



Thoroughly Updated  
as per the Textbook and  
Board's Activity Sheet

# NAVNEET ENGLISH KUMARBHARATI DIGEST STANDARD X

- Prose  
(With Language Study Activities)
- Poems (With Appreciation)
- Non-textual Passages  
(For Comprehension and Summary)
- Writing Skills

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Based on the Textbook and Board's Activity Sheets

# NAVNEET ENGLISH KUMARBHARATI DIGEST STANDARD X

• **Salient features :**

1. Thoroughly revised as per the Board's Activity Sheets of March and November 2020.
2. Answers/Guidance for 'Warming Up' and 'English Workshop' Activities in each poem/lesson.
3. Paraphrase of all the poems included.
4. Division of poems/lessons into extracts/passages for better understanding of Poem/lessons as well as the activity-based paper pattern.
5. Meanings of difficult words below each passage/extract.
6. Lucid explanation of how to write the **Appreciation of a Poem**.
7. Appreciation of all the poems in points format (for understanding) as well as paragraph format.
8. Language Study Activities in every prose lesson based on Q. 1. of the Activity Sheet.
9. A separate section of explanation of Language Study Topics.
10. A separate section of Non-textual Passages for Comprehension as well as Summary Writing.
11. Separate Writing Skills section based on the topics given in the Activity Sheet format.
12. **Board's March 2020 Activity Sheet for practice with reference of answers.**

★ ★ ★ Important Feature :

In this 'Digest', Lessonwise/Chapterwise Tests have been given. For these Tests and their model answers, scan the QR Code given at the end of each lesson/chapter.



By

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## EVALUATION PATTERN

### (1) Internal Evaluation :

- |                                  |          |
|----------------------------------|----------|
| • Oral Examination               | 10 Marks |
| [Listening skills (5 Marks)      |          |
| Speaking skills (5 Marks)]       |          |
| • 2 Assignments of 5 marks each. | 10 Marks |
|                                  | 20 Marks |

### (2) Written Examination :

80 Marks

100 Marks

The activity sheet format of 80 marks is given below :

#### SECTION I : LANGUAGE STUDY

##### Q. 1. (A) (i) Language Study : (Simple Activities) 04 Marks

*(Teacher can choose any 5 simple activities from those listed below. Students are expected to attempt any 4 activities. Each carries 1 mark.)*

- (1) Write two compound words of your own.
- (2) Pick out an Infinitive/Gerund/Present Participle and use in your own sentence.
- (3) Punctuate the following. (Use of quotation marks, commas, apostrophe, capitalization, full-stop, question mark, exclamation mark.)
- (4) Find hidden words from the given word.
- (5) Make a meaningful sentence by using the given phrase.
- (6) Spot the error and rewrite the correct sentence : (Using the correct verb form.)  
Subject-verb agreement (be, do, have, third person, singular)
- (7) Identify the types of sentence.
- (8) Complete the word chain of nouns/verbs/adjectives.

For example : Nature, English, H....., ....., ....., ....., (4 words).

- (9) Form Present participles/Past participles in which the last letter is doubled.

For example : Plan – Planning, Plan – Planned

- (10) Arrange the following words in Alphabetical Order.

##### (ii) Language Study : (Middle Level Activities) 04 Marks

*(Teacher can choose any 3 medium level activities from those listed below. Students are expected to attempt any 2 activities. Each carries 2 marks.)*

- (1) Make sentences of your own to show difference of the Homographs – Homonyms in meanings.  
For example : (i) **Homograph** : Bat – a piece of sporting equipment; Bat – a kind of bird.  
(ii) **Homophone** : Peace – the general security of public places; Piece – a portion of an object.
- (2) Direct and Indirect narration : (Any kind of sentence from Direct to Indirect)
- (3) Conversion of Tenses.
- (4) Change the Voice by giving object or subject.
- (5) Word register. (4 words related to the given subject)

**(B) Language Study : (Challenging Activities) 02 Marks**

*(Teacher can choose any 2 challenging activities from those listed below. Students are expected to attempt any 1 activity for 2 marks.)*

- (1) Use of same given word as a noun as well as a verb in sentences.
- (2) Change the Degree of Comparison.
- (3) Underline/Pick out the Modal Auxiliary and state its function.
- (4) Analyse the Sentence. (Simple, Complex, Compound)
- (5) Use the given two words into one meaningful sentence.

***(Note : Teachers can add some more activities in any of the above as per the requirement of their students.)***

**SECTION II : TEXTUAL PASSAGES**

**(Reading Skill, Vocabulary and Grammar)**

**Q. 2. (A) and (B) Textual passages for Comprehension : (2 × 10 = 20 Marks)**

- |   |          |
|---|----------|
| <b>(A1/B1)</b> Simple Factual Activity  | 02 Marks |
| <b>(A2/B2)</b> Complex Factual Activity   | 02 Marks |
| <b>(A3/B3)</b> Activity based on Vocabulary   | 02 Marks |
| <b>(A4/B4)</b> Activity based on Contextual Grammar                                       | 02 Marks |
| <b>(A5/B5)</b> Activity based on Personal Response, Expression, Creation and Imagination, | 02 Marks |

**6414132 SECTION III : POETRY**

**Q. 3. (A) Poem for Comprehension : 05 Marks**

- |   |          |
|---|----------|
| <b>(A1)</b> Simple Factual Activity         | 02 Marks |
| <b>(A2)</b> Complex Factual Activity        | 02 Marks |
| <b>(A3)</b> Activity based on Poetic Device | 01 Mark  |

**(B) Appreciation of Poem : 05 Marks**

*(Students should write an appreciation of the given poem with the help of given points in paragraph format.)*

- |  |          |
|--|----------|
| • Title                                      | ½ Mark   |
| • Poet                                       | ½ Mark   |
| • Rhyme Scheme                               | 01 Mark  |
| • Figures of Speech                          | 01 Mark  |
| • Theme/Central Idea (At least 2 to 3 lines) | 02 Marks |

**SECTION IV : NON-TEXTUAL PASSAGES**

**Q. 4. (A) Non-textual passage for Comprehension : 10 Marks**

*(Refer to the points given for textual passages.)*

**(B) Summary of the passage given in Q. 4 (A) 05 Marks**

- |                               |          |
|-------------------------------|----------|
| • Suitable title              | 01 Mark  |
| • Central idea/Theme          | 02 Marks |
| • Use of appropriate language | 02 Marks |

## SECTION V : WRITING SKILLS

### Q. 5. Letter Writing - Marking scheme :

Formal	OR	Informal	05 Marks
• Sender's Address and Date	1/2 Mark	Sender's Address and Date	1/2 Mark
• Recipient's Address	1/2 Mark	Salutation	1/2 Mark
• Subject	1/2 Mark	Main body	2 1/2 Marks
• Main body	2 Marks	Closing	1/2 Mark
• Subscription/Closing	1/2 Mark	Grammar	1 Mark
• Grammar	1 Mark		

[Note : Dialogue writing and Interview questions are parts of Assignments under Internal Evaluation]

### Q. 6 (A) Information Transfer :

- Read and present in a graphic form OR Observe the graphic and describe : 05 Marks
- (Fact file/Leaflet/Tabular form/Bar graph and Linear graph/Chart/Tree-diagram/ Flow chart/Note making/Dos and Don'ts, etc.)

#### - Marking scheme :

Verbal to Non-verbal	OR	Non-verbal to verbal	05 Marks
• Title	01 Mark	• Title	01 Mark
• Covering all points	02 Marks	• Use of given points	02 Marks
• Appropriate graphic/layout	01 Mark	• Grammar	01 Mark
• Overall presentation	01 Mark	• Appropriate language and conclusion	01 Mark

### (B) Views and Counterviews OR Drafting a Speech :

- (i) Views and Counterviews - Marking scheme : 05 Marks
- Proper beginning and conclusion
  - Appropriate vocabulary and grammar
  - Expressing opinion in good and lucid language with logical order
  - Appealing and convincing thoughts

**OR**

- (ii) Drafting a Speech - Marking scheme : 05 Marks
- Appropriate beginning/conclusion
  - Body – Use of given points and additional points, appropriate use of language
  - Appropriate sequence and flow of language
  - Use of Appropriate grammatical structures

## SECTION VI : CREATIVE WRITING

### Q. 7. (A) Expansion of Proverbs/Maxims/Quotations/Slogans :

Marking scheme :	05 Marks
• Title and proper beginning	01 Mark
• Elaboration of the idea/subject/theme	02 Marks
• Use of appropriate grammar and vocabulary	01 Mark
• Proper conclusion and layout	01 Mark

OR

**News Report based on the given headline**

**Marking scheme :**

- Title/Headline/Dateline
- Logical Sequence of events
- Use of appropriate grammar and vocabulary
- Conclusion and layout

**05 Marks**

01 Mark  
02 Marks  
01 Mark  
01 Mark

**(B) Developing a Story OR Narrating an experience related to the given beginning/end :**

**Marking scheme :**

- Title and proper beginning
- Elaboration of the idea/subject/theme
- Use of appropriate grammar and vocabulary
- Proper conclusion and layout

**05 Marks**

01 Mark  
02 Marks  
01 Mark  
01 Mark

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## LET'S BRIDGE THE GAP

(Textbook page 1)

Q. 1. Guess the proverb hidden in the pictures on page 1 of the textbook.

(The answers are given directly.)

- Ans.** (1) The pen is mightier than the sword.  
(2) Birds of a feather flock together.  
(3) Time is money.  
(4) Every cloud has a silver lining.

Q. 2. Read and enjoy the poem given on page 1 of the textbook and underline the words having inconsistency in spellings and pronunciation.

- |   |                            |                          |
|---|----------------------------|--------------------------|
| <b>Ans.</b> (1) verse – worse                   | (2) corps – corpse         | (3) Suzy, busy, dizzy    |
| (4) head – heat                                 | (5) heart, beard, heard    | (6) dies – diet          |
| (7) lord – word                                 | (8) plague – vague – argue | (9) blood – flood – food |
| (10) mould – should – would                     | (11) river – rival         | (12) tomb – bomb – comb  |
| (13) doll – roll                                | (14) some – home           | (15) monkey – donkey     |
| (16) clerk – jerk                               | (17) asp – grasp – wasp    | (18) fork – work         |
| (19) enough – though – through – plough – cough |                            | (20) hiccough – cup.     |

**Q. 3. Create another new headline using the words from the following headlines :**

(The words used are underlined.)

