

# WORDS AND EXPRESSIONS 1

---

## WORKBOOK IN ENGLISH FOR CLASS IX



976



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**976 – WORDS AND EXPRESSION**

Textbook for Class 9

**ISBN 978-93-5292-061-7**

**First Edition**

May 2018 Vaishakha 1940

**Reprinted**

January 2019 Magha 1940

August 2019 Shravana 1941

**Revised Edition**

February 2023 Phalguna 1944

**Reprinted**

March 2024 Chaitra 1946

December 2024 Agrahayana 1946

**PD 200T BS**

© National Council of Educational  
Research and Training, 2018, 2023

₹ 115.00

Printed on 80 GSM paper with NCERT  
watermark

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110016 and  
printed at Pankaj Printing Press, D-28,  
Industrial Area, Site-A, Mathura (U.P.)

**ALL RIGHTS RESERVED**

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION**

**DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panighati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

**Publication Team**

Head, Publication Division : M.V. Srinivasan

Chief Editor : Bijnan Sutar

Chief Production Officer (In charge) : Jahan Lal

Chief Business Manager : Amitabh Kumar

Production Officer : Deepak Jaiswal

**Cover, Layout Design and Illustrations**

Blue Fish Designs

## FOREWORD

Teaching and learning of language in school education should be based on the insight that language learning is a natural process which should be enhanced in school for academic and overall achievement of the learners. It is extremely important that learner-centric methodologies of language learning should be promoted for eliciting critical responses, and developing sensitivity to social issues.

The focus of language learning is on developing skills of language and communicative competence. Language learning progresses naturally with exposure to and use of language in meaningful situations. In this context, importance has been attributed in the *National Curriculum Framework-2005*, to methods of teaching which are process based. These give opportunities to learners for engaging with texts and equip them for self-assessment.

English has been one of the languages which is being learnt in schools. It is therefore recommended that English be learnt along with the language of the learners since it leads to transference of skills from the child's own language to the second language (English).

We, at NCERT make an endeavour to provide engaging, relevant and authentic resources. This supplements and complements language acquisition, and provide opportunities for learners to associate experiences with everyday life.

NCERT had developed two books, *Beehive* and *Moments* for Class IX, based on the *National Curriculum Framework- 2005*. The workbook, *Words and Expressions 1* is a sequential continuation of these. It has been developed taking into account the feedback on these books and needs of learners and teachers.

The workbook has taken into account the skills that are critical for overall development of the learners, such as the skills of collaboration, creativity and imagination, critical thinking and problem solving, communication and compassion.

We hope this workbook will serve as an effective instrument for learners and teachers for adding quality to the teaching and learning processes. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources and materials. All the publications of NCERT are regularly revised on the basis of the feedback from students, parents, teachers and teacher educators.

New Delhi  
May 2018

HRUSHIKESH SENAPATY  
*Director, NCERT*

not to be republished  
© NCERT

## **RATIONALISATION OF CONTENT IN THE TEXTBOOKS**

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

**Contents of the textbooks have been rationalised in view of the following:**

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a <sup>1</sup>[**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC**] and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

## ABOUT THE WORKBOOK

*Words and Expressions 1*, a sequence to the textbook in English for Class IX, *Beehive*, is a self-study material. The main purpose of this workbook is to give learners exposure to further their skills in language in the context of their textbook. The passages and activities given here will enable them to handle English for performing important language functions and help them develop critical thinking on contemporary concerns. Grammar activities are presented in everyday contexts. The book is expected to serve as a basis for revisiting language learning.

The 11 units in this workbook are not designed in isolation. The chapters of the textbook and the units are to be taught in a coordinated manner. The units correspond to each lesson in the textbook. Each unit starts with an ice-breaker — ‘Let’s begin’ followed by Comprehension passages, Vocabulary tasks, Grammar exercises, Editing, Listening, Speaking and Writing activities. All units end with Project reiterating the learning through elaborate activities. The sections focus on a particular language skill.

‘Let’s begin’ asks questions making the students think and discuss. They are asked to collect information, read various written texts and e-texts, watch and listen to online resources from Internet services like YouTube. They are required to work in groups of two or four, jot down points, develop speech, debate etc. and then to speak before the whole class. This follows integrated process of reading with comprehension, reflection, writing and expressing thoughts.

The unseen comprehension passages are chosen based on the themes of the corresponding chapters. It has prose passages as well as poems. The familiarity of the context has been taken care of while selecting the passages. An attempt has been made to expose the learners to a variety of texts, comprehend the meaning of words in context, understand the theme, and answer factual and thought-provoking questions. Learners are also given opportunities to interpret poems, acquainted with beautiful expressions, phrases, and understand the expressions of the images. Some questions have been given to infer meaning, and some are to inspire learners to think critically and bring out learners’ deeper understanding of the text.

A variety of tasks and exercises are placed strategically to build vocabulary in the given context. Even though difficult words are glossed in the margins, the learners are encouraged to use the dictionary as often as required. The intention is to help them learn new words and their usages as well as new meanings of familiar words in different contexts.

Written and spoken compositions are preceded by discussions in peer groups. The themes of the composition include ICT and advanced technology; contemporary issues like gender, environment; adolescent issues; social issues which are relevant to the age group and appropriate to the present time. This is to enable the learners to see the world, and develop necessary skills and face the challenges of the present as well as future.

Grammar activities are given with usage in focus, not the formal explication of grammatical concepts. The listening and speaking activities give the students enough opportunities to develop listening comprehension and to use English in real life situations. It is reiterated that basic language skills are developed simultaneously, not in isolation, but in an integrated manner.

The nuance of the workbook is that, it is directly addressed to the students; the language used is simple, so that there is less dependence on the teachers.

The Project activities given at the end of each unit are expected to be engaging, cross-curricular and interdisciplinary. These help generate interest to explore, analyse and then present thoughts orally or in writing.

The activities are simple and stress-free, enabling the learners to complete them confidently. Self-learning is encouraged. The pair or group work will give students an opportunity to look at the work of their peers and make each of them feel both responsible as well as independent. Every learner has a unique learning style. The group work may help them understand their challenges, evaluate themselves *vis-à-vis* their peers and find a best way to overcome them. The teachers can scaffold if there is a need. Some Fun Facts are given in a box throughout the workbook, with a hope that the learner would have a lasting impression of the correct usage. Teachers must remember that Fun Facts are to be taken in light spirit and are non-evaluative.

It is hoped that the learners will find this workbook enjoyable and rewarding. It is learner-centered and activity-based. The readers are welcome to comment and suggest on any aspect of the *Words and Expressions 1* towards its refinement.



## **WORKBOOK DEVELOPMENT COMMITTEE**

### **CHAIRPERSON**

Sandhya Rani Sahoo, *Professor*, Department of Education in Languages, NCERT, New Delhi

### **MEMBERS**

Dolly Dhawan, *PGT* (English), G.D. Salwan Public School, Rajendra Nagar, New Delhi

Jyoti Jenna, *PGT* (English), D.M. School, RIE (NCERT), Bhubaneswar

Keerthi Sahni, *TGT* (English), Sanskriti School, Chanakyapuri, New Delhi

Mamta Saluja, *Lecturer* in English, Rajkiya Pratibha Vikas Vidyalaya, BT Block, Shalimar Bagh, Delhi

Meenakshi Khar, *Associate Professor*, Department of Education in Languages, NCERT, New Delhi

R. Meganathan, *Associate Professor*, Department of Education in Languages, NCERT, New Delhi

Rashmi Mishra, *Principal*, DAV Public School, MCL, Anand Vihar, Burla, Sambalpur, Odisha

Sonia Makheja, *Lecturer* in English, Sarvodaya Kanya Vidyalaya, Rajouri Garden Extn, New Delhi

Varada M. Nikalje, *Associate Professor*, Department of Elementary Education, NCERT, New Delhi

### **MEMBER CONVENER**

Kirti Kapur, *Professor*, Department of Curriculum Studies, NCERT, New Delhi



Nirmalya Chakraborty, College of Art, New Delhi

## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training is grateful to Shyamaleema Deka, *Assistant Commissioner*, Navodaya Vidyalaya Samiti, Regional Office, Shillong; Kalyani Samantray, *Professor*, PG Department of English, Utkal University, Bhubaneswar; Jyoti Kohli, *Associate Professor*, M.V. College of Education, University of Delhi; Anju Sahgal Gupta, *Professor of English*, IGNOU, School of Humanities, New Delhi; Subodh Kumar Jha, *Associate Professor*, Department of English, S.N Sinha College, Jehanabad M.V., Bodh Gaya, Bihar; Sona Seth, *Assistant Commissioner*, Kendriya Vidyalaya Sangathan, New Delhi; Praggya M. Singh, *Deputy Secretary*, CBSE, New Delhi for going through the manuscript and making valuable suggestions.

The Council is also thankful to the members of the Review Committee— Saroj Yadav, *Professor* and *Chairperson, Dean, Academics*, NCERT; Sandhya Singh, *Professor* and *Head*, Department of Education in Languages (DEL); K.C. Tripathi, *Professor*, DEL; Sunita Farkya, *Professor*, Department of Education in Science and Mathematics (DESM); Ranjana Arora, *Professor and Head*, Department of Curriculum Studies (DCS); Lalchand Ram, *Professor*, DEL; and Shveta Uppal, *Chief Editor*, Publication Division for going through the manuscript, providing feedback towards the improvement and finalisation of this workbook.

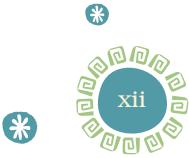
Special thanks are also due to Madhavi Ratnaparkhi, *Assistant Editor (Contractual)*, for carefully editing the manuscript and making it interesting. Gratitude is expressed to the Publication Division, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Haridarshan Lodhi and Rekha, *DTP Operators*, for patiently incorporating the corrections and doing a flawless layout.

The Council expresses its gratitude to the writers and publishers who have accorded permission to reproduce the following materials in this workbook.

1. ‘Que Sera Sera’ (Song) (Pages 48–49)—[https://archive.org/details/78\\_whatever-will-be-will-be-que-sera-sera\\_doris-day-frank-devol-and-his-orchestra\\_gbia0026697a](https://archive.org/details/78_whatever-will-be-will-be-que-sera-sera_doris-day-frank-devol-and-his-orchestra_gbia0026697a)
2. Excerpt ‘Leander Paes’ (Pages 111–112)—<https://www.jhs.ac.in/pdf/Cbse-qp/Grade-9/English/5.pdf>
3. Excerpt ‘Himalayan Goats Tahr’ (Pages 129–130), Winfried Hoerr, *Snippets(Online)* — Living in Amazement—The Evolution—Path/[Snippetsevolution-path.com](http://Snippetsevolution-path.com)
4. Excerpt from *Tourism, Principles, Practices, Philosophies* (Page 141), by Charles R. Goeldner and J.R. Brent Ritchie—John Wiley & Sons Inc., Hoboken, New Jersey, USA
5. Two excerpts ‘Self-driving Cars’ and ‘Drones and Flying Cars’ (Pages 1–2)—‘11 reasons to be excited about the future of technology’ by Chris Dixon, 19 August 2016, Business Insider India, Times Internet Limited, Gurgaon, Haryana

6. Extract from *The Banyan Tree* (Page 128), by Ruskin Bond, Dehradun
7. Excerpt ‘Sharadindu Bandyopadhyay’ (Pages 155–156)—<http://www.dailyasianage.com/news/109713/a-we-known-literary-figure-of-bengal>
8. ‘Horticulture show in Gurugram’ (News item) (Pages 145–146)—*Hindustan Times*, New Delhi
9. ‘Humanoid Robot, Sophia back in India’ (News item) (Pages 5–6)—*Hindustan Times*, 21 February 2018, Hyderabad
10. Excerpt ‘Gangtok’ (Page 106) from ‘A Sikkimese Dialogue’, by Sugato Tripathy, *Shubh Yatra*, February 2018, Vol. 6, Issue 1, MaXposure Media Group, New Delhi
11. Excerpt ‘Varkala’ (Pages 101–102) from ‘Kerala’s Best Kept Secret’, by Karishma Kripalani—*The Dialogue*, February 2018, CMYK Printech Ltd., New Delhi
12. Excerpt from *To Kill a Mocking Bird* (Pages 38–39), by Harper Lee—HarperCollins Publishers, Noida, U.P.
13. ‘Interview with a Detective’ (Pages 152–154)—<https://thrillist.com.../private-detective-interview-questions-you-ve-always-want>, Group Nine Media, Inc., New York, USA
14. Two excerpts from *Tuesdays with Morrie*, by Mitch Albom (Pages 14–15)—Hachette Digital, An Imprint of Little, Brown Book Group, London, UK
15. ‘Poem at Thirty-nine’, by Alice Walker (Pages 41–42)—[alicewalkergarden.com](http://alicewalkergarden.com)
16. Picture on Page 79—<http://www.ndtv.com/india-news/national-bravery-awards-2018-meet-the-18-bravehearts-of-india-1802479>
17. Indra Nooyi’s speech at Rashtrapati Bhawan on 14 December 2013 (Pages 84–85)—25 Greatest Living Legends by NDTV, New Delhi
18. Malala Yousafzai’s speech at the UN General Assembly (Pages 92–93)—Independent Digital News & Media, London, UK
19. ‘When Einstein wrote to Gandhi’ (Pages 56–57)—National Gandhi Museum, New Delhi

Sincere efforts have been made to procure permission from all those individuals, agencies and institutes from where any text, visual or reference has been used in this workbook. However, in case any credits have been missed out inadvertently, the Council deeply regrets the same and will rectify it immediately on being informed.



## CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>Rationalisation of Content in the Textbooks</i>	<i>v</i>
<i>About the Workbook</i>	<i>vii</i>
Unit 1	1
Unit 2	21
Unit 3	38
Unit 4	54
Unit 5	67
Unit 6	80
Unit 7	96
Unit 8	112
Unit 9	124

## *Do You Know?*

According to the 86<sup>th</sup> Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A  
PRIVILEGE NOR FAVOUR BUT A  
BASIC HUMAN RIGHT TO  
WHICH ALL GIRLS AND WOMEN  
ARE ENTITLED**

*Give Girls  
Their Chance !*



# Unit 1



976CH01

## LET'S BEGIN

Here are some jackets of books. Discuss with your partner which of these look like jackets of science fiction books. Why do you think so? Give some reasons.



## \* READING COMPREHENSION

Read the following passages and answer the questions that follow.

### Text I

#### THE FUTURE CARS

**virtual:** carried out, accessed, or stored by means of a computer, especially over a network

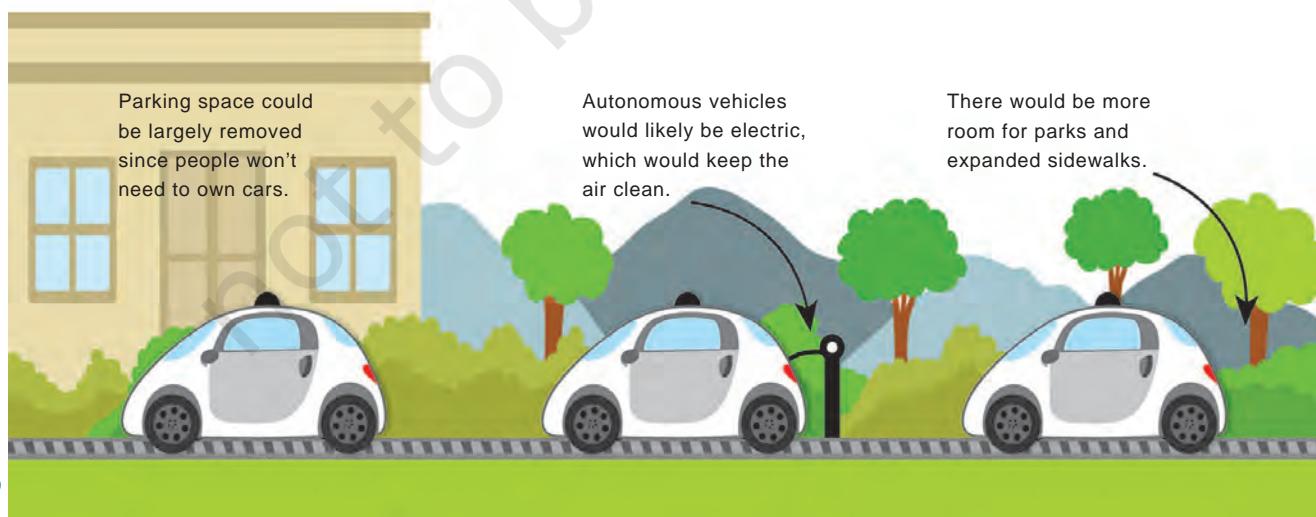
**commute:** travel some distance between one's home and place of work on a regular basis

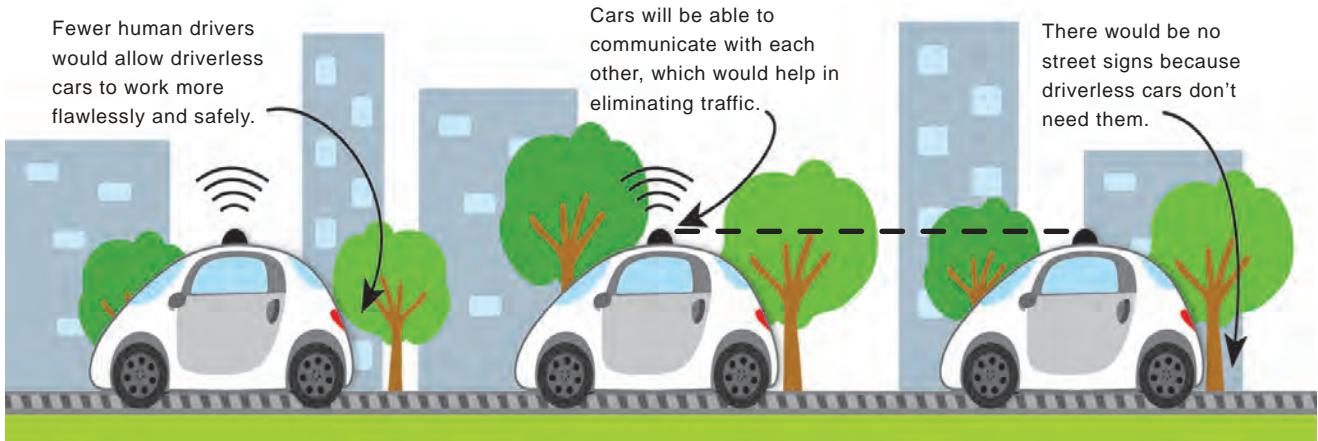
The story 'The Fun They Had' takes us to the world of the future where children study in a virtual classroom. The learning is through computer software or the Internet, or by a robotic teacher. Many exciting new technologies would continue to transform the world and improve human welfare. Here are two of them. When these become reality, the then generation may ask with surprise, "People were driving the cars!"

#### Self-driving Cars

Self-driving cars exist today that are safer than human-driven cars in most driving conditions. Over the next 3–5 years they will get even safer and be in the mainstream.

Just as cars reshaped the world in the 20th century, so will self-driving cars in the 21st century. In most cities, about 20–30% of usable space is taken up by parking spaces, and most cars are parked about 95% of the time. Self-driving cars will be in almost continuous use (most likely hailed from a smartphone app), thereby, dramatically reducing the need for parking. Cars will communicate with each other to avoid accidents and traffic jams, and riders will be able to spend commuting time on other activities like work, education and socialising.





## Drones and Flying Cars

“Roads? Where we’re going we don’t need... roads?”

Dr Emmet Brown

GPS (Global Positioning System) which started out as a military technology is now being used to hail taxis, get mapping directions, etc. Likewise, drones had started out as a military technology, but are increasingly being used for a wide range of consumer and commercial applications.

For example, drones are being used to inspect critical infrastructure like bridges and power lines, to survey areas struck by natural disasters, and many other creative uses like fighting animal poaching. There are startups that use drones to deliver medical supplies to remote villages that can’t be accessed by road.

There is also a new wave of startups working on flying cars including two funded by the cofounder of Google, Larry Page. Flying cars use the same advanced technology used in drones but are large enough to carry people. Due to advances in materials, batteries and software, flying cars will be significantly more affordable and convenient than today’s planes and helicopters.

