_\_\_.

**V.8. Remove the bold words from the passage and replace them with their synonyms given in the box.**

anew, quota, outstanding, media, professional, magnificent, zealous, amateur, toiled, fragile, spectators, sweat
---



### Zonal Athletics Meet

Last year, there was a **grand** sports meet organized in our school. The players from five neighbouring districts participated in the **excellent** event. Most of the participants were **the players playing without any financial gain**, whereas some referees and officials were **the players who earned from the games**. All the students of our school were very **enthusiastic** for the event. There was a **fixed share** for the **viewers** inside the stadium, so we had registered for our entry tickets. We watched many matches in which the players **did hard work** to win the game. Their bodies were full of **perspiration**. At the time of the result, some players were happy and some were sad. For the news coverage, the representatives of the **news providers** were there. They were taking photographs of the **delicate** moments of the game. If they were not satisfied with the snap, they took it **once again**.

**V.9 On the model of the above passage, write a passage, in your own words, in which you have to use the words :**

[ ancient, confession, various, hardship, regain, autobiography, obstacle, superlative, edge, dealings, prudence, brand ambassador, overcome ]

#### Function

Here are some funny incidents. Read and enjoy :

#### A Renewed Contract

Our neighbour's son Jiten loves playing football. He would rather play football than do his study seriously. Last year his marks were so poor at the end of the school year that he had to stay behind. This is how he put it to his parents : "My contract with the present school class has been renewed for another year."

#### Guide's Recommendation

Mr. Jones was very fond of climbing mountains, once he went to Switzerland for his holidays. After he had climbed some easy mountains, he decided to climb a more difficult one; but did not want to go up it alone; he hired a good Swiss guide, who had often climbed that mountain.

At first it was not a difficult climb, but then they came to a place which was not so easy. The guide stopped, turned round and warned Mr. Jones, "Be careful here," he said. "This is such a dangerous place. You can easily fall, and if you do, you will fall straight down so quick and deep." "But," he continued calmly, "if you fall from here, don't forget to look to the right while you are going down. There is such a beautiful view there – much more beautiful than the one you can see from here!"

Enjoyed?

Fun apart, now read them again with a focus on the underlined word-groups. They start with SO and SUCH. They are adjective-clauses. They are used to say something about people/places in relation to something/someone.

SO and SUCH generally stand for 'very' or 'to this degree'

So is used before an adjective (without a noun after it) :

- so large
- so attractive

Such is followed by 'a' or 'an', + an adjective + a singular noun :

- such a large house
- such an attractive flower

Such is used without ‘a’ or ‘an’ before plural nouns, mass nouns (crowd, furniture...) and abstract nouns (love, kindness, courage...)

- such players
- such (wonderful) crowd
- such kindness

So ... that ... and such ... that ... are used to describe reasons and results.

- The match was so boring that we left the stadium before it was over.
- It was such a boring match that we had to left the stadium before it was over.

**F.1 Compare these full sentences with the sentences in the blank in the opposite row. Now fill in the blanks to make it a meaningful sentence :**

	Full Sentences	Sentences with Blanks
1	(A) This movie is so interesting that we rarely find one like this.	(A) This long spelling is <u>so difficulty</u> that we cannot remember it.
1	(B) This is such an interesting movie that we do not easily find one like this.	(B) This is _____ that it is _____.
1	(C) Such interesting movies are hard to find.	(C) _____ are difficult _____.
2	(A) They were surprised to see that the crowd was so big.	(A) As a kid he was _____ smart that everybody appreciated him.
2	(B) They were surprised to see that there was such a big crowd.	(B) He was _____ smart kid that he had got appreciation from everywhere.
2	(C) Such big crowds can be found rarely	(C) _____ smart kids get appreciation from everywhere.
3	(A) The puzzle was so complicated that we cannot solve it easily.	(A) Cricket is _____ that it catches many viewers.
3	(B) It was such a complicated puzzle that we hardly solve it.	(B) Cricket is _____ popular game in India that _____.
3	(C) Such complicated puzzles are hard to solve.	(C) _____ popular games like cricket can bring _____ to stadium.
4	(A) This hill-station is so nice that we do not find one like this.	(A) The lion is _____ royal that very few _____ animals behave like it.
4	(B) It was such a nice hill-station that it is hard to find one like this.	(B) The lion is _____ animal that _____ hard _____.
4	(C) Such nice hill-stations are not found here and there.	(C) _____ sober behaving animals like _____ are rarely _____ in the forest.

