

# ENGLISH READER

Class : VIII



For Free Distribution in Government Schools



State Institute of Educational Research and Training, Udaipur



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# Preface

In the multilingual milieu of India, English has occupied the place of lingua franca between the different states of the country. So the knowledge and acquisition of competence in English is the need of the post independent India. The use of the English language in almost all the spheres of life has increased this need to a great extent.

The series of the text books titled 'English Reader' is based on the syllabi of English approved by the state government in the light of NCF, 2005.

This text book has been designed to make the students competent in learning English language. This book helps to develop the four language skills (i.e. listening, speaking, reading and writing) in the learner with the help of 'Textual Activities' designed for this purpose. It widens the student's knowledge through a variety of themes interwoven in the lessons in the text book. There is a wide coverage of themes ranging from self, family, neighbourhood, society, heroes, and patriots to current state and national issues. It also makes the students aware of the diverse genres of English language by the manner of presentation of its text forms viz. description, story, dialogue, biography, process writing and one act play which make learning a joyful and exciting experience. It evaluates the learning outcomes of the students with different activities/exercises through pair work and group work.

This text book contains two types of texts-prose and poetry. Both the texts broaden the head and heart of the students.

The themes cover the issues from local to global. They represent cultural ethos with universal values, which inculcate the basic human values of love, sacrifice, kindness, cooperation, honesty, gratefulness, patriotism, hard work, tolerance and concern for others etc. They reflect the rich and colourful culture of Rajasthan and the great personalities of our country and state have been given due place in the text book. There is a message of environment protection and conservation of water. Glossary at the end of the text helps the students overcome their lexical difficulties. This adds to their vocabulary too. In this book five activities have been given for practice at the end of every lesson.

Activity-I : It tests the student's comprehension of the content and language of the lesson. It includes various types of questions viz. true, false; yes, no; multiple choice and 'wh' questions.

Activity-II : It aims at enhancing the student's vocabulary through different ways.

Activity-III : This explains the categories of grammar occurring in the text through examples. The rules of grammatical items are deduced from examples. Different types of exercises for practice and test are given in this activity.

Activity-IV : This caters to develop the student's skills of listening and



speaking through pronunciation practice and answering the questions, exercises etc.

Activity-V : This has been designed to inculcate the writing skills in the students through paragraph writing, letter writing, story writing with the help of given hints, answering the questions and arranging the sentences of a paragraph etc.

The poems given in the text book are meant to provide pleasure to the students. The learner with the teacher's guidance should be able to draw the main ideas of the poem.

For conducting different language activities varied un-standardized instructions, have been given at the beginning of them only with a view to exposing the learners to target language in different ways and thereby enhance their linguistic competence in English.

S.I.E.R.T. wholeheartedly thanks members of Unicef Mr. Samuel M., Chief of UNICEF Jaipur , Dr. Sulagna Roy Education specialist, UNICEF for their timely financial support.

We are especially thankful to Mr. Kunjilal Meena, Secretary Elementary Education, Mr. Nareshpal Gangwar, Secretary and Commissioner RAMSA, Mr. Babulal Meena, Director Elementary Education, Bikaner, Mr. Suwalal, Director Secondary Education Bikaner , Mr. B.L. Jatawat Commissioner SSA and Rajasthan Council of Elementary Education, Govt. of Rajasthan for their valuable suggestions and guidance in making these textbooks better.

It is hoped that this book with stimulating and elevating lessons backed up with adequate language activities will help learners learn English with pleasure by their being the center of teaching-learning process. Suggestions for improvement of text book if any, will be most welcomed.

We express our heartiest thanks to all the writers, poets, publishers, websites and other resources that have directly or indirectly contributed in the shaping this textbook.

Director,  
State Institute of Educational  
Research and Training  
Udaipur (Rajasthan)



# Textbook Development Team

- Patron : Vinita Bohra, Director, SIERT, Udaipur
- Chief Co-ordinator : Narayan Lal Prajapat, Deputy Director, SIERT, Udaipur
- Co-ordinators : Hemlata Menaria, Principal, SIERT, Udaipur  
Sushma Ahari, Lecturer, SIERT, Udaipur
- Core member : Prof. (Dr.) Suresh Kumar Agrawal, MGS University, Bikaner
- Convener : Purushottam Gupta, Principal, GSSS, Khazalpura, Jaipur
- Authors/Editors : Madhav Lal Jat, Retd. Principal, Chittorgarh  
: Aruna Sharma, Sr. Teacher, KGBV, Dabich, Jaipur  
: Damodar Lal Kabra, Retd. Principal, Chittorgarh  
: Subhash Chandra Mangal, Principal, GSSS, Shergarh Masuda (Ajmer)  
: Saroj Kanwar, Principal, GGSSS, Amarsar, Jaipur  
: Purushottam Gupta, Principal, GSSS, Khazalpura, Jaipur,  
: Rajeev Mishra, Principal, GSSS, Dara Stn. Kota  
: Rahul Sharma, CRP, DCE, DIET, Kota  
: Ashutosh Tuli, Lecturer, SIERT, Udaipur  
: Gajendra Kumar Sharma, Lecturer, GSSS, Hindon City  
: Devendra Bhardwaj, Lecturer, GSSS, Durgapura, Jaipur  
: Manoj Dadhich, Sr. Teacher, GSS, Kaliwas (Girwa) Udaipur  
: Tarun Mittal, Sr. Teacher, GSS, Thunsra, Baran  
: Ramakant Sharma, Teacher, GSSS, Begus, Jaipur  
: Dr. Dhiraj Joshi, Teacher, GUPS, Sundargram, Banswara  
: Poonam Sharma, Teacher, GSSS, Kuchaman City
- Layout, Designing : Dr. Jagdish Kumawat, Lecturer, SIERT, Udaipur
- Illustrator : Achal Arvind, Freelance Artist, Kota
- Technical Support : Hemant Ameta, Lecturer, SIERT, Udaipur  
Abhinav Pandya, SIERT, Udaipur
- Graphic Designing : Schematics Mining Pvt. Ltd. Dehradun, (U.K.)

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## Teacher's Page

The role of a teacher in the classroom and the school is of a great value. The effectiveness of the teaching-learning processes rely much on the preparation and the presentation of the Text and the Textual Activities/exercises in the class by the teacher. A good teacher makes 'Teaching Plan' practical, before the commencement of the session. Unplanned teaching is unjust to the students. Your daily classroom teaching should certainly include the use of audio-visual-verbal teaching aids. The use of teaching aids makes the classroom teaching delightful, attractive and effective. To fulfil this purpose abundant illustrations have been given in this textbook. The present textbook should be taught in the following manner to make the classroom teaching effective and fruitful.

The 'Pre-reading' 'Statements/Questions' have been given just below the 'Title' or the 'Visual' in each lesson. It uses the experiences and the environment of the learners to relate them to the lesson you are about to teach. Speaking in English needn't be stressed upon. Read the 'Pre-reading Statements' aloud to make the students guess what the story or poem is about. Have an informal discussion on the positive and negative points of different contexts. Encourage the students to talk about their own experiences.

Teachers should read the poem and stories aloud to the class with emphasis on clear speech, correct pauses, voice change and expression. Then, ask the students to read silently and understand the text. 'Activity-I' has been designed for 'Comprehension' of the text.

When they finish silent reading of the text, ask them to repeat or recite. Help them answer the questions at the end of the text orally. They can read the text again. Explain and ask questions to aid understanding. Discussion should be encouraged and facilitated. This can be followed by class activities like role play, spotting rhyming words and so on. 'Activity-IV' has been designed for 'Listening and Speaking skills'.

Encourage the students to understand the text with the help of the glossary. They should also be able to look up the dictionary. Textual



'Activity-II' has been designed to make the students learn antonyms, synonyms, one word substitution, number, gender, word formation, compound words, homophones, missing letters etc. Teachers should give more exercises of these to the students.

While teaching grammar, teachers should use the methods and approaches of teaching English. Inductive-Deductive method, Situational and Structural approaches are useful ones. Teach a topic by giving examples first. Put up questions on examples. Extract the desired reply from the students. And then make a general definition/statement about the rule/teaching point. After that, give more example and ask the students to solve them. Finally, give them exercises to do. The topics of articles, present perfect tense, relative pronouns, prepositions, sentence reordering, simple past tense, passive voice, indirect narration, adjectives, modals, conjunctions, imperatives etc. have been given here. 'Activity-III' has been designed to explain the rules and topics of grammar.

Teachers should ask the students to write about the given task in the classroom. They should help the students to tell an appropriate English word of a Hindi word or of a context and the correct sentence structure if the teacher finds a student's sentence faulty. They should give more exercises to the students to do at home and then correct them also if needed. 'Activity-V' has been designed for this purpose. It includes Diary entry, Paragraph writing, Poster, Notice, Letter, Story, Picture composition, Process writing, Description etc.

Teachers should evaluate the learning of their students through important assessment tools. They should keep record of the progress of the child in different skills of English. They should give remark as feedback but in a positive way.

# Contents

Lesson No.	Lesson Name	Page Numbers
1.	Chittor	1
2.	Animals' Strike	6
3.	The Praying Hands	14
4.	The Felling of the Banyan Tree	21
5.	Life in K.G.B.V.	27
6.	The Brave Lady of Rajasthan	33
7.	The Song of The Free	42
8.	Chanakya the Great	46
9.	Sangeeta the Brave Girl	54
10.	The Glory of Rajasthan	62
11.	My First Visit to Bank	66
12.	The Electronic Brain: Computer	75
13.	Where The Mind Is Without Fear	83
14.	The Curlew Island	87
15.	Water for All	95

- Have you ever visited any historical places?
- Name those places?
- What are they noted for?
- Have you seen the historical place Chittor?

Let us now enjoy the poem 'Chittor'.

### About the poet and the poem:

The Poem is written by Shyam Sunder Lal Chordia. It was brought out in the collection of his poems in 1928. Like an English ode, the poem is addressed to Chittorgarh; the Kingdom of ancient Mewar. The poem begins with the delineation of the age old immortal glory of Chittorgarh, where the Rajput warriors fought against the Moghuls ;the illegal trespassers who ventured to usurp the territory of Chittorgarh and sacrificed their lives for the sake of their holy motherland.



## Chittor

Here is the old Chittor, queen-like and crown'd  
 With deathless glory; in the long sad past  
 For thee the legion Rajput chiefs fell fast  
 Amid the shock of battle; and falling found  
 The lotus-heaven of the Lord.  
 What streams Of precious blood they shed!  
 What wars they waged  
 When marched and counter-marched the foes and blazed  
 Their swords in the dark hour of doom when dreams  
 Of pulsing life shone dim in them!  
 They fought for thee, they died for thee whene'er thy walls  
 Guarding thy places, temples, towers and halls,  
 Were by the mighty hordes of Moslems sought.  
 O Nurse and Mother of the brave and free!  
 How red with blood the path that leads to thee.

Shyam Sunder Lal Chordia



### GLOSSARY:

<b>deathless glory</b>	:	immortal glory
<b>sad past</b>	:	because of unlawful attacks
<b>blazed</b>	:	shone
<b>thee</b>	:	you
<b>sought</b>	:	wanted
<b>hordes</b>	:	wandering tribes
<b>foe</b>	:	enemy
<b>doom</b>	:	ruin
<b>path</b>	:	way
<b>lord</b>	:	God



## Activity - I

### A. Tick the correct alternative.

- I. The Rajputs shed blood for the sake of their motherland whenever :
- a) The Moslems attacked their motherland
  - b) They thought to do so at their will
  - c) They were furious
  - d) None of the above
- II. The Rajput fought against Moghuls because
- a) They were envious of them.
  - b) They were quarrelsome
  - c) they ventured to usurp the territory of Chittor
  - d) they wanted to create terror

### B. Say whether the following statements are **True** or **False**.

- I. The glory of Chittor is immortal,
- II. The Rajputs waged war whenever Moghuls tried to trespass their territory.
- III. The Rajput always picked quarrels unnecessarily,
- IV. The motherland was of great importance for Rajputs.
- V. Chittor has a long sad past because of unlawful attacks.

## Activity - II

### A. Match words in column 'A' with their rhyming words in column 'B':

#### A

glory  
sought  
path  
found  
fort

#### B

flood  
bound  
court  
shy  
sand

sad

land

blood

life

thy

knife

brought

sorry

mad

bath

**B. Read the following pair of words and learn their meanings too.**

pool

fool

who'd

cooed

pull

full

hood

could

**Now read the following pairs of sentences:**I. They needed a pool. They needed a pull.II. They pulled the fool out of the pool.**Activity - III****The teacher recites the poems and the students follow her/him -****Bravery**

The War Horse what an amazing animal,

True beauty and bravery intertwined.

It's not his fight yet

He does not take flight.

On the battle field his true colours are revealed,

This magnificent beast is not about to yield.

Loyal and fearless,

Full gallop towards the front line he strides.

The enemy not knowing what to make

Of this valour and might.

## Activity - IV

One day you visit the fort of Chittorgarh. You hire the services of a guide for this purpose. The Guide tells you several things about the fort. Besides, you make several personal observations too. Describe your visit to the Fort in the live way. You may title this paragraph as 'A visit to the Fort of Chittorgarh'.



## 2

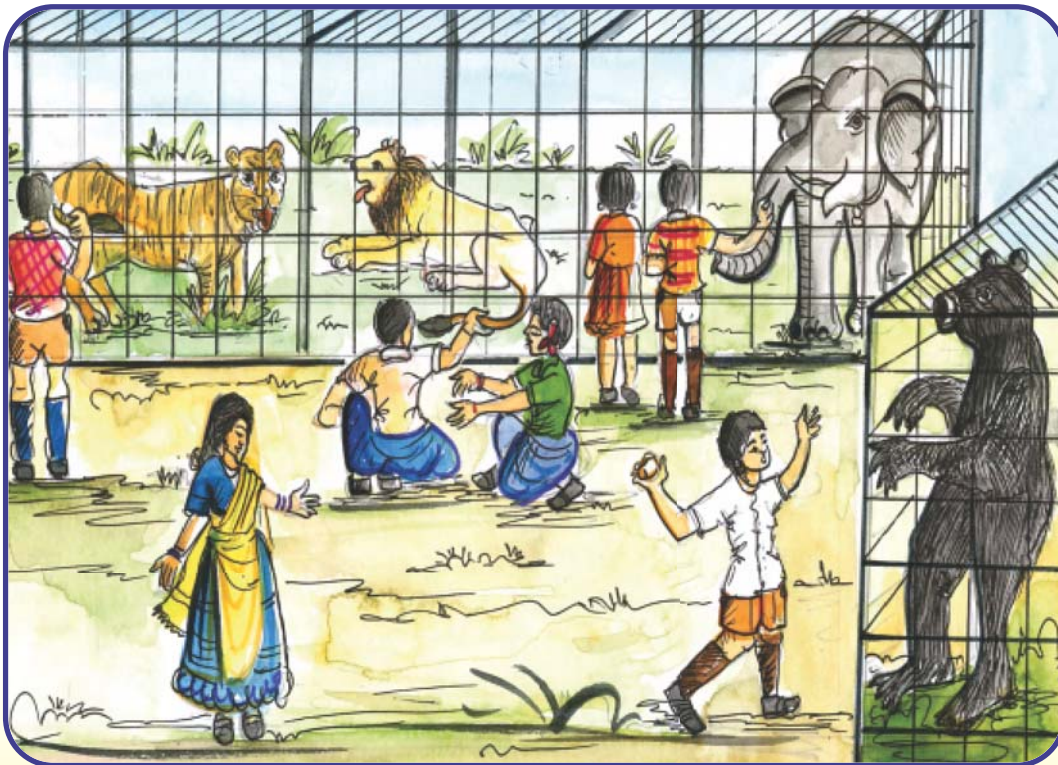
## Animals' Strike

- Have you seen a tiger and an elephant together?
- Where do you see the tiger?

Let us read the story about animals.

After the last visitor had left, the animals of a zoo used to assemble everyday around a pond, which was in the middle of the zoo. For an hour, they could either play about lolling in the water, rolling on the sand or merely chat with each other. It was the fun time for the animals and they made the most out of it.

But, for the last few days they have stopped this activity. They rather preferred being left alone. Huttu, the owl, was surprised at this sudden change. "We must not hide anything from each other. Why are we neglecting each other? We should talk about our problems or else how shall we find solutions to them?", said Huttu.



Motu, the elephant, broke the silence, "I am fed up of the people who come here. They hurt my feelings. They make fun of me. They look at my tusks with greedy eyes and say they could fetch them good money."

Rangu, the crocodile spoke lazily, "I am getting scared myself. You know I feel very hungry. One morning some girls were feeding me with potatoes. A wicked boy pushed a stone in my mouth. My stomach ached for ten days."

Kalu, the bear, shook his head angrily. He began to relate his story, "One evening a group of naughty boys came and stood at my cage. They were carrying a large bread. They began to give me one slice after the other. When I was about to finish my last slice of bread, I bit something sharp. It turned out to be a blade. Seeing me in pain the boys clapped their hands and laughed."