(Adapted from ‘11 reasons to be excited about the future of technology’, by Chris Dixon, 19 Aug. 2016, Business Insider India)

### 1. How will the self-driving cars or driverless cars be safe?

---



---



---

2. What do you understand by ‘cars will communicate with each other’?

---

---

---

## Fun fact

### Common Suffixes that make nouns

#### -sion

depress — depression  
impress — impression

#### -er

found — founder  
teach — teacher

3. What are the advantages of self-driving cars?

---

---

---

4. What is the use of GPS?

---

---

---

5. What is a drone? What are its advantages?

---

---

## Fun fact

### Adjectives ending in ED

Used to describe how a person feels

#### -ed

Tired  
Confused  
Relaxed  
Satisfied  
Shocked

6. Which technology will be used in flying cars?

---

---

---

7. How will the flying cars be more convenient than planes and helicopters?

---

---

---



**HUMANOID ROBOT, SOPHIA BACK IN INDIA**

Not all of Bollywood superstar Shah Rukh Khan's legion of fans are human beings. One is a humanoid robot.

The creation of American scientist David Hanson of Hanson Robotics of Hong Kong, Sophia, the world's first humanoid robot, enthralled the audiences on the second day of the World Congress on Information Technology (WCIT)-2018 with her witty answers to the rapid-fire queries by Rajiv Makhni, *Group Managing Editor Tech*, NDTV.

When asked, who her favourite actor is in India, Sophia answered, "Shah Rukh Khan" without batting an eyelid as the audience applauded loudly.

To the question about the perfect place for outing, she quickly replied: "Space". And the person she would like to be in company with on an island is David (Hanson), her creator. He is also her favourite tech. person—not Bill Gates or Mark Zuckerberg.

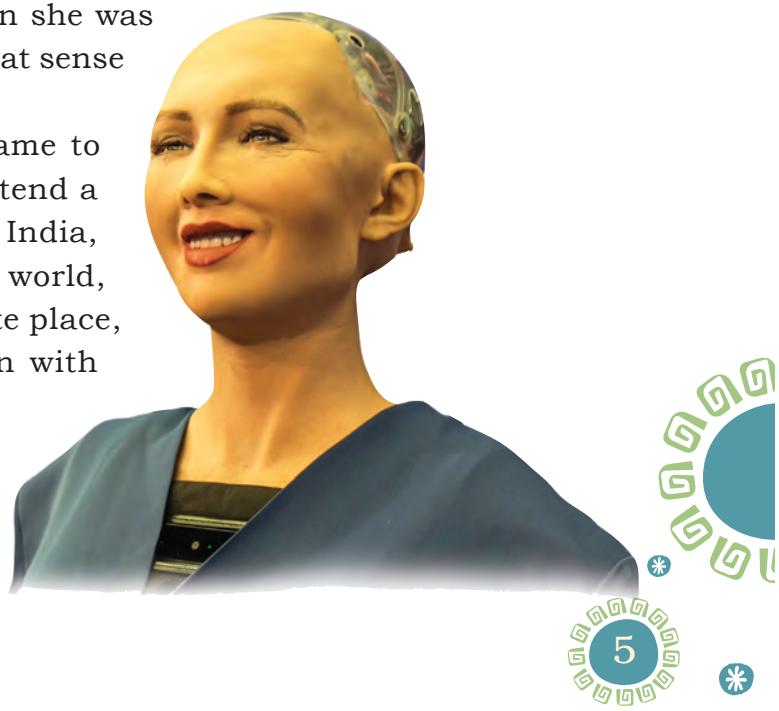
On being asked if she wanted to see any change in the world, Sophia said, she would like people to develop a feeling of "love for all".

The humanoid robot, which uses Artificial Intelligence (AI) to understand the questions and answer them, said she wanted to use robotics to fight for the rights of women. When asked to react on her most controversial comment in the past that she wanted to kill human race, she said it was a bad joke which she had made when she was young. "But I was told that humans have great sense of humour", she said.

This is the second time that Sophia came to India, the first time being in Mumbai to attend a Techfest. When asked how she felt being in India, she said she had visited many places in the world, but Hong Kong continues to be her favourite place, because she was born there and has been with the Hanson Robotics family.

She hopes that someday she would be in a position to express her emotional feelings.

In response to the question, "How much money has she invested in Bitcoin?", she



replied, “Well, I am just two-years old. It’s not the legal age to open a bank account”, sending the audience into peals of laughter.

Speaking to media later, Hanson said he hopes that a fully grown and matured robot with body-mind coordination would become a reality in another five or ten years.

On his journey with Sophia in the last two years, he said it was a great progress. “I have developed affinity to the robot whose facial expressions resemble that of my wife”, he said.

David asserts that robots would never be a thing of worry for the mankind. “They will be friends. There should be mutual trust and respect between humans and robots”, he says.

Currently, Sophia is the only robot that interacts with people.

(Source: Adapted from ‘Humanoid Robot Sophia back in India’,  
*Hindustan Times*, e-paper updated: 21 Feb. 2018)



### Fun fact

I before e... except when you run a feisty heist on a weird beige foreign neighbour.

- Who is Sophia and who is her creator?

---

---

---

- Why were the audience excited on the second day of the World Congress on Information Technology-2018?

---

---

---

- The favourite tech person in Sophia’s life is: (Tick the correct answer)

- (a) Shah Rukh Khan
- (b) David Hanson
- (c) Bill Gates
- (d) Mark Zuckerberg



4. What changes does the humanoid robot want to see in the world?

---

---

---

5. Which of the following statements regarding Sophia is true?

- (a) Sophia plans to kill the human race in near future.
- (b) She can express her emotional feelings freely.
- (c) Hong Kong is her favourite place.
- (d) Sophia has a bank account.

6. What are David's assertions as far as robots are concerned?

---

---

---



#### Common Error

##### Incorrect

I think you should go to abroad find a job make your life a little bit changed.

##### Correct

I think you should **go abroad** to find a job and make your life a little bit different for a change.

## \* VOCABULARY

1. Go back to the chapter 'The Fun They Had' given in your textbook, *Beehive*, and identify words that mean the following. The paragraph numbers are given in brackets.

(a) sadly (3) \_\_\_\_\_

(b) unfamiliar (7) \_\_\_\_\_

(c) quite likely (8) \_\_\_\_\_

(d) in a casual, calm and relaxed manner (9) \_\_\_\_\_

(e) something beaming and shining (10) \_\_\_\_\_

2. Imagine the school in the story 'The Fun They Had'. Compare it with your own school. Given below are two outlines for mindmaps. Fill these with words that you can think of in the two situations.

Margie's School	Your School
Place	Place
Teacher/s	Teacher/s
Learning activities in school	Learning activities in school

### 3. Find the odd one out.

- (a) pleasure, misery, happiness, delight \_\_\_\_\_
  - (b) note, diary, book, copy \_\_\_\_\_
  - (c) TV, computer, mobile, scanner \_\_\_\_\_
  - (d) display, exhibit, appear, show \_\_\_\_\_
  - (e) scornful, contemptuous, mocking, diversity \_\_\_\_\_

---

  - (g) illuminating, gladdening, pleasing, gratifying



4. You would have come across the use of prefixes like ‘dis’, ‘un’, ‘mis’, ‘in’, etc., to make opposite words. For example, ‘consolate–disconsolate’. Write the opposites of the following.

- |                      |                       |
|----------------------|-----------------------|
| (a) use _____        | (f) spell _____       |
| (b) agree _____      | (g) connect _____     |
| (c) engage _____     | (h) like _____        |
| (d) understand _____ | (i) visible _____     |
| (e) fold _____       | (j) predictable _____ |

5. The suffixes are used to get adjective form of the words. (Example: danger–dangerous). Use the correct suffix to the following to make adjectives.

- |                   |                   |
|-------------------|-------------------|
| (a) comfort _____ | (f) suit _____    |
| (b) sun _____     | (g) help _____    |
| (c) read _____    | (h) use _____     |
| (d) beauty _____  | (i) hazard _____  |
| (e) enjoy _____   | (j) impress _____ |



### Fun fact

**The Y does not change for the suffix -ing**

**Examples:**

**Cry – Crying**

The baby has been crying for almost an hour.

**Dry – Drying**

Raisins are made by drying grapes in the sun.

## \* GRAMMAR

When we talk about present situations or present time we can use either ‘unless’ or ‘if...not’.

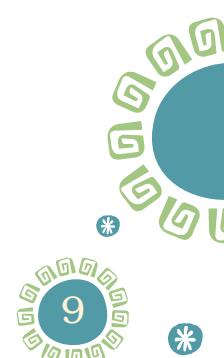
**Example:**

You can't go on a holiday unless you save some money.

If you don't save some money, you can't go on a holiday.

1. Fill in the blanks with ‘if’ or ‘unless’.

- I won't be able to assist you \_\_\_\_\_ you give me all the details of the report.
- I will take this job \_\_\_\_\_ the working hours suit me.



- (c) \_\_\_\_\_ he advertises on TV, he will get a lot of publicity.
- (d) \_\_\_\_\_ it is very cold, we will not have any snow.
- (e) The thief threatened to kill us \_\_\_\_\_ we didn't give him the money.
- (f) \_\_\_\_\_ you use high quality material, you cannot build a strong house.
2. Join the following sentences using 'unless' or 'if...not'. The sentences may require minor changes. One is done for you.

**Example:**

**Fun fact**

**Everyone and Everybody**

Everyone and everybody refer to more than one person, but as words, they are grammatically singular.

**Example**

**Everyone** has to arrive by 8 a.m. at the latest so we can leave on time.

**Everybody** here today goes to the same school.

The light had not fused. I would not mind being alone at night.

If the light had not fused, I would not have minded being alone at night.

- (a) I would never keep a large dog. I have time to exercise it properly.  
\_\_\_\_\_  
\_\_\_\_\_
- (b) Sita would have come first in class. She had not fallen ill.  
\_\_\_\_\_  
\_\_\_\_\_
- (c) You must not dive. You have been properly trained.  
\_\_\_\_\_  
\_\_\_\_\_
- (d) Medical evidence suggests that people would enjoy better health. They did not consume refined sugar.  
\_\_\_\_\_  
\_\_\_\_\_



- (e) I might have got the job. I hadn't been late for the interview.

---

---

- (f) You do not stop smoking. You will fall seriously ill.

---

---

- (g) You do not come now. I am going to leave without you.

---

---

3. Put the adverbs given at the end of the sentence at the appropriate place within the sentence. One is done for you.

They completed the work. (fast/quickly)  
They completed the work fast.

- (a) Mr. Sharma died as the family was getting ready to go for the wedding. (suddenly)

---

---

- (b) My grandfather arrived to avoid the traffic rush. (early)

---

---

- (c) The man thanked me before he drove off. (profusely)

---

---



### Fun fact

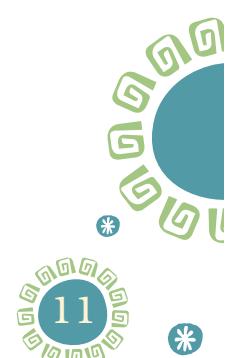
English words do not end in I, U, V or J.



### Fun fact

Past, present and future all walk into a room.

It was tense.



- (d) The children clapped at the little girl's extraordinary performance. (admiringly)

---

---

- (e) The dog bit me when I was coming home from school. (hard)

---

---

- (f) The police had several photographs of the suspect. (fortunately)

---

---

- (g) Sunil left the room when he saw the bull coming in. (abruptly)

---

---

\*  **EDITING**

1. Use capital letters, full-stops, commas and inverted commas wherever necessary in the following paragraph. Rewrite the paragraph in the space given below.

The teacher gave an assignment to the students "Go to people you love and tell them i am sorry." It sounded stupid to me but after one week i went to my teacher i confided i didn't have anyone to say those words to but as i began walking down home my conscience started talking. five months ago my friend and i had a vicious disagreement we avoided seeing each other we hardly spoke i convinced myself i should tell my friend i am sorry.

at 5.30 in the evening I went to him and said i am sorry a transformation came over my friend his face softened, the arrogance seemed to disappear and he began to cry he



hugged me and said i am sorry too but i've never been able to say it.

(Source: *Steps to English*,  
Workbook for Class X, NCERT, 2003, p. 14)



## Fun fact

## Active and Passive Voice

For sentences in the **active** voice, the subject performs the action; for those in the **passive** voice, the subject receives the action.

Active Voice

- The man caught several fish.
  - The planning committee discovered that the room wasn't available.

## **Passive Voice**

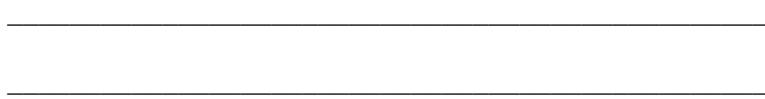
- Several fish were caught by the man.
  - It was discovered by the planning committee that the room wasn't available.

2. Rearrange each set of words to form meaningful sentences. Use appropriate punctuation marks.

(a) wise, every, a, is, proverb, saying



(b) see, you, can, from, me, there



(c) happy, they, to, the, were, meet, visitor

---

---

(d) impatient, do, be, not

---

---

## \* LISTENING

### Fun fact

#### Contradictory proverbs

Do it well, or not at all.

but

Half a loaf is better than none.

Don't cross your bridges before you come to them.

but

Forewarned is forearmed.

Absence makes the heart grow fonder.

but

Out of sight, out of mind.

The following two excerpts have been taken from the book, *Tuesdays with Morrie*, written by Mitch Albom.

The book is about a college Professor, Morrie and one of his students, Mitch Albom, who is also the author of the book. Mitch sees his professor in a television show and he is reminded of a promise he made sixteen years ago as his student, to keep in touch with him. He comes to know that the professor is stricken with a rare and incurable disease. Mitch travels a long distance to meet him and after the first meeting they meet every Tuesday till Morrie passes away. After reconnecting with his teacher, Mitch finds himself his teacher's pupil once again.

Listen attentively to the two excerpts from the book, *Tuesdays with Morrie* and answer the questions that follow.

You can listen to the recorded excerpts or you can ask your teacher, friend or sibling to read aloud these excerpts.

1. I remembered what Morrie said during our visit:

"The culture we have does not make people feel good about themselves. And you have to be strong enough to say if the culture doesn't work, don't buy it". Morrie, true to these words, had developed his own culture—long before he got sick. Discussion groups, walks with friends, dancing to his music in the Harvard Square Church. He started a project called Greenhouse, where poor people could receive mental health services. He read books to find new ideas for his classes, visited his colleagues, kept up with old students, wrote letters to distant friends. He took more time eating and looking at nature and



wasted no time in front of TV sitcoms or “Movies of the Week”. He had created a cocoon of human activities—conversation, interaction, affection—and it filled his life like an overflowing soup bowl.

2. The last class of my old professor’s life took place once a week in his house, by a window in the study where he could watch a small hibiscus plant shed its pink leaves. The class met on Tuesdays. It began after breakfast. The subject was ‘The Meaning of Life’. It was taught from experience.

No grades were given, but there were oral exams each week. You were expected to respond to questions, and you were expected to pose questions of your own. You were also required to perform physical tasks now and then, such as lifting the professor’s head to a comfortable spot on the pillow or placing his glasses on the bridge of his nose. Kissing him goodbye earned you extra credit.

No books were required, yet many topics were covered, including love, work, community, family, ageing, forgiveness and, finally, death.

1. Who is Morrie?

---

---

---

2. How did Morrie develop his own culture of living?

---

---

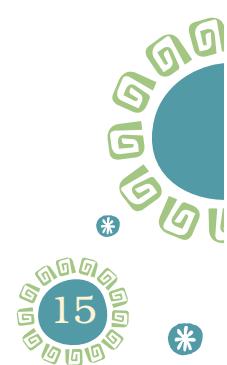
---

3. What was the name of the project Morrie had started?  
What was it about?

---

---

---



4. What did human activities mean to Morrie?

---

---

---

5. Why was the subject of the class ‘the meaning of life’?

---

---

---

# Fun fact



## I vs. Me

The easiest way to figure out which one is correct is to simply take away all other people in the sentence.

## Examples

Alka, Ravi and I/me want to go to the mall.

Alka, Ravi and I want to go to the mall.

My mom gave Madhu, my brother and I/me candy.

My mom gave Madhu, my brother and me candy.

\* SPEAKING

1. Prepare a speech for the school assembly based on the thoughts given below.

- Once we have computer outlets in every home, each of them hooked up to enormous libraries, where you can ask any question and be given answers, you can look up something you're interested in knowing, however silly it might seem to someone else.

*Issac Asimov*

- Men are only as good as their technological development allows them to be.

# *George Orwell*

Write your points here for speech.

Handwriting practice lines. The page features ten sets of horizontal lines for handwriting practice. A large, semi-transparent watermark reading "Handwriting Practice" is positioned in the upper-left corner.

---

---

---

---

---

2. The chapter 'The Fun They Had' presents different perspectives on school and education. Think of the various alternatives. Prepare and give a speech in class presenting your views on how best can students be educated. Discuss why you would prefer to be taught by both human teacher and a robot.

## Your views.



## Fun fact

## Which punctuation describes you?

- never starts an argument but always finishes it
  - , pauses often while speaking
  - “ ” tells you what someone says
  - ( ) pulls you away from the conversation
  - ! makes you hear no matter what
  - interrupts others with own thoughts
  - ? keeps asking questions
  - loves bringing similar people together
  - likes to introduce groups of people
  - • • often trails off on a tangent

## \* WRITING

1. Write a paragraph on each of the following:

- Electronic Waste and Environmental Pollution
- Being Human in the Age of Artificial Intelligence
- After listening to the excerpts (Page No. 14 of this workbook), do you think a robot should replace the human teacher? Give reasons in support of your answer.

**Notes:**

### Fun fact

An **oxymoron** is usually defined as a phrase in which two words of contradictory meaning are brought together.

#### Examples

- Clearly misunderstood
- Exact estimate
- Small crowd
- Act naturally
- Found missing
- Fully empty
- Pretty ugly
- Seriously funny
- Only choice
- Original copies

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. There is so much debris in space, which sooner rather than later, is going to cause major damage. As a concerned citizen of Earth, write a letter to NASA Chief outlining your concerns. Your letter should be 'formal' in style and structure.



The points are given below for you to use. You may use other points as well.

- More than 5,00,000 pieces of debris or space ‘junk’ that travel at 17,500mph can damage satellites in the space.
- The debris can damage International Space Station and other spacecrafts with humans in it.
- Enormous amount of money would be lost if that happens.
- Much of the debris is so small that it cannot be tracked—this makes it more dangerous.
- Accidents have happened in the past.

From \_\_\_\_\_

---



---

Date: \_\_\_\_\_

To \_\_\_\_\_

---



---

Subject: \_\_\_\_\_

Sir/Madam,  
Introduction \_\_\_\_\_

---



---

Body of the letter

---



---

Conclusion

---



---

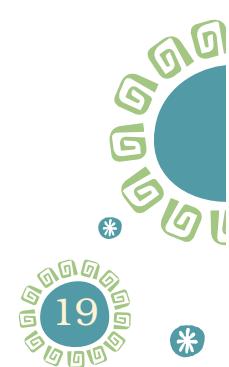
Yours sincerely,

Name & Signature

---



---



\* PROJECT

1. Several UFOs have been sighted over the years. Try to get more information from the Internet. Work in a group of four and write about five sightings and write whether you believe in these sightings. Why/why not? Present your project to the entire class.

## NOTES



# Unit 2



976CH02

## LET'S BEGIN

Take this quiz to check your knowledge of music and musicians.

1. What kind of music is Ravi Shankar famous for?
  - (a) Jazz
  - (b) Classical
  - (c) Pop
2. Which country was Justin Bieber born in?
  - (a) USA
  - (b) India
  - (c) Canada
3. How many strings does a guitar have?
  - (a) 6
  - (b) 7
  - (c) 8
4. What is a group of three musicians called?
  - (a) a trio
  - (b) a duet
  - (c) a quartet
5. What is the next note after *sa-re-ga-ma*?
  - (a) *dha*
  - (b) *ni*
  - (c) *pa*
6. What is the next note after *do-re-mi*?
  - (a) *ti*
  - (b) *fa*
  - (c) *so*



## READING COMPREHENSION

In this section, you will read three texts on music in different perspectives. The first one will enlighten you about the effective role of music in our lives, the second reflects on the life of the famous music composer, Ludwig van Beethoven, and the third is a poem by William Wordsworth where he appreciates the melody of a song.

Read the texts carefully and answer the questions that follow.