**F.2 Find out incorrect parts, correct them and rewrite the passage again :**

Shooting is so difficult a game that requires a high level of concentration. There are only a few games such difficult to master. Such challenging games attract a small number of players. There are such many factors that disturb the players' concentration. The players have to be so alert that a small mistake can detract them.

**F.3 Fill in the blanks with 'so' or 'such' or 'such a/an'.**

1. Mary Kom has achieved \_\_\_\_\_ success that whole India can take pride for it.
2. The story was \_\_\_\_\_ fascinating that the children didn't make a sound.
3. I'm glad you all had \_\_\_\_\_ good time at the picnic.
4. The sweater was \_\_\_\_\_ big that it touched her knees.
5. It was \_\_\_\_\_ lovely day that they decided to go swimming.
6. He was \_\_\_\_\_ intelligent boy that he was put into the advanced level.
7. He ran into \_\_\_\_\_ heavy rain that he could hardly see the road.
8. They had never seen \_\_\_\_\_ many people at the beach.
9. The contestants didn't think they would have to face \_\_\_\_\_ difficulty.
10. Wow! You are \_\_\_\_\_ intelligent!

**F.4 Complete the dialogue with 'so' or 'such' or 'such a/an'.**

**Lajja** : Hello Mary.

**Mary** : Hi Lajja. It is nice to see you.

**Lajja** : Thanks. I saw your match live on TV. You played \_\_\_\_\_ well.

**Mary** : OK. It was \_\_\_\_\_ difficult match to play; my whole body was shivering due to winter.

**Lajja** : Oh! But you hit \_\_\_\_\_ heavy punches to your opponent that she surrendered quickly. Now, tell me something about London.

**Mary** : Yes. It is \_\_\_\_\_ huge and \_\_\_\_\_ beautiful. I was amazed to see it.

**Lajja** : Most players never discuss \_\_\_\_\_ topics when they meet. But I think it is important to talk about the city too.

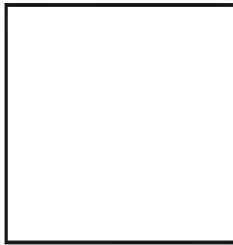
**Mary** : Certainly. All the best, Lajja.

**Lajja** : Thank you Mary. See you later.

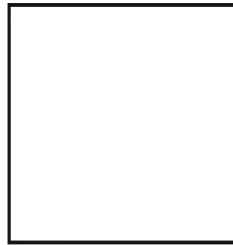
- At 188 decibels, the whistle of the blue whale is the loudest sound produced by any animal.
- Fingernails grow nearly 4 times faster than toenails!
- Of all the words in the English language, the word 'set' has the most definitions!
- The sun is 330,000 times larger than the earth!
- A giraffe can clean its ears with its 21-inch tongue!

**Writing**

**W.1** Cut out from a newspaper/magazine or download a photograph of your favourite sportsperson, entrepreneur/technocrat and freedom fighter. Paste them in appropriate box and write a paragraph of 150 words about him/her.



Sportsperson



Entrepreneur/technocrat



Freedom fighter

**W.2** Your school is planning to organise a rally on Environment Day. Prepare sign boards and placards for the rally.

**W.3** Write a letter of appreciation to the Chief Officer/Commissioner of your city regarding regular cleanliness, maintenance of roads and street lights etc. of your ward/area.

**Activity**

**A.1** Join A, B and C.

A	B	C
John Milton	was completely blind	He wrote the great epic 'PARADISE LOST'.
Stephen Hawking	motor neuron disease	He is a British <u>theoretical physicist</u> , <u>cosmologist</u> , author and Director of Research at the <u>Centre for Theoretical Cosmology</u> within the <u>University of Cambridge</u> .
Nicholas James "Nick"	born with the absence of all four limbs	He is a <u>motivational speaker</u> .
Helen Keller	was both deaf and blind	She was an American author, <u>political activist</u> , and <u>lecturer</u> .
Sudha Chandran	lost one of her after a car accident	She is one of the most well-known dancers and TV actresses in India.