Roaring, the tiger said worriedly, "These human beings think a tiger ought to do nothing except to sit around and roar round the clock. If they find me peacefully asleep, they throw stones at me. They try to make me angry so that I can roar at them."

Hallu, the gibbon said gravely, "Horrible! Just horrible! I have had the same experience myself. I am the most popular animal in the zoo. A large crowd gathers outside my cage. I love yelling and screaming especially for the little children who come to see me. But two weeks ago when they sent my best friend Rolu to another zoo, I began to feel so lonely that I could not bring myself to laugh, leap or dance. Naturally the people who came to see me were disappointed.

One day two boys came and stood by my cage. One of them poked a stick at me while the other tried to cut my tail with a knife. I managed to save myself by rushing into my room."

"Things have really become worse", said Huttu sorrowfully. "We ought to do something to teach these human beings a lesson. I have got an idea. Let's go on a strike. We will stay in our rooms. We won't come outside. Let these human beings know that we are angry with them."





Hallu said, "That's a good idea. How will they hurt us when they can't see us?" They all agreed to it and left for their cages.

The next day was Sunday. There was a big rush at the zoo. Several bus loads of school students flocked in the zoo to see the animals. A crowd of grown ups accompanied them as well.

But there were no animals to be seen. The cages looked empty. Everybody wondered what could have happened but none of them could guess anything.

However, a nine year old girl, Nivedita could guess the right reason as she told her friend, Shelly, "The animals are tired of being bullied and teased by us. I wish there were some way we could show them that we care for them." Well, I have an idea," said Shelly. "Let's get the whole class set to work on it."

For three days all classmates spent their spare time painting a big banner with the words, "We love you, animals. We'll never tease you again."

When the banner was ready, they carried it to the zoo and took it from one cage to the other. All the animals felt much better after reading it. They thought the children cared for them. They really missed them. So they came into the open space of their cages. The children were delighted to see them again.

**GLOSSARY:**

<b>assemble</b>	:	gather at one place
<b>lolling</b>	:	sitting or standing lazily
<b>prefer</b>	:	like better
<b>solutions</b>	:	answer to a problem or difficulty
<b>tusks</b>	:	pair of long pointed teeth of an elephant
<b>fetch</b>	:	go and bring
<b>scream</b>	:	a loud high cry of fear, pain, etc.
<b>disappointed</b>	:	nervous, upset
<b>flock</b>	:	gather, assemble
<b>accompany</b>	:	go with
<b>bully</b>	:	terrorize
<b>tease</b>	:	give pain
<b>gibbon</b>	:	a kind of monkey

**Activity - I****A. Tick the correct alternative:**

- I. Who was the most popular animal in the zoo?
  - a) elephant
  - b) bear
  - c) lion
  - d) gibbon
- II. "I am getting scared myself" who said this sentence?
  - a) Motu
  - b) Hallu
  - c) Rangu
  - d) Kalu

III. Who did the children try to make angry?

- a) elephant
- b) tiger
- c) owl
- d) crocodile

**B. Say whether the sentences are true or false.**

- I. The owl suggested that the animals should talk over their problems. ( )
- II. The animals did not like the way people treated them in the zoo. ( )
- III. The elephant advised the animals for strike. ( )
- IV. The animals were very happy to read the message on the banner. ( )
- V. The children took the banner from one cage to the other. ( )

**C. Answer the following questions in 10 to 20 words.**

- I. Where did the animals usually assemble?
- II. What did the animals do in the fun time?
- III. When did the animals show their anger?
- IV. Who was Nivedita?
- V. How did the animals feel happy?
- VI. Why did the cages look empty?

**D. Answer the following questions in 30 to 40 words:**

- I. What did the animals do to teach a lesson to the children?
- II. How could the animals come again in the open space of the cages?

## Activity - II

**A. Fill in the blanks with the suitable words from the box below**

delighted, tease, asleep, flock, spend



- I. It is very bad to \_\_\_\_\_ anyone.
- II. You should \_\_\_\_\_ your spare time in drawing pictures.
- III. He saw a \_\_\_\_\_ of sheep in the village yesterday.
- IV. My son was \_\_\_\_\_ to find ice-cream.
- V. Children thought that all the animals of the zoo were \_\_\_\_\_

**B. Match the following words in column 'A' with their meanings in column 'B'**

A	B
prefer	a long cry of fear, pain, etc.
assemble	like better
shook	gather at one place
scream	group of animals
flock	moved

**C. Add 'ing' to the following words:-**

- |          |            |
|----------|------------|
| I. run   | VI. clap   |
| II. care | VII. yell  |
| III. put | VIII. chat |
| IV. roll | IX. whip   |
| V. loll  | X. tease   |

### Activity - III

**Read the following sentences carefully.**

- I. The match will start at 5 p.m. We ought to reach the playground at 4.30 p.m.
- II. You are very weak. You ought to take a balanced diet.

We use 'ought to' when we think we have a moral duty to do something. It shows that some action would be right or sensible in a situation.

**A. Rewrite the following sentences using 'ought to':-**

- I. You should take care of your health.
- II. You should not tease the animals in the zoo.
- III. Everyone should send the girls to schools.
- IV. The building is damaged. It should be repaired.
- V. You should keep your house clean.

**B. Complete the sentences using 'ought to' :-**

- I. Deepawali is coming soon. you .....
- II. Your sari is very dirty. You .....
- III. Your labours look tired. They .....
- IV. The rose plant is drying up. You.....
- V. Shanu has been eating too many sweets. She .....
- VI. Your hand writing is very bad. You .....

**C. Either \_\_\_\_\_ or**

**Read the following sentence:-**

**Example :- Adhi Shri is either a teacher or a doctor.**

(She is one of the alternatives.)

**Join the following sentences using 'either \_\_\_\_\_ or'**

- I. You can go by bus. You can go by train.
- II. You or he will be selected for the championship.
- III. Ojasvi can take part in dance. Ojasvi can take part in song.
- IV. She can read English. She can read French.
- V. Raju went to the market. Raju went to the cinema.
- VI. Saroj is a principal. Indra is a principal.
- VII. She drinks tea. She drinks coffee.
- VIII. Renu broke the window glass. Raju broke the window glass.
- IX. Jai would be sent to fetch milk. Sandeep would be sent to fetch milk.

**Activity - IV**

**A. The teacher will recite the poem and students will follow.**

At the zoo we saw a bear

He had long, dark fuzzy hair

We saw a lion in a cage

He was in awful rage

We saw the big long-necked giraffe

And the silly monkeys made us laugh,

But my favourite animal at zoo is the elephant, what about you ?

**B. Which of the under lined letters have a different sound.**

1.        A. lunch                      B. fetch  
             C. stomach                      D. change                      (    )
  
2.        A. loud                              B. around  
             C. about                              D. thought                      (    )

**Activity - V**

You have returned home after visiting a zoo. You have enjoyed watching the animals in the zoo. Write a diary note expressing your feelings.

You may use the following hints in your diary writing:

Name of the zoo

Day of the visit

Names of the animals, birds you saw there

The voice you heard

Things you gave to the animals

How you felt when you saw the animals and birds, etc.

## 3

## The Praying Hands

- How many brothers and sisters do you have ?
- Do you share your dreams and plans with your siblings?
- Do you help your brothers and sisters?
- Read this story and find out what the two brothers did for each other?

Long, long ago, in a small village near Khetri, lived a family with sixteen children. To feed them, the father, a blacksmith by profession had to toil from 7 in the morning till 10 at night.



Despite their miserable condition, two of the children, Kuldeep Singh and Sudeep Singh had a dream. They both wanted to pursue their talent for art, but they knew well that their father would never be able to send either of them to Jaipur to study at the academy. After many long discussions at night in their crowded bed, the two boys finally worked out a pact. They would toss a coin. The winner would go to Jaipur, while the loser would go down into the nearby mines

and with his earning, support his brother at the academy. After completing his studies in four years, he would support the other brother at the academy, either with sales of his art work or, if necessary, also by labouring in the mines. Next morning, they tossed a coin. Sudeep Singh won the toss and went off to Jaipur. Kuldeep Singh started working in the dangerous mines and for the next four years, financed his brother. Sudeep Singh's work at the academy earned him instant praise. Four years spent at the academy refined his skills and he began to earn considerable fee for his work.

When the young artist returned to his village, the family held a dinner party to celebrate Sudeep Singh's home coming. After the party, Sudeep Singh thanked his beloved brother for the years of sacrifice that had enabled him to fulfil his ambition. His closing words were “And now, Kuldeep, it is your turn”. “All eyes turned towards the far end where Kuldeep Singh sat, tears rolling down his pale face. Shaking his lowered head from side to side, he sobbed and said, “No...no...no..” Finally he rose, wiped the tears from his cheeks and said



softly, “No brother, I cannot go to Jaipur. It is too late for me. Look what four years in the mines have done to my hands! The bones in every hand have been smashed at least once, and lately I have been suffering from arthritis also. I cannot even hold a glass with my right hand, then how I can draw delicate lines on a canvas with a stable hand, using a pen or a brush. No brother... for me it is too late”

Sudeep Singh drew hundreds of wonderful paintings but most people are familiar with only one of his works. It is the painting of Kuldeep Singh's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply, 'Hands' but people from over the world praised this great masterpiece and renamed it, 'The Praying Hands'.

### GLOSSARY:

<b>profession</b>	:	a type of job that needs special training or skill
<b>toil</b>	:	to work very hard or for a long time
<b>pursue</b>	:	try to achieve something over a period of time
<b>miserable</b>	:	very unhappy or uncomfortable
<b>despite</b>	:	to show that something happened after prevention, in spite of
<b>sobbed</b>	:	cried and drew in breath noisily
<b>arthritis</b>	:	a disease that causes pain and swelling in the joints of the body
<b>familiar</b>	:	well known
<b>master piece</b>	:	a work of art such as a painting
<b>ambition</b>	:	a strong desire to do or achieve something

**Activity - I****A. Choose the suitable alternative:**

- I. The black smith worked hard because -
- he was a blacksmith by profession.
  - he had to support a large family.
  - he lived in a village.
  - the condition of children was pitiable.
- II. Both the brothers could not go to the academy for the further study because:
- they were not interested in study.
  - they wanted to work at home.
  - their family condition was miserable.
  - they were lazy.

**B. Say whether the following sentences are true or false -**

- I. Black smith used to work for three hours. ( )
- II. Kuldeep should go down into the mines to fulfill his dream. ( )
- III. Sudeep and Kuldeep had ambitions to join academy. ( )
- IV. Sudeep has been suffering from back pain. ( )
- V. The praying hands is the great masterpiece of Kuldeep. ( )

**C. Answer the following questions in 10 to 20 words.**

- I. Where was the academy situated?
- II. Why did Kuldeep not go to the academy?
- III. Why did Kuldeep have to go in the mines to work?
- IV. What was the reason for the party?
- V. What did both brothers do to fulfil their dreams?



**D. Answer the following questions in 20 to 30 words:**

- I. Why could the brothers not fulfil their dreams ?
- II. How did Kuldeep help his brother ?

**Activity - II****A. 'Easy' is the opposite of;hard'. Therefore it is an antonym or opposite.**

**Find out antonyms for the words below in the box.**

miserable, small, started. familiar, necessary

**B. Complete the sentences with the opposite words of the words given in the brackets.**

- I. The Small village khetri is very.....from Jaipur. (far)
- II. They Know that their father was.....to buy a car. (able)
- III. We Should get up.....in the morning. (late)
- IV. Kuldeep Singh.....the toss. (lost)

**C. Correct the mis spelt word.**

1. profesions
2. suporpt
3. repaeted
4. sueffring
5. absued

**Activity - III**

**Read the following sentences carefully:**

- I. I have lost my book.
- II. Nazma has not prepared the food yet.
- III. Has Nazma prepared food ?



Has/have + III form of the main verb is used to express an action that has been completed in the immediate past and has its effect in the present.

**A. Rewrite the following sentences as directed.**

I. They have picked up their bags and are ready to go. (Negative)

.....

II. Deepa has not given her books. (affirmative)

.....

III. He has helped a boy. (negative)

.....

IV. Pinku has not completed his work. (interrogative)

.....

V. She has cleaned the room thoroughly. (negative)

.....

**B. Complete the following sentences using has/have along with the correct form of the verbs given in the brackets.**

I. Saroj ..... (go) to her school.

II. Manish ..... (pluck) flowers from the garden.

III. The patient ..... (show) a great improvement.

IV. Manoj ..... (finish) his food.

V. I ..... (announce) my marriage.

**C. Arrange the words in proper order to make sentences:**

not done/he/has/home work/yet/his.

**Example :-** He has not done his home work yet.

I. has/kicked/he/the ball./

- II. you/prepared/have/recipe/a fine./
- III. you/been/ever/have/to Jaipur./?
- IV. has/not/coloured/the picture/Chiya/.
- V. has/brought/Indra/a video game./

### Activity - IV

You have heard about Pannadhai's sacrifice. Tell, how she saved the prince.

### Activity - V

Find out what a black smith does? How is he useful to the society?  
Write your experiences in a short paragraph.



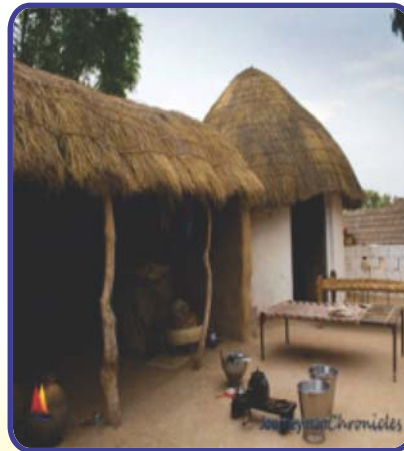
## 4

# The Felling of the Banyan Tree

- Have you ever gone through some forests somewhere?
- What did you see there?
- How can we save trees?

**About the poem:** The poet is saddened by the slaughter of the trees in his house and describes the felling of the two hundred year old banyan trees like the murdering of a human being. It is a moving poem that expresses the poet's love for trees and criticizes the creation of concrete jungles at the cost of green forests.

My father told the tenants to leave  
Who lived in the houses surrounding our house on the hill.  
One by one the structures were demolished  
Only our own house remained and the trees  
Trees are sacred my grandmother used to say  
Felling them is a crime but he massacred them all  
The sheoga, the oudumber, the neem were all cut down





But the huge banyan tree stood like a problem  
 Whose roots lay deeper than all our lives  
 My father ordered it to be removed  
 The banyan tree was three times as tall as our house  
 Its trunk had a circumference of fifty feet  
 Its scraggly aerial roots fell to the ground  
 From thirty feet or more so first they cut the branches  
 Sawing them off for seven days and the heap was huge  
 Insects and birds began to leave the tree  
 And then they came to its massive trunk  
 Fifty men with axes chopped and chopped  
 The great tree revealed its rings of two hundred years  
 We watched in terror and fascination this slaughter  
 As a raw mythology revealed to us its age  
 Soon afterwards we left Baroda for Bombay  
 Where there are no trees except the one  
 Which grows and seethes in one's dreams, its aerial roots  
 Looking for ground to strike.



-Dilip Chitre

**GLOSSARY:**

- tenant** : a person who pays rent for the use of room, building, land, etc to the person who owns it
- demolish** : to destroy something totally
- sacred** : holy very important and treated with great respect,
- massacre** : destroying in a cruel way
- scraggly** : growing in a way that looks uneven and in bad condition
- chop** : cut
- mythology** : set of ancient myths, ideas that people have but they may or may not be true
- seethe** : to be extremely angry about something but not to reveal it
- slaughter** : (here) cutting of trees cruelly
- circumference** : measurement around the outside of a circle

**Activity - I****A. Say whether the following statements are True or False -**

- I. It was taught to poet by his grandmother that trees are very important and holy. ( )
- II. Poet's father cut trees mercilessly. ( )
- III. The banyan tree was as big as poet's house. ( )
- IV. They started cutting branches first because the tree was small. ( )
- V. Fifty men chopped the tree. ( )
- VI. The only tree remained was in his dreams. ( )

**B. Answer the following questions:**

- I. Why did the poet's father want to demolish the old structures?
- II. Describe the huge banyan tree in your own words.
- III. What was a crime according to the grandmother?
- IV. Which trees were cut down first?

- V. How was the banyan tree cut at last?  
 VI. Where does the banyan tree still exist?

### Activity - II

#### A. Insert the missing letter in the blanks: -----

- I. It is the duty of every civilian to keep their houses and surr\_undings neat and clean.  
 II. My grandmother told me many interesting stories from Hindu mythol\_gy.  
 III. Destroying forest is a type of crim \_.  
 IV. The programme was very nice and we watched with fascin\_tion.  
 V. A b\_nyan tree is considered s\_cred.