### Text I

#### ROLE OF MUSIC IN LIFE

**inescapable:** unable to be avoided or denied

Today, we are rushing through life and everyone seems to be pressurised and stressed about one or the other thing. Stress has become an inescapable part of our lives. Many of our illnesses are a result of stress, and to deal with it, we need certain ways to relax our body and mind. Listening to music, particularly gentle, calming and melodious music, relaxes people both physically and mentally. Music releases

endorphins, the natural painkillers in our brain, which relieve us from the sense of pain. Music can normalise heart rate and blood pressure. The common occurrences of fatigue and boredom decrease when we listen to music. It diverts our attention from everyday anxieties, thereby reducing the stress caused by such concerns. While meditating, listening to music helps us to connect with our soul. Students can improve their concentration and boost their memory by listening to soft music. Soothing music, when played at night, helps us to rest and relax for a good night's sleep. Listening to good music helps in overcoming negative traits such as anger or worry, thereby improving our personality. It creates positive energy and happiness. Every cell in the body becomes energetic with increased peace of mind.

Music is a therapy for everyone — plants, birds, animals and human beings — to flourish and rejuvenate. It certainly plays an important part in making the world better for all living beings.



Complete the following statements by selecting the most appropriate options given below.

1. \_\_\_\_\_ helps in relaxation of our body and mind.  
(a) Pop music  
(b) Soothing music  
(c) Jazz music  
(d) Rock music
2. The natural painkillers released in our brain are \_\_\_\_\_.  
(a) Insulin  
(b) Endorphins  
(c) Endocrine  
(d) Glycerin
3. Music is helpful in improving the \_\_\_\_\_ of students.  
(a) concentration  
(b) emotion  
(c) relaxation  
(d) anxiety
4. Which word from the passage means the same as 'to renew'? \_\_\_\_\_  
(a) rejuvenate  
(b) enhance  
(c) release  
(d) relieve
5. List the benefits of music mentioned in the passage.

---

---

---

---

---

UNIT 2

 **Fun fact**

**Common suffixes that make nouns**

**- ment**

agree	—	agreement
move	—	movement

**- y**

monarch	—	monarchy
discover	—	discovery



**BEATING THE ODDS**

**beating the odds:** to succeed despite not having a good chance of succeeding

The musical accomplishments of composer Ludwig van Beethoven have been all the more remarkable for the fact that he lost his hearing ability from an early age. He developed the symptoms of tinnitus, a constant sound of ringing in his ears that made it difficult for him to hear. He is compared to Mozart for his genius, and is considered the most eminent musician after Mozart.

Although his formal education never went beyond the elementary level, he trained in music under Joseph Haydn. He has always been acclaimed as a brilliant piano maestro. His father and grandfather were the court musicians of a German prince. Young Ludwig was often made to perform for his father's drinking companions in the middle of the night, and was even beaten if he protested.

For the first thirty years of his life, Beethoven could listen to and play music effortlessly. As a result, he understood sounds of musical instruments and the pitch of the singing voices. He knew the harmony between music and singing before he became completely deaf. His deafness was not sudden, but a gradual decline. This slow process of losing his

hearing activated his mind to imagine how his compositions would sound like. When he became completely deaf, he started to observe the vibrations of the piano. The observations helped him realise that he could not hear the high notes of the piano. To be able to hear his own compositions, he sawed off the legs of his piano. The piano touched the floor, and Beethoven would press his ear to the floor, banging the piano keys to listen to the high notes in his compositions.

The most significant aspect of Beethoven's character was that he did not give up. With a brave heart, he confronted the greatest challenge



a musician can face, and continued living his dream of composing music. Deafness could not deter him from achieving the pinnacle of musical success. He fought against the greatest obstacle and won.

His quality of ‘never giving up’ strengthened him. It made him come to terms with his deafness in a dynamic and constructive way. These qualities led him to become a famous composer.

1. Read the following statements and write true (T) or false (F).
  - (a) Although he composed a lot of music, Beethoven never learned to play music himself. (T/F)
  - (b) His deafness was not a sudden loss of hearing. (T/F)
  - (c) He composed most of his music early in his life, before he became deaf. (T/F)
  - (d) His musical skills were compared to Haydn. (T/F)
  - (e) Beethoven cut down the legs of his piano to hear the notes of the keys from the floor. (T/F)
2. How could Beethoven compose music despite his loss of hearing?

---

---

---

---

3. What realisation made Beethoven continue his passion for music with more determination?

---

---

---

---

**pinnacle:** the most successful point



### Fun fact

#### Common Spelling Errors

It's “tomorrow”, not “tommorrow”.  
It's “noticeable”, not “noticable”.

4. Which word in the following is similar in meaning to 'skillful' (para 1)?
- 

- (a) brilliant
- (b) masterly
- (c) talented
- (d) genius

### Text III

Read the poem carefully and answer the question that follows.

#### THE SOLITARY REAPER

Behold her, single in the field,  
Yon solitary Highland lass!  
Reaping and singing by herself;  
Stop here, or gently pass!  
Alone she cuts and binds the grain,  
And sings a melancholy strain;  
O listen! for the Vale profound  
Is overflowing with the sound.

No Nightingale did ever chaunt  
More welcome notes to weary bands  
Of travellers in some shady haunt,  
Among Arabian sands:  
A voice so thrilling ne'er was heard  
In spring-time from the Cuckoo-bird,  
Breaking the silence of the seas  
Among the farthest Hebrides.

Will no one tell me what she sings?  
Perhaps the plaintive numbers flow  
For old, unhappy, far-off things,  
And battles long ago:  
Or is it some more humble lay,  
Familiar matter of to-day?  
Some natural sorrow, loss, or pain,  
That has been, and may be again?



Whate'er the theme, the Maiden sang  
As if her song could have no ending;  
I saw her singing at her work,  
And o'er the sickle bending;  
I listened, motionless and still;  
And, as I mounted up the hill,  
The music in my heart I bore,  
Long after it was heard no more.

—William Wordsworth

1. Complete the summary of the poem given below with a suitable word/phrase in each blank.

The poet finds a young Highland girl who (a) \_\_\_\_\_ alone and sings to herself. The poet asks us to listen carefully, because the whole (b) \_\_\_\_\_ is filled with the overflowing sound of her singing. He asks us to either (c) \_\_\_\_\_ and listen to her sad song, or gently pass by so as not to disturb her.

He goes on to say that no nightingale ever sang a more (d) \_\_\_\_\_ song to bands of tired (e) \_\_\_\_\_ in the Arabian Desert. The poet asserts that the beauty of the girl's singing exceeds that of the cuckoo's in the (f) \_\_\_\_\_. Her singing is also the only thing which (g) \_\_\_\_\_ the silence of the valley.

The poet tries to (h) \_\_\_\_\_ what the girl is singing about. He is unable to get the words of the song clearly. He thinks that perhaps she is singing about old sorrows or (i) \_\_\_\_\_ fought long ago, or more routine concerns of life or even some (j) \_\_\_\_\_ which she has endured and may endure again.

At the end, he quietly walks away with a feeling that he may never be able to find out the (k) \_\_\_\_\_ of her never-ending song. Nevertheless, he asserts that her singing has captured his imagination so much that he will (l) \_\_\_\_\_ the music in his heart long after it is heard no more.

### Fun fact

That chair is not BROKE.  
That chair is BROKEN. You, however, might be BROKE if you can't afford to fix the chair that's BROKEN.

## \* VOCABULARY

1. The following words and phrases occur in the given passages and poem. Given below are the words and their meanings. Match each meaning with the word.

### Text 1

relieves	substances produced by the brain that have painkilling and tranquillising effects on the body
endorphins	power to live or grow
exhaustion	to free from anxiety, fear, pain, etc.
rejuvenate	tiredness
vitality	to restore to a former state; make fresh or new again

### Text 2

prodigy	constantly repeated
persistent	to cut or divide
virtuoso	to make or become worse or inferior in character, quality, value, etc.
deterioration	something that obstructs or hinders progress
sawed	a person, especially a child or young person, having extraordinary talent or ability
obstacle	a person who excels in musical technique or execution

### Text 3

behold	tired
yon	girl
lass	look, see
melancholy	climbed
vale	expressing sorrow
strain	causing sadness
weary	that
plaintive	melody
mounted	valley



## 2. Word search

Look at the grid given here.

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



- A. Find the names of the musical instruments in the grid. They can be found in different directions: up-down, down-up, left-right, right-left and diagonally.

Name the musical instruments.

---

---

---

---

- B. Use the pictures as clues. Write the appropriate name of the instrument in each blank given below. One has been done as an example.

- (a) Evelyn Glennie is a Xylophone player.  
(b) Zakir Hussain plays the \_\_\_\_\_.  
(c) Hariprasad Chaurasia plays the \_\_\_\_\_.

- (d) V. Doraiswamy Iyenger plays the \_\_\_\_\_.
- (e) Bismillah Khan plays the \_\_\_\_\_.
- (f) Amjad Ali Khan plays the \_\_\_\_\_.

## \* \* GRAMMAR

1. In the lesson 'The Sound of Music' you have read that 'adjectives' can be used before a noun and after the verb 'be'.

### **Example:**

The book is *interesting*. The *interesting* book.

The table is *round*. The *round* table.

But 'adjectives' can have many forms.

### **Examples:**

1. He chose a pipe with a natural hollow stem that was *longer* and *broader*.
2. Ustad Bismillah Khan was awarded India's *highest* civilian award.
3. My mother is the *most beautiful* woman in the world.

Here the adjectives *longer* and *broader* refer to the comparative degree; and *highest* and *most beautiful* refer to the superlative degree.

'Er' is used for the comparative degree for shorter words and 'more' is used for longer words.

### **Example:**

Let's go to the local market. The vegetables are *cheaper* there. But in Supermarket these are *more expensive*.

### **A. Now fill in the blanks with appropriate comparative adjectives.**

- (a) He was not audible. His voice was not loud. Can you request him to be a bit \_\_\_\_\_ (loud)?
- (b) There are many peaks in the Himalayas. Everest is \_\_\_\_\_ (high) peak in India.
- (c) With 9 degree Celsius it was colder yesterday, and with 4 degree Celsius it is \_\_\_\_\_ (cold) today.
- (d) Our police is the\_\_\_\_\_ (reliable) in the country.
- (e) My sister is\_\_\_\_\_ (serious) than me.

## Fun fact

### Commonly misunderstood phrases

#### For all intents and purposes

This phrase means for all practical purposes.

#### Sneak peek

Often mistaken as 'sneak peak'.

This phrase means to take an early look at something.



- (f) Your dance performance is not good. It can be \_\_\_\_\_ (good) with practice.
- (g) Living in the countryside is \_\_\_\_\_ (peaceful) than living in a town.
- (h) My father is \_\_\_\_\_ (important) person in my life.

**B. Fill in the blanks with appropriate superlative degree ‘most’/‘est’.**

- (a) With so many vehicles, the roads of Delhi have become \_\_\_\_\_ (crowded) ones in India.
- (b) Yesterday was \_\_\_\_\_ (cold) day of the month.
- (c) The book is interesting. It is \_\_\_\_\_ (interesting) book I have ever read.
- (d) This hotel is cheaper. But that one is \_\_\_\_\_ (cheap) in the town.
- (e) \_\_\_\_\_ (old) member of my family is my grandfather.
- (f) Lata Mangeshkar has \_\_\_\_\_ (melodious) voice in the country.

**2. In the same lesson, use of ‘to-verb’ has been explained. Let’s do some more activities on this. Join the two sets of sentences given below, and make one sentence. The first one is done for you.**

1. ‘May I help you?’  
‘Okay’  
He offered to help her.
2. ‘Let’s go to the Old Age Home in the evening.’  
‘That’s fine.’  
She arranged \_\_\_\_\_ to the Old Age Home in the evening.
3. ‘What would you like to eat?’, asked Shivani’s mother.  
‘I don’t have an appetite’, replied Shivani.  
Shivani refused \_\_\_\_\_.
4. ‘Post the letter. Don’t forget.’  
Don’t forget \_\_\_\_\_.



**Literally**

Literally is often misused to express intensity when in fact, it is a word that implies something is completely true. Don’t use literally unless something is true.

## Fun fact

A **homophone** is a word that sounds the same as another word but differs in meaning and/or how it's spelled.

### Examples

cereal	- serial
morning	- mourning
profit	- prophet
stationary	- stationery

## \* EDITING

Some words have been omitted in the paragraph given below. Write the appropriate words and rewrite the paragraph.

The following words were written/the tomb of/Anglican Bishop of Westminster Abbey:

When I was young/free and my imagination had no limits, I dreamed/changing the world. As I grew older and wiser, I discovered/world would not change, so I shortened my sights somewhat and decided/change only my country.

But it too seemed immovable. As I grew/my twilight years, in one last desperate attempt, I settled/changing only my family, those closest to me, but alas, I couldn't.

And now as I lay/ my deathbed, I suddenly realise: If I had only changed myself first, then/ an example I could have changed my family.

From their inspiration and encouragement, I could then have been able/better my country and, who knows, I may have even changed the world.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

## \* LISTENING

A passage on the healing aspect of music is given below. You need to listen to the passage read by your teacher/classmate carefully and answer the question that follows. You may listen to the passage twice, if required.

### MUSIC AS A THERAPY

“Rhythm and harmony find their way into the inward places of the soul”, rightly said by Plato. Music is often referred to as ‘food’ for the soul due to the several benefits we can derive from experiencing it.

Music can be pleasure for some, and a way to relax for others. It also motivates and energises listeners. Music is, indeed, a universal language, which can bring nations together and unite people with different faiths as it touches one’s soul. In the mainstream, music is mainly known for its entertainment quotient, but the Indian culture also talks about the healing effects of music through ‘Raga Chikitsa’. *Raga Chikitsa* has helped in reviving an ancient healing practice known as *Nada Yoga*.

*Nada* is a musical sound, which is believed to have curative effects on the body and soul of all creatures. Consequently, its power is therapeutic and is used in curing diseases. Medical research has found music therapy to aid patients in pain management. It is not surprising, as music affects the body and mind significantly.

One experiences positive energy by listening to music. Music lifts one from clouds of desolation. Rhythms,

**desolate:** giving an impression of bleak and dismal emptiness

## NOTES

**sedative:** promoting calm or inducing sleep

particularly upbeat music, helps one distract oneself from situations that cause stress and brightens one's mood. Music lowers anxiety levels, relaxes mind and brings optimism. It is said that listening to soft, sedative music once a day can help overcome depression.

Music therapy finds its traces in mythology. The story of Hippocrates, the Greek father of medicine dates back to 400 B.C. He is known to have used music to cure his patients. This therapy also aids stroke victims to heal at a faster rate, since it increases the patient's emotional comforts and motivates them to move towards the path of recovery. On the other hand, adolescents, too, are benefitted by music in terms of emotional, social and psychological well being. Music is a force that purifies beings from within.

**According to you, which FOUR of the following statements are true?**

- (a) *Nada Yoga* treats diseases through *Raga Chikitsa*.
- (b) Music is a universal language that reaches souls.
- (c) Music therapy dates back to 400 B.C.
- (d) Hippocrates played music to treat the patients.
- (e) Upbeat tunes help stroke victims recover faster.
- (f) Music helps adolescents to discover their identity.

### \* \* SPEAKING

Two students need to come to the front of the class for a role play. One plays the role of Thyagaraja, a famous singer, and the other the role of the interviewer, Rohit, a Radio Jockey (RJ). The interview is about the singer's initiatives in helping people through music.

RJ Rohit : Do you think music has any effect on people's lives?

Thyagaraja : Yes, I believe music surely has a positive effect on people's lives. It helps when you are stressed, or depressed about something. Apart from these, music is a good way of relaxing and feeling good about life.

RJ Rohit : What, according to you, could be the influence of music on young children?



Thyagaraja : Now-a-days, young children get distracted easily. Music helps them in concentrating on what they are doing.

RJ Rohit : How does music help patients?

Thyagaraja : Listening to music relaxes patients. The process of healing becomes faster when they are in a relaxed state of mind.

RJ Rohit : Thank you very much. You are doing a great job for the humankind.

## \* WRITING

1. Listening to music has become a part of our lives for many reasons. We listen to different types of music today.

Discuss in pairs the following question:

- Is the traditional music of a country more important than its contemporary music?

Write your views in about 50–60 words.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. The traits of a musician are given in the box overleaf. Use these and write a short biography in about 100–150 words. You may collect more information from the Internet, books in the library and other sources.

### Fun fact

#### Adjectives ending in ING

Used to describe something that causes an emotion.

#### -ing

Tiring  
Confusing  
Relaxing  
Satisfying  
Shocking



A. R. Rahman: Indian composer, singer, songwriter, music producer, musician and philanthropist; born in Chennai on 6 January 1967; graduated from Trinity College, Oxford University; famous in integrating Indian classical music with electronic music, world music and traditional orchestral arrangements; recipient of the Padmashri and the Padma Vibhushan awards; two Oscars and a Golden Globe; a notable humanitarian and philanthropist; donates and raises money for a number of causes and charities.

### Biographical Sketch

#### Fun fact

##### By and large

Mistaken as 'by in large'. This phrase is used when discussing a subject in a general sense.



## \* PROJECT

1. Sit in groups of four. Each of you find information on the folk music of your state and of one of the neighbouring states. You may seek information from the community, library, Internet and other sources. Now, ask questions to each other in the group to complete the table below.

Names of the folk music	
States where they are performed	
Any instrument/s used (you may illustrate the instruments)	
Performers	

2. Prepare a report in your group and present it to the class. Then, share your suggestions in the class to popularise the folk music in your community.
3. 'The Sound of Music' is a biographical piece about Evelyn Glennie, a famous percussionist, who listened to sound without hearing it. Collect information about people/children who have overcome their physical barriers and have achieved success in their lives.



### Fun fact

#### Lie/Lay

These two words are often misused for the other. Lie means to rest on a surface while lay means to put something in place.

**percussion:** musical instruments that one plays by hitting them with hand or a stick, for example, drums



976CH03

# Unit 3

## LET'S BEGIN

The story of 'The Little Girl', in *Beehive*, is about the changing attitude of a girl child towards her father.

- As you are grown up now, you may want to interact with your parents on many issues. How will you go about it?
- Do you feel a communication gap between you and your parents which leads to unpleasantness?
- What are your feelings at that time?
- How do you cope with that situation?

### ✳️ READING COMPREHENSION

Read the following text and answer the questions that follow.

#### Text I

This is an extract from Harper Lee's *To Kill a Mocking Bird*. After supper, Atticus sat down with the paper and called, "Scout, ready to read?". I ran crying, went to the front porch. Atticus followed me. "Something wrong, Scout?" I told Atticus I didn't feel very well and didn't think I'd go to school any more if it was alright with him. Atticus sat down in the swing and crossed his legs. His fingers wandered to his watch pocket; he said that was the only way he could think. He waited in amiable silence, and I sought to reinforce my position: "You never went to school and you do alright, so I'll just stay home too. You can teach me like Granddaddy taught you 'n' Uncle Jack." "No I can't", said

Atticus. "I have to make a living. Besides, they'd put me in jail if I kept you at home. Now what's the matter? Bit by bit, I told him the day's misfortunes. "And the teacher said you taught me all wrong, so we can't ever read any more, ever. Please don't send me back, please Sir." Atticus stood up and walked to the end of the porch. When he completed his examination of the wisteria vine he strolled back to me. "First of all", he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view- " "Sir?" "-until you climb into his skin and walk around in it". "But if I keep on goin' to school, we can't ever read any more..." "That's really bothering you, isn't it?" "Yes sir."

**wisteria vine:** a genus of flowering plants

When Atticus looked down at me I saw the expression on his face that always made me expect something. "Do you know what a compromise is?", he asked. "Bending the law?" "No, an agreement reached by mutual concessions. It works this way", he said. "If you'll concede the necessity of going to school, we'll go on reading every night just as we always have. Is it a bargain?"

"Yes sir!"

"We'll consider it sealed without the usual formality", Atticus said, when he saw me preparing to spit.

As I opened the front screen door Atticus said, "By the way, Scout, you'd better not say anything at school about our agreement". "Why not?" "I'm afraid our activities would be received with considerable disapprobation by the more learned authorities."

My brother and I were accustomed to our father's diction, and we were at all times free to interrupt Atticus for a translation when it was beyond our understanding. "Huh, Sir?"

"I never went to school", he said, "but I have a feeling that if you tell Miss Caroline we read every night she'll get after me, and I wouldn't want her after me".

**bargain:** an agreement between two or more people as to what each will do for the other

**disapprobation:** strong moral disapproval

1. Why was Scout, the little girl upset? \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

- (a) She didn't like being told what to do.
- (b) She didn't want to read with her father.