Tourism is key to boost jobs and local economy.

## COMMERCE : ONE OF THE BEST CAREER OPTIONS

#### water release on for winter crops

I never played for the money

MANY MILLENNIALS HAVE NEVER SPOKEN TO THEIR NEIGHBOURS: SHOWS STUDY

## New headline: LOCAL CROPS BOOST CAREER OPTIONS FOR MANY MILLENNIALS

**Note :** students to do this activity making many groups in class

**Q. 4. Some Figures of speech are hidden in the grid horizontally, vertically, diagonally and in reverse order. Trace them out with your pencil :**

**Ans.**

A	N	T	I	T	H	E	S	I	S	R
Z	P	U	N	Y	X	W	M	I	O	E
E	R	O	X	Y	M	O	R	O	N	P
S	L	T	S	I	M	I	L	E	K	E
Q	H	M	E	T	A	P	H	O	R	T
O	P	V	L	I	R	O	N	Y	S	I
H	Y	P	E	R	B	O	L	E	A	T
T	X	O	D	A	R	A	P	B	O	I
I	Z	F	A	R	Y	Q	U	H	M	O
N	M	S	I	M	E	H	P	U	E	N

◆ ◆ ◆

## 1.1 WHERE THE MIND IS WITHOUT FEAR...

(Textbook page 2)

**Introduction :** This famous poem by Rabindranath Tagore was written when India was under the British Rule. The poem is written in the form of a prayer to the Almighty asking for freedom for the country. Tagore also appeals to God for social, educational and economic freedom for the people of India. The poem was originally composed in Bengali. Tagore won the Nobel Prize for Literature in 1913, and this poem appeared in his Nobel Prize winning anthology 'Gitanjali'.

## WARMING UP!

## Q. 1. Pair up with your partner and match the terms with their given meanings :

(The answers are given directly.)

**Ans.** (1) Humanism – A rationalistic outlook towards humans rather than a divine or supernatural one.

(2) Patriotism – Quality of being patriotic : vigorous support for one's country.

(3) Internationalism – State or process of being international.

(4) Liberalism – Holding liberal views.

(5) Environmentalism – Concern about and action aimed at protecting the environment.

## Q. 2. Taking the help of a dictionary/the internet, guess and write the type of poem against its description :

**Ans.**

- |   |                     |
|---|---------------------|
| (1) A long story-poem, often mythical                 | – <u>epic</u>       |
| (2) A short story poem with a message                 | – <u>ballad</u>     |
| (3) A poem of 14 lines                                | – <u>sonnet</u>     |
| (4) A song-like poem                                  | – <u>lyric</u>      |
| (5) A poem with no uniformity of rhyme, rhythm, etc.  | – <u>free verse</u> |
| (6) A poem set in a picturesque, rustic background    | – <u>idyll</u>      |
| (7) A sad poem, lamenting the death of a loved one    | – <u>elegy</u>      |
| (8) A 5-line short funny poem with rhyme scheme aabba | – <u>limerick</u>   |
| (9) A poem written, just to create humour             | – <u>humorous</u>   |

## PARAPHRASE

Rabindranath Tagore wishes his country to get true freedom, and he describes what this 'heaven of freedom' is.

He begins by saying that the minds of his countrymen should be free from any fear and their heads should be held high in dignity. Knowledge should be free, and everyone should be allowed to acquire knowledge. People should be united, and the world should not be broken up into small and different parts. There should be no division among the people based on religion, caste, creed, colour, race or any such discrimination, not only in societies but between the countries of the world as well.

The poet wants a country where people speak the truth sincerely, with the words coming from the depth of their hearts. Everyone should work hard to reach their goal, and they should continuously strive towards perfection. He then compares logical thinking or reason to a clear stream, and warns us to stop it from straying into the dull desert sand of harmful rituals and customs of the past. [Here the poet means to say that the reasoning ability of people should not be lost or overshadowed by superstitious beliefs and prejudices i.e. his countrymen should be led by rational thinking and not by any old beliefs that are harmful.]

In lines 9 and 10, the poet wants the minds of his countrymen to be led forward by the Almighty so that they broaden their outlook, thoughts and actions. [We should be generous in thought and open-minded.]

In the last line the poet addresses God as 'my Father' and asks Him to awaken his (the poet's) country into a heaven of freedom, where the people's outlook and attitude get broadened and bring forth good thoughts, good words and good actions.

## READING FOR UNDERSTANDING AND POETIC DEVICES

(Note : Some Wh-questions from the textbook are converted into activity-based questions.)

### G. Read the following poem and do the activities :

#### A1. Simple Factual Activities :

**\*(1) Read the columns on textbook page 4 carefully and match the expressions with their meanings :**

(The answers are given directly.)

**Ans.** (1) The head is held high – A person with self-respect, and proud of possessing it.

- (2) Narrow domestic walls – Narrow-mindedness.
- (3) Knowledge is free – Education is given to all.
- (4) Depth of truth – Sincerity of heart.
- (5) Mind is without fear – A fearless person.
- (6) Stretches its arms – Aim at perfection.
- (7) Clear stream of reason – Clear thinking.
- (8) Dead habits – Dried, infertile land of sands.
- (9) Ever-widening thought and action – Broadening the outlook and attitude.

#### **\*(2) Fill in the blanks :**

(The answers are given directly and underlined.)

**Ans.** (1) Students should keep themselves aloof from old harmful traditions.

(2) When knowledge is free everyone will be literate.

(3) It is the social duty of every student of the modern world to uproot narrow-mindedness from societies.

(4) Students must develop broad outlook and attitudes.

(5) In the world of sycophancy, students must have self-respect.

#### POEM (Textbook page 3)

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way  
Into the dreary desert sand of dead habit  
Where the mind is led forward by Thee  
Into ever-widening thought and action  
Into that heaven of freedom, my Father, let my country awake.

**Glossary :** **fragments** – small pieces or parts. **narrow domestic walls** – division on the basis of religion, caste, class, race and colour in societies and between countries of the world. **tireless striving** – continuous efforts and hard work. **stretches its arms** – attempts made at achieving a goal. **dreary desert sand of dead habit** – old traditional rituals, customs and superstitions that are harmful. **ever-widening** – continuously broadening one's outlook. **heaven of freedom** – condition of total freedom of good thoughts, good words and good deeds.

#### A2. Complex Factual Activities :

**\*(1) Explain the following :**

##### **(a) what the poet prays to the Almighty for :**

**Ans.** The poet prays to the Almighty asking Him to awaken his (the poet's) country into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists, while respecting those of others.

**(b) what 'reason' and 'dead habit' are compared to :**

**Ans.** 'Reason' is compared to a clear stream, and 'dead habit' is compared to the dreary desert sand.

##### **(c) what the poet wishes for :**

**Ans.** The poet wishes that his country awakens into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

##### **(d) how the world is broken into fragments :**

**Ans.** The world is broken into fragments by divisions on the basis of religion, caste, class, race and colour in societies all over the world.

##### **(e) what 'tireless striving' should be for :**

**Ans.** 'Tireless striving' should be to attain one's goals as well as to achieve perfection.

**(f) the meaning of 'Where words come out from the depth of truth' :**

**Ans.** It means when people speak truthfully and with complete sincerity of heart.

(g) who 'Thee' is in the poem and what the poet appeals to 'Thee' to do :

**Ans.** 'Thee' in this poem is God. The poet wishes God to awaken his country into a heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

**\*(2) Complete the web.**

**OR**

**What qualities does the poet wish to inculcate in his countrymen?**

(The answers are given directly and underlined.)



**\*(3) Write your own response to the following questions, and justify where needed :**

**(a) Is the poem a prayer for India alone?**

**Ans.** The poem is a prayer for India alone, but it is also relevant for countries all over the world.

**(b) What should the words we speak reflect?**

**Ans.** The words we speak should reflect our sincerity and truthfulness.

**(c) What should people keep on widening?**

**How can it be done?**

**Ans.** People should keep on widening their attitude and outlook. This can be done by getting rid of prejudices, travelling to different places and through education.

**(d) From what darkness of night should our nation awaken?**

**Ans.** Our nation should awaken from the darkness of prejudices, division of society, old traditional rituals and customs that are harmful, discrimination in imparting knowledge, insincerity, untruthfulness, fear and lack of self-respect.

**(e) What attributes of Rabindranath Tagore does the poem (prayer) reflect?**

**Ans.** The poem reflects Rabindranath Tagore's patriotism and love for his countrymen, his clear thinking, his broad outlook, his scientific attitude and his emphasis on hard work.

**\*(4) Read the poem carefully and complete the table after the discussion in pairs.**

(The answers are given directly.)

**Ans.**

Concepts in the poem	Present situation	Expected/ideal situation
(1) mind	Mind is full of fear.	Fearless mind.
(2) head	Head is bowed down.	Head is held high.
(3) knowledge	Knowledge is the privilege of a select minority.	Knowledge is free and available to all.
(4) words	Words are insincere.	Words are truthful and sincere.
(5) habit	Old traditional rituals and customs that are harmful are followed.	There is reason and clarity of thought.
(6) thought and action	Thoughts and actions are determined by a narrow-minded attitude.	Thoughts and actions are determined by a broad outlook.

**\*(5) Complete the following sentences using your own interpretation :**

(The answers are given directly and underlined.)

**Ans.**

(1) When the mind is without fear and the head is unbowed, we enjoy complete freedom.

(2) When knowledge is free, every citizen enjoys the right to learn and obtain knowledge.

(3) We can prevent social injustice when we pull down discriminatory walls of caste, class, religion, etc.

(4) Constant effort and strife leads to achieving our goals and to perfection.

(5) Logical thinking and reasoning can put a stop to the following of old traditions and customs that are harmful.

(6) Tagore appeals to God to make his country a heaven where people have good thoughts, say good words and do good actions.

### A3. Activities based on Poetic Devices :

**\*(1) Find out lines from the poem as a proof for the following :**

(a) Tagore wishes for a nation where people are truthful.

**Ans.** Line : Where words come out from the depth of truth.

(b) The poet would like everyone to work hard to reach their goal and in the long run to reach perfection.