#### B. Write opposites of the following words:

huge, raw, sacred, deep, reveal, massive, problem,

#### C. Find out and write the synonyms for the following words

fell, sacred, huge, demolish

### Activity - III

#### Read the following sentences carefully :

1. The tenants who lived in the surrounding houses have left.
2. I have a banyan tree whose roots are much deeper.
3. This is a banyan tree which has aerial roots.
4. This is the village where everybody is literate.

#### Relative clause

Relative Clauses beginning with relative pronouns (who, whose, whom, which, that, etc.) and relative adverbs (when, where, why) are often used to modify nouns and some pronouns to identify people and things places and time and to give more information about them. Clauses used like this are called **Relative Clauses**.

**Use the suitable relative pronouns in the blank spaces:**

- I. Shambhu, .....elder brother is a principal, is the Sarpanch of the Village.
- II. The Ramayan,..... is the scripture of the Hindus, is loved and liked in Bharat and abroad.
- III. Do you know Rita, ..... lives near Gulabbag?
- IV. Deshnok, .....the temple of Karnimata is situated, is a town in Rajasthan.
- V. Raksha Bandhan is the day .....sisters tie Rakhies to their brothers.

**Activity - IV**

“Trees are said to be green gold.” Keeping this in view, discuss the importance of 'trees' in keeping the environment pollution-free and healthy.

**Read and enjoy the following poem:****Tree**

They didn't tell us  
 What it would be like  
 Without trees.  
 Nobody imagined  
 That the whispering of leaves  
 Would grow silent  
 Or the vibrant jade spring  
 Pale to grey death  
 And now we pile  
 Rubbish on rubbish  
 In this dusty landscape  
 Struggling to create  
 A tree.  
 But through the space is right



And the nailed branches  
Lean upon the wind  
And plastic leaves  
Lend colour to the twigs.  
We wait in vain  
For the slow unfurling of buds.  
And no amount of loving  
Can stir our weary tree  
To singing

### Activity - V

**A. Draw different types of trees found in your locality and name them.**





## 5

## Life in K.G.B.V.

- Have you ever been away from home during vacations?
- How do you feel when you are away from your parents and siblings?
- How can you communicate your ideas/feelings to your near and dear while you are away?



Village and Post Dabich, Phagi  
District – Jaipur

Date: 15 November, 2016

My dear Anushka

I received your letter this morning. I am happy that you have started liking the hostel life. As you have written that the facilities provided in the K.G.B.V. (Kasturba Gandhi Balika Vidyalaya) hostel are much satisfactory and up to the mark, this makes me feel proud of my decision. People like us are really fortunate that such type of education with hostel facility is provided to the marginalized section of society by the government free of cost. This is really a dream come true opportunity for people like us. The good quality of food and clothes ensured by them is also a great relief. Apart from that books, stationery and all other articles required to be used in daily routine life are also provided, that too free of cost, makes it a wonderful scheme for girls' education and their overall development. Impressed by this scheme I am also going to popularize this concept among all the parents of girls in and around our village.

I have decided that your younger sister will also attend the same school. As you are new in the school, you should take care of your seniors, room mates and all other persons in the hostel so as to improve your image. You should follow the instructions given by the warden and H.M. The vocational courses offered there may also be a great help in future. So I will advise you to take them seriously and take part in all the activities conducted there.

With lots of love from Anju,

Avaneesh and papa.

Yours affectionately

Maa



**GLOSSARY:**

<b>fortunate</b>	: lucky
<b>stationery</b>	: materials used for reading writing and other table work
<b>opportunity</b>	: chance
<b>marginalized</b>	: to make people unimportant and powerless in an unfair way
<b>popularize</b>	: to make famous
<b>vocational</b>	: related to profession/skill/job
<b>instructions</b>	: orders, directions

**Activity - I****A. Tick the correct alternative.**

- I. K. G. B. V. is a type of school run by
  - a) Government
  - b) Private sector
  - c) N. G. O.
  - d) none of the above
- II. Hostel facility is provided to the marginalized section of society by the government free of cost. Here the word 'provided' means
  - a) received
  - b) given
  - c) taken
  - d) enjoyed

**B. Say whether the following sentences are true or false.**

- I. Hostel facilities are up to the mark in K.G.B.V.
- II. Mother of Anushka is not satisfied with hostel facilities.
- III. Mother advises Anushka to respect elders.
- IV. Vocational courses are not very useful.

**C. Answer the following questions in 10 to 20 words.**

- I. Who writes the letter and to whom?
- II. What is mother's intention about the education of Anushka's sister?
- III. How does Anushka feel about hostel life?
- IV. "This is really a dream come true opportunity for people like us." What does the word 'This' here refer to?
- V. Who provides the facilities to the girls students in K.G.B.V.?

**D. Answer the following question in 30 to 40 words.**

- I. Write about the facilities provided in K.G.B.V.

**Activity - II****A. Fill in the blanks with suitable words given in the box.**

routine, fortunate, opportunity, vocational, instructions

- I. Mohan was .....because he was selected for the team.
- II. The .....of hostel girls is fixed.
- III. My father gave me.....when I went on a tour.
- IV. We got the .....to see the movie about space.
- V. There are many.....courses run in our college.

**B. Fill in the blanks with the missing letters.**

- I. pop...larize
- II. stat...onery
- III. ens...re
- IV. impr...ve

**Activity - III**

**Read the following sentence carefully.**

You should take care of your seniors, room mates and all other persons in the hostel so as to improve your image.

Use of 'so as to' shows the result which can be obtained by the action described.

**Join the following sentences using 'so as to'**

- I. She worked hard. She might get good result.
- II. She is practising hard. She may win the race.
- III. Maya cried loudly. She might draw others attention.
- IV. They kept quiet. They could listen to the news.
- V. We opened the gate. We might enter the school.

### Activity - IV

**Read aloud and enjoy the poem that follows.**

### “ Long Live Ladli ”

Long Live Ladli !  
I am not scared.  
I am bold enough.  
I am determined  
To fight against the heinous  
Against those,  
Who want to kill you.  
Daughter, I hear your voice  
I understand, you are not less.  
\*\*\*\*\*  
You are goddess Laxmi,  
You are goddess Sarasvati,  
And you are goddess Durga too.

\*\*\*\*\*

I am sure you will  
Spread the name and fame  
As Maitrayi, Gargi did  
Rani Lakshmi Bai and  
Kalpana Chawla earned,

\*\*\*\*\*

I am proud of you  
I am proud that I begot  
A daughter like you.

\*\*\*\*\*

Shouldn't people understand?  
Daughter and son are  
But the two wheels of the same vehicle.  
A society lurches  
If either of the two lacks in.  
I will launch a mission  
To educate the society  
That a girl is its precious jewel  
The axis on whom  
Depends the survival  
And sustenance of man.  
Long Live Ladli !

*-Prof. S. K. Agrawal*

### Activity - V

**Imagine that you are the Secretary of the 'Sports Club' of your school. Write a NOTICE informing the students about the sports events to be organized in the school ground next week.**



## 6

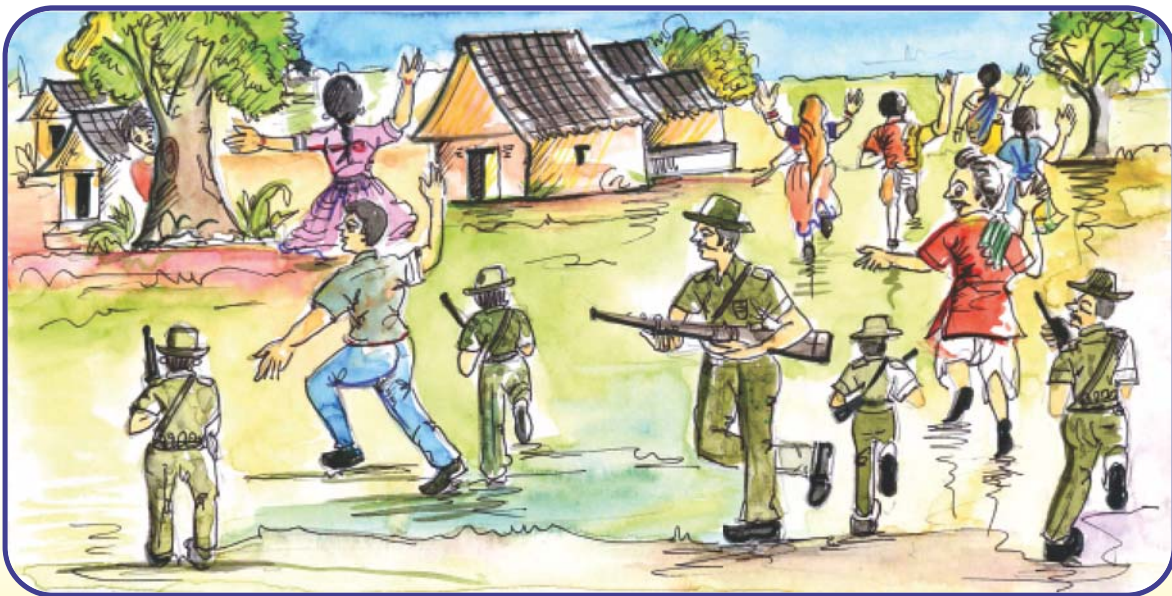
## The Brave Lady of Rajasthan

- Name some important figures who sacrificed everything for the freedom of India.
- Why do we still remember them?

Our country was invaded by the enemy. A battalion had been ordered to march across the borders and kill even the civilians, not to spare even a child, an old man or a woman.

The battalion marched towards a little village, avoiding an open encounter with the Indian jawans. The battalion had to march through the hot sand of the desert, always in fear of sudden dangers. However, the movement of the enemy forces was noticed by some of the homeguards well in time and the neighbouring village had been vacated.

The battalion reached the village but noticed no movement, heard no noise. Some soldiers advanced but saw nothing; absolute silence reigned there. The Officer-in-Command, suspecting a hidden attack, ordered an utmost alert on all sides.



The troops entered a lane and arrived at a small opening where some bags of wheat and a quantity of chapatis, sugar, tea and other provisions were still smoking, though consumable items evidently been spilt to prevent their falling into the hands of the enemy.

The soldiers were dying of thirst and hunger. As soon as the soldiers satisfied themselves, after all their toil and facing dangers that no water or refreshment was to be obtained, they roared with rage but no vengeance was within reach. All the inhabitants had run away.

Suddenly cries were heard coming out of the deserted huts, amongst which the soldiers had dispersed themselves in the hope of discovering some food or water. The cries came from a young woman holding a one-year-old child in her arms. The soldiers were dragging her to their Commander.

“Sir,” said one of them, “Here is a woman we have discovered, sitting beside an old man who is completely paralyzed.”

She was dressed in the peasant costume of Rajasthan and was pale and trembling with fear.

“Why are you alone here?” asked the officer.

“I stayed with my grandfather who is suffering from paralysis and so could not follow the rest to a safe place,” replied the woman boldly as if annoyed to say a word in the presence of the enemy, “I stayed back to take care of him.”

“Why have neighbours left the village?”

The lady's eyes flashed fire; she fixed on the Commander, look of strange meaning and answered. “You know very well. Weren't they all to be killed?”

The Commander shrugged his shoulders, “But why did you burn the chapatis and wheat and emptied the milk cans and waterpots?”

“So that you might find nothing. As they could not carry them off, there was no other way but to destroy them.”

At this moment, sudden shouts of joy were heard. A group of soldiers appeared carrying some sweets, several pots of water and cans of milk and curds. The

provisions were discovered in an underground hole in the earth, which was concealed by the straw bed that the old man was lying on. The young lady stared at them with a look of deep vengeance. The Commander, who was anxious about the poor and sinking condition of his troops, rejoiced at this unexpected discovery. But then he recollected that wells and tanks were being poisoned.

“Where have these provisions come from?”

“We had concealed them for ourselves, after destroying the rest.”

“Where is your husband?”

“My husband is in heaven,” said she, lifting up her eyes “he died for the motherland. I have no relations expect my poor child.” She pressed the infant to her bosom. The poor little creature was lean and thin but his large eyes shone as they turned to his mother.

“Commander,” said one of the soldiers, “Please let us have these provisions because we are very hungry and thirsty.

“One moment, my boys, listen, said he, eyeing the young woman suspiciously. These provisions are good, I hope.”



“How should they be otherwise?” replied the Rajasthani woman bravely. “They are not meant for you.”

“As this milk is good, you will not object to a glass of it!”

“Oh no! as much as you please,” and accepting the glass offered by the commander, she emptied it without hesitation.

“And your child will drink some also.” said the Commander.

“He is so pale, it will do him good.”

In holding the cup to her infant's lips her hand slightly trembled, but the child also emptied his cup.

Presently, the provisions speedily disappeared and the soldiers took food and water. Suddenly, the infant began to turn white. Foam came out of his mouth. He was crying with pain. The mother too, though she uttered no groan, could not remain standing, and her features betrayed her sufferings.

“Wretch!” exclaimed the officer, “you have poisoned us!”

“Yes”, said she, with a feeble smile, falling to the ground beside her child. “Yes, I have poisoned you. All of you will soon die and go to hell.”

Her last words were hardly audible. The soldiers at first did not understand the full horror of the situation but as the poison worked, they began to fall on the ground in heaps.

After the war was over, her heroic deed became known to the people. All the countrymen applauded her gallant sacrifice. Long live the brave young lady! Long live those who fought for the independence and died for their country! Long live our Motherland!

## GLOSSARY:



<b>invade</b>	:	to attack
<b>battalion</b>	:	a large group of soldiers
<b>encounter</b>	:	to face a dangerous opposition
<b>reign</b>	:	to rule for a period of time
<b>provisions</b>	:	food, drink and other supplies
<b>vengeance</b>	:	revenge
<b>disperse</b>	:	go away in different directions
<b>shrug</b>	:	to raise and lower your shoulders to show rejection
<b>discovery</b>	:	an act or the process of finding something or somebody learning about something that was not known before
<b>infant</b>	:	a very young child, a baby
<b>feeble</b>	:	very weak, not showing energy
<b>applaud</b>	:	clap, to show your approval
<b>gallant</b>	:	brave, heroic
<b>sacrifice</b>	:	giving something very important or valuable

## Activity - I

### A. Tick the correct alternative.

- I. The soldiers went to different directions in order to :
  - a) search out some food or water.
  - b) find out only water for them selves.
  - c) discover their soldiers who had lost their way.
  - d) attack their enemy.
- II. All of you will soon die and go to hell' It shows .....
  - a) firm determination and patriotism of young woman.
  - b) Feeling of sympathy toward enemies.
  - c) Weakness of the young lady
  - d) Her disappointment.

### B. Say whether the following statements are true or false.

- I. The brave young lady was a great patriot. ....

II. The enemy wanted to kill everybody whoever they encountered.

.....

III. The brave young lady was frightened when she saw the soldiers. ....

IV. The soldiers found the provisions which were put beside the old man on the ground. ....

V. The enemy battalion advanced for an open encounter with the Bhartiya jawan. ....

VI. The brave young lady did not know the provisions were poisoned. ....

VII. Just as the soldiers drank and ate, they learnt that the provisions had been poisoned. ....

VIII. The Rajasthani lady was very proud of her husband's sacrifice. ....

**C. Answer the following questions in 10 to 20 words each.**

- I. What was the unexpected discovery?
- II. Where did the soldiers find things to eat?
- III. What did the woman say before dying?
- IV. Who did the soldiers take to the commander?
- V. What did the people do to save themselves?
- VI. Why did the enemy march towards a little village?
- VII. Who were there with the woman?

**D. Answer the following questions in 30 to 40 words each.**

- I. Why did the young woman stay back?
- II. What was her plan to kill the enemies?

## Activity - II

- A. Write the words opposite in meaning to the words in brackets or underlined:**



- I. The old man became.....(strong).
- II. We are prepared to fight if the .....attacks us. (friend).
- III. The police.....the thief and he answered.
- IV. We have read in the Bible about hell and .....

**B. Fill in the blanks with the help of the words given in the box below:**

marching, sacrifice, heroic, troops, costumes

On 26 January the parade began. The .....came .....in colourful.....then we recollect the days of.....deeds and great.....of brave bold Bhartiyas who died for the nation.

**C. Read the following words and use them in your own sentences so as to bring out their meaning.**

sand	send
dying	dyeing
here	hear
of	off
desert(n)	dessert
whole	hole
deep	dip
reach	rich
but	butt
so	sow

### Activity - III

**A. Read the following sentence from the text and notice the use of 'as soon as'.**

“As soon as the soldiers satisfied themselves, after all their toil and facing dangers, that no water or refreshment was to be obtained, they roared with rage but no vengeance was within reach.”

'As soon as' is generally used to say that something happened after something or 'no sooner' something had happened 'than' the other thing took place. 'As soon as' is interchangeable with 'no sooner.....than'

**Change the following using ! 'no sooner.....than'.**

**Example:-** As soon as Raju realized his mistake, he sat about correcting it.

No sooner did Raju realize his mistake than he sat about correcting it.