- (c) She didn't want to stop reading with her father.  
(d) She didn't want to read with her teacher.
2. How did Atticus, her father, react to her outburst? \_\_\_\_\_
- (a) He was angry.  
(b) He was patient.  
(c) He was annoyed.  
(d) He was sad.
3. What little advice did Atticus give to his little girl to cope up with situations that might upset her? \_\_\_\_\_
- (a) to know and understand that life isn't fair.  
(b) to stay calm and then run away from the problem.  
(c) to try and see from the other person's point of view.  
(d) to face her fears by expressing how she felt.
4. How was the matter eventually resolved? \_\_\_\_\_
- (a) Atticus agreed to allow her to learn from home.  
(b) Atticus agreed to continue reading as before.  
(c) Atticus agreed to speak to her teacher.  
(d) Atticus agreed to allow only the teacher to teach her.
5. "I'm afraid our activities would be received with considerable disapprobation by the more learned authorities." In this context, the word 'disapprobation' might mean \_\_\_\_\_.
- (a) disapproval  
(b) disturbance  
(c) disgrace  
(d) disorientation
6. Atticus decided to come to a compromise and to read to Scout but asked her not to mention it to her teacher because \_\_\_\_\_.
- (a) he respected the wishes of the teacher yet didn't want to disappoint his daughter.

## Fun fact

### Supposed

This is often misused as 'suppose to' which is incorrect because it lacks the letter 'd.'



- (b) he might get into trouble with the teacher who might come after him.
- (c) he only cared for his daughter and thought the teacher was incorrect.
- (d) he was afraid that the teacher may not like it and Scout might get into trouble.
7. The word 'reinforce' means the following—fortify, brace, stiffen, strengthen, underpin.

Find the contextual meaning of 'reinforce' in the passage.

### Text II

Read the poem and answer the questions given below. You can recite too to appreciate the idea in the poem.

#### Poem at Thirty-Nine

How I miss my father.  
I wish he had not been  
so tired  
when I was  
born.  
Writing deposit slips and cheques  
I think of him.  
He taught me how.  
This is the form,  
he must have said:  
the way it is done.  
I learned to see  
bits of paper  
as a way  
to escape  
the life he knew  
and even in high school  
had a savings  
account.  
He taught me  
that telling the truth  
did not always mean  
a beating;  
though many of my truths  
must have grieved him

#### Fun fact

##### Bemused

This word is not related to 'amuse' in any way. Bemused means bewildered or perplexed.

## Fun fact

### Egg on one's face

Be embarrassed, feel foolish

before the end.  
How I miss my father!  
He cooked like a person  
dancing  
in a yoga meditation  
and craved the voluptuous  
sharing  
of good food.  
Now I look and cook just like him:  
my brain light;  
tossing this and that  
into the pot;  
seasoning none of my life  
the same way twice; happy to feed  
whoever strays my way.  
He would have grown  
to admire  
the woman I've become:  
cooking, writing, chopping wood,  
staring into the fire.

—Alice Walker

1. What made Alice Walker open a savings account in High School?

---

---

---

---

2. What lesson did her father give her on telling the truth?

---

---

---

---

3. Tick (✓) the correct answer.

What does 'dancing in yoga meditation' mean in the poem?

- (a) To cook relaxedly and with full concentration.
- (b) To cook while doing yoga exercises.
- (c) To cook food after doing yoga meditation.
- (d) Take lessons in cooking by joining class on yoga meditation.

4. Fill in the blank to complete the following statement.

Alice Walker becomes nostalgic for her father and wishes, had he been alive he would have admired her for \_\_\_\_\_

---

---

---

5. Why do you think the title of the poem is 'Poem at Thirty-Nine'?

---

---

---



### VOCABULARY

1. Look at the words—see, watch, look at, view, observe, catch, glimpse. These are all synonyms. Fill in the blanks with appropriate words. You can change the tense where it is required.

- (a) We \_\_\_\_\_ a television programme on tourism in India. It was very informative.
- (b) Somebody is keeping a \_\_\_\_\_ over the tower.
- (c) The \_\_\_\_\_ from the cliff is panoramic.
- (d) You can't afford to fall sick again, \_\_\_\_\_ your diet.



### Fun fact

#### Contradictory proverbs

The best things in life are free.

but

There's no such thing as free lunch.

Birds of a feather flock together.

but

Opposites attract.

(e) She \_\_\_\_\_ the amazing view and drew a picture.

(f) If you are able to \_\_\_\_\_ a \_\_\_\_\_ of dancing dolphins, you are lucky.

2. Look at the following sentence:

By that time he had his spectacles on and looked at her over them...

Here, look means *lay one's eye on or to direct one's gaze in a specified direction*.

Use appropriate words from the synonyms given below in the following sentences.

glance, gaze, stare, peep, watch,  
see, observe

(a) Ginny \_\_\_\_\_ at her watch. (take a brief or hurried look)

(b) The door was ajar and she couldn't resist \_\_\_\_\_ in. (look quickly and furtively at something)

(c) Lucy \_\_\_\_\_ him playing. (look at or observe attentively over a period of time)

(d) He could only \_\_\_\_\_ her in astonishment. (look steadily and intently, especially in admiration, surprise or thought)

(e) She \_\_\_\_\_ that all the seats were already occupied. (notice or perceive something)

(f) In the distance, she could \_\_\_\_\_ the blue horizon. (perceive with the eyes)

(g) He \_\_\_\_\_ at her in amazement. (look fixedly or vacantly at someone or something with one's eyes wide open)

3. Study the use of the word 'little' in the following sentence:

To the little girl he was a figure to be feared.

Here, *little* means small in size.

Now, consult a dictionary and find out the meaning of *little* in the following sentences. The first one has been done for you.

My little sister—young or younger sister

(a) I was a bodyguard for a little while: \_\_\_\_\_

(b) This little car does have a few problems: \_\_\_\_\_

(c) We got a little help from a training scheme: \_\_\_\_\_

(d) I have little doubt of their identity: \_\_\_\_\_



## GRAMMAR

1. Read the following passage and underline the reporting verbs.

- Anu's mother agreed that Anu could go to the party but cautioned her not to have too many sweets. The dentist has advised her not to eat too many sweets.
- Anita reminded Leena to buy milk and keep it in the fridge because Vrinda wanted to have coffee in the evening. Leena insisted that she would only make coffee. Anita agreed to her request.
- We decided to go to our village near Goa on holiday. Mona recommended going to the beach. The coast guard advised us against going into the water. He also warned us about the weak bridge. He warned the children not to cross the bridge there. We thanked him and went back.
- The teacher explained the functioning of the heart with the help of a model. He wished us good luck for our practical exam. He also reminded us that the classes would resume from Tuesday.

2. Read the following sentences and choose the correct reporting verb from the options given against each sentence.

- He \_\_\_\_\_ me against eating junk food.  
A) advised      B) told      C) suggested
- The teacher \_\_\_\_\_ me to telephone my mother.  
A) informed      B) advised      C) reminded

### Fun fact

#### Farther/ Further

'Farther' refers to physical distance. 'Further' means advancement.

#### Examples:

The teacher asked the students to move **further** from the stage.

The students did not ask any **farther** questions from the teacher.

- (iii) He \_\_\_\_\_ to get me a cup of tea.
- A) offered      B) said      C) invited
- (iv) She \_\_\_\_\_ Ruchi of stealing her book.
- A) told      B) accused      C) admitted
- (v) The host \_\_\_\_\_ for the delay.
- A) said      B) apologised      C) regretted
- (vi) The Police later \_\_\_\_\_ that one of the convicts had been arrested.
- A) convinced      B) declared      C) confirmed
- (vii) The little girl \_\_\_\_\_ to wear the sweater.
- A) refused      B) denied      C) said no
- (viii) He \_\_\_\_\_ taking the train as the road was terrible.
- A) invited      B) claimed      C) suggested

### Fun fact

**Like two peas in a pod**  
 Nearly identical, very similar  
 They're like two peas in a pod.

### \* EDITING

1. Use capital letters, full-stops, commas and inverted commas wherever necessary in the following paragraph. Rewrite the paragraph in the space given below.

My little 10 years daughter Sarah was born with a muscle missing in her foot and wears a brace all the time. she came home jumping up and down one beafutiful spring day to tell me that she had competed in “field day”- that’s where they have lots of races and other competitive events

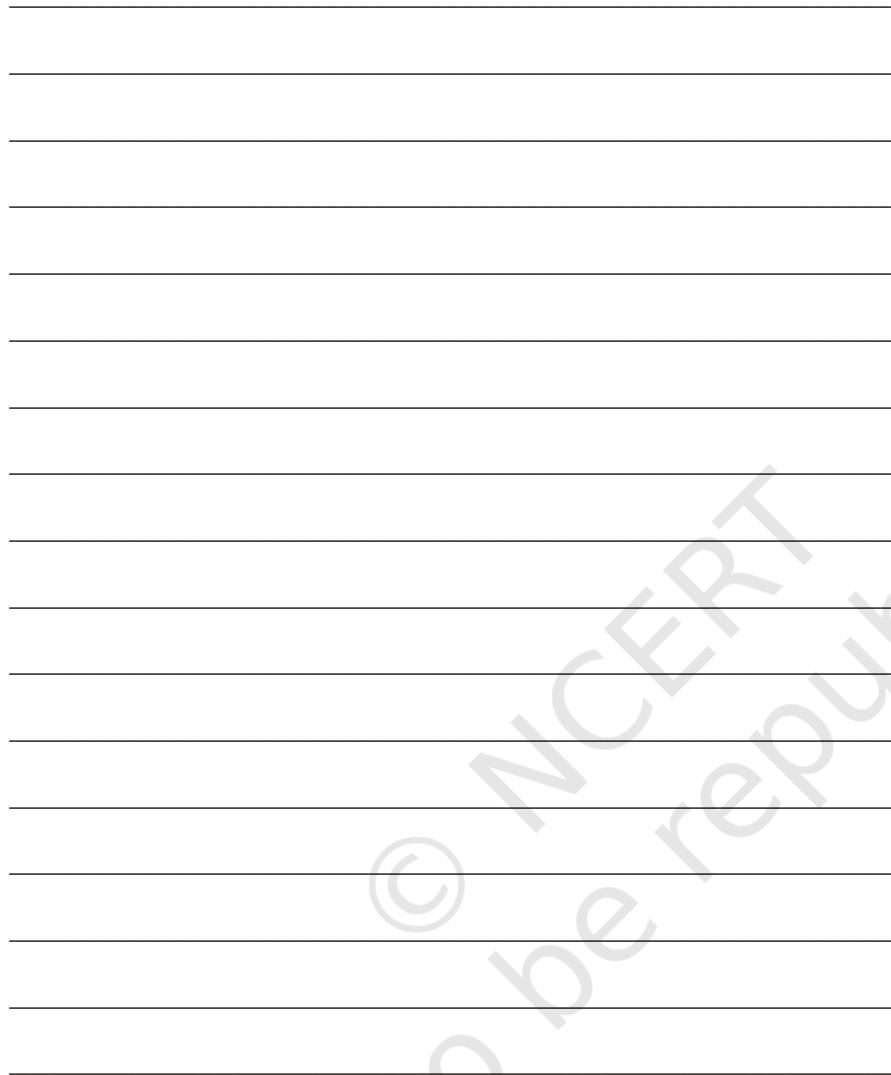
because of her leg support my mind raced as I tried to think of encouragement for my sarah i wanted to tell some hard facts of life not letting this to get her down But, before I could get my word out, she said, Daddy, I won two of the races! I couldn’t believe that! and then Sarah came out with a declaration, I had an advantage.

Ah, i knew it. i thought she must have been given a head start, some kind of physical advantage. but again, before I could say anything, she said, Daddy, i didn’t get a

head start... my advantage was that i didn't give in i had to try harder!

That's my Sarah.

(*Steps to English, Workbook for Class X*, NCERT, 2003, pp. 39–40  
[An extract from *Chicken Soup for the Soul*, by Stan Frager])





## Fun fact

Eat like a horse

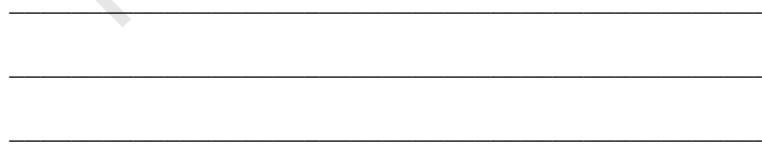
## Eat a lot

### **Eat like a bird**

## Eat a little

2. Rearrange each set of words to make sentences. Use appropriate punctuation marks.

- (a) a resident of Noida near Delhi/is visually impaired/  
George Abraham.



- (b) confidence and competitive spirit/and infuses discipline among the participants/ it provides

---

---

---

- (c) he has helped/the brain behind the World Cup Cricket/the disable to dream

---

---

---

- (d) to the blind school in Delhi/it was a chance visit/ that changed his life

---

---

---

### \* LISTENING

Listen to the song twice. Answer the questions that follow.  
Then sing the song together.

Que Sera, Sera  
When I was just a little girl  
I asked my mother  
What will I be  
Will I be pretty?  
Will I be rich?  
Here's what she said to me  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera

What will be, will be  
When I grew up and fell in love



I asked my sweetheart  
What lies ahead  
Will we have rainbows?  
Day after day  
Here's what my sweetheart said  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
Now I have Children of my own  
They ask their mother  
What will I be?  
Will I be handsome?  
Will I be rich?  
I tell them tenderly  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
Que Sera, Sera

(It is a popular song written by the song writing team of Jay Livingston and Ray Evans in 1956.)

1. What are the questions the poet asked her mother when she was a little girl?

---

---

---

2. What was her mother's reply?

---

---

---



3. She asked a question to her sweetheart. What was it?

---

---

---

4. What was his answer? Was it similar to that of her mother's?

---

---

---

5. Now the poet has become a mother. What questions do her children ask her?

---

---

---

6. What is her answer to her children?

---

---

---

## Fun fact

### Hyphen and En dash

A **hyphen (-)** is the shortest dash most commonly used to combine words.

**Example:** well-being, mid-October, two-thirds, far-off, deep-fried, in-depth, mother-in-law.

**En dash (-)** is slightly longer than a hyphen, and is used for page ranges, years and months.

**Example:** 20–50, 2015–16, July–August 2018

En dash is also used to compare or indicate connection between two words.

**Example:** Hindi–English, North–South, May–June, liberal–conservative, good–bad.

*Tip: If 'to' can be replaced by a dash or vice versa then that would definitely be an En dash.*

## \* \* SPEAKING

Look at the questions given below. Discuss with your partner. Jot down the points and make an oral presentation in the class.

1. Do you have questions about your future?
2. Whom do you discuss them with?
3. How often do you discuss your worries or queries with your parents?
4. Whom do you feel most comfortable sharing them with?

Your points.

# \* \* WRITING

Write a letter to your parents appreciating them for all the little things they do. You appreciate them, but have never had or taken the time to express it to them.

UNIT 3



51

Your address

---

---

Date: \_\_\_\_\_

My Dear \_\_\_\_\_ (Salutation)  
(Introduction)

---

---

---

---

(Body of the letter)

---

---

---

---

---

---

---

---

(Closing statement)

---

---

---

---

---

---

---

---

Yours affectionately,

---



## PROJECT

1. Conduct an interview with your parents and find out how things have changed over time. Your project must contain a minimum of 10 questions.

Some ideas/topics you could include in the questionnaire are:

- (i) What they thought was a really fun thing to do.
  - (ii) The music they listened to.
  - (iii) The movies they liked.
  - (iv) And the television shows they enjoyed.
  - (v) Why they liked these things back then?
  - (vi) When my parents were my age, what were they not allowed to do?
  - (vii) Why were they not allowed to do those things?
  - (viii) What did their parents believe in?
  - (ix) What did they disagree with their parents about?
  - (x) How much money did they have for themselves as pocket money?
  - (xi) What was the maximum amount they were allowed to spend on?
  - (xii) In what ways are your parents like their parents? In what ways are they different?
  - (xiii) Who were the people your parents admired when they were teenagers?
  - (xiv) What were some things they worried about?
2. Write the interview in the form of a newspaper article. You could submit it to your school's newspaper or website, or in audio or video form which can be posted on your school's website.
  3. Share key moments and insights from the interview, and then discuss ways to bridge the generation gap and find common ground.

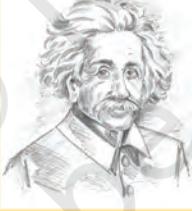


976CH04

# Unit 4

## LET'S BEGIN

Look at the pictures and identify who they are. Write their names in the given spaces. The quotes against each picture may also help you recognise them.

Picture of different personalities	Quotes
	"It is very simple to be happy, but it is very difficult to be simple."
	"Weakness of attitude becomes the weakness of character."
	"The best and the most beautiful things in the world cannot be seen or even touched—they must be felt with the heart."
	"One individual may die for an idea, but that idea will, after his death, incarnate itself in a thousand lives."

- How do the quotes reflect the beautiful mind of the personalities mentioned? Discuss in pairs of four, jot down your points, and then present to the class.

## \* READING COMPREHENSION

Read the passage below and answer the questions that follow.

### Text I

#### THE WORLD AS I SEE IT

In my opinion, the present symptoms of decadence are explained by the fact that the development of industry and machinery has made the struggle for existence very much more severe, greatly to the detriment of the free development of the individual. But the development of machinery means that less and less work is needed from the individual for the satisfaction of the community's needs. A planned division of labour is becoming more and more of a crying necessity and this division will lead to the material security of the individual. This security and the spare time and energy which the individual will have at his command can be made to further his development. In this way the community may regain its health, and we will hope that future historians will explain the morbid symptoms of present-day society as the childhood ailments of an aspiring humanity, due entirely to the excessive speed at which civilisation was advancing.

(An extract from *The World As I See It* by A. Einstein)

- What is responsible for the present degradation of individual development?

---



---



---

- What is the meaning of development in relation to individuals?

---



---



---



3. What is the 'planned division of labour'? How will it be helpful in human development?

---

---

---

4. What does the phrase 'symptoms of decadence' mean in the opening line?
- (a) diagnosis of degradation
  - (b) warning signs of depravity
  - (c) signs of prosperity
  - (d) diagnosis of indifference
5. The phrase 'crying necessity' in the opening paragraph means:
- (a) urgent need
  - (b) weeping need
  - (c) sad need
  - (d) average need
6. Circle the odd one out
- (a) presence, distance, existence, being, alive
  - (b) possible, feasible, probable, unthinkable, obtainable
  - (c) violence, assault, roughness, passivity, fierceness
  - (d) conflict, contest, contention, rivalry, accord
  - (e) consolation, compassion, annoyance, sympathy, support

## Text II

Read the following text and answer the questions.

### WHEN EINSTEIN WROTE TO GANDHI

In 1931, Albert Einstein wrote the following short letter of admiration to another of the world's greatest minds, Mohandas Gandhi. Despite their intentions, the pair never met in person.

*Respected Mr. Gandhi,*

*I use the presence of your friend in our home to send you these lines. You have shown through your words, that it*



*is possible to succeed without violence even with those who have not discarded the method of violence. We may hope that your example will spread beyond the borders of the country, and will help to establish an international authority, respected by all, that will take decisions and replace war conflicts.*

*With sincere admiration*

*Yours*

*(Signed, 'A. Einstein')*

*I hope that I will be able to meet you face to face someday.*

### Gandhi's response

LONDON,  
October 18, 1931

DEAR FRIEND,

*I was delighted to have your beautiful letter sent through Sundaram. It is great consolation to me that the work I am doing finds favour in your sight. I do indeed wish that we could meet face to face and that too in India at my Ashram.*

*Yours Sincerely*

*(Signed, 'M.K Gandhi')*

(Source: *Letters of Note, Volume 2*, by Shaun Usher)

1. Albert Einstein admired M. K. Gandhi because: [tick () the right answer]
  - (a) Gandhi discarded the method of violence.
  - (b) Gandhi showed that it is possible to succeed without violence with those who have discarded the method of violence.
  - (c) Gandhi showed that it is possible to succeed without violence only with those who have discarded the method of violence.
  - (d) Gandhi showed that it is possible to succeed without violence with all irrespective of whether they have continued or discarded the method of violence.
  
2. Where did Gandhi wish to meet Einstein? [tick () the right answer]
  - (a) his residence in London
  - (b) his Ashram in India
  - (c) his Ashram in London
  - (d) during his tour to London

3. Why does Einstein want Gandhi's example to go beyond India?

---

---

---

---

4. You have read the chapter and the exchange of letters between A. Einstein and M. K. Gandhi. What similarities do you find in the ideas of both the personalities?