**Ans.** Line : Where tireless striving stretches its arms towards perfection.

(c) The poet wishes that everyone in his country holds his head high in dignity.

**Ans.** Line : Where the mind is without fear and the head is held high.

(d) The poet dreams of a nation where knowledge should be free to all.

**Ans.** Line : Where knowledge is free.

(e) The poem is a 'prayer'.

**Ans.** Lines : (i) Where the mind is led forward by Thee.

(ii) Into that heaven of freedom, my Father, let my country awake.

**\*(2) What effect does the repetition of the word 'where' at the beginning of each line achieve?**

**Ans.** The repetition of the word 'where' at the beginning of each line denotes the increasing intensity of hope and trust the poet puts in his vision.

**(3) Find examples of Alliteration from the poem.**

**Ans.** (1) Where the mind is without fear and the head is held high.

Repetition of the sound of 'w' and 'h'.

(2) Where the world has not been broken up into fragments.

Repetition of the sound of 'w'.

(3) Where words come out from the depth of truth.

Repetition of the sound of 'w'.

(4) Where tireless striving stretches its arms towards perfection.

Repetition of the sound of 't' and 's'.

(5) Into the dreary desert sand of dead habit

Repetition of the sound of 'd'.

**(4) Find examples of Personification from the poem.**

**Ans.** (1) 'Where tireless striving stretches its arms towards perfection.' Here 'tireless striving' has been given the human quality of stretching its arms.

(2) 'Dreary desert sand of dead habit'. Here 'habit' has been given the quality of death and sand has been called 'dreary'.

**\*(5) Find examples of Metaphor from the poem.**

**Ans.** (1) 'Clear stream of reason'. Here reason has been implicitly compared to a clear stream.

(2) 'Dreary desert sand of dead habit'. Here old habits have been implicitly compared to dreary desert sand.

**(6) Find the figures of speech in the line :**

'Into that heaven of freedom, my Father, let my country awake.'

**Ans.** Synecdoche : 'Country' stands for the people of the country.

Apostrophe : The poet is addressing the Almighty.

**(7) Comment on the rhyme scheme of the poem.**

**Ans.** The poem is written in free verse without any rhyme scheme.

### APPRECIATION OF POEM

**Introduction :** Writing an 'appreciation' of something means analyzing and giving an opinion about a piece of literature (generally a poem), sensitively and intelligently. You should not only have read the work completely but also have understood it thoroughly.

Here we are going to discuss the appreciation of a poem which should address (1) Its **content** and (2) Its **form**.

While discussing **content**, you should describe what the poem is about, that is, (a) the central idea of the poem (b) if there is an inner or implied meaning or message (c) the special features, etc.

While discussing **form**, you should address literary techniques like the (a) structure and tone (b) the rhyme scheme (c) the figures of speech, etc. You can also discuss what you have liked or not liked, and what has impressed or not impressed you.

The appreciation of a poem is usually written in the form of a paragraph/paragraphs.

### Points to be considered while writing the Appreciation of a Poem :

The Appreciation of a poem consists of :

(1) the **title** of the poem and

(2) the **name of the poet** who has written it.

If the name of the poet is not mentioned, one can write 'anonymous'.

(3) the **rhyme scheme** of the poem.

A **rhyme scheme** is the pattern of endings of a line/s of a poem or a song. For example, if the last word of the first line rhymes with the last word of the second line, both are given the same letter, say (a). Any other last word of any other line rhyming with these two will also be given the same letter (a). The other lines with different rhyming words at the end, which do not rhyme with (a) will be given different letters :

#### Example :

Out of the night that covers me, (a)

Black as the pit from pole to pole (b)

I thank whatever gods may be (a)

For my unconquerable soul. (b)

In this stanza me rhymes with be, so both are given the letter a.

Similarly, pole rhymes with soul, but not with me or be, so both are given the next letter b.

Rhyme scheme of the above stanza is abab.

(4) One **figure of speech** with explanation.

Choose one which you can explain well. You may also mention the other figures of speech.

(5) The **theme/central idea** i.e. the main idea of the poem. This can be written in at least 2-3 lines.

This will be the end of the appreciation.

#### \*Q. Read the poem. Write an appreciation of the poem with the help of the given points :

**Note :** The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

### Point Format (for understanding)

**The title of the poem :** 'Where the mind is without fear.....'

**The poet :** Rabindranath Tagore

**Rhyme scheme :** Written in free verse without any rhyme scheme or metre.

**Figures of speech :** Personification, Repetition, Metaphor, Alliteration, etc.

**Theme/Central idea :** This is a prayer to God. Tagore asks God to awaken his country into a heaven of freedom, where there is total freedom of good thoughts, good words and good actions.

### Paragraph Format

The poem 'Where the mind is without fear' is by Rabindranath Tagore.

The poem is written in free verse without any rhyme scheme or consistent metre. There are many figures of speech e.g. Repetition, Metaphor, Alliteration, etc. An important figure of speech is Personification- 'Where tireless striving stretches its arms towards perfection'. Here, we can actually visualize 'tireless striving' stretching its arms to reach its goal.

The poem is a prayer to God. Tagore addresses God as 'my Father' and asks Him to awaken his country into a heaven of freedom, where there is total freedom of good thoughts, good words and good actions. He wishes for a country where people would be free from fear, where knowledge would be free to all individuals and people from all castes and religions would be united.

### WRITING SKILLS

\*Q. Imagine you have to deliver a speech on 'Independence Day' or 'Republic Day' in the school assembly. Prepare a speech on 'My dream India/The India I dream of/India of My dreams'.

(Use the steps given on textbook page 6.)

**Ans.** **My Dream India**

Respected Principal, teachers and my dear friends, Today, 15th August, is the day India won her freedom. No doubt, at that time the citizens of free

India had many dreams for their country, some of which would have certainly come true. I, Rohan Mehta, often think about my 'dream' India too, and I would like to tell you something about it.

In the India of my dreams, there would be no poverty. Every Indian would be able to live a comfortable life. Every single person would be literate and the pursuit and acquisition of knowledge would be open to all, irrespective of caste, creed or religion. Corruption eats away a country, and in my dream India there would be no corrupt people. Truth and sincerity would reign. The large population will turn out to be an advantage rather than a handicap. We will be using renewable energy sources more and more. Every man, woman and child would be able to hold up his or her head with dignity and self-respect. India will be a 'Super power'; but unlike the current 'Super powers' India will always lend a helping hand to the developing nations. There would be no need to have a police force because there would be no crime and no criminals—everyone would be happy and content.

This is my dream India in brief and there are

many more things I would like to add to this list. I will certainly do my bit to make my dream come true. Thank you.

### ACTIVITY

**Q. Work in groups of six students and compose your poem regarding 'Ideal School'. Begin your lines with the word 'Where'.....**

**Ans. Ideal School**

An 'Ideal School' is one...

Where fun, games and studies go hand in hand,  
Where teachers come from all over the land.

Where no punishment is given to one, nor any blame,

Where motivation and encouragement is the name of the game.

*(Students can write their own poems.)*

### FURTHER READING

**(1) Read the short story written by Rabindranath Tagore 'The Kabuliwala/The Home Coming'.**

**(2) Visit the Internet and collect more information about Rabindranath Tagore's life and work.**



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## 1.2 THE THIEF'S STORY

(Textbook page 7)

**Introduction :** This is a simple and heart-warming story about a small-time thief and the man he robs, and what finally happens.

### WARMING UP!

**Q. 1. (a) In the incident given on page 7 of the textbook, which words/phrases can be replaced by the following ones?**

Words/Phrases	Ans.
(i) became aware	realized
(ii) always	invariably
(iii) very upset and helpless	desperate
(iv) cheating	foul means
(v) without working for it	unearned
(vi) a sudden change	a turning point
(vii) gain/achieve	acquire

**(b) Summarize the incident in 6 to 8 lines making Lokesha the narrator :**

**Begin with :** I was always a class topper ...

**Ans.** I was always a class topper in tests and examinations. However, I have to accept that I invariably used false means to gain those high marks. Once, on the day of the History examination, Farhan became desperate as he had come prepared for Maths instead of History. I offered to let him copy from my answer sheet, but Farhan refused, saying that he did not want to score a single unearned mark, and that cheating was for cowards. This was the turning point in my life, and from that day I gave up cheating and learnt to work hard for whatever I wanted.

### READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

**(1) Choose the correct alternatives from the given options and rewrite the sentences :**

*(The answers are given directly and underlined.)  
(appealing, casually, flattery, well-oiled)*

- (1) I followed casually.
- (2) Anil talked about the well-oiled wrestlers.
- (3) I gave him my most appealing smile.
- (4) A little flattery helps in making friends.

**\*(2) Complete the following :**

*(The answers are given directly and underlined.)*

- (1) The narrator is quite successful at stealing.
- (2) The 'T' in the story refers to the narrator, who called himself Hari Singh.
- (3) Anil kept Hari as a cook because he wanted someone to cook for him. He perhaps also felt sorry for Hari.

### PASSAGE - 1 (Textbook pages 8, 9)

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand.

Anil was watching a wrestling match when I approached him. He was about 25 — a tall, lean fellow — and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

"You look a bit of a wrestler yourself," I said. A little flattery helps in making friends.

"So do you," he replied, which put me off for a moment because at that time I was rather thin.

"Well," I said modestly. "I do wrestle a bit."

"What's your name?"

"Hari Singh," I lied. I took a new name every month. That kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well-oiled wrestlers who were grunting, lifting and throwing each other about. I didn't have much to say. Anil walked away. I followed casually.

"Hello again," he said.

I gave him my most appealing smile. "I want to work for you," I said.

"But I can't pay you."

I thought that over for a minute. Perhaps I had misjudged my man.

I asked, "Can you feed me?"

"Can you cook?"

"I can cook," I lied again.

"If you can cook, then may be I can feed you."

**Glossary :** **flattery** – insincere praise. **modestly** – in a humble way, without boasting. **grunting** – making low, rough, guttural sounds. **appealing** – attractive in a way in order to get attention.