I. As soon as the panchayat results were declared, people garlanded him.

II. As soon as it started to rain heavily, people went inside their houses.

III. As soon as it rained, the farmers began to plough their fields.

IV. As soon as the teacher entered the class, the class became silent.

V. As soon as it grew dark, the gates of city were closed for the night.

VI. As soon as tiger rushed at me, I fired a shot.

VII. As soon as Prashant saw his mummy, he ran to touch her feet.

VIII. As soon as Krishna saw Sudama, he hugged him and began to weep.

IX. As soon Ram asked Hanuman to seek Sita, he set out immediately.

**B. Read the following sentences carefully :**

You should come in uniform. You may join the parade.

You should come in uniform **so that** you may join the parade.

You should come in uniform **in order that** you may join the parade.

'So that' is used to talk about purpose. It is usually followed by a modal auxiliary verb such as **can or will, may**(more formal). Sometimes '**in order that**' is used in stead of '**so that**' especially in informal style.

**Now use 'so that'/'in order that' and the modal auxiliaries discussed above in the following sentences :**

I. Jaya has been working hard to get better marks than earlier.

II. Pramod takes exercises everyday to keep himself physically fit.

III. Anurag is studying regularly to improve his English language.

IV. Kamal ran fast to catch the thief.

V. Jyoti drove fast to reach home in time.

### Activity - IV

**Pronounce each pair of words twice-in each pair the vowel sound of the first word is long and that of the second is short.**

I. beat	bit
I. deep	dip
II. feel	fill
III. neat	knit
IV. heat	hit
V. heal	hill
VI. lead	lid
VII. leave	live
VIII. scene	sin
IX. read	rid

### Activity - V

**You must have heard about the valour and sacrifice made by the great queen ‘Padmini of Chittor’. Ask your teacher to acquaint you with the glorious history of ‘Mewar’ and the valour of the lady. On the basis of the tips supplied by the teacher, write a paragraph on the queen, ‘ Padmini of Chittor’.**

# 7

## The Song of the Free

- What makes you angry?
- Will you give up trying if you fail?
- What will you do to achieve your goal?



### SWAMI VIVEKANAND

#### About the poem

The saint poet has great faith in the divine character of human soul. He would not leave his right path shaken by sufferings and failures.

The snake shows its hood only when it is hurt. When the lion is struck by the hunter, its angry roar can be heard in the whole forest. It pours heavily as rain when lightening rends the cloud. When the soul is moved to its deepest core, the great men reveal their best jewels hidden in them.

The wounded snake its hood unfurls,  
The flame stirred up doth blaze,  
The desert air resounds the calls,  
Of heart – struck lion's age.  
The cloud puts forth its deluge strength,  
When lightning cleaves its breast,  
When the soul is stirred to its inmost depth,  
Great ones unfold their best!

Let eyes grow dim and heart grow faint,  
And friendship fail and love betray,  
Let fate its hundred horrors send,  
And clotted darkness block the way.  
And nature wore an angry frown,  
To crush you out—still know my soul,  
You are divine, march on and on,  
Nor right nor left, but to the goal !

**Swami Vivekanand**







- II. When does the lion roar angrily?
- III. When does man reveal his best?
- IV. What is the main goal of human soul?
- V. What is the message of this poem?

**D. Answer the following question in about 30 to 40 words.**

- I. The poem above is a great source of learning. What do you learn from it?

### Activity - II

**A. Match the words in column 'A' with their meanings in column 'B'**

A	B
flame	aim
strength	power
divine	luck
goal	godly
fate	blaze

**B. Complete the following words by filling in the missing letters.**

- I. str\_ngth    II. betr\_y    III. res\_unds    IV. cl\_aves    V. he\_rt

### Activity - III

**The teacher recites the following lines and the students follow.**

“The woods are lovely, dark and deep,  
 But I have promises to keep,  
 And miles to go before I sleep,  
 And miles to go before I sleep.”

**-Robert Frost**

### Activity - IV

**Collect pictures of some Indian saints and reformers, paste them in your scrap book and write a few lines about each of them.**

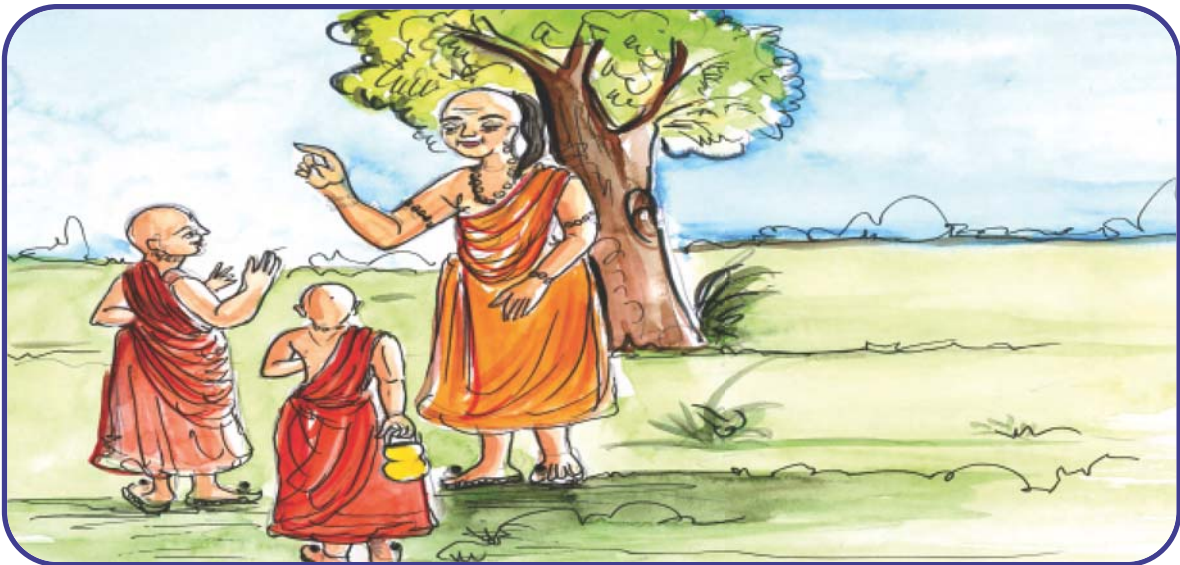
- Can you tell the names of some important figures of our state/ /city/village?
- What makes them famous?

Let's know about Chanakya the Great.

## *“Bhuddham Sharnam Gachhami”*

‘Please come in.’

The bodh bhikshu came in. He looked around. There was hardly anything in the room, only a few things of daily use, some pots, pans and beddings.



The bhikshu was surprised. He thought, 'Is this the wealth of Prime Minister Chankaya? He has nothing. He is the Prime Minister of the great king Chandra Gupta but lives like a sadhu.'

He woke up as if from sleep when Chanakya said. “Food is ready, Sir.”

The bhikshu entered another room with Chanakya. There he saw two women preparing food but there were no servants. One of the ladies was old. She was Chanakya's mother. The other, who was making chapatis, was his wife.

Chanakya's mother served them. The food was very 'simple-chapatis, dal and one vegetable curry.

The bhikshu was ashtonished. Is this the feast for a Prime Minister? They were in silence but thousands of questions came into the mind of the bhikshu.

After the meals, he asked Chanakya. "Have you got any children?"

"Yes sir, I have a son," replied Chanakya. "He is studying in an ashram."

The bhikshu said, "You are the Prime Minister of the great Maurya Empire. Emperor Chandra Gupta does what you say. Nothing can happen without your advice. Why do you live in such a way?"

Chanakya replied, "It is my duty to look after the Empire and the people, but I have no right to use what belongs to the people. I have built this small house and make copies of books to earn my livelihood. I spend twelve hours with the public. I listen to their difficulties and try to help them. I want that nobody should be unhappy in the Maurya Empire. Our people should be disciplined and there should be complete freedom of thought and worship."

The bhikshu was silent for a long time. Then he said, "As long as there is a man like you, there can be no sufferings in the Empire. But I have heard that some people in the village were looted by robbers and the guards were not able to do anything."

Chanakya thought for sometime, and then said, "O good bikshu! I will try to do something very soon. Please do not worry; I shall go to that village today with the Emperor."

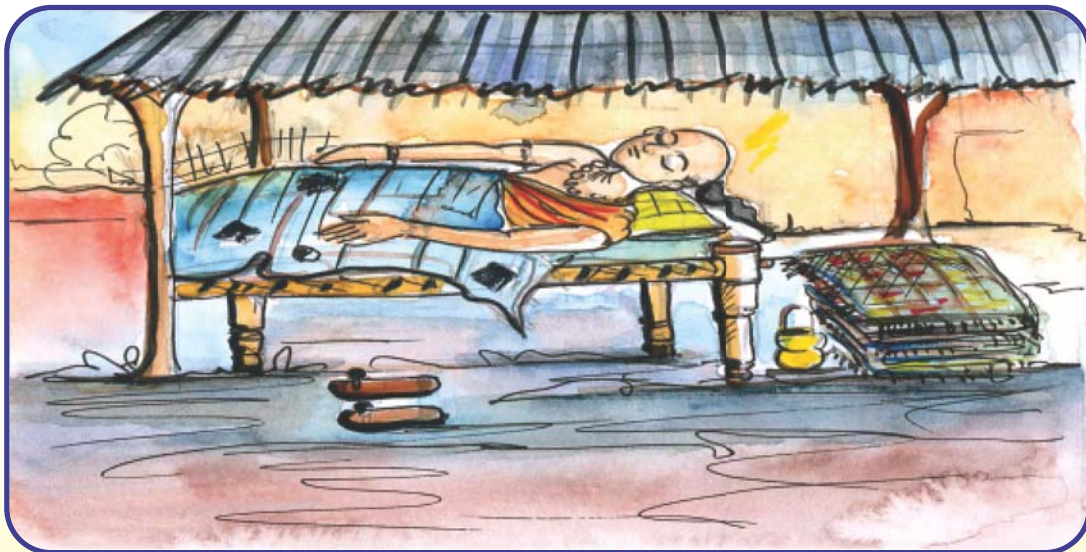
The bhikshu left. But Chanakya was worried. The villagers were in trouble. How could such a thing happen?

He went to the Emperor and told him everything. They started for the village and reached there very soon. The villagers told the Emperor and Chanakya that the robbers had taken away everything. They had taken their blankets and beddings too. It was difficult for the villagers to sleep in the cold nights. Chanakya promised to send them blankets the next day. He also told them that the robbers would be caught soon.

The Emperor and Chanakya returned to Patliputra-the capital city. He ordered that blankets must be collected and brought to his house. Very late at night, the blankets were brought to his house and put in a corner of the room.

The robbers came to know what Chanakya was doing. They decided to take away as many blankets from his house as they could. It was a moon-lit night, so they were afraid. But two robbers were chosen to steal the blankets.

It was a cold night but the door of the house was open. In the moonlight everything inside could be seen clearly. The robbers entered the room quietly. The blankets were in a corner. Before taking the blankets, the robbers looked on all sides again. They saw in another corner a bed of straw. Chanakya was sleeping on it. He had covered himself with an old blanket, which had holes in it.





The robbers were astonished. There were so many new blankets in the room and yet the Prime Minister slept covered with an old blanket on a straw-bed.

If he wanted he could have used a new blanket but he did not.

They were ashamed. No one would have known if Chanakya had used the blankets at night but he did not even touch the public property. And they had come to take away the blankets. Both the robbers came out. They told the whole story to the other robbers waiting outside. They also felt ashamed. The robbers then brought all the stolen goods and put them outside Chanakya's house.

Early in the morning, Chanakya got up and came out. He saw the stolen goods lying outside and understood everything. He sent these things back to the village.

After this there were no robberies in the Maurya Empire .



## GLOSSARY:

- empire** : a group of countries that all are controlled by one government
- livelihood** : a means of earning money in order to live, living
- sufferings** : mental Pain; feelings of pain or unhappiness
- capital** : the most important town or city from where a government operates

- astonished** : surprised
- wealth** : a large amount of money, property etc. that a person or country owns
- freedom** : the state of being able to do what you want, without anything stopping you
- robbery** : the crime of stealing money or goods from a bank, shop/store, person, etc., especially using violence or threats

## Activity - I

### A. Tick the correct alternative:

- I. The bhikshu was astonished when he:
- saw the wealth of Prime Minister, Chanakya
  - came to know, that food was ready
  - saw chanakya's mother preparing food
  - saw no servants in chanakya's room
- II. "I make copies of books to earn my livelihood. Here 'livelihood' means:
- a piece of cloth put over somebody's face and head so that they cannot be recognized.
  - a way of ruling
  - complete silence
  - earning in order to live.

### B. Find out whether the following statements are True or False .

- There was nothing in Chanakya's room .....
- Chanakya had a large family.....
- Chanakya was a very powerful person.....
- Chanakya believed in the freedom of thoughts.....
- Everyone was free to follow his religion in the days of Chandra Gupta.....

### C. Answer the following questions in one sentence each.

- Why was the bhikshu surprised?



- II. What food was served to the bhikshu?
- III. What did Chanakya do to earn his living?
- IV. What kind of life did Chanakya want for people?

**D. Answer the following questions in about 20 to 30 words each.**

- I. Why did Chanakya lead such a simple life?
- II. Why were the robbers ashamed?

## Activity - II

**A. Match the words in column 'A' with their meanings in column 'B'.**

A	B
wake up	silently
look after	feelings of pain, unhappiness
sufferings	feeling shame or embarrassment
ashamed	take care of somebody /something
quietly	to stop sleeping somebody /something

**B. Match the words in column 'A' with their opposites in column 'B'.**

A	B
known	slavery
disciplined	hot
cold	sad/unhappy
quietly	indisciplined
spend	unknown
happy	noisily
freedom	earn

'Now think of some words and write from your memory which begin with negative prefix either 'in-' or 'un-'

**Example :-** noted \_\_\_\_\_ unnoted

### Activity - III

'as long as' or 'so long as' is often used to state conditions. It implies/means ..... on conditions.

You pay the fees. You can stay in the hostel.

As long as you pay fees, you can stay in the hostel.

#### A. Now join the following Sentences using “as/so long as”

- I. This selfish world helps you. You are earning.
- II. We cooperate others. Others cooperate us.
- III. We are safe. We obey the rules of road.
- IV. We keep practising. We'll win the match
- V. Children obey parents. They progress very well in their life.
- VI. Ram will be successful. He studies regularly.
- VII. We will serve our country, Bharat. We are alive and healthy.
- VIII. Nobody harms you. You are honest.

#### B. Conditional Clauses:

Look at the following sentence carefully from the text.

“No one would have known if Chanakya had used blankets at night.”

The above written sentence is the type of conditional sentence which is known as unfulfilled condition. Some other examples are:

- If he had gone to Delhi, he would have seen the Red Fort.
- If you had worked hard, you would have passed.

Such types of sentences are known as **Conditional clauses**. They are probable, improbable, or wishes which could not be fulfilled because certain condition/conditions could not take place.

**Now complete the sentences with your own imagination.**

- I. If Prashant had come in time, .....

- II. If Raj had run fast, .....
- III. If Ashish had worked hard, .....
- IV. If Jayshree had played well, .....
- V. If Abhilasha had driven carefully, .....
- VI. If Abhishek had gone to Chittor, .....
- VII. If you had invited me, .....

**C. Arrange the following sentences in a meaningful order.**

- I. If the police/fast,/had ran/they/the thief/would have caught
- II. had studied/If Geeta/seriously,/she/the class/would have topped
- III. a letter,/If Kamla/had written/her mother/it/would have got
- IV. If Harvinder/politely,/had asked/heartily/Nidhi/would have helped
- V. If it/timely,/had not rained/would have dried/the crops

### Activity - IV

**Listen to the following words carefully:**

- I. I will tell you a tale of the animal which has a tail.
- II. He may desert you in the desert of Rajasthan.
- III. When my grandfather had had his meal he went out for a mile walk.
- IV. Weigh everything before you say, this is the way to be happy and gay.
- V. I live here but I leave for Ajmer tomorrow.

### Activity - V

**India is a country of great national and regional heroes/heroines. Rajasthan is no exception to it. Keeping this in view, write a brief life sketch of any national or regional hero/heroine from the history of Rajasthan.**

## 9

# Sangeeta, the Brave Girl

- Do you know that every child has got some qualities?
- Name some qualities which make a child different.

## Let us read the story of Sangeeta, the brave girl.

Sangeeta was a student of class VIII. She lived with her parents in the village Dabich. She loved everyone but her classmates neglected her because she had lost one of her legs in a road accident. She was always conscious of her leg. She always felt that everyone was looking at her leg and laughing at the way she walked. So she always tried to avoid people.



Mother- Wake up, Sangeeta! You will be late for school.  
Sangeeta- Maa, I don't want to go to school.  
Mother- Why, my child ?