**A.2** Now frame sentences as this one :

**Example :** John Milton was completely blind. He wrote the great epic 'PARADISE LOST'.

- There are many people in the world who despite disability achieved a great height. Prepare a presentation/ scrap book and present it in the classroom.
- What do the differently abled people face in their routine life?
- Tie a handkerchief on your eyes and reach the principal's office.
- How will the students with disability in legs use washroom?

## English Competence Testing

### I. Textual comprehension

#### A. Find out the correct option. Blacken it.

1. The mother-leopard did not see Alibhai. Because...
 

<input type="checkbox"/> He was hiddne behind a tree	<input type="checkbox"/> She was not a man-eater
The bear was trying to attact on her	<input type="checkbox"/> She was concentrating on her cubs
2. What shoud we do to prevent psychological diseases?
 

Positive thingking	<input type="checkbox"/> Take healthy food
<input type="checkbox"/> Be physically sound	<input type="checkbox"/> Take rest

#### B. Read the extract and answer the questions in one or two sentences.

1. Flavours have a backdoor entry to nose. They travel from mouth down the thorat and up again along the air passages leading to nasal cavities. We smell when we inhale and we sense flavours when we exhale. The olfactory area as located high up the nasal cavity.

Q.1.1 Do we have flavour as soon as we put some food in the mouth? why?

Q.1.2 How is inhaling important for smelling? OR How is the smell recognized while inhaling?

### II. Comprehension : Supplementay Reader

#### A. Read the paragraph carefully and answer the questions. Put a $\sqrt{\quad}$ against correct option.

I'll tell you a strange thing about me. I never forget a face. The only trouble is that usually I'm quite unable to tell you the name of the person. When I say I never forget a face, I mean it. I can pass a fellow in the street one day and recognize him again months after, though we've never spoken to each other. You can guess that there's not a man, woman or child here in Bardfield that I can't know by sight. It's only forty minutes from London but the Village is almost a mile from the station, and that's rather troublesome. Quite a pleasant crowd of men travel up and down to London most days, and I don't know the names of half of them, though we speak to each other cheerfully enough.

Well, on this particular evening, there was quite a crowd in the train at first, but they gradually got out. And by the time we reached Ellingham, there were only two of us left in the carriage. The other fellow wasn't one of the regular travellers, but I knew he was a Bardfeild man. I knew it soon as I saw him, of course. I'd smiled at him when I saw him getting into the carriage in Londo nad he had dmiled back; but that didn't tell me his name.

1. Which is not true for the writer?
  - A. He never forgets a face.
  - B. He recognized the person months after he has seen again.
  - C. He can recognize the person even if he has not talked to the person.
  - D. He can recognize the person only if he talked to the person.
2. Congratulate: congratulation :: see: : \_\_\_\_\_ ?
  - A. gradually
  - B. pleasant
  - C. sight
  - D. speak
3. The writer claims that...
  - A. he knows the names of most of Bardfield-people.
  - B. he can guess the names of all Bardfield-people.
  - C. it is never dufficult for him to recognize any person of Bardfield.
  - D. he can't know Bardfield-people by sight.
4. On that rainy day...
  - A. there were two Bardfield man on the train after Ellingham.
  - B. the writer got down at Ellingham.
  - C. only the other traveller did not get down at Ellingham.
  - D. the whole crowd was going to Bardfield.

5. Why did the writer smile at the regular traveller? Because...
- A. the writer knew his name.                      B. he smiled back at writer.  
C. the regular man knew the writer well.      D. he belonged to Bardfield.