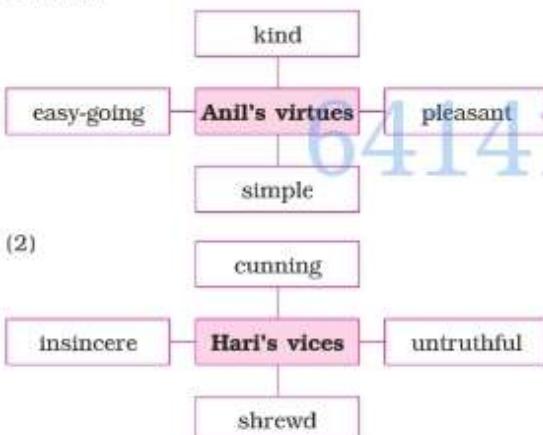
**Note :** Here we have given the complete passage. Henceforth, only the beginning and ending words of the passage will be given. Students may refer to the textbook for the complete passages.

## A2. Complex Factual Activities :

### \* (1) Complete the web diagrams :

(The answers are given directly.)

**Ans.** (1)



### \* (2) Give reasons :

**The narrator changed his name every month.**

**Ans.** The narrator was a thief. He changed his name every month to fool the police and his former employers.

## A3. Activities based on Vocabulary :

### (1) Find similar meanings from the passage for the following :

(The answers are given directly and underlined.)

- (1) endearing – appealing
- (2) miscalculated – misjudged
- (3) humbly – modestly
- (4) awful – terrible

**"(2) Insert the appropriate word/phrase given below, in the sentences that follow :**

*(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)*

(1) Do not stoop to \_\_\_\_\_ just to gain something from someone.

(2) When the baby saw its mother, it gave an \_\_\_\_\_ smile.

**Ans.** (1) Do not stoop to flattery just to gain something from someone.

(2) When the baby saw its mother, it gave an appealing smile.

## A4. Do as directed :

(1) I can't pay you.

*(Rewrite making it affirmative.)*

**Ans.** I am unable to pay you.

(2) "I want to work for you," I said.

*(Change into indirect speech.)*

**Ans.** I said that I wanted to work for him.

## A5. Personal Response :

### \* (1) Think and write in your own words :

**Why did Anil employ Hari as a cook, even though he could not afford to pay him?**

**Ans.** Anil wanted someone to cook for him. He felt that perhaps Hari could cook for him, and in return he could feed him, as he could not afford to pay him. Anil was also kind-hearted and probably felt sorry for Hari.

**(2) 'We should learn from our own mistakes.' Explain.**

**Ans.** First of all, we should accept and understand that we have made a mistake. Then we should analyse and find out what went wrong. Everyone makes mistakes, but we should learn our lesson from them. Only then will we be able to progress and become good human beings. However, learning from the mistakes of others is probably a better option.

## Q. 2. Read the following passage and do the activities :

### A1. Simple Factual Activity :

**Write whether the following sentences are True or False :** (The answers are given directly and underlined.)

**Ans.**

\*(1) In the beginning, Anil taught Hari to cook and write his name.

True

- |  |              |
|--|--------------|
| (2) Anil writes for magazines for a living.          | <u>True</u>  |
| (3) Hari liked working for Anil.                     | <u>True</u>  |
| (4) Anil kept a small bundle of notes in a cupboard. | <u>False</u> |

#### PASSAGE - 2 (Textbook page 9)

**He took me to ..... under the mattress.**

**Glossary :** *by / in fits and starts (phr) – not steadily. tuck – to push into a small space.*

#### A2. Complex Factual Activities :

##### \*(1) Complete the following :

*(The answers are given directly and underlined.)*

(1) Hari was grateful because Anil was teaching him to read, write and add numbers, and all this would be useful to him in his life.

(2) Hari continued making money by cheating Anil while buying the day's supplies.

##### \*(2) Describe the favours Anil did for the narrator.

**Ans.** Anil took Hari to his room and told him that he could sleep on the balcony. Even though the meal that Hari cooked that night was terrible, Anil allowed him to live with him. He later taught Hari to cook and write his name. He also ignored the fact that Hari made a little money by cheating him while buying the day's supplies.

##### \*(3) What proves that the narrator still practised deceit?

**Ans.** The narrator cheated his employer Anil while buying the day's supplies. This proves that he still practised deceit.

#### A3. Activities based on Vocabulary :

##### \*(1) Find from the passage the collocations for the following :

(1) \_\_\_\_ dog (2) \_\_\_\_ sentences

**Ans.** (1) stray dog (2) whole sentences

##### \*(2) Insert the appropriate word/phrase given below, in the sentence that follows :

*(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)*

The artist completes his paintings by \_\_\_\_\_.

**Ans.** The artist completes his paintings by fits and starts.

#### A4. Activities based on Contextual Grammar

\*(1) Frame a Wh-question to get the underlined answer : (Change the first person pronoun to second person pronoun if necessary.)

I made tea in the morning.

**Ans.** When did you make tea?

##### (2) Pick out the finite verbs from the following sentences and write their tense :

(1) Anil gave it to a stray dog and told me to be off.

**Ans.** gave, told – simple past tense.

(2) It seems he wrote for magazines – a queer way to make a living.

**Ans.** seems – simple present tense; wrote – simple past tense.

##### (3) Add a question tag :

Anil kept worrying about his next cheque.

**Ans.** Anil kept worrying about his next cheque, didn't he?

#### A5. Personal Response :

**Anil knew he was being robbed ; yet he did not say anything. What would you have done in Anil's place ?**

**Ans.** Cheating and robbing small amounts can lead to bigger thefts. If I were Anil, the moment I knew that I was being robbed, I would have warned him. If he cheated again, I would certainly have told him to be off.

#### Q. 3. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Complete the following sentences with the help of the given passage :

*(The answers are given directly and underlined.)*

(1) The narrator was thinking of catching the 10.30 express to Lucknow.

(2) When Anil was sleeping peacefully, his face was clear and unlined.

(3) The narrator slid his hands under the mattress to search for the notes.

(4) The narrator thought that if he didn't take the money, Anil would only waste it on his friends.

### PASSAGE – 3 (Textbook pages 9, 10)

I had been working ..... a week or two.

**Glossary :** unlined (here) – showing no signs of any worry or anxiety. live like an oil-rich Arab – live in luxury.

#### A2. Complex Factual Activities :

##### (1) Complete the web :

(1) I had not done anything in my line of work.

**Ans.** It means that Hari had not stolen anything for some time.

(2) It's time I did some real work.

**Ans.** It means that Hari thought that it was time he stole a big amount.

##### Explain the underlying meaning in the given statements :

(3) I'm out of practice.

**Ans.** It means that Hari thought he was losing his 'skills' in robbing by not putting them to use.

(4) I could live like an oil-rich Arab for a week or two.

**Ans.** It means that Hari felt that he could live in luxury for some time.

#### (2) Explain how Hari justified his intention of stealing the money.

**Ans.** Hari thought that he was out of practice and that it was time that he stole some big amount. He also felt that it was alright to take the money for Anil did not pay him a salary. Hari tried to justify his act by convincing himself that Anil, otherwise, would have wasted that money on his friends.

#### A3. Activities based on Vocabulary :

##### (1) Find from the passage the collocation for the following :

(1) ..... man (2) ..... opportunity

**Ans.** (1) greedy man (2) every opportunity

##### (2) Write the adjective forms of the following words :

(1) opportunity (2) pleasure

(3) sleep (4) situation

**Ans.** (1) opportune (2) pleasant

(3) sleepy/sleepless (4) situational

##### (3) Cross the odd man out :

(The answer words are crossed out directly and explanation is given in brackets under each group.)

(1) blanket, magazine, ~~maintain~~, mattress.

(maintain is a verb; the others are nouns)

(2) rob, take, ~~time~~, search.

(time is a noun; the others are verbs)

(3) queer, small, greedy, ~~pleasure~~.

(pleasure is a noun; the others are adjectives)

(4) quickly, mostly, ~~money~~, peacefully  
(money is a noun; the others are adverbs)

#### A4. Activities based on Contextual Grammar :

##### \*(1) Frame a Wh-question to get the underlined answer : (Change the first person pronoun to second person pronoun if necessary.)

I drew them out, without a sound.

**Ans.** How did you draw them out?

(2) Anil was the most trusting person I had ever met. (Rewrite using 'never').

**Ans.** I had never met a more trusting person than Anil.

(3) I had not done anything in my line of work.  
(Rewrite without 'not')

**Ans.** I had yet to do something in my line of work.

##### (4) Rewrite the following sentences by adding the correct tail tag from those given in the brackets :

(does he ?, didn't he ?, isn't it ?, wasn't he ?, doesn't he ?, is it ?)

(1) Anil was sleeping peacefully.

(2) He doesn't even notice he's been robbed.

(3) It's difficult to rob a careless man.

**Ans.** (1) Anil was sleeping peacefully, wasn't he ?

(2) He doesn't even notice he's been robbed, does he ?

(3) It's difficult to rob a careless man, isn't it ?

#### A5. Personal Response :

**\*(1) What could have caused the scars on Hari's face?**

**Ans.** Hari was a thief. He probably had got into fights while robbing people. He could also have been in bad company and got into fights with his companions, and someone might have injured him with a knife or any other sharp object. This could have led to scars on his face.

**(2) What will you do if you are robbed by someone you know very well?**

**Ans.** If I am robbed by someone I know very well, I will firstly thrash out the matter with the thief frankly. I will then cut off my friendship with him/her and take care to keep my belongings under lock and key. I will also keep a close watch on his/her actions.

**Q. 4. Read the following passage and do the activities :**

#### A1. Simple Factual Activity :

Choose the correct alternatives from the given options :

**Ans.**

(1) The Lucknow Express had picked up/not picked up speed.

not picked up

(2) Hari wanted to/did not want to stay at a hotel.

did not want to

(3) On discovering the theft, Anil would feel sad for the loss of his money/the loss of trust.

the loss of trust

(4) Hari had never bought/always bought a ticket in his life.

never bought

#### PASSAGE - 4 (Textbook pages 10, 11)

When I reached ..... from the rain.

**Glossary :** **dashed** – ran quickly. **deserted** – empty, because all the people have left. **drizzle** – light rain.

#### A2. Complex Factual Activity :

**\*Give reasons :**

**(1) Hari hesitated to board the train.**

**Ans.** Hari unconsciously felt that if he left Anil, he would lose something precious. That is why he hesitated to board the train which would take him away from Anil.