Sangeeta- I feel neglected Maa, my schoolmates don't talk to me. Even they don't share lunch with me.

Mother- My dear daughter, you are a good girl, you have got so many good qualities. A day will come when everyone will praise you.

Sangeeta- (Half heartedly) Okay Maa, I'm going to school.

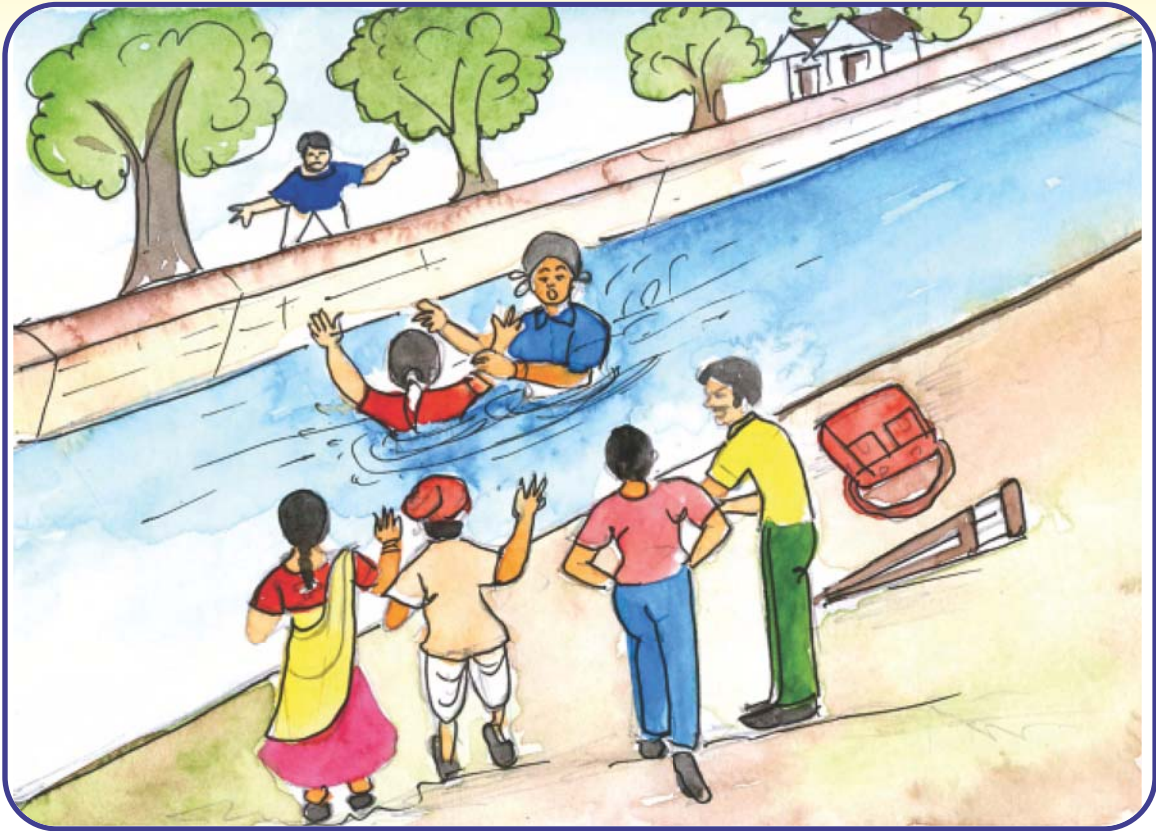
She walked slowly to school. She could see that everyone's eyes were fixed on her leg. She noticed that some children were staring at her. It made her more miserable. At that moment she thought of her mother's words. She pulled her chin up and walked into the class boldly. During the break, she tried to talk to Roshni who sat beside her in the class. "Your pen is very nice Roshni" said Sangeeta but Roshni turned away towards Siddhi. Roshni pretended not to have heard her. Sangeeta moved closer to Roshni so that she could listen to her. She further asked, "Do you know how to swim Roshni?"

Yes, I know how to swim. She replied without looking at her. "I can also swim," said Sangeeta. Suddenly, everyone stopped talking and looked at her.

"You know swimming" ! asked Siddhi in disbelief and they all started laughing, Sangeeta became very sad. When she reached home that day, her mother knew at once that something went wrong with her in the school. Sangeeta burst into sobs and said, "I'll never go to school again. The students are not friendly with me and nobody speaks to me either. They don't even include me in any of their games."

Stop crying Sangeeta," said her mother, "Do your work well and be friendly with everyone and you will see that very soon things will change." The next morning, when Sangeeta was going to school, she saw someone drowning in the canal. She jumped into the canal immediately. The flow of the water was fast. Sangeeta caught the hand of the drowning child tightly.





After trying hard she could pull her to the bank. When she saw the face of the rescued child she was astonished. She was none other than Roshni's sister Adhi Shri. By that time a large crowd gathered there everyone was praising Sangeeta, "Look, how brave this little girl is!" shouted they.

The next day, when she reached school, everyone was looking at her, but she did not pay attention to anyone. Roshni came to her, looking ashamed. She held Sangeeta's hand and said, "I am very sorry for my behaviour, please forgive me. I couldn't understand you."

The principal of the school called Sangeeta during the assembly meeting, and announced about her brave deed. Now every student wanted to talk and shake hands with her, Sangeeta was very happy. So she stepped forward confidently onto the stage to receive the "Bravery Award" of the year from the principal. Then all of the students clapped together and sang the following song in praise of her :





Girls are treasure of one's family,  
 Girls are the future of every nation,  
 Girls give moral strength to the family,  
 Girls need a little amount of attention,  
 A handful of warmth, and a heart full of love,  
 Education to girls, lift the family above.  
 Let the girls smile and flourish.  
 Otherwise humanity may perish.

## GLOSSARY:

<b>conscious</b>	:	aware and particular for something
<b>half heartedly</b>	:	done without interest, unwillingly
<b>canal</b>	:	channel cut through land for irrigation
<b>assembly meeting</b>	:	prayer meeting
<b>confidently</b>	:	feeling sure about your own ability
<b>neglected</b>	:	not receiving or giving enough care or attention

<b>staring</b>	:	looking at something for a long attention
<b>disbelief</b>	:	the feeling of not being able to believe something
<b>drown</b>	:	to die in water
<b>forgive</b>	:	to stop feeling angry with somebody
<b>step forward</b>	:	to offer to help somebody

## Activity - I

### A. Tick the correct alternative.

- I. Sangeeta had lost her leg.
  - a) by birth
  - b) because of polio.
  - c) in a road accident.
  - d) none of the above.
- II. Who inspired Sangeeta?
  - a) her teacher
  - b) her mother
  - c) her friends
  - a) her father

### B. Say whether the following statements are true or false.

- I. Sangeeta did not want to go to school.
- II. Roshni was the best friend of Sangeeta.
- III. All the classmates liked Sangeeta.
- IV. Sangeeta did not have any good qualities.
- V. The Principal gave away “Bravery award” to Sangeeta.

### C. Answer the following question in 10 to 20 words.

- I. Why did Roshni change her behavior towards Sangeeta?
- II. Why did Sangeeta feel neglected?
- III. Why did she not want to go to school?

IV. Why were the students not friendly with Sangeeta ?

V. Who was Adhi Shree?

**D. Answer the following question in 30 to 40 words.**

I. Who gave away the bravery award to Sangeeta ? why ?

II. How did Sangeeta save Adhi Shree ?

III. Why was Sangeeta astonished ?

**Activity - II**

**A. Match the following words in column 'A' with their meanings in column**

**'B'**

**A**

avoid

classmates

slowly

immediately

praise

happy

**B**

appreciate

neglect

glad

class fellows

quickly

not fast

**B. Correct the misspelt words:**

I. accidend

II. studant

III. pretent

IV. silant

V. bravary

VI. lough

**C. Fill in the blanks with the appropriate words given in the box.**

classmates, share, clapped, close, assembly

I. Roshni and Siddhi are \_\_\_\_\_ friends.

II. They always \_\_\_\_\_ lunch with each other.

III. Their \_\_\_\_\_ like their friendship.

- IV. The Principal praised Sangeeta in the \_\_\_\_\_ and gave away the prize.  
 V. All the student \_\_\_\_\_ for her.

### Activity - III

**A. Rewrite the following sentences using correct punctuation marks and capital letters.**

**Example :-** Father will be angry if you do not go to school  
 Father will be angry if you do not go to school.

- I. Chiya said please come and help me.
- II. Rahim said these grapes are sour.
- III. The tailor said give me your dress material.
- IV. He asked me how I was.

**B. Read the following sentences.**

- I. She will win the first prize.
- II. You shall go there.
- III. You can go now.

**will, can, shall, could** and **must** are modals and they are used with the principal verb that follows them. Together with the principal verb they express the mode of action denoted by the verb. They express ability, capacity, possibility, command, permission, compulsion, etc.

**Complete the sentences meaningfully with the suitable modal auxiliaries.**

- I. If we don't leave now, we .....certainly miss the train.(will/shall)
- II. We.....have our way. ( will / shall).
- III. I .....beat you in the race. (can / could)
- IV. Even as a child she.....speak English. (can /could).
- V. You .....go now.(can/could)

VI. I .....never go there (will /shall)

### Activity - IV

Read the following carefully and answer the questions that follow :

#### **Beti Bachao, Beti padhao scheme.**

The Govt. of India has launched the 'Beti bachao, Beti Padhao' scheme recently on 22<sup>nd</sup> January 2015, mainly aiming at generating awareness and improving efficiency of welfare services for women. The Govt. proposed Rs. 150 crores to be spent by the Ministry of Home Affairs on this scheme to increase the safety and security of women and their empowerment.

- I. When was the scheme 'Beti Bachao, 'Beti Padhao' launched?
- II. What does the above scheme aim at?
- III. Find more schemes which promote girls' education?

### Activity - V

Collect and make few slogans upon "***Beti Bachao, Beti Padhao***" and prepare a chart, flash cards and posters, etc...

# 10

## The Glory of Rajasthan

- What is the name of your state?
- What makes Rajasthan special?

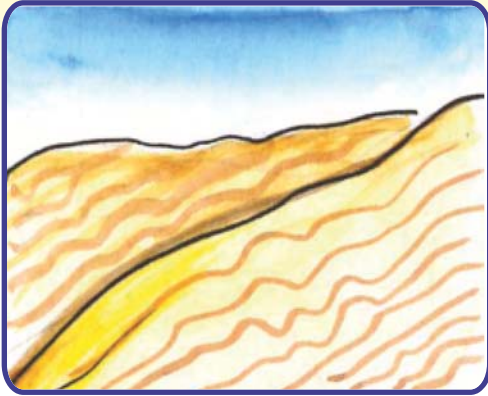


### About the poem:

The poet deeply loves the motherland, Rajasthan. He expresses his strong liking for the motherland by strong arguments. The golden sand enhances her beauty. Forts and palaces hold her head high. The people of Rajasthan are loyal, bold and brave. They live in joint families. Rajasthan has a rich and colourful culture with fairs, festivals and spirituality. Life here is peaceful, pleasant and pure.

Let us read the poem “The glory of Rajasthan”





A place where I was born,  
 A place where jewels are of silver,  
 Whose sand is gold,  
 A place full of culture,  
 The stories of royalty on its,  
 Every chapter you unfold.  
 A place where for a few coins,  
 Loyalty is not sold.

A place where elders are caring but their  
 attitude is bold,  
 A place where old people are respected,  
 And with intention,  
 They always try to scold,  
 But their love and affection keeps the family  
 in a strong hold.



A place where unsaid secrets of holy  
 spirits are told.  
 A place in whose memories,  
 Down my cheeks, tears rolled,  
 A place full of forts and palaces,  
 A place known for its festivals, culture and  
 spirituality,

A place on whose land were great warriors born.  
 And in the battlefields, fought vigorously with their swords.  
 Just to keep their words.

A place where life is peaceful, pleasant and pure,  
 A place whose story, I will tell for sure,  
 That place is Rajasthan, yes, that is Rajasthan.



**GLOSSARY:**

<b>jewels</b>	:	precious stones
<b>unfold</b>	:	disclose, open
<b>uployalty</b>	:	faithfulness
<b>spirits</b>	:	feelings, state of mind
<b>warriors</b>	:	soldiers, brave fighters
<b>vigorously</b>	:	powerfully, with great efforts

**Activity - I****A. Answer the following questions:**

- I. Where was the poet born?
- II. In the poem 'A place' is mentioned several times. What does it refer to?
- III. What qualities of old people are described in the poem?
- IV. Why did great warriors fight in the battlefields according to the poet?
- V. Do you think that the poet is away from his motherland? Select such lines from the poem.

**B. Write if the sentences are true or false.**

- I. The poet was born in Punjab. ....
- II. Rajasthan is a place full of forts and palaces.....
- III. Jewels are made of gold.....
- IV. The role of elders is to keep the family disciplined.....
- V. People of Rajasthan are known for their bravery and self respect.....

**C. Answer the following question.**

- I. Make a list of all the qualities that Rajasthan is known for.

**Activity - II****A. Fill in the blanks with missing letters.**

- I. j\_w\_ls      II. sp\_r\_ts      III. v\_g\_ro\_sly      IV. int\_nti\_n  
 V. aff\_ct\_on      VI. c\_ltur\_

**B. Match the words in column 'A' with their opposites in column 'B'**

**A**

1. bold
2. love
3. loyalty
4. strong
5. down
6. pleasant
7. pure

**B**

- disloyalty  
 coward  
 impure  
 unpleasant  
 hate  
 up  
 weak

### Activity - III

Kanhaiya Lal Sethia was a well known Rajasthani and Hindi poet. His poetry shows his patriotic fervour for Rajasthan. Two of his Rajasthani poems are world famous and have attained cult status “*Dharti Dhoran Ri*” is recognized as the anthem of Rajasthan. Read some of the famous lines and enjoy its beauty.

***“Dharti dhoran ri, O dharti dhoran ri***

*Aa to surga ne sarmave,  
 in par dev raman ne aave  
 In ro jas nar naari gaave,  
 Dharti dhoran ri,  
 O dharti dhoran ri”*

-----

### Activity - IV

**Make a list of famous emperors and their Forts/Palaces. Also mention their special qualities.**

## 11

# My First Visit to Bank

- Have you ever visited any bank?
- What did you see there?
- Have you ever transacted in a bank?
- Did you feel any kind of difficulty in transaction?

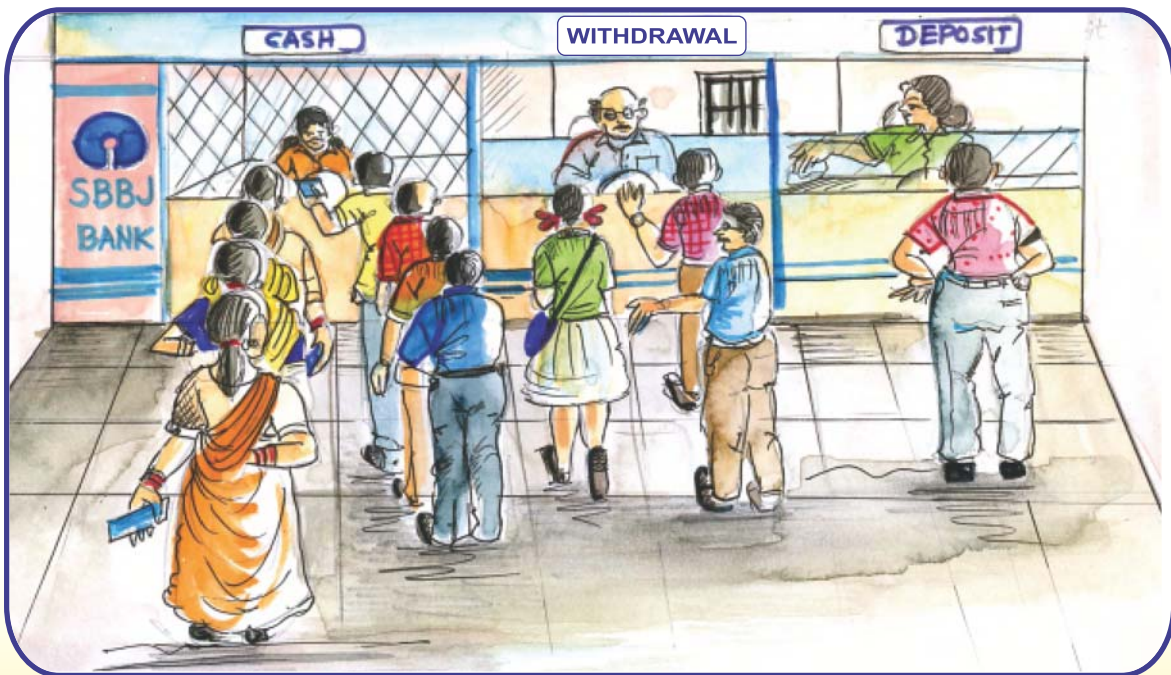
When I go into a bank I get confused. The clerks confuse me; the windows confuse me; the sight of the money confuses me; everything confuses me.