**B. Read the paragraph and answer the questions in one or two sentences.**

I have been to Garhwal only once for a few days. It is not easily accessible as even roads are lacking, except bridle paths for pilgrims. I only visited some of the towns in the lower regions. I had glimpse, however, of the whole vast area and beyond from the air, for we took a plane from Hardwar and flew right over Badrinath till we seemed almost to collide against the huge snow wall of the mountain barrier which separates India from Tibet. The flight lasted a few hours only- there and back - and I carried away vivid impressions which endure. Two impressions especially: the snowy range, with its mighty peaks, majestic and fiercely beautiful and the silver thread of the Alaknanda river, winding its way deep down through the mountains. The Alaknanda river, as perhaps you know, is one of the principal source streams of the Ganga.

- Jawaharlal Nehru

- Describe the route of Nehru's journey by air.
- Garhwal is not easily accessible as even roads are lacking, except bridle paths for pilgrims.*  
What is the meaning of this sentence?
- Which river is bigger - The Alaknanda or the Ganga? How do you know?
- What does Nehru still remember about the beauty of Garhwal?

**III. Functions and language**

**1. Complete the dialogue following the clues given in the brackets.**

A: Why did you give money to that beggar?

B (Give explanation) : \_\_\_\_\_ 1 \_\_\_\_\_

A: You are just encouraging him to be lazy. It is a bad habit.

B: He looks old and sick.

A: \_\_\_\_\_ 2 \_\_\_\_\_ (show agreement) But there are organizations to help people like him.

B: And what are they doing to help him?

A: All right. \_\_\_\_\_ 3 \_\_\_\_\_ (try to pacify)

**Clues :**

- |                        |                       |                       |                              |
|------------------------|-----------------------|-----------------------|------------------------------|
| 1. A. Why shouldn't I? | B. He's always there. | C. I dislike beggars. | D. I feel sorry for him.     |
| 2. A. All right.       | B. Yes, he does.      | C. I believe you.     | D. You may be right.         |
| 3. A. Let's go.        | B. Forget it.         | C. Do what you like.  | D. Let's not argue about it. |

**2. Correct the sentences if necessary :**

- |  |  |
|--|--|
| 1. The number of people do not matter.                                 | 2. I am liking to see movies at the theatre. |
| 3. I can help you unless you don't delay.                              | 4. Shweta does her work well, isn't it?      |
| 5. Our teacher asked me why was I absent in the class the day before.  |  |
| 6. My friends always wait for my message with a view to get new jokes. |  |

**3. Unscramble to make sentences :**

- She / contacted / her / would have helped / you / if you
- as / the same / you were looking / for / this is book
- so that / abroad they / a lot of money in some years / people go / can earn
- Indian bowlers / are / faster than / most other / you / ?
- I could complete / my friends / how / my work so fast / asked me

**4. Choose appropriate option :**

A: Why have you come here?

B: I have come here \_\_\_\_\_ (in order to taking guidance, in order to take guidance) from you to set up new business.

A: I think you worked somewhere.

B: Yes, I \_\_\_\_\_ (used to sell / sold) mobile phones. But nowadays people buy electronic items online. So, I have to switch over. My papa \_\_\_\_\_ (told me that you would guide / said me that you will guide) better.

A: Business of eatery is the best to earn \_\_\_\_\_ (unless you cater / if you cater) healthy food. People are ready to pay when they get *saattvik* and tasty food.

**5. Transform as directed (sentences+small paragraph)**

I get up early. I go to school on foot. My papa is a merchant. I help him in the afternoon. I learn retailing skills from him. I don't love luxuries life. We live a contented life.

**Now write about your papa.**

My papa used to get up early...

**6. Complete the sentences retaining the meaning of the previous sentence :**

- My teacher advised me, "If you dig more, you will get more water."
- 1. My teacher advised me, "The deeper you dig, \_\_\_\_\_."
- My sister said to me, "If you do not tease me, I can help you with your home work."
- 2. My sister said to me, "unless I \_\_\_\_\_"
- I said to the shopkeeper, "Yesterday my brother bought a pen from here. I want a pen like that."
- 3. I said to the shopkeeper, "I want such \_\_\_\_\_."
- My papa said to me, "You are one of the best daughters in the world."
- 4. My papa said to me, "Very few \_\_\_\_\_."