**(2) Hari believed that friends were more trouble than help.**

**Ans.** Hari was a thief. In his line of work, friends would probably try to borrow from him or give away his whereabouts to the police. Or perhaps they would create trouble for him to save themselves. Hence he felt that friends were more trouble.

#### A3. Activities based on Vocabulary :

**\*(1) Find from the passage the collocations for the following :**

(1) ticket \_\_\_\_\_ (2) \_\_\_\_\_ slowly (3) \_\_\_\_\_ drizzle

**Ans.** (1) ticket office (2) walked slowly

(3) light drizzle

**\*(2) Insert the appropriate word/phrase given below, in the sentence that follows :**

*(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)*

I \_\_\_\_\_ the school gate when I heard the school-bell ring.

**Ans.** I dashed to the school gate when I heard the school-bell ring.

**\*(3) Pick out 3 examples of code-mixing from the passage :**

**Ans.** Examples of code-mixing are : bazaar, maidan, pyjamas.

#### A4. Activities based on Contextual Grammar :

**\*(1) Frame Wh-questions to get the underlined answers :** (Change the first person pronoun to second person pronoun whenever necessary.)

(1) I had made a study of men's faces.

(2) The poor man showed acceptance.

**Ans.** (1) What had you made?

(2) Who showed acceptance?

**(2) Rewrite the following sentences as**

**(a) compound sentences (b) simple sentences :**

**(i)** When I reached the station I did not stop at the ticket office.

**Ans.** **(a)** Compound sentence : I reached the station but (I) did not stop at the ticket office.

**(b)** Simple sentence : I did not stop at the ticket office on reaching the station/After reaching the station, I did not stop at the ticket office.

**(ii)** When the train had gone, I found myself standing alone on the deserted platform.

**Ans.** (a) Compound sentence : The train had gone and I found myself standing alone on the deserted platform.

(b) Simple sentence : The train having gone, I found myself standing alone on the deserted platform.

#### **A5. Personal Response :**

\* What is face-reading? Can you read faces?

**Ans.** Face-reading is observing the expressions and emotions on the faces of people and interpreting them correctly. I am observant and read faces quite well. I am trying to improve this ability.

#### **Q. 5. Read the following passage and do the activities :**

##### **A1. Simple Factual Activities :**

(1) Fill in the blanks with the correct options from the brackets :

(The answers are given directly and underlined.)

(1) Hari felt very nervous when he returned to the room that night. (nervous/excited)

(2) Hari slipped the notes under the edge of the mattress. (bed/mattress)

(3) Hari's heart sank when he thought that his theft had been discovered. (undetected/discovered)

(4) Anil was asleep when Hari returned to the room. (awake/asleep)

(2) Rearrange the sentences in the order of occurrence :

- (1) He crept to the head of the bed.
- (2) He slipped the notes under the mattress.
- (3) He opened the door quietly.
- (4) He went back to the room.

**Ans.** (4) He went back to the room.

(3) He opened the door quietly.

(1) He crept to the head of the bed.

(2) He slipped the notes under the mattress.

#### **PASSAGE – 5 (Textbook page 11)**

Anil's money ..... without any effort.

**Glossary :** **undetected** – without being seen or noticed. **heart sank (phr)** – (**here**) suddenly felt sad or depressed. **spirits rose (phr)** – became very hopeful and optimistic.

##### **A2. Complex Factual Activities :**

\*(1) Complete the following :

(The answer is underlined directly.)

Hari felt nervous because he wanted to return the money, but he was afraid that Anil might catch him doing it.

\*(2) Describe Hari's regrets as he pondered over his theft.

**Ans.** As he pondered over his theft, Hari regretted that henceforth he could not cook Anil's meals, run to the bazaar or learn to write whole sentences any more. He regretted that he would not become a big man, clever and respected.

\*(3) Does Anil realise that he has been robbed?

**Ans.** Yes, Anil realises that he has been robbed.

\*(4) 'And the smile came by itself without any effort.' Say why. OR

\*Explain why Hari gave a genuine appealing smile.

**Ans.** Hari regretted what he had done. He went back to Anil in order to get an education. He realised that Anil knew about the theft. He was relieved and happy that Anil had decided to ignore what had happened and to teach him to write whole sentences. Anil's response brought forth a change of heart in Hari. So, instead of his usual affected smile, a genuine appealing smile came upon Hari's face.

\*(5) What tact had Anil used to change Hari's dishonest ways?

**Ans.** Anil had ignored Hari's attempts at robbing him. He had then encouraged Hari by saying that they would start writing sentences, for he knew that this was what Hari wished for wholeheartedly. Anil provided motivation for Hari to change his ways.

##### **A3. Activities based on Vocabulary :**

(1) Find from the passage the collocations for the following :

\*(1) spirits ..... (2) appealing .....

**Ans.** (1) spirits rose (2) appealing way

\*(2) Insert the appropriate word/phrase given below, in the sentence that follows :

*(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose)*

(1) The crime went \_\_\_\_\_ for 11 years.

(2) After the death of my pet dog, my \_\_\_\_\_ when dad got me a new pup.

**Ans.** (1) The crime went undetected for 11 years.

(2) After the death of my pet dog, my spirits rose when dad got me a new pup.

#### A4. Activities based on Contextual Grammar :

**\*(1) Frame a Wh-question to get the underlined answer :** (Change the first person pronoun to second person pronoun if necessary)

I hurried back to the room.

**Ans.** To which place did you hurry?

**(2) Rewrite using the modal auxiliary 'might'.**

(1) He would probably have given me two or three rupees to go to the cinema.

**Ans.** He might have given me two or three rupees to go to the cinema.

(2) Whole sentences, I knew, could one day bring me more than a few hundred rupees.

**Ans.** Whole sentences, I knew, might one day bring me more than a few hundred rupees.

#### A5. Personal Response :

**\*(1) Why didn't Anil hand Hari over to the police? What effect would it have on Hari?**

**Ans.** Anil was probably too kind-hearted to hand Hari over to the police. He might also have thought that he could try to make an honest man of Hari. If he had handed Hari over to the police, Hari would probably have been very bitter and angry, and would have continued in his dishonest ways. Not handing him over to the police had a positive effect on Hari, and may have changed the way he lived his life.

**\*(2) Do you feel Anil's way of handling a thief like Hari was effective? Justify your answer.**

**Ans.** Yes, Anil's way of handling a thief like Hari was effective. Anil knew that Hari was not a hardened or seasoned thief. He had realized that Hari really wished to learn to write whole sentences, get an education and become a big man. So by forgiving him and giving him the motivation to learn, he changed Hari. Handing him over to the police would have branded Hari a thief for life and the sudden reform might never have been possible.

**\*(3) When do people give fake smiles?**

**Ans.** People give fake smiles when they are not happy with the situation they are in, or they realize that the other person is trying to cheat them or they want to get something.

**\*(4) What is the moral of the story?**

**Ans.** The moral of the story is that if we are good, people are good to us in return. Even thieves respect goodness and kindness.

#### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### (A) A1. Do as directed (Simple Activities) :

(1) Use the following phrase in your own sentence :

a touch of sadness

(2) Spot the error and rewrite the correct sentence :

My hand find the edge of the mattress.

(3) Find out two hidden words from the given word : publisher

(4) Pick out an infinitive from the lesson and use it in your own sentence.

(5) Identify the type of sentence :

"Can you cook?"

(6) Complete the compound words from the story : (Any two will be asked in the activity sheet.)

(i) oil \_\_\_\_ (ii) fifty \_\_\_\_ (iii) easy \_\_\_\_

(iv) \_\_\_\_ tower (v) moon \_\_\_\_

(7) Write the present and past participles of 'rob'.

(8) Punctuate : after all he doesn't pay me

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**Ans.**

(1) There was a touch of sadness in the face of the beautiful woman.

(2) My hand found the edge of the mattress.

(3) publisher – publish, brush, (blush, plush, slurp).

(4) I wanted to get a good book from the library.

(5) Interrogative sentence.

(6) (i) oil-rich (ii) fifty rupee (iii) easy-going

(iv) clock tower (v) moonlight.

- (7) present participle-robbing; past participle-robed.  
 (8) After all, he doesn't pay me.

**A2. Do as directed (Medium Level Activities) :**

**(1) Use the following word and its homophone in two separate sentences :** knew

- (2) I took a new name every month.

(Change the voice beginning 'A new ...')

(3) I had been working for Anil for almost a month. (Rewrite using the present perfect tense of the verb.)

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- (4) "Well," I said modestly, "I do wrestle a bit."

(Rewrite in reported speech.)

**Ans. (1)** (i) The boy knew the poem very well.  
 (ii) The jacket was new and expensive.

- (2) A new name was taken by me every month.  
 (3) I have worked for Anil for almost a month.  
 (4) I modestly said that I did wrestle a bit.

**(B) Do as directed (Challenging Activities) :**

**(1) Use the following word as a verb and a noun in two separate sentences :** cook

**(2) Analyse the sentence :**

I was still a thief when I met Anil.

**Ans. (1)** (i) We cook fresh meals daily at home.  
 (verb)

(ii) The new cook resigned from his job after just two days. (noun)

**(2) Complex Sentence :**

I was still a thief – Main Clause ;  
 when I met Anil – adverb clause of time.

**WRITING SKILLS**

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for internal evaluation.

**Q. 1. Read the story carefully and complete the table :** (The answers are given directly.)

Total no. of characters	Names	Ages	Physical appearance	Earned money by	Qualities
2	Anil	25	tall, lean, with a clear, unlined face	writing for magazines ; writing books	kind, simple, easy-going, pleasant, forgiving, tactful
	Hari	15	thin, with many scars on the face	stealing and cheating people	cunning, shrewd, insincere, untruthful, ambitious, grateful

**Q. 2. Write a character sketch of Hari Singh with the help of the following points, using the paragraph format :**

Hari Singh's background  
 His dishonesty  
 His aspirations  
 His courage to change himself

**Ans.** Hari Singh was fifteen years old, but already an experienced and fairly successful thief. He used to change his name frequently so as to hoodwink his former employers and the police. He even cheated Anil when he went to buy the daily supply of groceries. However, he wished to get an education so that he could become a big and respected man, who would be able to achieve a lot.

He stole a large sum of money from Anil, but regretted it when he realized that in doing so he had lost his only chance of getting an education. He was courageous enough to return the money, even though he knew that he might be caught in the process. However, his desire to change himself is so great that it motivates him and gives him courage to return to Anil.