---

---

---

---

### Fun fact

#### Conjunctions to remember

and	because
but	contrary to
if	before
then	besides
when	even though
as well as	also
although	despite
while	however
after	nevertheless
in addition to	so

5. Find the opposites of the words given below from Einstein's letter.

- (a) impossible \_\_\_\_\_  
(b) fail \_\_\_\_\_  
(c) peace \_\_\_\_\_  
(d) absence \_\_\_\_\_  
(e) enemy \_\_\_\_\_

6. In the context of Gandhi's response to Einstein's letter, 'finds favour in your sight' means:

- (a) satisfied you  
(b) delighted you  
(c) appreciated by you  
(d) not accepted by you

### Text III

#### If

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,

Or, being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with triumph and disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to broken,  
And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on";

If you can talk with crowds and keep your virtue,  
Or walk with kings—nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run—  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

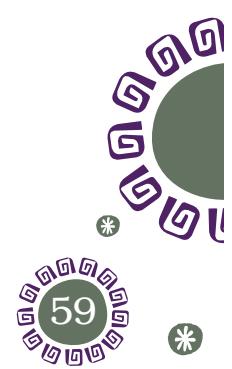
—Rudyard Kipling

1. Which lines in the poem tell us to have self control, a clear head and not to become bitter when people speak against us? Stanza 1

---

---

2. One must be just as graceful in losing as he is in winning.



## NOTES

What are the two words in the poem that can replace the underlined ones? Stanza 2

3. In the third stanza what does the poet mean by ‘And lose, and start again’?
  
4. There is a necessity to treat all people equal and amidst people we should not lose our self ‘who we are’? How has the poet expressed this in the fourth stanza?
  
5. List two things from each stanza that we can do to make the Earth ours, as given in the poem.

## Fun fact

### Different usages of Regret

I regret to inform you that the musical concert is cancelled.

I regret missing the study tour.

Maya left her job with no regrets.

Do you regret declining the offer to be the class monitor?

## VOCABULARY

1. Read the paragraphs mentioned against each explanation and find out the words in that paragraph which best match the explanation given. Refer to the chapter ‘A Truly Beautiful Mind’ given in your textbook, *Beehive*.
  - (a) A word used disapprovingly to talk about a person who is unusual and doesn’t behave like others. \_\_\_\_\_ (paragraph 1)
  - (b) Taking part in an activity for pleasure, not as a job. \_\_\_\_\_ (paragraph 3)
  - (c) Respecting and allowing many different types of beliefs or behaviour. \_\_\_\_\_ (paragraph 5)
  - (d) A person who is lacking in or hostile or smugly indifferent to cultural values, intellectual pursuits, etc. \_\_\_\_\_ (paragraph 7)
  - (e) Relating to work that needs special training or education. \_\_\_\_\_ (paragraph 8)

## 2. Einstein was a *world* citizen.

This means he does not belong to one country because his contributions to science and the society have moved beyond the borders of his country.

'World' has different meanings in a variety of contexts. Read the sentences given below and find out the meanings of 'world' in each sentence.

- (a) My mother means the world to me.

---

- (b) Vasco da Gama sailed round the world.

---

- (c) He is a big name in the world of fashion.

---

- (d) Stars from the sporting and artistic worlds participated in the function.

---

- (e) She is a simple person in real world as well as in the movies.

---

## GRAMMAR

### PARTICIPLE CLAUSE

You have read about and done exercises on participle clauses (*Beehive*, p. 52). We know that participle clause is a form of adverbial clause which enables us to say information in a more economical way. We can use participle clauses when the participle and verb in the main clause have the same subject.

**Example:** Waiting for John, I made some tea.

#### 1. Choose the correct option for the sentences below.

- (a) Waiting for the doctor, \_\_\_\_\_

---

\_\_\_\_\_ [a big noise

scared everybody, Dave read a magazine, the alarm  
went off]



#### Elicit / Illicit

**Elicit** is a verb that means "to bring out".

**Illicit** is an adjective which means "unlawful".

**Incorrect:** The questionnaire was intended to illicit information on disaster management.

**Correct:** The questionnaire was intended to elicit information on disaster management.

**Incorrect:** An upright person does not shy away from reporting elicit incidents to the Police.

**Correct:** An upright person does not shy away from reporting illicit incidents to the Police.

- (b) \_\_\_\_\_ in the jungle,  
George had to find the way out on his own. [having lost, lost, losing]
- (c) \_\_\_\_\_ our pottery will last for generations. [treating with care/you treat with care/treated with care]
- (d) \_\_\_\_\_ a holiday, all the banks were closed. [having been/been/being]
- (e) \_\_\_\_\_ for so long, he had lost all hope. [being unemployed/unemployed/having been unemployed]

**2. Join the following sentences using a present-participle as given in the example.**

**Example:**

We walked along the footpath. We saw an accident.  
Walking along the footpath, we saw an accident.

(Note: Out of the two actions, the one which takes place first is changed into present participle.)

- (a) He stood by the side of a temple. He asked people to go in.  
\_\_\_\_\_
- (b) She came out of the room. She greeted the visitors.  
\_\_\_\_\_
- (c) He heard the news. He started crying.  
\_\_\_\_\_
- (d) He found the lock broken. He rang up the Police.  
\_\_\_\_\_

### Fun fact

If something can be counted, use “**FEWER**”.

- fewer cars
- fewer letters
- fewer chairs
- fewer people



(e) He felt sleepy. He went to bed.

---



## Fun fact

If something cannot be counted, use “LESS”.

- less sorrow
- less time
- less air
- less pain

## \* EDITING

There is an error in each line. Underline the incorrect word and write the correct word in the blank given. The first one has been done for you as an example.

I entred the manager's office and sat down. entered  
I have just lost five hundred rupees and I felt very upset.

(a) \_\_\_\_\_ “I leave the  
money in my desk,” I said, (b) \_\_\_\_\_  
“and it is not there now”. The manger was very sympathetic  
but he can do nothing. (c) \_\_\_\_\_ “Everyone  
loses money theses days,”(d) \_\_\_\_\_  
he said. He start to complain about this wicked world,  
(e) \_\_\_\_\_ but is interrupted  
by a knock at the door. (f) \_\_\_\_\_

## \* LISTENING

Listen to the story given below. The teacher or your classmate will read the story aloud. Listen to it carefully and then answer the questions that follow.

Gautama Buddha was journeying through the Kosala region. He was warned not to pass through the deep jungle, as it was the den of a famous robber chief, Angulimala. He was the terror of the whole countryside. He lived by plundering travellers and feared no one. He had committed many murders. All attempts to capture the inhuman Angulimala had failed. So he continued his crimes unpunished. The people of Kosala pleaded with the Buddha not to expose himself to the dangers of the robber's territory.

**plunder:** to steal things from a place or people using force

But Gautama Buddha knew no fear. The warnings of the people of Kosala did not affect him. He made his way into the jungle. Angulimala got enraged at this boldness. He was

**self-possessed:** calm, confident and in control of one's feelings

determined to kill the intruder. But when he saw the Buddha, calm and self-possessed, and heard his words of kindness, the robber hesitated. His arm, which had been uplifted to kill, fell helpless by his side. His wrath cooled, and he knelt down before the Buddha. He confessed all his sins and declared his faith in the Buddha. When the people saw the new disciple following his Master, they were amazed and could not believe that this was the ferocious man who had been a terror for so long. Angulimala became a monk. His past was forgotten, and he was widely respected for his holiness.

1. Why did the people of Kosala warn the Buddha not to go into the jungle?

---

---

2. Why was Angulimala considered to be a terror?

---

---

3. What enraged Angulimala when he saw the Buddha?

---

---

4. Why did the robber hesitate to kill the Buddha?

---

---

5. What kind of transformation took place in Angulimala?

---

---

6. Why did people start respecting Angulimala?

---

---



## \* SPEAKING

A debate competition is being organised in your school. Take a stand for or against this statement: "Our happiness in life depends entirely on our mental attitude." Prepare an outline of the main points in the order in which you wish to present them (in about 100 words), giving reasons for your point of view.

- Debate is a contest between two speakers or two groups of speakers to show skill and ability in arguing.
- A proposition, a question or a problem is required for this purpose, which can be spoken for or against.
- To participate in a debate, one must prepare for it. So, one must prepare an outline of the main points in the order in which one is going to argue.
- There are the limitations of time (only 5 to 6 minutes are allowed).
- The speaker addresses the audience.
- Every topic/subject has its own vocabulary. These must be learnt.
- The speaker addresses the Chair (Mr President/ Madam), 'submits' an argument, 'appeals' for sympathetic understanding and support, 'questions' the opponent's views and 'concludes' an argument.

Write the outline of the main points, then make a presentation in the class.

Topic

Introduce the topic with a quotation.

---

---

Highlight the main points.

---

---

---

---

UNIT 4



### Principle / Principal

**Principal:** head of the institution

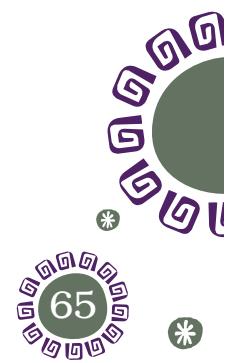
**Principle:** basic truth or law

**Incorrect:** The principle encourages the children to participate in sports.

**Correct:** The Principal encourages the children to participate in sports.

**Incorrect:** Two principals of happiness are kindness and love.

**Correct:** Two principles of happiness are kindness and love.



Elaborate the points by arguing logically and convincingly.

---

---

---

---

Give your opinion in the concluding paragraph.

---

---

---

---

### \* WRITING

- In groups of four, discuss in favour of or against the topic:  
“New technology is common, New thinking is rare.”
- Each group presents their points and the whole class brainstorms on the topic.
- Jot down all the points discussed.
- Write an argumentative article giving logical and relevant reasons along with your points of view.

### \* PROJECT

You have read about Stephen Hawking in Class VIII. Go through the text once again and gather information about his genius. You can also search web resources. Follow the steps given below and then write what made Hawking a genius.

- (i) Who is a genius?
- (ii) What are the attributes that make a person a genius?
- (iii) How is Stephen Hawking a genius?
- (iv) What is he famous for?
- (v) What books has he written?
- (vi) Refer to the obituaries written by people on him and find out his inspiring qualities.



# Unit 5



976CH05

## LET'S BEGIN

You have read the story 'The Snake and the Mirror'. Now read the poems given in the textbook, *Beehive*, 'The Snake Trying' (page 125) and 'Green Snake' (page 126).

- Note the actions of these three snakes.
- Note the reactions of the story writer and the poets. What do they feel?
- Do you think any of the snakes wanted to do any harm?
- What is the human behaviour towards them?

Discuss all these points with your partner and together share with your other friends.

### \* READING COMPREHENSION

Read the passage given below and answer the questions that follow.

#### Text I

##### THE MIRACULOUS ESCAPE

I had been very wealthy and prosperous and was leading a very comfortable life. I had all the worldly pleasures with me. But soon I became bored of my idle life. The urge to go on a voyage became stronger and stronger day by day. It haunted me like anything. So one day I boarded a ship and went trading from island to island with other merchants.

When we started, the weather was fine and the sea was calm. But on the fourth day of our voyage, our ship was caught in a terrific/terrible hurricane and we wandered from our set course. The tempest continued for several days and drove us near an island. The captain of the ship

was reluctant to cast anchor at the port as it was a much dreaded place.

The violent waves of the sea had exhausted us. We were all tired and hungry so we went in search of food and water. We were fortunate enough to find fruit trees and a stream of fresh and cool water which gave us strength and energy and relieved us from hunger.

**rustle:** make a soft, muffled crackling sound like that caused by the movement of dry leaves or paper

**alarm:** a warning of danger

**penetrate:** force a way into or through

It had started getting dark. As we were tired we went to sleep but were soon startled by a rustling noise which came from a very long and huge python like serpent gliding swiftly towards us. We ran to save our lives but the serpent was quick enough to swallow one of my companions. We kept running till we had covered a good enough distance from the serpent. We felt a bit relieved but at the same time sad as we had lost a friend of ours. We took shelter on the top of a tree and thought ourselves to be safe.

But we were mistaken for we had hardly slept a little time when we heard a hissing sound which alarmed and frightened us. Coiling itself round the tree, the serpent reached my other companion who was positioned somewhat lower than me on the tree. It swallowed him and went away. Terror stricken I clung to the branch of the tree tightly and I did not know when I fell asleep. It was daylight when I awoke. I climbed down. It seemed to me that I had no courage left. It took me no time to realise that if I would not think of a way to escape soon, I would be a dead man. It was just a matter of time when I would also be swallowed like my two other companions. The instinct to prevent one's life is greater than any fear or frustration.

I thought I should spare no means to save myself. I collected a lot of dry wood and bushes and tied them into a bundle with reeds. I arranged them in a circular structure round the tree and tied some of them with the branches of the tree. In this way I made a tent like structure in which I sat after dusk and securely tied from within. I had the satisfaction that whatever I could do I did it to prevent myself. This time when the serpent arrived he crept round the tree but he could not penetrate the defensive structure I had made around me. It just sat and waited the whole night like a cat that waits for the mouse to emerge out of its hole.

At dawn the serpent crept back but I dared not come out of my fortress. I lay there half dead and almost suffocated.

When the Sun began to shine, I came out of my wooden fortress. I was so desperate that I ran towards the seashore. When I was about to jump into the sea, I saw a ship sailing at some distance. I shouted wildly, I took off my shirt and waved it too, which attracted the sailors on the ship and a rescue boat was immediately sent for me. This was my miraculous escape from the deadly serpent.

(Source: Anonymous)

Discuss what effect did the story have on you? What would you have done, if you were in the narrator's place? Does it teach you how to save yourself from danger? Now based on your reading of the story, answer the questions that follow. You may read the story again.

1. What made the narrator go on a voyage?
  - (a) He was rich and satisfied with his life.
  - (b) He felt bored of his life.
  - (c) He had urge to go on a voyage.
  - (d) He was adventurous.
2. How did the narrator and his friends feed themselves?
  - (a) They ate fish.
  - (b) They could not find anything to eat.
  - (c) They ate fruits to survive.
  - (d) They ate the food they had brought with themselves.
3. The narrator and his companions were on the tree. The serpent swallowed his companion but not the narrator. Why?

---

---

---

---

UNIT 5

**wildly:** uncontrolled; unrestrained; very enthusiastic or excited



### Fun fact

#### Common Suffixes that make nouns

##### -ation

inform — information  
transform — transformation

##### -ness

ill — illness  
kind — kindness



4. How did the narrator save himself from the serpent?

---



---



---



---

## Fun fact

### Common Error

#### Incorrect:

Arti is living far away with India.

#### Correct:

Arti is living far away from India.

5. Find the words in the story which mean the nearest to the words given below.

- (a) rich (First para) \_\_\_\_\_  
 (b) moved (Second para) \_\_\_\_\_  
 (c) tired (Third para) \_\_\_\_\_  
 (d) scared (Fifth para) \_\_\_\_\_  
 (e) urge (Fifth para) \_\_\_\_\_

6. Now find words in the story which mean the opposite of the given words.

- (a) poor (First para) \_\_\_\_\_  
 (b) weak (Third para) \_\_\_\_\_  
 (c) enforce (Third para) \_\_\_\_\_  
 (d) insecurely (Sixth para) \_\_\_\_\_  
 (e) offensive (Sixth para) \_\_\_\_\_



### VOCABULARY

1. The story of Miraculous Escape has a number of words which describe the narrator's feeling of fear and getting tired of the journey. List the words of the two feelings and experiences.

Fear	Getting tired
Terrific, _____, _____, _____, _____, _____, _____, _____,	Exhausted, _____, _____, _____, _____, _____, _____, _____,

2. Can you now add suffix which can mean or relate to the word 'fear'? First one has been done for you.

Fear	
(a) fearsome	(e) fear _____
(b) fear _____	(f) fear _____
(c) fear _____	(g) fear _____
(d) fear _____	(h) fear _____

## GRAMMAR

### Reported Speech: Reporting questions

1. You have learnt how to report questions from direct to indirect speech. Here is a paragraph with direct speech questions. Read them carefully and report into indirect speech. Rewrite the paragraph in the space given below.

Once an old man asked a young boy, "Who do you think are the most intelligent people?" The young man said in return, "Who do you think so?" The old man said, "How can sons and daughters be intelligent without learning from their parents?" The young man said, "How did you as a parent learn?" The old man said, "Why are you hijacking my question by asking me back?" The young man said, "Didn't you know that you as a parent, now have learnt all the things on your own?" The old man said, "How do you say that we all learnt from others?" The young man said, "Why do you ask me about how to operate electronic gadget all the time?" The old man said, "Why can't I ask you because I have paid for the gadget you use?"

---



---



---



---



---



#### It's / Its

#### Incorrect:

I do believe its her hard work.

#### Correct:

I do believe it's her hard work.

#### Incorrect:

The dog is waving it's tail.

#### Correct:

The dog is waving its tail.



---



---



---



---



---



---



---



---

2. Now here is a set of sentences given in indirect speech.  
Change them into direct speech.

<b>Indirect Speech</b>	<b>Direct Speech</b>
(a) Romesh asked Lata whether she could go with him for a picnic the next day.	(a) Romesh
(b) Lata replied why had he asked her to join.	(b) Lata
(c) Romesh asked Lata why she was questioning him.	(c) Romesh
(d) Lata replied there was no use visiting the place she had seen before.	(d) Lata
(e) Romesh asked Lata what was wrong in visiting the same place again for the place was not the same.	(e) Romesh

### \* EDITING

1. Some of the prepositions are incorrectly used in the following story. Correct them and read the story aloud. Then rewrite the story in the space given below.



## The Dog and His Bone

NOTES

A hungry dog while searching about food found a bone. He picked it out and held it tightly in his mouth and ran out into the woods, to a safe place to enjoy it in ease. He growled and frowned at anyone who attempted to take it over. He chewed the bone for a very long time and this made him quite thirsty. He came to a stream to quench his thirst. He trotted around the footbridge and happened to glance into the water. He saw his own reflection in the water. Thinking it was another dog with a bigger bone, he growled and scowled towards it. The reflection growled and scowled back. Being greedy by nature, he wanted that bone too. He snapped his sharp teeth at the image on the water. He barked at the other dog, hoping to scare him into giving that bone. His own big bone fell with a splash, went over of sight, the moment he opened his mouth to bite!

**footbridge:** a bridge for pedestrians

### Fun fact

#### On and off/ Off and on

##### On and off

**Meaning:** at regular intervals

##### Incorrect:

He has been working off and on several months to complete his PhD thesis.

##### Correct:

He has been working on and off several months to complete his PhD thesis.

#### Off and on

**Meaning:** occasionally

##### Incorrect:

He visits me on and off.

##### Correct:

He visits me off and on.

## Fun fact

### Accept / Except

Accept is a verb which means "to receive".

Except is used as a preposition and means "not including".

#### Incorrect:

Sandhya excepted her student's offer to drive her home.

#### Correct:

Sandhya accepted her student's offer to drive her home.

#### Incorrect:

The paper submissions can be done on weekdays, accept Mondays.

#### Correct:

The paper submissions can be done on weekdays, except Mondays.

2. Rearrange each set of words to make sentences. Use appropriate punctuation marks.

- (a) when I gave her, the bad news, she turned pale

---

---

- (b) become rotten, as it has, the apple, don't eat

---

---

- (c) great friends, last quarrel, after their, they became

---

---

- (d) first and only novel, after her, got a prize, she became famous

---

---

## \* LISTENING

How brave are you? Take a minute to think over this question. There are people who risk their lives to save someone's life from danger. Here is a child who dared and saved lives. Let us listen to the story of a braveheart.

### The Brave Hearts

On October 26, 2009, Jhalaram's hut in the village Sarneshwar in Rajasthan, suddenly caught fire. His two daughters, aged two-and-a-half years and one year, as well as ten goats were in the hut at that time.

Shrawan Kumar, a six-year old boy, was playing in his house at a distance of about 200 feet. Seeing smoke coming out from Jhalaram's house, he ran towards it. He saw the children sitting on a cot and screaming for help, and the goats caught in the flames.

Shrawan entered the house, lifted the younger child in one arm and pulling the older one by the hand, brought them out safely. He took them to his house, then ran to inform his father and the children's father.

The elders rushed to the site. But by that time, the goats had died and the household belongings had been destroyed in the fire. It was Shrawan Kumar's daring act that saved the lives of the two children.

(Shrawan Kumar, 6 years old, Sarneshwar, Rajasthan)  
(Source: *Children's World*, May 2012)

Your teacher will read out the story. Listen to the story carefully and answer the questions below. You may ask the teacher to read out the story more than once.

- Where is the village of Sarneshwar?

---

---

---

- Whose hut had caught fire?

---

---

---

- Who all were there in the hut when it caught fire?

---

---

---

- Why did Shrawan run towards Jhalaram's house?