The moment I cross the threshold of a bank and attempt to transact business there, I become an irresponsible idiot.

I knew this beforehand, but my salary had been raised to two hundred rupees a month and I felt that the bank was the only place for it.

So I went in and looked timidly round at the clerks. I had an idea that a person about to open an account had to consult the manager.

I went up to a window marked 'Accountant'. The accountant was a tall, cool devil. The very sight of him rattled me. My voice was hollow.



"Can I see the manager?" I said, and added solemnly, "alone." I don't know why I said "alone."

"Certainly" said the accountant; and fetched him.

The manager was a grave, calm man. I held two hundred and twenty rupees clutched in a crumpled ball in my pocket.

"Are you the manager?" I said. (God knows I didn't doubt it).

"Yes" he said.

"Can I see you" I asked, "alone?" I didn't want to say 'alone' again, but without it the thing seemed self-evident.

The manager looked at me in some alarm. He felt that I had an awful secret to reveal.

"Come in here" he said, and led the way to a private room. He turned the key in the lock.

"Do you like it here?" he asked.

"Yes, I do" I said.

"We are safe from interruption here" he said "sit down."

We both sat down and looked at each other. I found no voice to speak.

"You are one of the C.I.D. men, I presume" he said.

He had gathered from my mysterious manner that I was a police officer. I knew what he was thinking, and it made me worse.

"No, not from the C.I.D." I said, seeming implied that I came from some other force.

"To tell the truth" I went on "as if I had been led to lie about it" I am not a police officer at all. I have come to open an account. I intend keeping all my money in this bank."

The manager looked relieved but still serious, he concluded now that I was a son of Tata or young Birla.

"A large account, I suppose" he said.

"Fairly large" I whispered.

"I propose to deposit two hundred and twenty rupees now and two hundred



rupees a month regularly."

The manager got up and opened the door. He called the accountant.

"Mr. Gupta" he said in an unkindly low voice, "this gentleman is opening an account; he will deposit two hundred twenty rupees. Good morning."

I rose.

A big iron door stood open at the side of the room.

"Good morning" I said, and stepped into the safe.

"Come out" said the manager coldly; and showed me the other way.

I went up to the accountant's window and poked the ball of money at him with a quick convulsive movement as if I were doing a magic trick.

My face was very pale.

"Here" I said, "deposit it." My way of saying the words seemed to mean, "Let us do this painful thing while the fit is on us."

He took the money and gave it to another clerk. He had the sum written on a slip and got my name signed in a book. I no longer knew what I was doing. The bank swam before my eyes.

"Is it deposited?" I asked in a thin, vibrating voice.

"It is" said the accountant.

"Then I want to draw a cheque."

My idea was to draw out twenty rupees of it for present use. Some one gave me a cheque book through a window and some one else began telling me how to write it out. The people in the bank had the impression that I was an invalid millionaire.

I wrote something on the cheque and thrust it in at the clerk. He looked at it.

"What! Are you drawing it all out again?" he asked in surprise. Then I realized that I had written two hundred twenty instead of writing twenty. I was far too gone to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

I was absolutely miserable and said, "Yes, the whole thing."

"You withdraw all your money from the bank?"

"Every paisa of it."



"Are you not going to deposit any more?" asked the clerk, astonished.

"Never."

"Do you really feel like this?"

"Yes, I do."

An idiot hope struck me that they might think something had insulted me while I was writing the cheque and that I had changed my mind. I made a wretched attempt to look like a man who is very angry.

The clerk prepared to pay the money.

"How will you have it?" he said.

"What?"

"How will you have it?"

"Oh"-I caught his meaning and answered without even trying to think "in hundreds."

He gave me two hundred rupees notes.

"And the twenty?" he asked dryly.

"In twenties", I said.

He gave it to me and I rushed out.

As the big door shut behind me I heard the roar of laughter that went up to the ceiling of the bank.

Since then I bank no more. I keep my money in cash in my trousers pocket and my savings in a sock.

## GLOSSARY:

<b>confuse</b>	:	to make somebody unable to think clearly or understand something
<b>threshold</b>	:	doorstep at the entrance
<b>transact</b>	:	to do business with somebody
<b>beforehand</b>	:	before, in advance, earlier
<b>clutch</b>	:	hold tightly
<b>reveal</b>	:	disclose, to make something known

- impression** : the lasting effect on the mind or feelings  
**millionaire** : a very rich person  
**astonished** : surprised  
**wretched** : pitiable, heart broken

## Activity - I

### A. Tick the correct alternative.

#### I. On the moment the writer reaches to the gate of the bank he gets confused by

- a) the clerks
- b) the windows
- c) the sight of money
- d) anything and everything he sees at the bank

#### II. What idea did the writer have in his mind for opening an account:-

- a) anyone who wants to open an account has to see the manager
- b) anyone who wants to open an account has to see the clerk
- c) every person in the bank has to be consulted
- d) none of the above

### B. State whether the following statements are true or false:-

- a) The writer was a very rich man. ....
- b) The manager was a jolly man. ....
- c) The writer was afraid of the accountant. ....
- d) The accountant took the writer to the manager. ....
- e) The strange behaviour of the writer made the manager think that he was either a police officer or C.I.D.....
- f) The writer was so much confused that he himself didn't understand what he said, did, asked or answered. ....
- g) The strange behaviour of the writer made the people believe that he was a millionaire. ...

**C. Answer the following questions in 10 to 20 words.**

- I. Why did the writer go to bank?
- II. Who did the writer give his money?
- III. What did the writer do to get his money back?
- IV. Why did the manager take the writer to a private room?
- V. Why did the clerks stop writing and looked at the writer?

**D. Answer the following questions in 30 to 40 words.**

- I. Why did the writer pretend to be angry?
- II. Why did the bank clerks laugh at the writer?

**Activity - II****A. Change the following into the adjectives. The first one has been done for you.****adjectives**

interest	interested, interesting, uninterested, disinterested
manage	_____
moment	_____
confusion	_____
mystery	_____
pain	_____
impression	_____
astonish	_____

**B. Tick the odd one out.**

- I. scientist, experiment, laboratory, windpipe
- II. heart, plant, pulsation, blood
- III. cashier, clerk, accountant, driver
- IV. drugs, brass, camphor, caffeine

**C. There are several pairs or groups of words that are similar in sound but are different in spelling and meaning. They may be as simple as, to-two; their**

-there. Look up a good dictionary to find out difference in meaning. Later you may also use your own sentences so as to bring out the meaning.

access	excess
berth	birth
cite	site
plain	plane
stationary	stationery
great	grate

### Activity - III

**Read the following sentences carefully :**

Do you really feel like this?

Yes, I do.

This is an example from the text. In the above written sentence 'do' has been used to avoid repetition of the verb (feel like) occurred in the sentence. In negative it is do/does not and in positive it is 'do' or 'does'.

**A. Now answer the following questions in positive using the correct form of 'do'**

- I. Do children like to play?
- II. Do parents scold their children?
- III. Does it usually rain in July and August?
- IV. Did Shambhu win the Sarpanch election?
- V. Do you milk your cows?

**B. Complete the following sentences using the correct form of 'do'.**

**Example :-** Ravi often plays outside but Hema \_\_\_\_\_

Ravi often plays outside but Hema does not.

**Now try the following -**

- I. Prem cleans his teeth everyday but his friends \_\_\_\_\_
- II. I work very hard but my son \_\_\_\_\_

III. The team of Dungarpur played well but the team of Jodhpur \_\_\_\_\_

IV. I polish my shoes everyday but you \_\_\_\_\_

V. I like many new dresses but my wife \_\_\_\_\_

### C. Study the following sentences.

I. As I was coming home, I met your friend.

II. As the big door shut behind me, I heard the roar of laughter.

III. I saw her as she came out of the bus.

'as' means 'when, while'. It is used at the beginning of time clause.

These clauses may come at the beginning or in the middle of a sentence. In other words, the order of clauses is reversible.

### Now complete the following sentences -

**Example :-** As he was walking across the field, \_\_\_\_\_.

As he was walking across the field, he saw a snake.

I. As we were walking in the garden, \_\_\_\_\_

II. As children grow older, \_\_\_\_\_

III. As Badri was cooking meal, \_\_\_\_\_

IV. As Anjana was standing at the door, \_\_\_\_\_

V. As Adhi Shri was listening to the news, \_\_\_\_\_

VI. As Abhi and Ojasvi were going to school, \_\_\_\_\_

VII. As we were playing football, \_\_\_\_\_

VIII. As Nirmala was cleaning utensils, \_\_\_\_\_

IX. I saw a milkman as \_\_\_\_\_

### D. 'Only' as determiner

#### Study the following sentences:

I. I felt that the bank was the only place for it.

II. Devendra is the only person fit to take this responsibility.

In the above sentences 'only' has been used as a determiner.

#### Example :-

Surendra Sharma is the only poet who \_\_\_\_\_

Surendra Sharma is the only poet who can hypnotize the audience.

**Complete the following sentences with your own imagination:**

- I. Varun is the only student who can \_\_\_\_\_
- II. Rahim is the only cook who can \_\_\_\_\_
- III. Laxmi was the only girl who \_\_\_\_\_
- IV. Amisha is the only doctor \_\_\_\_\_
- V. That is the only shop \_\_\_\_\_
- VI. Mr. Roy is the only principal who \_\_\_\_\_
- VII. Jaipur is the only city which \_\_\_\_\_

### Activity - IV

**Read the following sentences:**

- I. Some people do not bank in the bank.
- II. Mr. Agrawal is a very good grammarian. If you chance on him do not miss the chance to discuss your queries.

In these sentences the words 'bank' and 'chance' have been used once as a verb and then as a noun. Look up a good dictionary for the following words and use them in your own sentences if you can. Later get them corrected by the teacher if anything has gone wrong.

#### Noun

form  
work  
bear  
play  
shine  
water

#### Verb

form  
work  
bear  
play  
shine  
water

### Activity - V

**Suppose you were the writer of this lesson and everything happened with you. Narrate your experiences to one of your intimate friends.**

**Also write your experiences about your first day at your school.**



## 12

# The Electronic Brain: Computer

- Do you ever use mobiles?
- What functions does it perform?
- Can you operate it?
- Do you know any other electronic machine?



(The science teacher of a local higher secondary school goes to the Principal to report about the elections of the Science Club)

**Science Teacher** : Sir, the elections of the Science Club are over.

**Principal** : Oh, good. Who has been elected the secretary of the club?

**Science Teacher** : Shyam of class X-A, Sir.

**Principal** : That's fine. He is an intelligent and sincere boy. Convey him my congratulations.

**Science Teacher** : I will certainly do, sir. The members of the Science Club want it to be inaugurated soon.

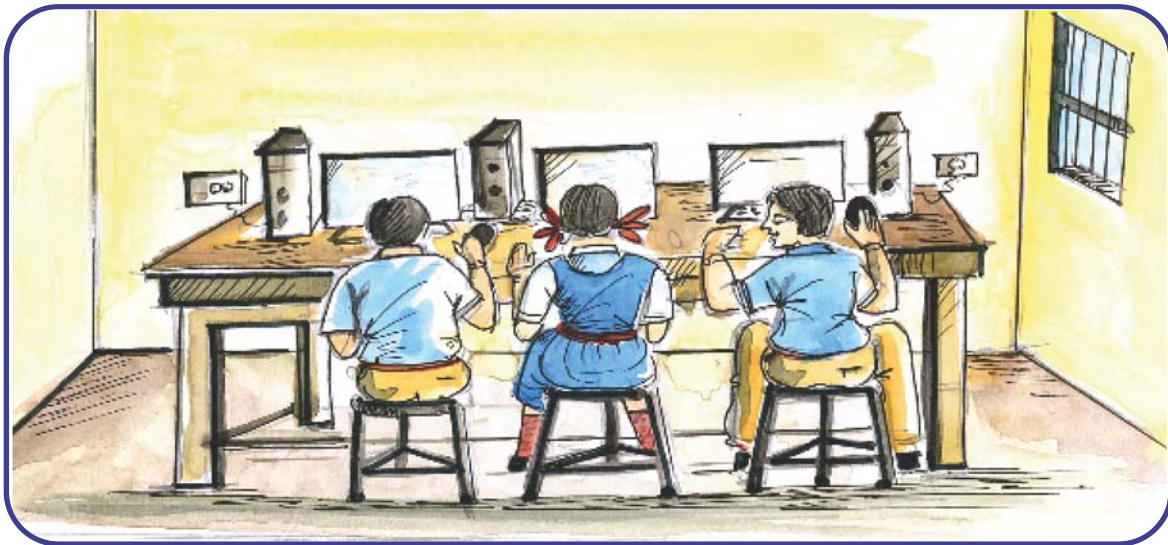
**Principal** : Well, that is but natural. And I think Dr. Ashutosh is the right man for this. He has recently returned from America after advanced training in computer science. Ask Mohan to get in touch with Dr. Ashutosh and request him to inaugurate the club on Saturday, if convenient.

**Science teacher** : Thank you, sir.

(On Saturday, after the inauguration of the Science Club, the students and teachers asked Dr.Ashutosh questions about computers.)

**Mohan** : Will you please tell us what a computer is?

**Dr.Ashutosh** : A computer is an electronic device which stores information on a magnetic tape and analyses it and produces information as required from the data on the tapes. It is really a high powered 'memory' machine that has all answers - or almost all.



**Rajesh** : What does it look like, Sir?

**Dr.Ashutosh** : It looks like a cabinet. Inside the cabinet are hundreds of wires and transistors, as in a television set, only much more complicated.

**Ashok** : By whom was the first computer made, Sir?

**Dr.Ashutosh** : The first computer was made by Herman Hollerith in 1946.His machine was called the 'Electric Tabulating System'.

**Naveen** : Dr., will you please tell us about the different types of computers?

**Dr. Ashutosh** : Certainly. The main types of computers are the digital and the analog.

A digital computer works like an electric light it is either on or off. An analog computer works like a thermometer. It does not jump from one number to the next—it slides along

**Pankaj** : What are the main parts of a computer?

**Dr. Ashutosh** : Both the digital and analog computers have five main parts. They are-input, control, memory, arithmetic and output devices.

**Seema** : How much time does a computer take in doing simple computations?

**Dr. Ashutosh** It takes very little time. It can add, subtract, multiply and divide with lightning speed and perfect accuracy. It can multiply two ten digit numbers in  $1/1,000$  second—a problem that would take an average man five minutes to do with pencil and paper. Some computers can work 5,00,000 times faster than a man.

**Shalu** : How does a computer gather information?

**Dr. Ashutosh** : A computer is given a programme—that is information or the worked out set of questions is given to it by a technician, trained in computer language

**Saroj** : How does a computer help the people in business and industry?

**Dr. Ashutosh** : The computer prepares factory inventories, keeps track of sales trends and production, needs mails, dividends, cheques, makes out company pay roll and keeps bank account up to date. It not only gathers and stores information but also solves complicated problems.

**Science Teacher** : Can a computer function like a human being?

**Dr. Ashutosh** : Yes, at times, it can. It can read letters, translate scientific papers, play chess, compose music, write plays, prepare horoscopes and even design other computers.

**Abhishek** : In which countries are computers used?

**Dr. Ashutosh** : Well, I think they are used all over the world.

**Principal** : Thank you very much, Dr.Ashutosh, for coming here and giving us all this interesting information. But before we end this meeting, I too have a question to ask.  
Can human beings be replaced by computers?

**Dr. Ashutosh** : Oh, no. Of course not. Our brain has more than ten billion cells whereas a computer has only a few hundred thousand parts. Thus a human brain is much more complex than a computer. So there is no danger in the near future at least-of the computers replacing human beings.

## GLOSSARY:

- inaugurate** : to officially open a new building start an organization with a special ceremony
- cabinet** : a piece of furniture with doors, drawers and /or shelves, that is used for storing or showing things
- complicated** : complex; made of many different parts
- computation** : an act or the process of calculating something
- replace** : take the place of somebody/something

## Activity - I

### A. Tick the correct alternative

- I. Ask Mohan to get in touch with Dr.Ashutosh and request him to inaugurate the club on Saturday, if convenient. Here the phrase get in touch with means:

- a) to communicate with somebody especially by writing or telephoning them.
  - b) to try to touch somebody if possible
  - c) to know what is happening in a particular area or subject
  - d) None of the above
- II. "It looks like a cabinet." Here the word 'it' stands for
- a) Transistor
  - b) television
  - c) computer
  - d) science club
- III. Computers cannot replace human being because:
- a) they are memory machines
  - b) they are non- living things
  - c) they are given a programme by a technician
  - d) human brain is much more complex.