**7. Fill in the blanks with proper forms of the words in the bracket :**

Yesterday my parents \_\_\_\_\_ (go) out. I was hungry. So I searched in the refrigerator but \_\_\_\_\_ (can+find) nothing. So I started \_\_\_\_\_ (cook). When they returned, I \_\_\_\_\_ (cut) vegetables. Mummy laughed a lot because we \_\_\_\_\_ (be+attend) a marriage reception.

**8. Use appropriate words according to situations and complete the sentences.**

He had come long way riding his motorbike. He has stayed there \_\_\_\_\_ three weeks. \_\_\_\_\_ he left his bike alone, we enjoyed eyeing at it. We \_\_\_\_\_ manage to take \_\_\_\_\_ his helmet and keys. We sat on the bike turn by turn \_\_\_\_\_ riding it was \_\_\_\_\_ our reach.

**9. What would you say? Tick mark the most appropriate option :**

- 1. Your papa is near the switch board. You want him to switch the fan on.**
  - a. Papa, switch on the fan.
  - b. Why don't you switch on the fan, papa?
  - c. Would you switch on the fan, papa?
  - d. It's too hot, will you please switch on the fan?
- 2. Your mummy has a backache. She takes pain killers.**
  - a. You'd rather consult an orthopaedic doctor.
  - b. Go and consult an orthopaedic doctor.
  - c. You should consult an orthopaedic doctor.
  - d. Don't take pain-killer, mom.
- 3. Your sister called you lazy. You are reporting the dialogue to somebody.**
  - a. She said to me that you are lazy.
  - b. She told me that I was lazy.
  - c. She told me that you were lazy.
  - d. She told that her brother was lazy.

**IV. Vocabulary**

**A. Find out the nearest meaning. Blacken the box.**

1. passion :  intense pain     energy     wish     heart-felt desire
2. drag :  push away     dirty     pull     a dull student
3. seldom :  rarely     nearly     surely     luckily
4. come forward :  march     rush ahead     participate     take a lead

**B. Fill in the blanks with an appropriate word from the bracket. Rewrite the sentence. OR Select a word from the bracket that fits in properly in the blank. Write the number/alphabet of the word in that blank.**

[(1)resuce (2)overcome (3)consequence (4)insomnia (5)domestic (6)biopic (7)frastrated]

1. \_\_\_\_\_ work is going on in the flood-affected area.
2. We cannot sleep if we are suffering from \_\_\_\_\_.
3. Generally, a pet is \_\_\_\_\_ animal.
4. A \_\_\_\_\_ teacher is unable to inspire her students.
5. Unless you have a good problem solving ability you cannot \_\_\_\_\_ any difficult situation.

**C. Use the word/phrase meaningfully in your own sentence.**

1. anxiety 2. opponent 3. impact 4. decrease 5. confused 6. felocious 7. emotion

**V. Writing**

- A. Describe this picture in about 10 sentences. Focus on details and emotions of people.**
- B. Last week a group of farmer from Assam visited your village. You were with this group throughout the day. Write a short report on this visit. Include these points in your report.**  
 -Name of the group - their purpose - why they selected your village/town/city - reception at panchayat office - places they visited - people they met - questions thay asked - what they liked - what they suggested - their opinion about your village/town/city.
- C. There was a free medical check-up camp in your village/city/area. Write a report on this event. Use these key words and points:**  
 -inauguration - organixed buy an NGO - place and arrangement - team of doctors - diagnosis and prescription - medicines at reduced rates - volunteers from the schoo - leaders, officials, teachers, citizens at help - social service - awareness about health.
- D. Write a dialogue on any one of the situations. Give names to the characters, write minimum four turns for each partner**
  1. Two friends planning for an outing to a nature-spot.
  2. Your mother and your new neighbour aunty are talking about their families.

**BINOMIALS**

A set phrase containing two words usually joined by "and" is called a Binomial. For instance, EACH AND EVERY and TO AND FRO are binomials. Here are some more. Try to find their meaning and use

- |               |                 |
|---------------|-----------------|
| bag and       | young and old   |
| baggage       | back and forth  |
| day and night | first and       |
| hard and fast | foremost        |
| in and out    | hale and hearty |
| now and then  | if and when     |
| part and      | length and      |
| parcel        | breadth         |