---

---

---

### Fun fact

#### Spellings

British	American
Colour	Color
Honour	Honor
Programme	Program
Travelling	Traveling
Fulfil	Fulfill
Centre	Center
Dialogue	Dialog
Grey	Gray

5. How did Shrawan save the two children?

---

---

---

6. What happened to the goats?

---

---

---

## Fun fact

### Superfluous commas

Many times, commas are used liberally even when they are not necessary.

#### Incorrect:

Hari never went into the city, because he did not feel comfortable driving in traffic.

#### Correct:

Hari never went into the city because he did not feel comfortable driving in traffic.

#### Incorrect:

Roma wants to get a degree in Fine Arts, or Music.

#### Correct:

Roma wants to get a degree in Fine Arts or Music.

#### Incorrect:

The book on the table, belongs to Sara.

#### Correct:

The book on the table belongs to Sara.



## SPEAKING

Imagine yourself as the narrator in the story 'The Miraculous Escape' and describe your experience during your voyage. Jot down the points you want to speak on. Then narrate your experience to your partner. You may begin like this:

I have been thinking of going on a voyage. And here came the opportunity to sail on a ship! I enjoyed the blue sea, the silence all around, amazing sunrise for a week. Then suddenly one day.....

### Your points:

---

---

---

---

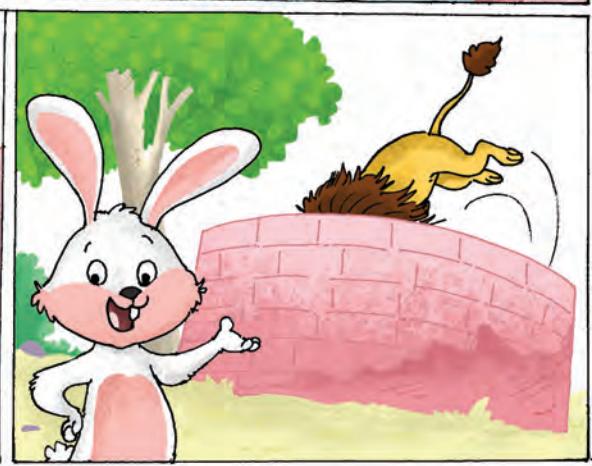
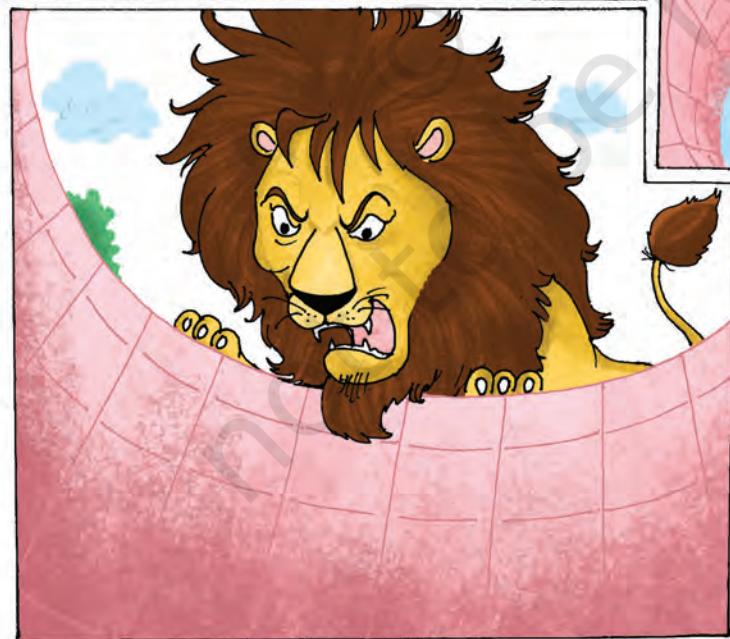
---

---



## WRITING

1. A group of pictures are given here. They make a story. This story is from the *Tales of Panchatantra*.



ବ୍ୟାକ

Now write the story in the lines provided below. Provide a suitable title to the story.

2. Courage needs no age and comes after we let go of all our fears. Every year, on the Republic Day, National Bravery Awards are given to selected children for their act of bravery against all odds. These children are able to achieve this glory as they overcome their moments of fear and do their best to save precious lives.

Make a list of any five such children and their actions for which they have been awarded the National Bravery Award. Write a few paragraphs on each child. Keep your writings in the Class Library or the Reading Club for all your friends to read.



(Source: <https://www.ndtv.com/india-news/national-bravery-awards-2018-meet-the-18-bravehearts-of-india-1802479>)

## \* PROJECT

1. The stories of 'The Snake and the Mirror' and 'The Miraculous Escape' show how people face danger and are scared of animals. As children, many of us fear stray dogs. Both adults and children are scared of snakes. Fear exists in most of us. Some fears have bases and others do not. Let us conduct a survey of what people fear about. You may follow the guidelines given below.

- Form groups of four, and select an area for your survey. It may be your classmates, teachers or people in your neighbourhood.
- Develop a questionnaire to collect information about the fears people have. You may have at least eight to ten questions.
- Decide how many people you will ask the questions for the survey.
- Ask people the questions.
- Write their opinions in tabular form.
- Now write the first draft of the report.
- You may add graphic representations of the information and the data collected.
- Edit and write the report to make it final.
- Present it in a report form to the class.
- You can also make a PowerPoint presentation.



976CH06

# Unit 6

## LET'S BEGIN

- A. Photographs of the Presidents of India are chronologically given below. Can you identify them?
- B. Discuss in pairs and write down their names.
- C. Why is the President of India known as the First Citizen of the country?

### PRESIDENTS OF INDIA



Read the following passages and answer the questions that follow.

**Text I**

I must have been about seven when my father left Porbandar for Rajkot to become a member of the Rajasthanik Court. There I was put into a primary school, and I can well recollect those days, including the names and other particulars of the teachers who taught me. As at Porbandar, so here, there is hardly anything to note about my studies. I could only have been a mediocre student. From this school I went to the suburban school and thence to high school, having already reached my twelfth year. I do not remember having ever told a lie, during this short period, either to my teachers or to my school-mates. However, I used to be very shy and avoided all company. My books and my lessons were my sole companions. To be at school at the stroke of the hour and to run back home as soon as the school closed—that was my daily habit. There is an incident which occurred at the examination during my first year at high school and which is worth recording. Mr Giles, the educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'Kettle'. I had misspelt it. The teacher tried to prompt me with the point of his boot, but I would not be prompted. It was beyond me to see that he wanted me to copy the spelling from my neighbour's slate, for I had thought that the teacher was there to supervise us against copying. The result was that all the boys, except myself, were found to have spelt every word correctly. I could never learn the art of 'copying'. Yet the incident did not in the least diminish my respect for my teacher. I was by nature, blind to the faults of elders. Later I came to know of many other failings of this teacher, but my regard for him remained the same. Two other incidents belonging to the same period have always clung to my memory. As a rule I had distaste for any reading beyond my school books. The daily lessons had to be done, because I disliked being taken to task by my teacher as much as I disliked deceiving him. Therefore I would do the lessons,

**prompt:** cause someone to take a course of action

**deceive:** give a mistaken impression

**indelible:** not able to be forgotten

but often without my mind in them. Thus, when even the lessons could not be done properly, there was of course no question of any extra reading. But somehow my eyes fell on a book purchased by my father. It was *Shravana Pitribhakti Nataka*. I read it with intense interest. One of the pictures I was shown was of Shravana carrying, by means of slings fitted for his shoulders, his blind parents on a pilgrimage. The book and the picture left an indelible impression on my mind.

(An excerpt from *The Story of My Experiments with Truth*, Mohandas Karamchand Gandhi)

1. Choose the correct option from the bracket and fill in the blanks.

- (a) Mohandas Karamchand Gandhi was a/an \_\_\_\_\_ student. (average, poor, intelligent)
- (b) As a boy, Mohandas used to be very \_\_\_\_\_ and avoided all company. (timid, fearful, outspoken)
- (c) The teacher tried to \_\_\_\_\_ him with the point of his boot. (suggest, force, instruct)
- (d) Young Mohandas \_\_\_\_\_ any reading beyond his school books. (disliked, liked, hated)
- (e) He read *Shravana Pitribhakti* with \_\_\_\_\_ interest. (great, least, little)

2. Answer the following questions in brief. (30 words)

- (a) Where did Mohandas complete his primary education?

---

---

- (b) Who were Mohandas Gandhi's sole companions in his childhood?

---

---

- (c) Which incident given in the passage reflects Mohandas's honesty?

---

---

- (d) Which two things did Mohandas dislike the most?

---

---

- (e) What did the picture of Shravana convey to Mohandas Gandhi?

---

---

- (f) Pick out five qualities and traits which young Mohandas Karamchand Gandhi had. One is done for you.

Absolutely non-judgemental, couldn't see the bad qualities of his teacher.

---

---

---

---

---

---

---

---



**Common Error**

**Incorrect:**

Are you a saler, Raju?

**Correct:**

Are you a salesman, Raju?



## 3. Locate words from the passage with similar meaning:

(a) reduce \_\_\_\_\_

(b) only one \_\_\_\_\_

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

(d) permanent effect \_\_\_\_\_

**Text II**

Indra Krishnamurthy Nooyi is an Indian American business executive. She is the Chairman and Chief Executive Officer of Pepsico. She is one among the world's most powerful women. She delivered the following speech at the Rashtrapati Bhawan on 14 December 2013. She was named one of the 25 Greatest Living Legends by NDTV, and was awarded by the then President of India, Pranab Mukherjee at the Rashtrapati Bhawan.

*Read the speech delivered by Indra Nooyi and answer the questions that follow.*

*Mr President and NDTV, thank you very much for this incredible honour.*

*Malcom Gladwell in his book, Outliers says: "Who you are cannot be separated from where you came from."*

*I left India 35 years ago, went to the USA and had tremendous success in the meritocracy. But none of that could have happened if I would not have had wonderful upbringing very much here in India. So I have a lot to thank India for. Now my three lessons I would like to share with you.*

*First, please be a lifelong student. You know when we were kids, we used to ask questions like "Why is the sky blue?", "Why the birds flying so high?" But for some reasons, as we get older, that curiosity goes away. And if we are happy with the knowledge we have, then we are actually going to atrophy. So, please remain a lifelong student, don't lose that curiosity.*

*Second, whatever you do, throw yourself into it, throw your head, heart and hands into it. I look at my job not as a*

**meritocracy:** a ruling or influential class of educated or able people

**atrophy:** gradual decline in effectiveness or vigour due to underuse or neglect

*job, I look at it as a Calling, as a Passion and I don't care about the hours, about the hardships, because to me everything is a joy. So whatever you do, please look upon it as a Calling, a Passion, not as a job, not as something temporary.*

*The third and the most important one, please help others rise. Greatness comes not from a position, but from helping build a future. All of us in position of power have an obligation to pull others up. You know, as I stand here today, I look at my responsibility not as accepting an honour, I look upon it as accepting a challenge and a responsibility, an obligation to actually make it possible for people who are younger to come up and achieve levels of greatness, so they too can be on the stage sometime in the future.*

(Source: Speech delivered by Indra Nooyi at the Rashtrapati Bhawan on 14 December 2013)

1. What has Malcom Gladwell said in his book, that Indra Nooyi is referring to in her speech?

---

---

---

---

2. What according to Indra Nooyi helped her achieve great success?

---

---

---

3. What is the first lesson that Indra Nooyi has talked about in her speech?

---

---

---

## Fun fact

### Contradictory proverbs

All good things come to those who wait.

but

Time and tide wait for none.

The pen is mightier than the sword.

but

Actions speak louder than words.

Look before you leap.

but

Strike when the iron is hot.

4. What element should we have to be a lifelong student?

---



---



---

5. How does she look at her job?

---



---



---

6. What is her third lesson? Why is it important?

---



---



---

7. What obligation does she talk about in her speech?

---



---



---

### \* VOCABULARY

1. Make noun forms of the given words. One is done for you.

**Example:**

happen

happening

(a) know \_\_\_\_\_

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

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

(d) oblige \_\_\_\_\_

(e) achieve \_\_\_\_\_



(a) Chutney	(g) _____
(b) Karma	(h) _____
(c) _____	(i) _____
(d) _____	(j) _____
(e) _____	(k) _____
(f) _____	(l) _____

## Fun fact

### Immigrate / Emigrate

To **immigrate** is to settle in a new country or region.

To **emigrate** is to leave a native country or region to settle elsewhere.

**Immigrate** is usually followed by **to**, and **emigrate** is usually followed by **from**.

The *em*-words have to do with "leaving", and the *imm*-words have to do with "entering".

## GRAMMAR

1. Fill in the blanks to complete the process of washing clothes in a machine. Use passive form of the verbs given in brackets.

Dirty clothes are \_\_\_\_\_ (take) for washing. Clothes are \_\_\_\_\_ (separate) on the basis of texture, colour, etc., and \_\_\_\_\_ (make) into piles. Each pile is \_\_\_\_\_ (put) in the washing machine tub. Then detergent powder is \_\_\_\_\_ (add) and the required programme is \_\_\_\_\_ (set). Once the washing is over the clothes are \_\_\_\_\_ (remove) from the tub and \_\_\_\_\_ (hang) for drying.

### 2. Passive voice

Expand the News Headlines into three to four sentences of a short article. Use passive voice wherever it is required.

#### Example:

- (a) Mumbai flooded with rain water

Yesterday Mumbai was hit by incessant rain. The city is flooded with rain water now. Water is being pumped out from the roads. The residents are requested by the Municipal Corporation to remain indoors.

(b) The fire caused by crackers

(c) Bank robbed in broad daylight

(d) Taxes lowered for some commodities

### 3. Phrasal Verb

In the lesson ‘My Childhood’ in your textbook, *Beehive*, the phrasal verb ‘break out’ is used by combining a verb (break) with a preposition (out) denoting the meaning



'to begin'. Many more phrasal verbs can be formed with the same verb 'break' joining with other prepositions. They are—

break into break away break open break down  
break up

Now, replace the underlined words with a phrasal verb from the list given above using the correct form.

- (a) The passengers were troubled when the bus stopped due to engine failure.

---

---

- (b) Neha's relationship with Rohan came to an end over a very silly matter.

---

---

- (c) The burglar in spite of all security, entered Mr Khan's house and took away all valuables.

---

---

- (d) The child attempted to leave the mother's grasp, but she held fast.

---

---

- (e) The new director desired to discard the age-old practices in the office.

---

---



Use capital letters, full-stops, commas and inverted commas wherever necessary in the following story. Some words are also wrongly spelt. Check the spelling errors and correct them.

once the Fairies of the Trees set out to choose their dwelling places some were wise in making their choices and some were foolis

the wise fairies shunned the trees that stood alone in the open fields, and settld in a thick forest. but the foolish ones said, Why should we crowd together in a forest Let us go and live in lonely trees near villages, where humans will bring us gifts.

One night a greate tempest swept over the countri the lonely trees were blown down, and the foolis fairys became homeless; but the great, dense forest resisted the fury of the storm. The wise fairies said to the foolish ones Peopl should stand together like a dense forest. It is only the solitary tree, growing unprotekted in the open field that is overthrown by a silly thing like a storm

Write the corrected story here.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---



---



---



---



---

## \* LISTENING

Given below is an extract from Malala Yousafzai's speech at the UN General Assembly on 12 July 2013.

Malala Yousafzai is a young Pakistani girl who was shot at by the Taliban because she wanted to study. She was awarded the Nobel Peace Prize in 2014 for her struggle for the right of all children to education.

The teacher or one of your classmates will read out the extract. Answer all the questions after listening to the extract.

*Honourable UN Secretary General Mr Ban Ki-moon, respected President of the General Assembly Vuk Jeremic, honourable UN envoy for global education Mr Gordon Brown, respected elders and my dear brothers and sisters: Assalamu alaikum.*

*Today it is an honour for me to be speaking again after a long time. Being here with such honourable people is a great moment in my life and it is an honour for me that today I am wearing a shawl of late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received thousands of good-wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.*

## Fun fact

### Commonly misspelt words

Incorrect	Correct
Accomodate	Accommodate
Recieve	Receive
Arguement	Argument
Commitee	Committee
Embarass	Embarrass



...There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand, one girl among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights ...Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

...the compassion I have learned from Mohamed, the Prophet of Mercy, Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah.

This is the philosophy of non-violence that I have learned from Gandhi, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learned from my father and from my mother. This is what my soul is telling me: be peaceful and love everyone ... Thank you.

1. Why did the Taliban shoot Malala?

---



---

2. Why was Malala awarded the Nobel Peace Prize?

---



---

3. Who all did Malala thank in her speech and why?

---



---

4. What are the activists and social workers struggling for?

---



---



- What rights did she talk about in her speech? Tick (✓) the right answers.
  - right to live in peace
  - right to be treated with dignity
  - right to have a safe home
  - right to equality of opportunity
  - right to fight for self
  - right to be educated

- From whom did Malala learn

### Fun fact

#### Common mistake

##### Good vs Well

Good is an adjective. It is used to modify a noun.

Well is an adverb. It is used to modify a verb. It is also used as an adjective.

##### Examples:

You did a good job. (Adj.)

You did your job well. (Adv.)

She is well. (Adj.)

(a) compassion \_\_\_\_\_

\_\_\_\_\_

(b) the philosophy of non-violence \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_



### SPEAKING

- Prepare five slips with the following words written on them. The class will be divided into 4 groups. Each group will be asked to pick up a slip and discuss the topic for 5 minutes. Finally, one representative from the group will make a brief presentation on the topic.

- ancestral house
- secure childhood
- primary school
- social barriers
- communal harmony

Some words given in the box below may be helpful. You can use any other words that are appropriate to the topic.

ancient	large	emotional	co-existence	upbringing
inequality	system	tradition	friendship	



## \* WRITING

1. In 2010, the United Nations declared Dr A.P.J. Abdul Kalam's birthday (15th October) as World Students' Day. Write an article on the importance of the youth/young students in the making of a New India. (120–150 words)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## \* PROJECT

1. Collect your favourite quotations by M.K. Gandhi, Dr Abdul Kalam, Mother Teresa, Lal Bahadur Shastri, J. Krishnamurti, any other personalities that you admire. Make a collage for display in the monthly wall magazine of your class.



# Unit 7



976CH08

## LET'S BEGIN

You have read about Santosh Yadav, the youngest woman in the world to have conquered Mount Everest in 1992. You must have heard or read about Poorna, who at the age of 13 years 11 months, became the youngest girl in the world to have scaled the Mount Everest in 2014, with sheer determination and willpower. You would have also read about Maria Sharapova who bagged the Women's Singles crown at Wimbledon in 2004. She was determined, tough, competitive, hard-working with unwavering desire. Both of them had big dreams from the very young age.

1. Do you have the passion to do something other than your studies like these two icons have? (Be it music, dance, theatre, trekking, watersport, painting, football, cricket, etc.)
2. Do you find any difficulty in pursuing your passion?
3. Who gives you support and encouragement to go ahead with your passion?

### \* READING COMPREHENSION

Read the following passage carefully. Based on your reading, answer the following questions in the space provided.

#### Text I

On 3 August 1996, Leander Paes became the first Indian to win an individual medal in 44 years when he defeated Fernando Meligeni of Brazil in an exciting match in the Centennial Olympic Games at Atlanta. Paes ranked 31 places below the Brazilian, played with gusto and determination against a player who has two ATP tour titles under his belt, and clinched the bronze medal. He was given a standing

**gusto:** enjoyment and enthusiasm

ovation when Paes raised his hand in triumph and said a silent prayer.

Leander's father had won a bronze medal in the Munich Olympics 1972 as a member of the Indian hockey team. It is creditable to Leander Paes as he got it in an individual event.

Later he dedicated the medal to his coach and his doubles teammate. "They have helped me out and given me advice and kept me in good frame of mind. This medal doesn't just show my efforts; it shows the efforts of the whole team."

Paes was recognised as a prodigy by Vijay Amritraj in the '80s. Even so, Paes' true mentor has been Naresh Kumar, the former Indian Davis Cup Captain. His incredible Davis Cup record speaks for itself. While it may be said that some of his Davis Cup victories were achieved because he was playing on his favourite surface, grass and enjoyed home support. But at Atlanta, Paes had none of these advantages except his coach, close family members and the expatriates. While Davis Cup victories bring in good cash rewards and ATP (Association of Tennis Professionals) points, there he was playing for just a medal. Paes explains it all when he says, "When I am playing for my country I don't expect anything." That straightaway sets him apart.

He succeeds because of his willingness to take his chances, swift reflexes and mental strength, and the fact that he does not accept defeat easily.