**B. Say whether the following statements are true or false.**

- I. Anyone can operate a computer. ....
- II. Computers are more complex than our brain. ....
- III. Computers are very useful to the people in business and industry...
- IV. The scientific papers cannot be translated by computers. ....
- V. There are five types of computers. ,,,,,,
- VI. A computer has ten billion parts. ....
- VII. Shyam is the secretary of Science Club. ....
- VIII. Mohan is an intelligent and sincere student. ....

**C. Answer the following questions in 10 to 20 words.**

- I. Who invented the first computer?
- II. When was the first computer invented?
- III. What name was given to the first computer?
- IV. What are the five parts of a computer?
- V. Who can multiply faster, a computer or human beings?
- VI. How can a computer work like a machine?

VII. Why did the principal thank Dr. Ashutosh?

**D. Answer the following questions in 30 to 40 words.**

- I. What is the difference between a digital and an analog computer?
- II. What is meant by a programme?

### Activity - II

**A. Give one word for each group of words.**

- I. A computer can do sums with perfect ac\_\_\_\_\_ (without any error)
- II. Ranjeet's father works in a watch factory. He is a tec\_\_\_\_\_ (a highly skilled mechanic)
- III. Pt. Ashok Ameta is an astrologer. He prepared my horo\_\_\_\_\_ (the chart of a person's planetary position, used for telling future)

**B. Write the appropriate form of the words provided in the brackets.**

- I. Dr. Ashutosh has \_\_\_\_\_ come from America. (recent)
- II. Mr. Girdhari has undergone a \_\_\_\_\_. (train)
- III. Who did you get this \_\_\_\_\_ from? (inform)
- IV. He bought a \_\_\_\_\_ yesterday. (calculate)
- V. Will the climate of cold country \_\_\_\_\_ you. (suitable)

**C. Read the following words and try to understand their meanings with the help of dictionary.**

model	-	modal
see	-	sea
our	-	hour
fair	-	fare
shown	-	shone
sell	-	cell

### Activity - III



**A. Read the following sentence from your text.**

- I. Who has been elected the secretary of the club?
- II. Who was the first computer made by?
- III. The first computer was made by Herman Hollerith.

These sentences are said to be used in passive voice. Passive construction is used to make the language more impersonal and formal. The construction of passive affirmative is-object + Aux + past participle + by + doer.

**Example :-** 1. My friend helped me.

I was helped by my friend.

2. Everybody praised Seema for her good performance.

Seema was praised for her good performance.

**Now change the following sentences into passive voice -**

- I. Children like ice-cream.
- II. She learns a few words everyday.
- III. Mr. Sharma teaches us English.
- IV. Anjana broke this beautiful cup.
- V. Aruna helps poor children.
- VI. Anushka encourages the students.
- VII. Mr. Gupta praises hard-working students.

Here are some more exercises for changing into passive voice.

**Example :-**

Do people speak English all over the world?

Is English spoken all over the world?

- I. Does your grandmother read the Ramayana everyday?
- II. Has man conquered the space ?
- III. Did Sushma grow roses in her garden?
- IV. Will Hema write a letter to her sister?
- V. Were the villagers digging a well?
- VI. Can you solve this problem?

### Activity - IV

English is a foreign language and it has its own way of expressing the ideas/ concepts. Sometimes individually we know what a word mean but in group it is somewhat different. Read the following expressions with their meanings provided against each expression. After getting the meaning, use them in your own sentences to bring out the meaning clearly.

- I. get in touch with: to meet, to contact
- II. keep track of (sales trends) : keep a record of whether sales are, good or bad
- III. find fault with: to criticize, to find a fault or weakness in something/somebody.
- IV. feel your age: to realize that you are getting old.

### Activity - V

You are the Secretary of the Science Club of your school.

**Write a letter to Mr. Gupta, an eminent scientist of your area, requesting him to inaugurate the Science Club and to give a talk on computers. You may use the following clues.**

Dear Sir,

You \_\_\_ pleased to know \_\_\_\_\_ Science Club \_\_\_\_\_ purpose \_\_\_\_\_  
 increase the knowledge \_\_\_\_\_ develop scientific attitude \_\_\_\_ request  
 inauguration \_\_\_\_\_ address \_\_\_\_\_ speak on computers \_\_\_\_\_ hope, accept,

Thanking you

Yours faithfully

Signature (name)

Secretary

# 13

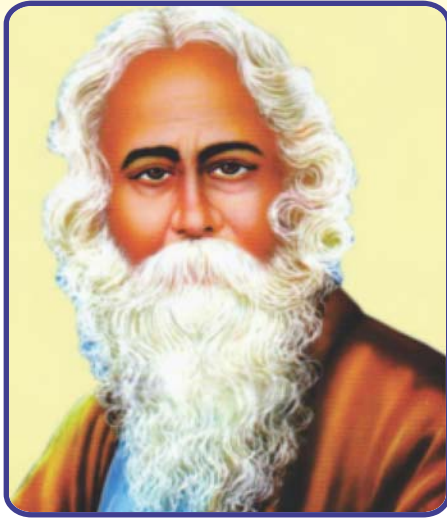
## Where the Mind is without Fear

- You must have heard the saying that 'East or West, India is the best'
- Have you been fearful at any time?
- Did your mind work normally at that time?
- Can our mind work better when it is without fear?



**About the poem.-** The poem "Where The Mind is Without Fear" is an extract from the famous work of Tagore, 'Geetanjali'. The poem is suggestive of Tagore's love for India and her culture that inspired his muse. The poet seems to have felt deeply and intensely, all that he expresses here. He visualizes the country where the people's mind is free from fear and narrow mindedness. He prays to God that India may become a place where under God's guidance they choose the path of Truth and are ever willing to explore new branches of knowledge.

**Now let us enjoy Tagore's poem on the advantages of the mind without fear.**



Where the mind is without fear and the head is held high;  
 Where knowledge is free;  
 Where the world has not been broken up into fragments.  
 By narrow domestic walls;  
 Where words come out from the depth of truth;  
 Where tireless striving stretches its arms towards perfection;  
 Where the clear stream of reason has not lost its way  
 into the dreary desert sand of dead habit;  
 Where the mind is led forward by thee into ever- widening thought and  
 action-  
 Into that heaven of freedom, my father, let my country awake.



Rabindranath Tagore

### GLOSSARY:

<b>world</b>	: (here) human Society
<b>fragments</b>	: small parts of something, pieces
<b>domestic walls</b>	: internal divisions due to caste, creed, language etc
<b>striving</b>	: to try very hard to achieve something
<b>perfection</b>	: the act of making something perfect
<b>stretches</b>	: widens, makes something longer or wider
<b>muse</b>	: the goddess of music and knowledge

## Activity - I

### A. Tick the correct alternatives.

- I. What is this poem about?
  - a) honesty
  - b) woman empowerment
  - c) patriotism
  - d) literacy
- II. How is the world broken into fragments?
  - a) by fear
  - b) by narrow domestic walls
  - c) by free knowledge
  - d) None of these

### B. Say whether the following statements are True or False-

- I. People can achieve perfection with struggle. ....
- II. People are free, frank, fearless and live with dignity in India. ....
- III. People in India are never willing to accept new ideas on the basis of reason. ....
- IV. Conservatism makes people unprogressive. ....
- V. The people of a free nation must not be dynamic and progressive. ....

### C. Answer the following questions in 10 to 20 words:

- I. '..... heaven of freedom, my father, .....?'  
What does the poet mean by 'my father' here?
- II. Where has this poem been taken from ?
- III. What divides the world into parts ?
- IV. How can people achieve perfection?
- V. Which path did the poet choose?

### D. Answer the following questions in 20 to 30 words each:

- I. How can the country be awakened?
- II. What does the poet convey about India and its people?

## Activity - II

A. Match the words in column A with their meanings in column B-

### A

1. fragments
2. striving
3. awake
4. knowledge
5. stretch

### B

- a. understanding and skill through learning
- b. to make longer or wider
- c. trying very hard to get something
- d. to wake up
- e. pieces

## Activity - III

The teacher recites the following lines and the students follow:

My India, "O my nation, my India"

I want to worship you, I want to bestow on you

Everything which is mine, I want to sacrifice on you.

I always feel to be proud, that you have given me,

A peaceful place in your heart, "O, India".

I always salute you, I always salute you.

*VandeMataram, VandeMataram*

## Activity - IV

What do you want to do for your mother land? Write a short paragraph on it.



- Is there a place you would like to visit?
- Name that place and describe it in detail.
- Why do you wish to visit it?

Now let us visit the Curlew Island.



[ Amal is a child who has to stay indoors all day because of his poor health. His uncle, Madhab Datta, takes care of him. Amal stands in Madhab Datta's courtyard all day and talks to the people passing by and asks them about the places they go to. ]

(Amal is quite unwell and not allowed to go out of his room even for short periods. Everyone who knows Amal comes and leaves little gifts. Boys/friends are shooed away when Madhab Datta enters.)

**Amal:** Uncle, can't I even sit near that window any more today?

**Madhab Datta:** No, baba. Sitting there every day has made your illness worse.

**Amal :** No, uncle –I feel fine if I sit there.

**Madhab Datta:** Sitting there, you've been striking up with anyone who comes along –it's like a great *mela* every day outside my house –how are you going to get well if this goes on? See, how pale you've become!

**Amal :** But Uncle, if my Holy Man doesn't see me at the window today, he might go away.



**Madhab Datta:** Who is this Holy Man of yours?

**Amal :** The one who comes everyday and tells me lots of things about far-off lands – I love listening to him.

**Madhab Datta:** I don't know of any such Holy Man.

**Amal:** It's almost time for him to come—please go and speak to him, ask him to sit in my room for a while.  
(Thakurda, dressed as a Holy Man, enters.)

**Amal:** Here he is, here's my Holy Man –come, come and sit on my bed.

**Madhab Datta:** What's this? That's –

**Thakurda:** (winking) I'm the Holy Man.

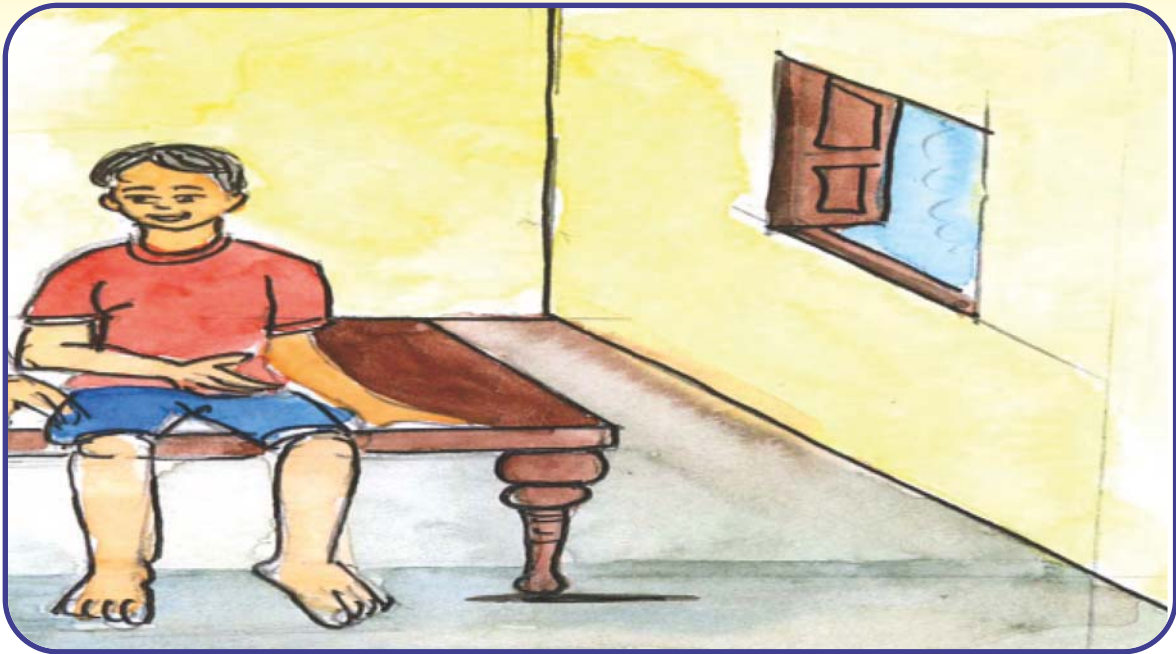
**Madhab Datta:** I wonder what you are not.

**Amal:** Where did you go this time, Holy Man?

**Thakurda:** I went to the Curlew Island.

**Madhab Datta:** The Curlew Island?

**Thakurda:** Why are you so surprised? Do you think I am like the rest of



you? I don't have to pay to go anywhere. I can go where I please.

**Amal: (clapping his hands)**

What fun you must have! You said that when I was well, you'd take me on as your student –do you remember, Holy Man?

**Thakurda:**

I certainly do. I'll teach you such spells. You'll be able to travel over the seas, mountains, forests –nothing will stop you anywhere.

**Madhab Datta:**

What nonsense you are talking, the two of you!

**Thakurda:**

Amal, baba, I'm not afraid of seas, mountains or forests-but if Kabiraj turns up again with your uncle, my spells will be ruined.

**Amal:**

No, no-don't say anything to Kabiraj, Uncle. I'll rest right here, I shall not do anything. As soon as I'm well, I'll use the Holy Man's spells to go away –over rivers, mountains and seas –nothing will stop me.

**Madhab Datta:**

Really, baba, you must stop this talk of going away-it makes me feel miserable.

- Amal:** Please tell me, Holy Man, what sort of place is the Curlew Island?
- Thakurda:** It's an amazing land of birds –there are no people there. They don't talk or walk –they sing and fly.
- Amal:** How wonderful! Beside the sea?
- Thakurda:** Right beside the sea.
- Amal:** And is there a blue mountain there?
- Thakurda:** Yes, that's where the birds have their nests. In the evening when the light of the setting sun falls on the mountain and flocks of green-coloured birds return to their nests, the colour of the sky and the birds and the mountain look so beautiful.
- Amal:** Is there a stream on the mountain?
- Thakurda:** Of course there is! Trickling down like molten diamonds –how it dances! Rattling the pebbles as it flows, bubbling and leaping down to the sea –no one can stop it even for a second. If I weren't just a worthless human, banned by the birds from their company, I'd make my home by the stream near those thousands of nests, and spend all day watching the waves of the sea.
- Amal:** If I were a bird then –
- Thakurda:** Then you'd be in real trouble. I hear that you told the curd seller you'd sell curds when you were grown up –but there wouldn't be much of a market for curds among the birds – you'd probably make a loss.
- Madhab Datta:** I can't take any more of this! You're both set on driving me crazy. I'm off.
- Amal:** Uncle, has my curd-seller come and gone?
- Madhab Datta:** But of course! If he flew off to your Curlew Island nest, carrying a bundle like your fancy Holy Man, he'd starve! He's left a pot of curds for you. He said his niece is getting



married in his village, so he's got a lot to do –he's gone to **kalmipara** to hire a flute-player.



*The construction of a post office nearby makes Amal imagine that he gets a letter from the King asking him to work as a postman. The Village Headman makes fun of Amal and tells him about a letter from the King promising that his 'Royal Doctor' would come and visit him. Towards the end of the play, the doctor does indeed visit him.*

**Rabindranath Tagore**

### GLOSSARY:

<b>shooed away</b>	: waved hands and arms to tell a child to go away
<b>baba</b>	: a Bengali word used out of love and affection for a child
<b>striking up</b>	: starting a friendship
<b>mela</b>	: a word for a children's fair or circus
<b>Thakurda</b>	: a Bengali word for grandfather
<b>Spells</b>	: magic charms
<b>miserable</b>	: unhappy, sad
<b>trickling down</b>	: flowing down slowly in a narrow stream
<b>molten</b>	: melted, liquid
<b>make a loss</b>	: not earn anything out of
<b>hire</b>	: to pay somebody for a particular job for a short time

**Activity - I****A. Tick the correct alternative.**

I. Amal used to sit by the window side because...

- a) he wanted to take fresh air
- b) he was not well to go out
- c) he wanted to speak to the people
- d) all of the above

II. The Holy Man was more friendly to

- a) uncle
- b) Madhav Datta
- c) Amal
- d) Kabiraj

**B. Say whether the statements given below are true or false-**

- I. Amal used to sit at the window.....
- II. Amal's uncle was not very caring.....
- III. He would ask Amal to rest instead of waiting for the Holy Man.....
- IV. Madhab Datta felt very miserable while talking to Amal.....
- V. Curlew Island was a place full of wild animals.....
- VI. Thakurda is a very boring person.....

**C. Answer the following questions in 10 to 20 words.**

- I. How did Amal keep himself busy?
- II. Who did Amal talk to every day?
- III. Who was the Holy Man actually?
- IV. Where had the Holy Man gone to?
- V. What was this place (Curlew Land) like?

**D. Answer the following questions in 30 to 40 words.**

- I. Why did Thakurda tell Amal that he would make a loss if he were to become a curd-seller?
- II. What did Thakurda promise to Amal and why?



## Activity - II

Here are five verbs to do with quick movement.