**Q. 3. Prepare a short character sketch of Anil.**

**Ans.** Anil was a kind, simple and easy-going young man. He was tall and lean in stature and interested in sports like wrestling. He was not very rich, and could not afford to employ Hari as a cook. He had the patience and goodness to not only teach Hari to cook but also to read, write and add numbers. Though he knew that Hari was making a profit out of the grocery purchase, he ignored this fact.

Anil was a writer who wrote for magazines and made money in fits and starts. He was a very trusting person. Even when he earned a large amount of money, he kept the money under his mattress and not under lock and key. He was generous and paid Hari when he got some money, even though he knew that Hari had tried to steal the money from him. He was forgiving, for he forgave Hari the theft and continued to be good to him.

**Q. 4. Imagine that Anil catches Hari red-handed when Hari is stealing the money from under the mattress. Compose a short dialogue between the two, which reflects Anil's shock and Hari's repeated apologies.**

**Ans. Anil :** Who's that? Hari? What are you doing?

**Hari :** Um..nothing; I was just seeing if your money was safe.

**Anil :** You mean you were trying to steal my money.

You are dressed; you were planning to rob me and run away! Yes, that's it!

**Hari :** I'm sorry, Anil, I'm sorry.

**Anil :** How can you steal from the hand that feeds you? I thought you would have improved! Don't you want to read and write properly? Do maths?

**Hari :** I did not think about it. I'm sorry, really sorry.

**Anil :** Alright, I'll overlook this, providing you promise me never to steal again, from me or from anyone else.

**Hari :** Yes, yes, I promise. Will you really forgive me and continue to teach me?

**Anil :** Yes. I hope you keep your word.

**Hari :** Thank you. I'll keep my word. I promise. Sorry once again.

#### FURTHER READING

**Read :** Short stories and anthologies by Ruskin Bond.

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Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



### 1.3 ON WINGS OF COURAGE

(Textbook page 14)

**Introduction :** This is a brief biography of Air Force Marshal Arjan Singh, an icon of India's military history and a war hero.

#### WARMING UP!

- Q. 1. Discuss with your group and put the ranks of the officers in the Indian Army, Navy and Air Force in the appropriate boxes :**

Commander, Brigadier, Wing-Commander, Vice-Admiral, Squadron-Leader, Major, Colonel, Field Marshal, Air Marshal, Admiral of Fleet, Lieutenant-General, Flying Officer, Commodore, Rear Admiral, Air-Commodore

**Ans.**

Army	Navy	Air Force
Brigadier,	Commander,	Wing-
Major, Colonel,	Vice-Admiral,	Commander,
Field Marshal,	Admiral	Squadron-
Lieutenant-	of Fleet,	Leader, Air
General	Commodore,	Marshal, Flying
	Rear Admiral	Officer, Air-
		Commodore

- Q. 2. Homophones/Homographs :**

**(A) Make sentences to bring out the difference between :** (The answers are given directly and underlined.)

- (1) (a) **wear** : The little girl wanted to wear a pink, frilly dress.  
(b) **ware** : The silver ware laid out on the King's table was exquisite.
- (2) (a) **here** : "You must sit here," said the man to his guest.  
(b) **hear** : The children could hear the sound of the planes quite clearly.
- (3) (a) **there** : "I had kept my bag there," said the woman to the policeman.  
(b) **their** : The girls picked up their bags and went home.
- (4) (a) **cell** : The prisoner sat in the dark cell without talking.  
(b) **sell** : The hawker wanted to sell all his wares before evening.

- (B) Write what the underlined homographs in the following sentences mean :**

(The answers are given directly and underlined.)

- (1) (a) A bear is an omnivorous animal.  
bear – a large, heavy animal  
(b) She could not bear the injustice.  
bear – to tolerate
- (2) (a) A bat is the only bird which is a mammal.  
bat – a mammal that flies  
(b) His bat broke as it struck the ball.  
bat – a wooden implement used for hitting the ball in many games.
- (3) (a) He had to pay a fine for breaking the traffic signal. (Nov. '20)  
fine – penalty  
(b) Use fine cloth for the baby's clothes.  
fine – delicate, soft
- (4) (a) We enjoyed a lot at the temple fair.  
fair – a gathering of stalls and amusements for public entertainment  
(b) She has a fair complexion.  
fair – light, not dark

#### READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

- Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

- (1) Name the following :**

(The answers are given directly and underlined.)

- (1) Former Vice Chief of IAF : Kapil Kak  
(2) Two army generals honoured with the rank of Field Marshal : (i) Sam Hormusji Framji Jamshedji Manekshaw (ii) K.M. Cariappa  
(3) The only officer to attain the highest post of Air Force Marshal : Arjan Singh

**(2) Complete the following :**

(The answers are given directly and underlined.)

(1) Singh had successfully led a young IAF during the 1965 Indo-Pak war.

(2) Singh played a major role in transforming the IAF into one of the most potent air forces globally and the fourth biggest in the world.

(3) Singh was honoured with the rank of Marshal on the Republic Day in 2002.

(4) Singh's contribution was most outstanding during the 1965 Indo-Pak war.

**PASSAGE – 1 (Textbook page 15)**

**Air Force Marshal Arjan Singh, .....**

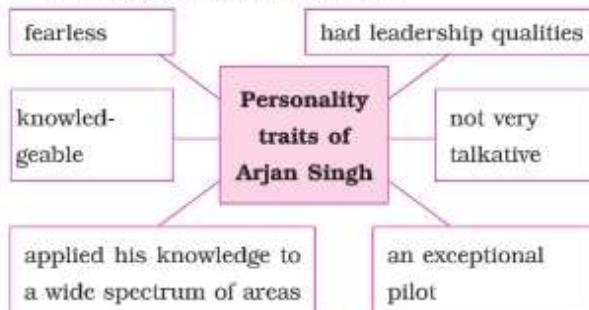
..... that war," said Kak.

**Glossary :** **icon** – a person who is considered to be a symbol of something. **exceptional** – outstanding; unusually good. **potent** – having great power and effectiveness. **monumental** – immense; tremendous. **epitome** – a perfect or ideal example. **spectrum** – a wide range. **assiduously** – working hard and showing careful attention to every detail.

**A2. Complex Factual Activities :**

**\*(1) Complete the web with the personality traits of Arjan Singh mentioned in the extract :**

(The answer is given directly.)



**\*(2) Explain why Air Force Marshal Arjan Singh is considered an outstanding military personality.**

**Ans.** Air Force Marshal Arjan Singh successfully led the IAF during the 1965 Indo-Pak war. He played a major role in making the IAF one of the most powerful air forces in the world. He was not only a fearless and exceptional pilot but he also had a deep knowledge of air power, which he applied where necessary. He was the perfect example of military leadership. It is for these reasons that he is considered an outstanding military personality.

**A3. Activities based on Vocabulary :**

**\*(1) Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning :**

(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)

(1) He contributed notably in bringing up the school.

(2) Our class monitor is a perfect symbol of duty and discipline.

**Ans.** (1) He played a major role in bringing up the school.

(2) Our class monitor is the epitome of duty and discipline.

**(2) Pick out the adjectives ending in '-al' from the extract and give their noun forms :**

**Ans.**

Adjectives ending in '-al'	The noun forms
exceptional	exception
monumental	monument
classical	classic

**A4. Activities based on Contextual Grammar :**

**(1) He was the only officer to attain the highest post of Marshal. (Rewrite using 'no'.)**

**Ans.** No other officer had attained the highest post of Marshal except him.

**(2) He will always be remembered as a war hero.**

(Rewrite using 'never'.)

**Ans.** As a war hero, he will never be forgotten.

**(3) Singh was not only a fearless pilot but had profound knowledge about field power.**

(Rewrite without using 'not'.)

**Ans.** Besides being a fearless pilot, Singh also had profound knowledge about field power.

**A5. Personal Response :**

**Would you like to be a part of the IAF? Give reasons for your answer.**

**Ans.** Yes, I would like to be a part of the IAF. Besides my love for flying, I would also like to defend my motherland during times of enemy attack. My grandfather was a part of the IAF and he has inspired me.

**Q. 2. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Complete the table given below :**

*(The answers are given directly and underlined.)*

	Event	Year
(1)	The birth of Arjan Singh	1919
(2)	Selected for the Empire Pilot Training Course	1938
(3)	Promoted to the rank of Squadron Leader	1944
(4)	Retired from service	1969

**(2) Complete the following :**

*(The answers are given directly and underlined.)*

\*(1) Arjan Singh became a Squadron Leader at the age of 45.

(2) Arjan Singh was the first Indian pilot to be awarded the Distinguished Flying Cross (DFC).

**PASSAGE - 2 (Textbook pages 15, 16)**

**Commending his role .....  
..... Squadron Leader in 1944.**

**Glossary :** **commending** – praising formally or officially. **commissioned** – newly inducted as an officer in the armed forces. **biplane** – an early type of aircraft having two pairs of wings one above the other. **a brief stint (phr)** – a short period of time spent at a particular activity.

**A2. Complex Factual Activities :**

\*(1) Say what actions preceded the following promotions of Arjan Singh in his career in the IAF :

(a) Selected for Empire Pilot training course at RAF :

**Ans.** He completed his education at Montgomery.

(b) Promoted to Squadron Leader :

**Ans.** He flew against the tribal forces and moved back to No. 1 Squadron as a Flying Officer to fly the Hawker Hurricane.

\*(2) Explain what enabled Arjan Singh to win the DFC award. **OR**

Describe the achievements of Arjan Singh that led to his winning the DFC.

**Ans.** In 1944, Arjan Singh led a squadron against the Japanese during the Arakan Campaign. He flew close air support missions during the crucial Imphal campaign. He then assisted the advance of the Allied Forces to Rangoon. In recognition of his feat, Arjan Singh was given the DFC award.

**A3. Activities based on Vocabulary :**

\*(1) Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning :

*(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)*

(1) After a short period of working as a lecturer, Ravi took up an important post in a multinational company.