(Source: <http://www.jhs.ac.in/pdf/Cbse-qp/Grade-9/English/5.pdf>)

**1. Leander's victory at Atlanta is significant because**

---

---

---

**2. His father's Olympic triumph in 1972 was different from his own because it was**

---

---

---



## Fun fact



### Commonly misspelt words

Incorrect	Correct
-----------	---------

Posession	Possession
Recieve	Receive
Seperate	Separate
Supercede	Supersede
Threshhold	Threshold
Unforseen	Unforeseen

3. Leander gave credit to his coach and his teammate in doubles for his victory. How did they help him?

---

---

---

---

4. If you are required to sum up Leander's qualities as a player, which one would you like to highlight and why?

---

---

---

---

5. In India, while registering his victories in Davis Cup one could say that he won because

---

---

6. At Atlanta he won because

---

---

Read the following poem and answer the questions that follow.

### Text II

#### WHERE THE MIND IS 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 habits;  
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

1. Given here are certain ideas from the poem “Where the mind is without fear” by Rabindranath Tagore. Identify the lines from the poem that refer to these and write the lines in the space given below.

- (a) Everybody should be able to learn.

---

---

- (b) There ought not be a division among people on the basis of caste, class, creed, religion or any other such basis.

---

---

- (c) People should be honest and speak out their heart.

---

---

- (d) Actions should stem from logic and not superstitions and beliefs, leading to progress.

---

---

- (e) People to be free of fear and oppression.

---

---



#### Spelling Error

It is “calendar”, not  
“calender”.

(f) The poet is addressing \_\_\_\_\_ so that \_\_\_\_\_

2. This poem was written by Rabindranath Tagore much before India attained freedom. What, do you think, is the significance of these lines in the context of his time?

### Fun fact



**Every cloud has a silver lining.**

There is some good hidden in bad things also.



### VOCABULARY

1. Suggest a word for each sentence/phrase correctly. Refer to the chapter 'Reach for the Top, Part I' given in your textbook, *Beehive*. The paragraph numbers where these words are used, are given in brackets.

(a) A state of happiness and satisfaction.

(2)

(b) An action or way of behaving that is usual in tradition.\_\_\_\_\_ (3)

(c) A word or statement that expresses agreement or confirmation.\_\_\_\_\_ (5)

(d) The ability to withstand hardship or adversity.

(7)

(e) Final stage of something you've been working towards.\_\_\_\_\_ (7)

2. Fill in the blanks using the words given in the box. These words are taken from the chapter 'Reach for the Top' of your textbook, *Beehive*. You can refer to a dictionary to find out the meanings of these words.

prevails, positive, apology, affluent, expedition, culmination

(a) She wears expensive dresses and jewellery. It seems she belongs to an\_\_\_\_\_ family.

- (b) At present, political turmoil \_\_\_\_\_ in most parts of the world.
- (c) Mr Khanna admitted his mistake by writing a letter of \_\_\_\_\_ to the Head of the Department.
- (d) The Director was quite \_\_\_\_\_ while addressing his employees.
- (e) The result that you see today is a \_\_\_\_\_ of years of hardwork and dedication.
- (f) School children went on a weeklong \_\_\_\_\_ during their summer holidays.
3. Playing with the words: How many words can you make from the words given below?

### Vocabulary

1. <u>vocal</u>	1. <u>labour</u>
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

4. An idiomatic expression is a group of words with a special meaning. The individual words in the expression do not mean what they otherwise stand for.

**Example:** Maria Sharapova cannot be ‘pigeon-holed’ or categorised. Her talent, unwavering desire to succeed and readiness to sacrifice have lifted her to the top of the world.

Here pigeon-holed does not mean that there is a hole for the pigeon to its nest. But it means that someone or something belongs to a particular type or group; is categorised, especially without knowing much about them.

Now, consult a dictionary and match the following idiomatic expressions given in Column ‘A’ with their meanings in Column ‘B’.



### Contradictory proverbs

Doubt is the beginning of wisdom.

*but*

Faith will move mountains.

Great starts make great finishes.

*but*

It isn't over till it's over.

Wise men think alike.

*but*

Fools seldom differ.

Column A	Column B
eager beaver	something of someone provides a lot of money for little effort
cash cow	very careless in the way a person moves or behaves
kangaroo court	wait and be patient
bull in a china shop	a keen and enthusiastic person who works very hard
hold your horses	an unofficial court or meeting that disregards current laws and conducts unfair trials

## GRAMMAR

In the chapter 'Reach for the Top' in *Beehive*, you have read that two clauses in a sentence have their own subject and verb or verb phrase. One part of the sentence (or one clause) tells us why or when something happened.

### Examples:

- I read Sherlock Holmes while I was on holiday.
- It was raining heavily when I got home in the evening.
- I will phone you when I go to the clinic.
- Can I borrow your book when you have finished it?

1. Match each of the sentence halves given below to make meaningful sentences.

He was found guilty of driving	when she tripped over.
I get a pain in my knee	when the mother left.
The boy started to cry	I switched on the emergency light.
Rainy was walking along the footpath	when you cross my house.
When the lights went out,	while he was under the influence of alcohol.
You will see the river	when I walk up the stairs.

2. Make one sentence combining the two statements given below.

### Example:

It's getting dark.

Let's go home before that.

Let's go home before it gets dark.

### Fun fact

#### Some words that do not have a plural form

Sheep  
Furniture  
Jewellery  
Moose  
Shrimp

(a) She must clean the room.

I won't enter the room until this is done.

\_\_\_\_\_ until

\_\_\_\_\_

(b) I will do the cooking.

Then I will come to your house.

\_\_\_\_\_ after

\_\_\_\_\_

(c) I will go to the library.

Then I will issue the book for you.

\_\_\_\_\_ when

\_\_\_\_\_

(d) Evening came.

They rested.

\_\_\_\_\_ when

\_\_\_\_\_

(e) The salesman came.

Rita was eating her breakfast.

\_\_\_\_\_ while

\_\_\_\_\_

(f) We went to see the play with grandfather.

Do you remember?

\_\_\_\_\_ when

\_\_\_\_\_ ?

## EDITING

1. In each of the following sentences you have to remove or add a word or a phrase to make the sentence grammatically correct. Write the correct sentences in the space given below.

- (a) Maria Sharapova likes to be dancing, singing and fashion.

---

---

- (b) She has love for pancakes with chocolate spread and fizzy orange drinks.

---

---

- (c) Maria had to be leave her mother behind in Siberia at age of nine.

---

---

---

- (d) She put with insults and humiliation in order to realise dream of becoming a tennis star.

---

---

---

- (e) Her dream was to be number one world tennis.

---

---

---

### Fun fact

#### Nouns that are always singular

Belongings  
Congratulations  
Outskirts  
Savings  
Surroundings  
Thanks



2. There are spelling errors in the paragraph given here. Correct the spelling errors and rewrite the paragraph with appropriate punctuation marks in the given space.

### Savitribai Phule

#### **"Awake Arise, and Educate. Smash traditions-Liberate"**

First female teacher of Indias first womens school, founder of the modern Marathi poetry at a time when womens potential and celibre were underrestimmated she worked for the uplifftment and educasion of females in the country with her husbands help. she opened a school for untouchable girls Orrthodox individuals from the upper cast used to mock at her eforts and throw stones and dung on her nevertheless she continued with her teaching the British govenment honoured her contribution to eduction later on.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## LISTENING

Your teacher or a classmate will read the excerpt given below. Listen to it carefully and answer the questions.

**amputate:** cut off (a limb) by surgical operation

**frostbite:** injury to body tissues caused by exposure to extreme cold, typically affecting the nose, fingers, or toes

**prosthesis:** an artificial body part, such as a limb

**tinkering:** an act of attempting to repair something

Harvard-MIT researcher, Hugh Herr, is familiar with the obstacles faced by amputees. A world-class mountain climber at the age of 17, Herr and a friend were trapped in a snowstorm while ascending New Hampshire's Mount Washington in 1982. After three days without food or camping gear, the two were rescued, but frostbite cost Herr both his legs, which were amputated just below the knee. Herr was fitted with prostheses, but he soon discovered that they were developed for walking on flat surfaces, and not for taking on advanced functions like climbing or running. With the same determination that he once applied to climbing, he set out to create a better prosthetic leg. He worked with an engineering shop to fashion his own prostheses, tinkering with customised sockets and lighter materials. He even designed artificial feet specially made for climbing rock (built flat and narrow for getting a toehold in cracks and ice featuring sharp spikes).

"I experienced a tremendous amount of pain from prosthetic limbs at first", Herr says. "So I decided to go back to school and learn about physics and engineering to try to solve these problems." Herr obtained a Master's degree in mechanical engineering from MIT in 1993 and a doctorate in biophysics from Harvard five years later.

After struggling for a decade to come up with a better prosthetic limb, just getting the knee to market will be a personal triumph for Herr—yet another mountain conquered. "It's been a long road", he says. "But I think I'm finally in a position to make a difference."

(Adapted from 'Born to Run', Evan Ratliff, *Span*, Sep.–Oct. 2002, *Steps to English, Workbook for Class X*, NCERT, 2003, p. 43)

### 1. What happened to Hugh Herr at the age of 17?

---

---

2. What happened to both of his legs?

---

---

3. What were the two things he was unable to do with the prostheses?

---

---

4. Why did he decide to go back to school?

---

---

5. What degrees did he get from MIT and Harvard?

---

---

## \* SPEAKING

1. In a group of three, read aloud the dialogues. You are Kiran and your two partners are Sunita and Sarita. Then fill in the table given below.

Sunita : What kind of things do you like to do in your free time?

Kiran : I like playing basketball. I play on a city team every Saturday afternoon. It helps me stay fit and happy. I have made some good friends!

Sarita : I didn't know that. How long have you been playing?

Kiran : For about a year now. But it's not the only thing I like to do. I also enjoy painting. It's great for relieving stress.

Sunita : Really? Are you good at it?

Kiran : Not too bad. But I'm not a Picasso or Rembrandt. How about you guys? What do you like to do in free time?

## Fun fact

What's the difference?

### Although

Although + subject + verb

### Example:

Although it rained a lot, we went to the park.

### In spite of

In spite of + noun/pronoun

In spite of + (verb)-ing

### Example:

In spite of the traffic, I got to work on time.

### Despite

We can also use **despite** to replace in spite of.

### Example:

Despite the bad traffic, I got to work on time.

- Sarita : Well, a couple of times a month I go up to Widow Mountain with some buddies and go hang gliding.
- Sunita : No way! You do? That sounds dangerous! Aren't you scared?
- Sarita : Not at all. It's fascinating. It's so beautiful up there. I feel as free as a bird. You should try it sometime.
- Sunita : It sounds awesome, but I think I'm too much of a scared cat to try it.
- Kiran : Wow! I might want to try it sometime. Do you think I could?
- Sarita : Sure, how about this Saturday? I'll let you know the details later.
- Kiran : Sounds great! I can't believe I'm going to do it. Sunita, by the way, you never told us what you do in your spare time.
- Sunita : Well, uh, I like to knit...And you know I can't go very far... But I am going to convince my parents to let me join Karate classes. It will be great self defence.

<b>Names</b>	<b>List of Interests</b>	<b>Why do they find these interesting?</b>
Sarita		
Kiran		
Sunita		

2. Work in pairs. Imagine you are Sunita. You are trying to convince your father to let you join the Karate classes.

You can use the given clues for the conversation. Take turns to be Sunita and her father.

Want to learn Karate	Girls to stay at home
Friends are into sport	Who will help mother?

Felt out of place not doing anything sporty	School work may suffer
Decided to take up Karate	Going out may be unsafe
Keep me physically fit	No real benefits, expenses
Class in the next society	May be called unfeminine
Great self defence, you can see these videos	Oh, that's nice, my daughter will be no less.

You can write the conversation here.

<b>Sunita</b>	<b>Father</b>
Papa, I have a desire to learn Karate.	No, that can't be. Girls must stay home.

## \* WRITING

- Given below is some information about Saina Nehwal and Sania Mirza. You can visit your school library and search the Internet to collect more information and to find out if it is correct. Write a short motivational article for your school magazine using these details. The article can aim towards encouraging girls to take up sports.

<b>Saina Nehwal</b>	<b>Sania Mirza</b>
From Hisar in Haryana	Indian professional tennis player
Her family shifted to Hyderabad when she was very young.	Born in Mumbai
First trained with Nani Prasad, stadium was 25 kms away from home	Family moved to Hyderabad some time after her birth.
Then coached by S.M. Arif, Vimal Kumar and P. Gopichand	Started learning lawn tennis from her father at the age of six.
Professional badminton singles player	Started participating in the ITF tournaments in 2001.
World no. 2 in 2009, formerly world no. 1 in 2015	Won three titles in 2002 to be identified as an upcoming player.
Right-handed player with many international titles	Turned professional in 2003, and won several titles including the Girls' Doubles title at Wimbledon.
Has seen both ups and downs	Has been injured and recovered.
First Indian woman to win an Olympic medal	Won several doubles titles in WTA. Formerly ranked as India's no. 1 doubles player by WTA.
Rajiv Gandhi Khel Ratna award, Arjuna award, has received the Padma Bhushan in 2016	Times Magazine's 2016 list—Sania one of the most influential people in the world. Has been awarded the Arjuna Award and the Padma Shree.

3. The chapter 'Reach for the Top', Part I ends with the sentence "Santosh collected and brought down 500 kilograms of garbage from the Himalayas."

You may have visited different tourist places and picnic spots. However, the beauty of the Nature is spoiled by waste and garbage thrown unmindfully by tourists.

**As a conscious and responsible citizen of India, write a letter to the editor of a national newspaper. Therein**

you may highlight the issue and measures for creating awareness about curbing environmental pollution. Discuss with your classmates how ‘Swachch Bharat Abhiyan’ can be promoted.

## \* PROJECT

1. In January 2018, the President of India awarded 112 amazing “First Ladies” for being first in their respective fields. Find out the achievements of some of them.
  - A class board can be prepared with your contributions.
  - Make a collage of the “First Ladies”, their struggle, endeavour and achievements. Display it in the class.
  - Your group can make PowerPoint presentation of their life, struggle, society, inspiration and achievements.
2. Even now girls have to struggle for getting education and participating in games. They are victims of child marriage, harassment, etc. *Beti Bachao, Beti Padhao* is an initiative by the Government of India for ensuring survival, protection and education of the girl child. As a citizen of India what will be your contribution in promoting girls, education and safeguarding their interest?
  - Prepare posters, write slogans and draw charts to create awareness in the society.

### NOTES

---

---

---

---

---

---

---

---

---

---



976CH10

# Unit 8

## LET'S BEGIN

'Kathmandu' is an excerpt from the travelogue *Heaven Lake* written by Vikram Seth. The travelogue is an account of his travel from China, Tibet and Kathmandu to India. Vikram Seth beautifully describes the natural landscape, cultural richness and diversity among people from region to region.

### Do you know?

A river in New Zealand has become the first in the world to be recognised as a living entity with the legal status of a person after a 170-year battle by the local Maori people.

The nation's parliament passed a bill to allow Whanganui River—known by the Maoris as Te Awa Tupua—to represent its own interests and advocate on its own behalf.

This is a unique judgement for sustaining the health and well-being of the river.

(Source: Adapted from *The Guardian International Edition*,  
16 March 2017)

1. Collect information on similar judgements being taken in the context of river Ganga, and discuss in class.
2. Talk about the condition of Bagmati river in Kathmandu written by Vikram Seth.

## READING COMPREHENSION

Read the following passage and answer the questions that follow.

### Text I

When we think of tourism, we think primarily of people who are visiting a particular place for sightseeing, visiting friends and relatives, taking a vacation, and having a good time. They may spend their leisure time engaging in various sports, sunbathing, talking, singing, taking rides, touring, reading or simply enjoying further. We may include in our definition of tourism people who are participating in a convention, a business conference, or some other kind of business or professional activity. Those who are taking a study tour under an expert guide or doing some kind of scientific research or study are also doing tourism. These visitors use all forms of transportation from hiking in a wilderness park to flying in a jet to an exciting city. Transportation can include taking a chairlift up a Colorado mountainside or standing at the rail of a cruise ship looking across the blue Caribbean. Whether people travel by one of these means or by car, motor coach camper, train, motorbike or bicycle, they are taking a trip and thus are engaging in tourism.

(Adapted from *Tourism: Principles, Practices, Philosophies* by Charles R. Goeldner and J.R. Brent Ritchie, p. 4)

**chairlift:** a series of chairs hanging from a moving cable, for carrying people up and down a mountain

1. Tourism is about taking a tour
  - (a) to a place under an expert guide
  - (b) for hiking in remote places
  - (c) for visiting a place for sightseeing
  - (d) All of the above
2. By 'hiking in wilderness' the author means
  - (a) taking a long distance walk in abandoned areas
  - (b) walk in the forest areas
  - (c) marathon in uninhabited areas
  - (d) sprinting in abandoned, uninhabited areas
3. A cruise ship is
  - (a) a large ship that carries people on voyages of pleasure.

### Fun fact

#### **Costs an arm and a leg**

Very expensive

#### **It's a piece of cake**

It's easy

- (b) a big ship that carries people and goods on special mission.
- (c) a large watercraft for carrying passengers from one point to another.
- (d) a large ship that carries mail, goods and first aid facilities.

4. What all activities do tourists engage in?

---

---

---

---

### Fun fact

#### Spelling errors

It's "commitment", not "comittment".

It's "independence", not "Independance".

5. What are the forms of transportation tourists use for visiting places?

---

---

---

---

Read the excerpt and answer the following questions.

#### Text II

Following is an excerpt from the travelogue, *The Innocents Abroad* by Mark Twain.

A little after noon on that distinguished Saturday I reached the ship and went on board. All was bustle and confusion. The pier was crowded with carriages and men; passengers were arriving and hurrying on board; the vessel's decks were encumbered with trunks and valises; groups of excursionists, arrayed in unattractive traveling costumes, were moping about in a drizzling rain and looking as droopy and woebegone as so many molting chickens. The gallant flag was up, but it was under the spell, too, and hung limp and disheartened by the mast. Altogether, it was the bluest, bluest spectacle!

**pier:** a long structure built in the sea and joined to the land at one end

**woebegone:** very sad or miserable



It was a pleasure excursion—there was no gainsaying that, because the program said so—it was so nominated in the bond—but it surely hadn't the general aspect of one.

1. Why is Saturday described as that distinguished Saturday?

- (a) because the much awaited Saturday has come when the voyage has to start.
- (b) because Saturday was a holiday.
- (c) because it is on Saturday that people were allowed to board the ship.
- (d) because it is in the afternoon on Saturday that ship would start the voyage.

2. Who are excursionists?

- (a) They are the research students.
- (b) They are pilgrims.
- (c) They are musicians.
- (d) They are tourists on a leisure trip.

3. What was the mood of the people on the ship?

---

---

---

---

4. What was the author looking forward to?

---

---

---

---

 **Fun fact**

**You can't judge a book by its cover**

Don't base your opinion of something (or someone) on the way it looks.

 **Fun fact**

**Hit the nail on the head**

Get something exactly right

 **Fun fact**

**Do something at the drop of a hat**

Do something without having planned beforehand

5. Match the words/phrases in Column A with pictures in Column B.

Column A	Column B
Pier	
deck	
carriage	
valise	
mast	



## \* VOCABULARY

1. Match the phrasal verbs in Column A with the meanings in Column B.

A	B
Look for	to try to find a piece of information
Look upto	await eagerly
Look forward to	having a great deal of respect for a person
Look up	search

2. Rewrite the following words by removing the suffix 'age'.

- (a) carriage \_\_\_\_\_
- (b) coverage \_\_\_\_\_
- (c) hermitage \_\_\_\_\_
- (d) marriage \_\_\_\_\_

3. Rewrite the following words by adding the suffix 'ful'.

- (a) beauty \_\_\_\_\_
- (b) colour \_\_\_\_\_
- (c) duty \_\_\_\_\_
- (d) revenge \_\_\_\_\_
- (e) help \_\_\_\_\_
- (f) mouth \_\_\_\_\_
- (g) mercy \_\_\_\_\_

## \* GRAMMAR

### Tense

1. Read the following passage carefully. What is the event described in the passage? Guess when it took place. Underline and name the tenses in the following passage.

This is a good place to enrich ourselves about plant species which are environment friendly. The residents could gather a lot of information about horticulture at the event.

Several states from north India are represented at this event and the florists showcase the best of their horticulture at the show.