<b>rattling</b>	: to move quickly making a lot of noise
<b>bubbling</b>	: flowing like a stream while making a gurgling sound
<b>leaping</b>	: springing or bounding along as if jumping from the ground
<b>flitting</b>	: to move about rapidly but in a nimble way
<b>darting</b>	: to move suddenly and rapidly

### A. Fill in the blanks using the suitable word from the box above.

- I. One could hear the sweet sound of the.....brook nearby.
- II. The small birds went.....by, as they returned home after sunset.
- III. The trams.....along the cobbled streets of Kolkata.
- IV. You can see the mouse.....across the room as soon as it sees a cat nearby.
- V. The waterfall seems to be.....over the cliff as it plunges down to the lake.

### B. Complete the following words by filling in “ei” or “ie” in the blanks.

- |          |           |              |           |
|----------|-----------|--------------|-----------|
| I. n__ce | II. p__ce | III. f__gn   | IV. r__gn |
| V. w__gh | VI. n__gh | VII. anx__ty |           |

## Activity - III

Read the following sentences carefully:

If I were a bird, I would fly in the sky.

If I lived near school, I would come to school in time.

The sentences above are conditional sentences. The first sentence is an example of 'improbable condition' in which '*were*' is used with every subject and 'would + verb first form' in the result. The second sentence expresses type two conditional sentence in which verb (II form) is used in condition and would + verb (I form) is used in result. In such types of sentences condition cannot be fulfilled.

- I. If I .....(be)....a lion, I .....(live) in a cave.
- II. If I .....(be)....a fish, I.....(swim) in water.
- III. If I were a teacher, I ...(teach)...the students.
- IV. If he...(work) hard, he ..(pass).. the exam.
- V. If you asked, I ...(help).... you.

**B. Complete the following sentences.**

- I. If I were a monkey, I would.....
- II. If I were a millionaire, I would.....
- III. If my brother were a king, he would.....
- IV. If I were you, I would never.....
- V. If my father gave me pocket money, I would.....

### Activity - IV

**Divide the class into two groups and ask them to speak a few sentences about the places they have visited. Each group will get one point for a correct sentence.**

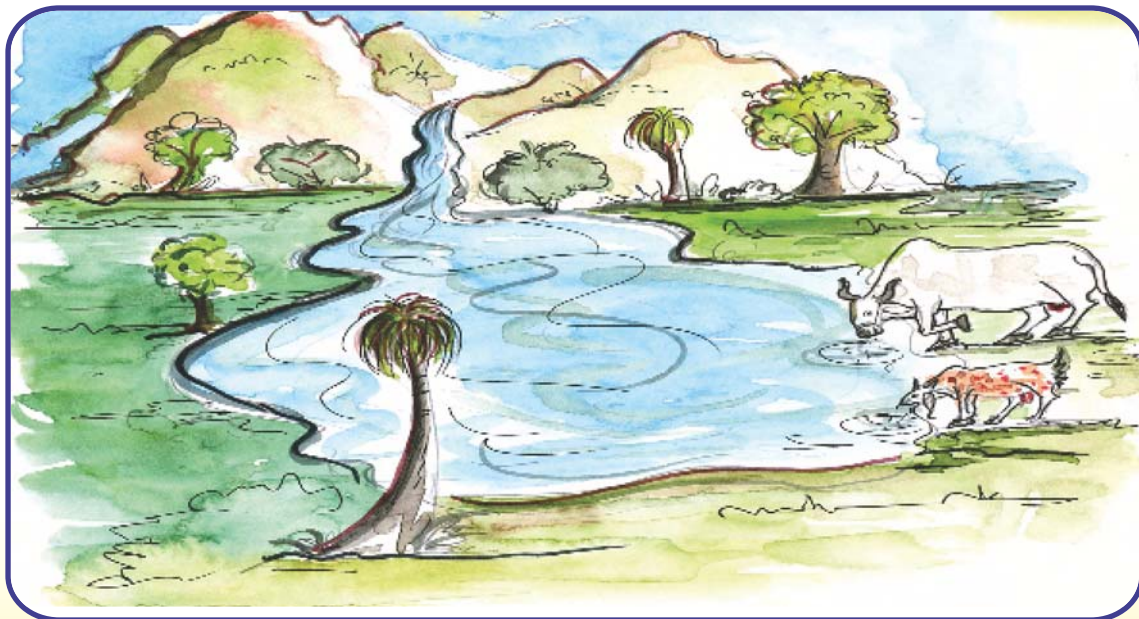
### Activity - V

**Write a letter to your friend telling him about the place you have visited recently. Also invite him to visit that place with you.**

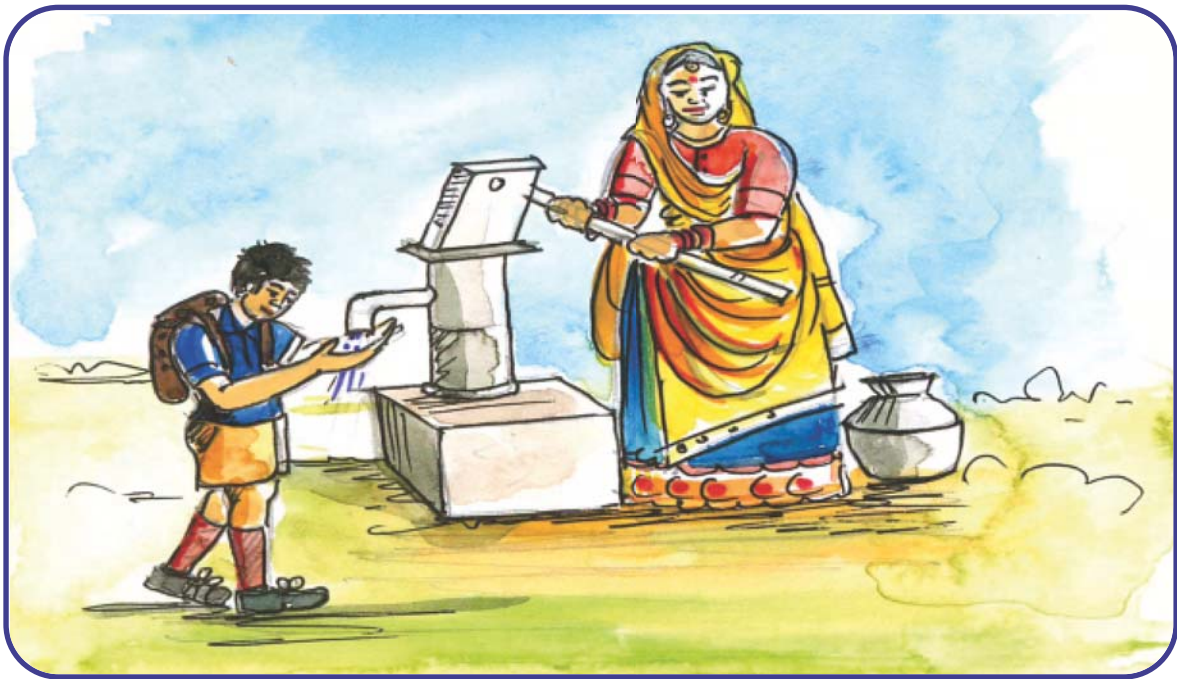
- Tell me the names of some sources from where we get water?
- Are all the sources of water clean?
- Does water remain there throughout the year?
- Why does water recede?
- How can we conserve water and keep it free from pollution?

The earth without water is difficult to imagine. It is believed that the life on earth began in water. Water covers nearly 70% of the globe, but most of it is salt water, that fills the ocean. In quantity, less than 3% of all the water on earth is fresh water, most of which lies frozen in Antarctica and Greenland in polar ice and is unavailable to humanity. Less than 1% of all the water on earth is found in the form of rivers, fresh water lakes and in underground shallow **aquifers**.

Water gives life to thirsty cities and dried crops and is used in industries but the amount of fresh water available on earth today is not more than what was available 2000 years ago. At that time the population was less than 3% of its



current size. Water shortage is a routine feature today. Rising demands for water in agriculture, domestic sector and industry are difficult to be met. India receives more than 350 million hectare meters of rainfall every year. There is also a vast network of rivers, ponds and lakes but still there is a shortage of drinking water. It is shocking to note that Cheerapunji which is one of the world's wettest places is facing a serious shortage of drinking water.



Today increasing pollution has also added itself to the growing shortage of water. Polluted water not only harms human beings but also birds, fish and all other forms of life that need it for survival.

For centuries, streams and rivers have been a place to dump wastes. Deforestation has ruined land and changed climates causing less rain in some areas. In others, rain water runs off so fast that little can be collected for use. Many rivers are already dead or dying. A typical example of a dying river is the Yamuna in Delhi. Because of its overuse there is no original water left in the Yamuna. Instead it carries only narrow streams of urban and industrial waste water.

In addition to these in cities much of the municipal water supply is lost before it reaches consumers because of leaking pipe lines and water **mains**. Crores of rupees are being spent on repairs and maintenance of the pipe lines and the main sources of water supply. The cost of water supply has increased but the problem still exists. Therefore not only the shortage of water but the supply of enough drinking water has also become a common problem these days.

The rapid growth in population, polluted water, improper **sewage disposal** and poor water management cause serious public health problems. According to W.H.O. report about 200 million people are infected today with snail fever. About 50 million people in Asia and Africa are suffering from **disfiguring** and **disabling** diseases because of polluted water and poor irrigation management. In order to prevent water borne diseases it is important that everyone should have an access to safe water and sanitation.

I have access to safe water and to avoid water crisis in the near future it is necessary that correct policies and schemes are made. Water conservation and its proper management can also be considered as one of the effective steps to avoid water crisis. India has a long tradition of water harvesting. Harvesting rainwater is one of the most effective ways to tackle the water crisis. The basic principle is, to collect the rain water where it falls, use it and let **sleep** into the ground. In this Rashtrapati Bhawan is leading the way. It is one of the few buildings in Delhi that conserves rain water. Aizawal in Mizoram meets most of its water needs through roof top harvesting. In 1994 a law was made for the citizens of Chennai making it compulsory for new buildings to harvest rain water if they wanted municipal water connection.

Ancient techniques of water harvesting like digging of deep underground chambers for storing rainwater are popular in some societies, which have





increased crop production by as much as 50%. ‘Tanks’, ‘*kunds*’, ‘*Kuans*’, ‘*baoris*’ provided enough water for users. In the last few decades most of these practices have been given up because people became dependent on the government for the supply of water. If these techniques are restored they can help in overcoming the problem of water shortage. Wherever the people have gone back to their traditional systems of rain water storing, the problem of drinking water has been solved; some even had water to spare for irrigation. We could all do well to follow suit.

If we want fresh water for all, it is necessary to educate people to use the water properly. Wastage of water should be avoided as far as possible. We should keep our rivers and streams clean. Water harvesting can also be taken up by people to **overcome** the problem of water **crises**. If we need water for all, everyone of us will have to contribute in solving the problem. There is no wisdom in suffering from storage amidst **plenty**.

{Based on information available in science reporter}



**GLOSSARY:**

- aquifers** : layers of rock or soil that can absorb and store water
- pollution** : making water, air, soil etc. dangerously impure or unfit for use
- survival** : continuing to live especially after coming close to death.
- deforestation** : cutting down of forests
- mains** : chief pipes, supplying water
- disposal** : the action of getting rid of
- disfiguring** : spoiling the beauty of
- sanitation** : the use of means for protecting public health especially by removing and treatment of water
- crisis** : critical, the moment of great danger or difficulty
- seep** : ooze
- to follow suit** : to do the as someone else has done

**Activity - I****A. Tick the correct alternative:**

I. The area of globe not covered by water is:

- a) 70%
- b) 30%
- c) 3%
- d) 1%

II. The increasing population has:-

- a) not affected the environment
- b) added to growing shortage of water
- c) improved the living standard
- d) none of the above is correct

**B. Say whether the following statements are True or False -**

I. The major part of fresh water is found in river and lakes .....

- II. We are able to use most of the rain water .....
- III. The traditional methods of storing rain water were useful .....
- IV. Deforestation causes more rainfall .....
- V. Fresh water can prevent many diseases .....

**C. Answer the following questions in 10 to 20 words.**

- I. Where did life originate?
- II. How can we solve the problem of the shortage of water?
- III. Whom do we depend on for our water supply?
- IV. Where do we dump our waste?
- V. Which is wettest place in the India?
- VI. What are the causes of water pollution?

**D. Answer the following questions in about 50-60 words each:**

- I. How can we solve our water problem?
- II. Write a note on traditional method of water conservation.

## Activity - II

**A. Complete the sentences using the words provided in the bracket :**

(thirsty, contaminated, disposal, made)

- I. The food was ....., therefore, we avoided eating it.
- II. The officer put the new peon at my .....
- III. In summer, we frequently feel .....
- IV. A law should be ..... to maintain order and decorum in the society.

**B. Complete the following sentences using the appropriate form of words given in the brackets.**

- I. We should treat animals and people with .....(human)
- II. Some dishonest traders create the artificial .....of essential commodities to earn more money. (short)

- III. Mr. Patidar, who is well known for his ..... and good rapport with labourers, is the manager of a factory.(efficient)
- IV. .... has ruined the land and changed climates causing less rain in some areas (deforest)
- V. To face the present day water problems we have to invent some new improved methods of water ..... (harvest)

**C. Write one word for each of the following groups of words.**

- I. A person who buys goods or uses services .....
- II. The science or practice of cultivating the land .....
- III. To supply land or crops with water by means of streams, channels, pipes, etc .....
- IV. Making something dirty or impure .....
- V. People who live in an area, a city or a country. ....

**D. Look up the dictionary and find out the meanings as used in the following sets:**

In addition to, aquifers, seep, lead the way, gave up, take up, because of.

### Activity - III

**Read the following sentences carefully taken from the text you have read.**

- I. India receives more than 350 million hectare meters of rainfall every year.
- II. Improper water sewage disposal and poor water management cause serious public health problems.
- III. Mizoram meets most of its water needs through roof top harvesting.

In all the above three sentences the verbs are in simple present tense which show that the action is done repeatedly or habitually. It represents something which is often/generally/or frequently done. We use simple present tense generally with some adverbs: usually, normally, frequently, everyday, seldom, always, sometimes, never, etc.

**A. Now use the correct verb form of simple present tense in the following:**

- I. In winter, people .....sweaters and jerseys.  
(wear)
- II. It usually .....in July and August.(rain)
- III. My grandson, Jyotirmay, .....ice-cream and sweets.(like)
- IV. A baby .....when it is hungry (cry)
- V. Good people never ..... a lie (tell)
- VI. My grandmother..... to temple very morning and evening.(go)
- VII. Water ..... at 100° centigrade. (boil)
- VIII. The sun ..... in the east and..... in the west (rise, set)
- IX. Deepavali..... in October or November every year. (fall)
- X. Bhartiya kisan ..... very hard (work)
- XI. She.....to school everyday but not on Sundays. (go)

**B. Look at the following sentences:**

1. It is shocking to note that the Cherapunji, which is one of the world's wettest places, is facing a serious shortage of drinking water.
2. It is clever to save some money for future.

In the above sentences 'to' is followed by an infinitive. The use of infinitive shows purpose. It tells why something is/ was easy/difficult/interesting/dangerous to do or not to do. The structure is:-

It + be + adj + to infinitive

**Complete the following sentences as shown in the example:**

It is safe to .....

It is safe to keep left.

I. It is dangerous to .....

II. It is wrong to .....

III. It is good to .....

IV. It was impossible to .....

V. It was risky to .....

VI. It is bad to .....

VII. It was easy to .....

VIII. It is wise to .....

IX. It was always safe to.....

X. It is foolish to .....

**C. Read the following sentence carefully :**

Rain water runs off so fast that little can be collected for use.

In the above sentences the use of 'so ... that' suggest that the flow of water is very swift and therefore almost no water can be stored for use. 'so...that is followed by result.

The structure is-

.....so+adj. / adv. + that.....  
(result).....

Example:-

He ran fast. He caught the thief.

He ran so fast that he caught the thief.

**Now join the following Sentences using 'So ... that'**

I. Raju works very hard. He may become rich soon.

II. It rained heavily. All the rivers and brooks were in flood.'

III. The old man walked very slowly. He missed the last bus for his village.

IV. The road is very slippery. You cannot balance and walk home safe.

V. The hill is very steep. Small children cannot climb it.

**Complete the following**

- I. Mr. Agrawal is so helpful .....
- II. She dances so gracefully.....
- III. Some people are so forgetful.....
- IV. The car was so swift.....

**Activity - IV****Pronounce the following words clearly.**

wise	-	wisdom
necessary	-	necessity
dependent	-	dependence
compulsory	-	compulsion
sanitary	-	sanitation
typical	-	type

**Activity - V**

Since the beginning of the world water has been great natural phenomenon for human being “*Jal hai to kal hai*”, without water we can not exist. Keeping the idea of importance of water and its conservation, write an article on it.