(2) Accepting the great value of his research, they awarded him with a Ph.D. (degree)

**Ans.** (1) After a brief stint as a lecturer, Ravi took up an important post in a multinational company.

(2) In recognition of his research, they awarded him with a Ph.D. (degree)

**(2) Complete the table :**

*(The answers are given directly and underlined.)*

	Verb	Adjective	Noun
1	recognise	recognisable	recognition
2	educate	educational	education
3	promote	promotional	promotion
4	move	moveable	movement

**A4. Activities based on Contextual Grammar :**

(1) In 1944, the Marshal had led a squadron against the Japanese during the Arakan Campaign.

*(Change the voice.)*

**Ans.** In 1944, during the Arakan Campaign, a squadron against the Japanese had been led by the Marshal.

(2) His first assignment on being commissioned was to fly Westland Wapiti biplanes in the North-Western Frontier Province.

*(Rewrite as a complex sentence.)*

**Ans.** His first assignment when he was commissioned was to fly Westland Wapiti biplanes in the North-Western Frontier Province.

**A5. Personal Response :**

Name any four qualities that you think a leader must have.

**Ans.** A leader must be able to make the correct decisions. He should be firm with his team or group. He should be able to instil confidence in them, and he should be just. Thus the qualities he should have are : decision making ability, firmness, ability to instil confidence in others and a fair sense of justice.

**Q. 3. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

(1) Match the years with the events in the life of Arjan Singh :

	Event	Years
(1)	Appointed Deputy Chief of Air Staff	(a) 1947
(2)	Promoted to the rank of Air Commodore	(b) 1962
(3)	Appointed Vice Chief of Air Staff	(c) 1949
(4)	Led a fly-past over the Red Fort	(d) 1963

**Ans.**

- (1) Appointed Deputy Chief of Air Staff – 1962  
(2) Promoted to the rank of Air Commodore – 1949  
(3) Appointed Vice Chief of Air Staff – 1963  
(4) Led a fly-past over the Red Fort – 1947

**(2) Fill in the blanks :**

*(The answers are given directly and underlined.)*

\*(1) Arjan Singh held the post of AOC for nine years.

(2) Arjan Singh took over the reins of the IAF on August 1, 1964.

**PASSAGE - 3 (Textbook pages 16, 17)**

For his role in .....  
..... to meet new challenges.

**Glossary :** **fly-past** – a ceremonial flight by an aircraft or a group of aircraft in a special formation over a place. **tenure** – the holding of a position in an office.

**AOC-in-C** – Air Officer Commanding-in-Chief. **took over reins (phr)** – took over the control of something. **gearing up (phr)** – getting ready.

**A2. Complex Factual Activities :**

**(1) Complete the following :**

*(The answers are given directly and underlined.)*

(1) On 15th August 1947, Arjan Singh achieved the unique honour of leading a fly-past of over a hundred IAF aircraft over the Red Fort in Delhi.

(2) He had the distinction of having the longest tenure as AOC of an operational command.

(3) Immediately after Indian independence, he commanded Ambala in the rank of Group Captain.

(4) He was the overall commander of the joint air training exercise 'Shiksha' held between the IAF, RAF and RAAF.

\*(2) Say what actions preceded the following promotions of Arjan Singh in his career in the IAF :

**Leader of a flypast of over 100 aircraft at Red Fort, Delhi.**

**Ans.** Arjan Singh successfully led the squadron in combat and was awarded the Distinguished Flying Cross.

\*(3) Describe the uphill task that Singh faced when he took over as Air Marshal.

**Ans.** When Arjan Singh took over as Air Marshal, he also took control of the IAF, which was still rebuilding itself and gearing up to meet new challenges. This was an uphill task.

**A3. Activities based on Vocabulary :**

\*(1) Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning :

*(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)*

(1) Our school cricket team got ready for the final match against P.Q.R.High School.

(2) After the murder of King Duncan, Macbeth took over the control of Scotland.

**Ans.** (1) Our school cricket team geared up for the final match against P.Q.R.High School.

(2) After the murder of King Duncan, Macbeth took over the reins of Scotland.

**(2) Give the complete forms of the following :**

- (1) IAF (2) RAF (3) AOC (4) RAAF

**Ans.** (1) IAF – Indian Air Force

(2) RAF – Royal Air Force

(3) AOC – Air Officer Commanding

(4) RAAF – Royal Australian Air Force

**A4. Activities based on Contextual Grammar :**

(1) After his promotion to the rank of Wing Commander, he attended the Royal Staff College at the UK. *(Rewrite using the verb form of the underlined word.)*

**Ans.** After he was promoted to the rank of Wing Commander, he attended the Royal Staff College at the UK.

(2) He was the overall commander of the joint air training exercise 'Shiksha'.

*(Rewrite using the noun 'command'.)*

**Ans.** He had the overall command of the joint air training exercise 'Shiksha'.

## A5. Personal Response :

Describe briefly a brave person whom you have met.

**Ans.** A brave person whom I have met is the traffic policeman who mans the signals near my house. Once, he chased a motorcycle that had broken a signal and knocked down a man. He caught the rider, and even though he was an influential man, he took him to the police station and got him punished for his offence.

## Q. 4. Read the following passage and do the activities :

### A1. Simple Factual Activity :

Name the following :

(The answers are given directly and underlined.)

(1) Two contemporary fighter aircraft :

(i) Gnats (ii) Vampires

\* (2) Two posts held by Arjan Singh after retirement : (i) Ambassador to Switzerland (ii) Lieutenant Governor of Delhi

(3) Two 'firsts' in his life : (i) first Air Chief to keep his flying currency till his CAS rank (ii) first Air Chief Marshal of the Indian Air Force [(iii) first 'Five Star' rank officer with Indian Air Force]

(4) Two qualities that helped him while leading the war against Pakistan : (i) courage (ii) determination (professional skill, astute leadership)

### PASSAGE - 4 (Textbook page 17)

**Singh was the first ..... Indian Air Force.**

**Glossary :** flying currency – requirements that demonstrate that one's skills and flying experience are up-to-date. contemporary – modern; current. constraints – restrictions. astute – shrewd; sharp and intelligent. CAS – Chief of the Air Staff. forward bases – a secured, forward operating military position.

### A2. Complex Factual Activities :

\* (1) Say what actions preceded the following promotions of Arjan Singh in his career in the IAF :

(a) Awarded Padma Vibhushan :

**Ans.** He was awarded the Padma Vibhushan for his astute leadership of the Air Force and for inspiring the IAF to victory in the 1965 Indo-Pak war.

(b) First Air Chief Marshal of Indian Air Force :

**Ans.** He was a source of inspiration to all the personnel of the Armed Forces through the years.

## (2) Complete the following :

(The answers are given directly and underlined.)

(1) The rank of the CAS was upgraded in recognition of the Air Force's contribution during the war.

(2) During the 1965 war, Singh inspired the IAF to victory despite the constraints imposed on the full-scale use of Air Force combat power.

## A3. Activities based on Vocabulary :

(1) Give the meanings of the following words :

(The answers are given directly.)

Words	Meaning
contemporary	modern; current
tenure	the holding of a position in an office.
astute	shrewd; intelligent
constraints	restrictions

(2) Write the verbs for the following words :

- (1) inspiration (2) constraint  
(3) transport (4) different

**Ans.** (1) inspiration – inspire

- (2) constraint – constrain  
(3) transport – transport  
(4) different – differ

## A4. Activities based on Contextual Grammar :

(1) He inspired the IAF to victory, despite the constraints imposed on the full-scale use of Air Force combat power.

(Rewrite using the words 'even though ...')

**Ans.** He inspired the IAF to victory, even though there were constraints imposed on the full-scale use of Air Force combat power.

(2) He retired in August 1969, thereupon accepting Ambassadorship to Switzerland.

(Rewrite beginning 'After....')

**Ans.** After he retired in August 1969, he accepted the Ambassadorship to Switzerland.

## A5. Personal Response :

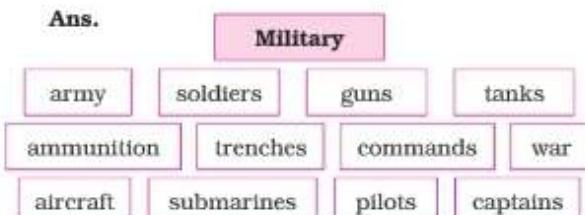
Who or what is your source of inspiration?

**Ans.** My source of inspiration is my grandfather. Grandfather is a highly-respected and capable doctor. He has cured hundreds of people and helped many more, free of charge. He never accepted any fees from people who he knew were poor. Even today he helps in organising medical camps. Watching him, I too wish to become a doctor and help people.

### VOCABULARY

**Q. 1. Build a word wall with the words related to 'Military'.**

**Ans.**



**Q. 2. State the different meanings of the following pairs of homophones and make sentences of your own with each of them :**

Word	Meaning	Sentence
(a) led	• past participle of lead (to guide or conduct)	• The captain <u>led</u> his team to safety.
	• graphite used as part of a pencil	• Do you have a <u>lead</u> pencil?
(b) role	• a part (in a play, film, etc.)	• Marie got the <u>leading</u> <u>role</u> in the new movie.
	• move in a particular direction by turning over and over	• The boy wanted to <u>roll</u> in the mud while playing.
(c) air	• the invisible gaseous substance surrounding the earth	• There is a lot of humidity in the <u>air</u> during the monsoon.
	heir ('h' is silent)	• The family did not know who the <u>heir</u> to the property was.
(d) feat	• a great achievement	• Climbing Mt. Everest is a <u>feat</u> .
	feet (March '20)	• The girl saw to her shock that the lion was only a few feet away.
(e) reign	• rule as king or queen ('g' is silent)	• Queen Elizabeth's <u>reign</u> has been a long one.

rein	• a restraining influence	• The new manager kept a tight <u>rein</u> on her employees.
rain	• water that falls in drops from clouds in the sky	• Children love to play in the <u>rain</u> .

**Q. 3. The following Homographs have the same spelling and pronunciation, but can have different meanings. Make sentences of your own to show the difference :**

- (a) **firm** : (i) My neighbour recently joined an electronics firm as Sales Executive.  
(ii) Many people feel that they must be firm with their children when they are growing.
- (b) **train** : (i) The train left from platform 2 at seven p.m. sharp.  
(ii) You must always train your pets to obey you.
- (c) **type** : (i) The man asked his secretary to type the letter immediately.  
(ii) Cows eat only a particular type of grass.
- (d) **post** : (i) My aunt quit her job because she felt that the post was not suitable for her.  
(ii) The little boy ran to the post office to post the letter to Santa Claus.
- (e) **current** : (i) The minister was disturbed when he read about the current situation of unrest in the country.  
(ii) It is a difficult task to row against the current in a river.