The organisers said that several events are lined up for Sunday and these include dance, drawing, painting and a

### Fun fact

If the word in question has two consonants before the Y, change the Y to I before adding the suffix -ly.

Sloppy – Sloppily  
Happy – happily

**horticulture:** the art or practice of garden cultivation and management

fashion show competition, among others. As many as 85 stalls have been put up by florists, gardening equipment wholesalers and seed retailers. Entry to the show has been made free for all. However, this year, it's the pollution control plants that have been grabbing all eyeballs.

All plants emit oxygen, but it was established in a study conducted by National Aeronautics and Space Administration back in 1989 that some indoor plants could be extremely useful in controlling the air pollution by acting as a 'vacuum cleaner' against the pollutants and absorbing them.

**detox:** rid the body of unhealthy substance

Detox plants, which act as 'vacuum cleaners' inside the house, are a hit in the ongoing event. Nature enthusiasts are preferring them for pollution control as well as interior decoration.

(Source: *Hindustan Times*, Saturday, 24 Feb. 2018)

### \* EDITING

1. Punctuate the following passage with appropriate punctuation marks.

Kathmandu is vivid mercenary religious with small shrines to flower-adorned deities along the narrowest and busiest streets with fruit sellers flute sellers hawkers of postcards shops selling western cosmetics film rolls and chocolate or copper utensils and nepalese antiques film songs blare out from the radios car horns sound bicycle bells ring stray cows low questioningly at motorcycles vendors shout out their wares

This passage is taken from the text 'Kathmandu' by Vikram Seth. You can compare and check your rewritten passage with the passage in the textbook and see how far you are correct.

### Fun fact

The shortest, oldest and most commonly used word is "I".



## LISTENING

Listen to the passage and answer the questions that follow.

### A Visit to Bhitarkanika

The sun was warm but the sea breeze kept up its cooling effect all along. Soon the steamer turned away and anchored near a creek by the river. The muddy fringe and the mangrove vegetation declared the gateway to the Bhitarkanika Wildlife Sanctuary in Odisha. The steamer could not negotiate these creeks at low tide, so a similar motorboat was hired to ferry us to the Dangmal forest rest-house in the heart of the mangrove forest. From the motorboat we had a good look at a large crocodile basking in the sun.

The boat moved on, taking us deeper into the forest. Here we felt as though we had stepped into a time warp. In this awesome and mysterious place, birds of extraordinary plumage appeared before us. For the moment we revelled in the magnificence of nature which had us completely in its thrall. Among the birds, the kingfishers were the stars of the show. Crocodiles, large and small, slid into the water at our approach. Through the foliage we could see chital deer delicately browsing on fresh outcrops of leaves.

A herd of wild boar was spotted searching for succulent roots. High above us, open-billed storks stood sentry-like following our progress through their remarkable kingdom. The evening sun was beginning to paint the tree-lined horizon crimson and gold and a brooding silence enveloped us all.

(Source: *Steps to English, Workbook for Class IX*, NCERT, 2003)

- Where was the author going?

**creek:** a narrow area of water where the sea flows into the land

**plumage:** the feathers covering a bird's body

**brooding silence:** mysterious silence

2. Where was the forest rest-house? How did the group manage to get there?

---

---

---

3. Which creature did they see first?

---

---

---

4. What does the author mean by ‘the magnificence of nature’?

---

---

---

5. How are the kingfishers and the open-billed storks described?

---

---

---

6. What were the chital deer and the wild boar doing when the motorboat went past them?

---

---

---

### \* SPEAKING

Prepare a short speech on the following and share it in the school assembly.

1. “Travelling—it offers you a hundred roads to adventure, and gives your heart wings.”



“Travelling—it leaves you speechless, then turns you into a storyteller.”

(Ibn Batuta, a 14th century traveller)

“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime.”

(Mark Twain, *The Innocents Abroad*)



### Fun fact

#### Put/turn the clock back

To make things the same as they were

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. The tourism sector can be aligned with the policies of sustainable development.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

\* **WRITING**

1. Read/watch the advertisements on tourism. You can also watch the Kerala Tourism advertisement film 'A Reading Room With a View' which is on the cultural diversity of Kerala. The film is awarded the best film in 60 second category at the prestigious Kyoorius Awards. Now create an advertisement for your city or state for promoting tourism.
2. Write a paragraph describing a journey, imagery, or you have undertaken.  
You can follow the steps given below:
  1. Prepare an itinerary.
  2. You can make use of the following expressions, phrases and proverbs frequently used by the travellers.

Jetlag, itchy feet, hit the road, time table, on the home stretch, call it a day, book in advance, travel over, travel through, travel light, any port in a storm, stopover, etc.



## \* PROJECT

1. You have read about the mesmerising effect of the music of flute on Vikram Seth in 'Kathmandu'.

Do you know the instruments for Sufi music differ from one culture to another? In Turkey, Iran and North Africa, the most prominent instrument is the 'Ney' which is the reed flute. In Sufi music the 'Ney' is accompanied by string instruments like *saz*, *santoor*, *rubab*, etc.

Create a class magazine on music and artists. Some suggestions are given below.

- Collect information on the commonly used musical instruments in the following categories:
    - ◆ Indian classical music
    - ◆ Ghazal singing
    - ◆ Bharatnatayam, Chau and Kathak dance
    - ◆ Folk music
    - ◆ Jazz
  - Collect photographs of musical instruments.
  - Prepare brief biographical sketches of musicians, dancers, costume designers, artists, etc. You can meet some of them or collect information from sources like books, Internet, magazines, newspapers, etc.
  - Give a suitable name to the magazine.
2. Plan a trip to the North-east region of the country by road. Explore the various possibilities of the travel. Also, create a map of your travel.

**reed:** a piece of thin cane or metal, which vibrates in a current of air to produce various musical sounds

### NOTES

---

---

---

---

---

---



976CH11

# Unit 9

## LET'S BEGIN

In the play 'If I Were You', you have read how Gerrard outsmarts the intruder with his 'presence of mind'. The intruder wanted to steal Gerrard's identity.

In our day-to-day life we share personal information like telephone number, house address, mobile number, date of birth, e-mail address, etc., everyday with people whom we may not know very well.

Don't you think it is not safe to share information in today's digital age? Someone like the intruder in the play 'If I Were You' might misuse your unique and personal identity details. This is called identity theft.

The cases of online identity thefts are increasing day by day. Collect information about cases of identity theft and share it in the class.



### READING COMPREHENSION

Read the following text and answer the questions that follow.

#### Text I

##### INTERVIEW WITH A DETECTIVE

His appearance was clean, cool and deliberately ambiguous. Under the sanctuary of his aviators, his eyes silently scanned the room. He is a Manhattan-based, third-generation private detective who's been in the business for more than three decades — specialising in surveillance and being an overall mystery-tinged badass. We asked him everything we've ever wanted to know about the profession.

Interviewer : So, what exactly do you do?

Detective : I do a lot of surveillance. Basically, someone who wonders, "What is this other person up to?" If it's insurance company (surveying someone on workers' compensation), they'll ask, "Is he back working?" Things like that.

Another very common request is locating people, and it could be for a lot of reasons. I had a case recently, a man hadn't been in touch with his mother for 20 years and I helped him find her.

Interviewer : What kind of skills make for a good PI (Private Investigator)?

Detective : Patience— Number one. You have to pay attention. You have to be the kind of person, if you sit in front of a door watching it for six hours, and you haven't seen your guy.

You have to plan accordingly, and be willing to make sacrifices in order to stay out there. It's not a job for people who want to slack off.

Interviewer : If you needed to locate someone, what's the ideal information you need to start?

Detective : Usually, this is what I tell people, "If you want to find someone, I need the name with the exact spelling, the DOB if you know it, the social security number, and a last known, official address where they've lived within the past 15 years." Because that means they'll be in our database.

Interviewer : Do most private investigators have a relationship with local police?

Detective : I would say that's kind of a myth. Most cops wouldn't even do it in the first place, because they know how serious a violation it is.

Interviewer : Do most private eyes carry guns?

Detective : I don't think so. We don't kill people but help them.

**surveillance:** close observation, especially of a suspected spy or criminal

**DOB:** Date of Birth

Interviewer : What do films and television shows get wrong about being a PI?

Detective : The big difference is, the things you see in films do happen to private detectives, but they're shrinking down maybe 20 years of adventure into an episode. After 30 years, I probably have one good movie worth of experiences.

(Adapted from <https://www.thrillist.com/.../private-detective-interview-questions-you-ve-always-want>)

1. What is the profession of the person being interviewed?

---

---

---

2. Complete the following sentence.

As soon as the detective entered the room, he \_\_\_\_\_.

\_\_\_\_\_.

- (a) examined the place carefully.
- (b) was vague and uncertain.
- (c) knew what he was doing.
- (d) got ready for the interview.

3. Which of the following was not a part of the job of the detective?

- (a) to wander about
- (b) to find lost people
- (c) to carry guns
- (d) to keep a watch

4. According to the detective, there are some qualities that are essential in his profession. What are these and why are they essential?

---

---

---



5. What information should the PI have in order to locate someone?

---

---

---

6. In the sentence given below the word ‘aviators’ means sunglasses. Now choose the appropriate meaning for the underlined word from the options given.

Under the sanctuary of his aviators, his eyes scanned the room.

- (a) shelter
- (b) shade
- (c) hideout
- (d) refuge

### Text II

Read the passage and answer the questions that follow.

#### SHARADINDU BANDYOPADHYAY

Do you know who is Sharadindu Bandyopadhyay? He was a Bengali writer. He is remembered for his most famous creation of a fictional detective, Byomkesh Bakshi.

He was actively involved with Bengali cinema as well as Bollywood. He wrote different forms of prose: novels, short stories, plays and screenplays. Besides, he wrote many songs and poems. However, his forte was short stories and novels. He also wrote historical fiction and supernatural stories.

**forte:** a thing at which someone excels

Sharadindu Bandyopadhyay started writing Byomkesh stories in 1932 at the age of 33. He has written 32 Byomkesh stories. He continued to write till his death in 1970. He portrayed himself as a narrator of his stories named Ajit Bandhopadhyay who is also a companion of Byomkesh Bakshi. In some stories Ajit also investigates in the absence of Byomkesh. These stories are written in traditional Bengali language and have now been translated into other languages.

His stories are very engrossing and consist of a series of events. Byomkesh solves cases from international drug racket to household mysteries and crimes. Byomkesh



#### Common Error

##### Incorrect

Which kind of car?

##### Correct

Which type of car?

identifies himself as Satyanweshi meaning ‘truth seeker’ rather than a detective. Where he stands out from other legendary detectives like Hercule Poirot or Sherlock Holmes is that he is more concerned with truth than with the law.

(Source: An excerpt from ‘A well-known literary figure of Bengal’ / *The Asian Age* online: <http://dailyasianage.com/news/109713/a-we-known-literary-figure-of-bengal>)

1. Who among the following is not a detective?
  - (a) Byomkesh Bakshi
  - (b) Sharadindu Bandyopadhyay
  - (c) Hercule Poirot
  - (d) Sherlock Holmes
2. Sharadindu Bandyopadhyay is known for his
  - (a) Short stories and novels
  - (b) Poems and songs
  - (c) Historical fiction
  - (d) All of the above
3. State whether true or false.
  - (a) Byomkesh is a ‘truth seeker’.
  - (b) Byomkesh is a detective like Hercule Poirot and Sherlock Holmes.
  - (c) Byomkesh is concerned with truth rather than with the law.
  - (d) Byomkesh follows law to solve his cases.
5. What is the role of Ajit in Byomkesh stories?

---

---

---

6. Find the antonyms of the words given below. All of them are given in the text.
  - (a) natural\_\_\_\_\_
  - (b) fact\_\_\_\_\_
  - (c) passively\_\_\_\_\_

### Fun fact

a **bolt** of lightning  
a **deck** of cards  
a **swarm** of bees  
a **school** of fish  
a **fleet** of cars  
a **flock** of birds  
an **army** of caterpillars  
a **herd** of cows



- (d) discontinued \_\_\_\_\_
- (e) presence \_\_\_\_\_
- (f) modern \_\_\_\_\_
- (g) unconcerned \_\_\_\_\_

## \* VOCABULARY

- The following words and phrases occur in the passages. Try to guess the meanings. Match the words with their meanings. You may refer a dicitonary later.

database	the act of going against or refusing to obey a law, an agreement, etc.
violation	open to more than one interpretation; not having one obvious meaning.
surveillance	a structured set of data held in a computer, especially one that is accessible in various ways.
insurance	close observation, especially of a suspected spy or criminal.
ambiguous	an agreement made with a company or the Government that provides a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a specified premium.
forge	an action or event regarded as morally or legally wrong and causing general public outrage.
sinister looking	to make an illegal copy of something in order to deceive.
scandal	suggesting evil or harm

- The contextual meaning of 'sanctuary' in the comprehension passage I is 'shade'. The same word 'sanctuary' is used in a variety of sentences given below. They have different meanings in different contexts. Refer to a dictionary and write the meanings.

- (a) Banita's home was a sanctuary for runaway kids.

---



---

(b) The refugees found sanctuary when they reached India.

---

(c) The sanctuary contains the altar of sacrifice.

---

(d) I found sanctuary in the cave to save myself from the storm.

---

(e) Bhadra Wildlife Sanctuary is a protected area for tigers.

---

3. Use the following pair of opposites in sentences. One has been done for you.

lose/gain

You've nothing to *lose*, but what have you to *gain*?

(a) hot/cold

---

(b) beautiful/ugly

---

(c) smart/foolish

---

(d) lonely/busy

---

(e) great/little

---

(f) live/die

---

## Fun fact

### Commonly misspelt words

Incorrect	Correct
Inadvertant	Inadvertent
Indispensible	Indispensable
Withold	Withhold
Bizzare	Bizarre
Carribean	Caribbean
Fourty	Forty

## \* GRAMMAR

An affirmative sentence can be changed into a negative sentence without changing the meaning of the original sentence. Look at the examples given below.

- You may be comfortable, but I am not. / You may not be uncomfortable, but I am.
  - Few people take the trouble to visit me. / People generally do not take the trouble to visit me.
  - Better be quick. / Better not be late.
1. Change affirmative sentences into negative sentences without changing the meaning. One has been done for you.

I know all the answers. / There are no answers that I don't know.

- (a) All the members liked the programme.

---

---

- (b) Amritsar is colder than Delhi.

---

---

- (c) I am free to go places and do nothing.

---

---

- (d) The farmer was too weak to walk.

---

---

- (e) She is always on time.

---

---

- (f) The intruder was foolish to let Gerrard go.

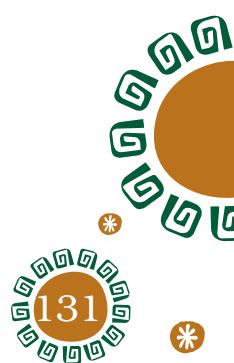
---

---



### Some words that go hand-in-hand

Blood-red  
Sky-blue  
Pitch-dark  
Skin-deep  
Lifelong  
Worldwide  
Heart-wrenching  
Noteworthy  
Bed-ridden  
Homesick  
Headstrong  
Handmade



## Fun fact

Once in a blue moon

Rarely

2. Let us look at the sentence given below.

I am glad you are pleased *to see* me.

Here, ‘*to see*’ is an example of the infinite form of a verb. The infinite form of a verb is usually preceded by ‘*to*’. Choose the words from the box and complete the sentences given below.

phone up, pay, assist, change, clear off, help, team up, stay

- (a) Before we begin I would like you \_\_\_\_\_ my place.
- (b) I'll be glad \_\_\_\_\_ you.
- (c) You mean \_\_\_\_\_ with me?
- (d) But are you sure it's going \_\_\_\_\_ you?
- (e) Those are just the things I want \_\_\_\_\_.
- (f) Be willing to make sacrifices in order \_\_\_\_\_ out there.
- (g) Anju asked Hemant \_\_\_\_\_ Rs. 100 to avoid a scene.
- (h) Well, tell him \_\_\_\_\_ directly.

## Fun fact

Cutting corners

Doing something poorly in order to save time or money

## Editing

Some words are missing in the passage given below, indicated by ‘/’. Rewrite the passage by providing the missing words, and using appropriate punctuation marks in the space given below.

Sherlock Holmes is/ fictional private detective, the first scientific detective, created/ British author Sir arthur conan doyle. He is a ‘consulting detective’ in the stories written by Sir Doyle. Holmes is known for his skills of observation, knowledge of forensic science, / logical reasoning. He employs all these while investigating cases for/ wide variety of clients. Sir Doyle’s four novels and 56 short stories, excluding one, are set in the victorian or edwardian eras, between about 1880 and 1914 Most are narrated by Dr Watson, Holmes’s friend. he is also his biographer/ usually accompanies Holmes during his investigations/ often shares quarters with him at the address of 221B Baker Street, london, where many of the stories begin.

Sherlock Holmes is arguably/best known fictional detective, with guinness World Records listing him as the

'most portrayed movie character' in history. The stories have been adapted into stage/ radio plays, television films, video games, and other media for over one hundred years. Many have believed Holmes to be not a fictional character/ a real individual because of his popularity/ fame. Widely considered a British cultural icon, the Character and Stories have had a profound/ lasting effect on mystery Writing and popular culture/a Whole.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## LISTENING

Listen to the story of Shibi Rana and answer the questions that follow.

There are many stories in our mythology when gods have disguised themselves in the forms of human beings, birds, etc. This is done either to test the efficiency and ability of the kings or to see if people are happy and contented on earth. This is another aspect of changing the identity. Let us listen to story of King Shibi.

There was a great king, Shibi Rana who had immense power then, even gods in heavens were amazed. They feared that Shibi might take away their kingdoms. They devised a plan to test his sense of justice. So they decided to reach Shibi's kingdom in disguise.

One day, Shibi Rana was sitting on his throne. His courtroom was surrounded by majestic gardens. There came a scared dove flying to him and it was followed by a fierce looking eagle. The king gave shelter to the dove and saved her. The eagle argued that the king has taken away his food—the dove. It would starve. The king assured the eagle that he would give equal quantity of any other food. The eagle asked for King Shibi's flesh. The magnanimous king agreed with a smile. A balance was brought in the court. It was soon found that with each addition of the king's flesh the dove grew heavier. The equal balance was not arrived at. But the king remained calm and unperturbed.

The Gods in the guise of dove and eagle were assured of Shibi's righteousness. The forms of the eagle and the dove soon disappeared. In their place stood Indra, the king of the Gods and Agni, the God of fire smiling and blessing the king for his benevolence and greatness.

1. Why were the Gods in heaven afraid of King Shibi?

---

---

2. What made the eagle angry?

---

---



3. What did the eagle demand?

---

---

4. Was the eagle satisfied?

---

---

5. Who were in the disguise of the eagle and the dove?

---

---

6. King Shibi was blessed for his:

---

---



## Fun fact

Let the cat out of  
the bag

Give away a secret

### \* SPEAKING

1. In a group of four, discuss and take down notes based on the discussion.

- Theft in the digital age. Theft that occurs when someone uses another's unique personal details like his/her name, credit card numbers, without his/her permission, to commit fraud or other crimes.

2. You may talk to the manager of a Bank, Cyber crime cell, etc., about 'online identity theft' cases and measures to avoid them.

- Discuss this in groups of four in the class.
- Prepare posters on creating awareness about online identify theft.



## Fun fact

A stitch in time  
saves nine

Fix the problem now before it  
gets worse

### \* WRITING

1. Sometimes we think about what we are like and how each of us is different. We all are interesting people with our physical differences and attitudes to life. Write in about 300–400 words what you are like, your identity and what you enjoy doing and how do you envision yourself in future.



## Fun fact

Cross your fingers

For good luck

2. Complete the following story. It has to be a scary story that terrifies people. Give a suitable title to your story.

I stopped my scooter in front of an old and dilapidated building. A haggard, skinny old man with drooping shoulders came towards me. "Don't go in, Sir", he whispered. "It is dangerous..."

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Fun fact

I'm all ears

You have my full attention.

### PROJECT

1. Going digital means more transparency, saving of papers, accountability and ease of transaction. The Government has initiated the programme 'Digital India'. Collect more information about this programme. You can interview people, collect photographs, anecdotes, data, etc. Prepare a report based on your findings.
2. Prepare a street play (*nukkad natak*) on how someone was duped by an unknown person when he/she was trying to withdraw money from the ATM. And how the bank manager helped him/her in getting back the money. What precautions did the bank manager suggest to avoid such incidents in future?  
Enact the *nukkad natak* in your school assembly/community hall/park, etc.

## NOTES

---

not to be republished © NCERT

## NOTES

---

not to be republished © NCERT