### LANGUAGE STUDY ACTIVITIES (based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### **(A) A1. Do as directed (Simple Activities) :**

- (1) Pick out an infinitive from the lesson and use it in your own sentence.

**(2) Punctuate :**

there was bread butter jam and cheese on the table the chairs had pink and blue cushions

**(3) Use these phrase in your own sentence :**

a man of few words

**(4) Find out two hidden words from the given word :** monumental

**(5) Spot the error and rewrite the correct sentence :**

In 1944, the Marshal has led a squadron against the Japanese.

**(6) Identify the type of sentence :** He commanded Ambala in the rank of Group Captain.

**(7) Write the following words in alphabetical order :**

potent, globally, monumental, epitome.

**(8) Find a verb from the lesson that forms present and past participles in which the last word is doubled.**

**Ans.**

**(1)** to receive : Neena was the first girl in our school to receive a medal for bravery.

**(2)** There was bread, butter, jam and cheese on the table. The chairs had pink and blue cushions.

**(3)** Though our principal was a man of few words, he was feared by all.

**(4)** monumental : monument, moment (mental, mount, meant.)

**(5)** In 1944, the Marshal had led a squadron against the Japanese.

**(6)** Assertive sentence

**(7)** epitome, globally, monumental, potent.

**(8)** equip : equipping, equipped.

**A2. Do as directed (Medium Level Activities) :**

**(1)** Singh was selected for the Empire Pilot training course.

*(Change the voice beginning The authorities ...)*

**(2)** Singh applied it in a wide spectrum of areas.

*(Rewrite using the past perfect tense of the verb.)*

**(3)** Prepare a word register of 4 adjectives from the text that describe Arjan Singh.

**Ans. (1)** The authorities selected Singh for the Empire Pilot training course.

**(2)** Singh had applied it in a wide spectrum of areas.

**(3)** Adjectives that describe Arjan Singh : fearless, exceptional, firm, unexcitable, quiet, efficient, able, astute. (Any 4)

**(B) Do as directed (Challenging Activities) :**

**(1) Use the following word as a verb and a noun in two separate sentences : end**

**(2)** Singh was the first Air Chief to keep his flying colours till his CAS rank.

*(Rewrite as a complex sentence.)*

**Ans. (1)** (i) Please end this dispute immediately.  
(verb)

(ii) The end of the story was thrilling. (noun)

**(2)** Complex Sentence : Singh was the first Air Chief who kept his flying colours till his CAS rank.

**WRITING SKILLS**

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. Read the text and fill in the flow-chart of the promotions received by Arjan Singh.**

**Ans.**



**Q. 2. With the help of the facts given in the text prepare a fact file of Air Marshal Arjan Singh.**

*(The answers are given directly and underlined.)*

**Ans.** (a) Date of birth : April 15, 1919

(b) Place of birth : Lyalpur

(c) Education : at Montgomery: Empire Pilot Training Course at RAF (Cranwell)

(d) First Assignment : to fly Westland Wapiti biplanes in the North-Western Frontier Province as a member of the No. 1 RIAF Squadron

(e) Important posts held :

(1) In Air Force : Member of No. 1. RIAF, Flying Officer, Squadron Leader, Wing Commander, Group Captain, Air Commodore, Air Officer Commanding, Air Vice Marshal, Air Officer Commanding-in-Chief, Deputy Chief of Air Staff, Vice Chief of Air Staff, Chief of Air Staff, Air Chief Marshal.

(2) After retirement : Ambassador to Switzerland; Lieutenant Governor of Delhi

(f) Awards : Distinguished Flying Cross (1944); Padma Vibhushan

(g) Most outstanding contribution in IAF : Transforming the IAF into one of the most potent air forces globally and the fourth biggest in the world.

(h) Retirement : in August 1969.

**Q. 3. Note-making :**

**Glance through the text and prepare notes from the information that you get. Take only relevant points. Don't use sentences. Arrange the points in the same order. You may use symbols or short forms. Present the points sequentially. Use highlighting techniques.**

**Ans.**

**Air Force Marshal Arjan Singh—Icon of India's Military History**

**(1) Date of Birth :** 15 April, 1919

**(2) Qualifications :** Empire Pilot Training Course at RAF (Cranwell)

**(3) Responsibilities :**

- first assignment to fly Westland Wapiti biplanes in No.1 RIAF Squadron

- brief stint in No.2 RIAF Squadron; moved back to No.1 RIAF Squadron as Flying Officer

- overall commander of 'Shiksha'

- led the IAF during the 1965 Indo-Pak war

- led a squadron against the Japanese during the Arakan Campaign; assisted the advance of Allied Forces to Yangon

- led a fly-past on August 15, 1947

- commanded Ambala in the rank of Group Captain; took over as AOC of an operational command

- took over reins of the IAF

- ambassador to Switzerland; Lieutenant Governor of Delhi

**(4) Achievements :**

- selected for the Empire Pilot Training Course at RAF (Cranwell) in 1938, at age 19

- promoted to the rank of Squadron Leader in 1944

- led a fly-past over the Red Fort on August 15, 1947

- promoted to the rank of Wing Commander; promoted to the rank of Air Commodore in 1949

- longest tenure as AOC (1949-1952 and 1957-1961)

- appointed as Deputy Chief of Air Staff at the end of the 1962 war; appointed as Vice Chief of Air Staff in 1963

- rank of Air Marshal in August 1964; took over reins of IAF

- successfully led the IAF in 1965 Indo-Pak war

- promoted as Air Vice Marshal; appointed as AOC-in-C of an operational command

- first Air Chief to keep his flying currency till his CAS rank; has flown more than 60 different types of aircraft

- first and only Air Chief Marshal of the IAF

**(5) Awards :**

- Distinguished Flying Cross (1944)

- Padma Vibhushan

**(6) After retirement :** Ambassador to Switzerland; Lieutenant Governor of Delhi

*(Students can put these points attractively in boxes and use highlighting techniques.)*

**Q. 4. Develop a story suitable to the conclusion/ end given below. Suggest a suitable title :**

**Conclusion :**

..... and so, with tears of joy and pride, the 10-year-old Sanyogita More received the National Bravery Award from the Prime Minister.

**Ans. A WONDERFUL ACT OF BRAVERY**

It was the 26th of July in Mumbai. It was raining cats and dogs. Ten-year-old Sanyogita More stood at the door of her hut. The street was flooded with water. Sanyogita was frightened. Her parents had not returned from work and she was all alone.

Suddenly, she saw two little boys, Rohan and Sohan, come out from the neighbouring hut to play in the water. As Sanyogita watched, there came a sudden gush of water and the boys were dragged towards an open manhole, which had been marked with a pole. They caught hold of the pole, but the pole began to tilt. It would soon fall—and the boys would go down the manhole!

Sanyogita ran as fast as she could towards the boys. Pulling a rope from a nearby door, she looped it around a large stone. She held onto the rope and

extended her hand towards the boys. "Catch my hand, Sohan, Rohan," she shouted. "Catch! Catch soon!"

The boys were in a panic but they did as they were told. Sohan held Rohan's leg, Rohan held Sanyogita's hand, and Sanyogita held onto the rope. "Help! Help!" she shouted, knowing that if the rope broke or the stone was dislodged, they would all go into the manhole.

She stood there shivering, her arms numb, for nearly 15 minutes before help arrived. Sanyogita collapsed after the incident. The news of her brave deed spread far and wide, and reached the ears of the Prime Minister, who decided to honour her with an award. And so, with tears of joy and pride, the 10-year-old Sanyogita More received the National Bravery Award from the Prime Minister.

#### **ACTIVITY**

**Q. You wish to join any one of the Indian Armed Forces. Fill in the following application form.**

*(Students may fill in the form with their own personal details in the textbook itself.)*

♦ ♦ ♦

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



## 1.4 ALL THE WORLD'S A STAGE

(Textbook page 23)

**Introduction :** William Shakespeare is often called England's national poet and 'The Bard of Avon'. This poem is taken from his play 'As you like it'. Shakespeare compares the world to a stage, and human life to Seven Acts or Seven Ages, each having its own varied qualities and features.

### WARMING UP!

#### Q. 1. Pair work :

(A) Talk to your friend about all the things related to 'Seven'.

**For example :** Seven wonders of the world, seven days in a week, seven deadly sins according to the Christian faith viz. gluttony, lust, greed, pride, wrath, sloth and envy etc.

(Students can look up the internet and find more facts related to the number seven.)

(B) Pair up with your partner and name the following : (The answers are given directly.)

(a) **The Seven wonders of the world :** The Great Wall of China, Christ the Redeemer Statue, Machu Picchu, Chichen Itza, The Roman Colosseum, The Taj Mahal and Petra.

(b) **The Seven continents :** Asia, Europe, Australia, Africa, North America, South America, Antarctica.

(c) **The Seven colours of the rainbow :** violet, indigo, blue, green, yellow, orange, red.

(d) **The Seven notes of the musical scale :** sa-re-ga-ma-pa-da-ni./doh-re-me-fa-so-la-ti

(e) **The Seven seas of the world :** Arctic Ocean, Antarctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, North Pacific Ocean, South Pacific Ocean.

Q. 2. Life is often compared to many things. Write down seven things that life can be compared to and justify the comparison :

(a) Life is a keyboard; if you press the right keys, you have typed out a good destiny.

(b) Life is a river—always flowing.

(c) Life is like a seed; it will never grow unless planted, nourished and nurtured.

(d) Life is like an elevator, with lots of ups and downs.

(e) Life is like an onion. You peel off layer after layer. Sometimes it makes you weep.

(f) Life is like a jigsaw puzzle. You have all the pieces, but you have to put them together correctly.

(g) Life is like a jack-in-the-box. You never know when you are going to get a box on your chin.

#### Q. 3. Match the approximate ages with the stages :

**Ans.** (The answers are given directly.)

No.	Age-group	Stages
(1)	Birth to 2 years	babyhood/infancy
(2)	3 years to 12 years	childhood
(3)	13 years to 17 years	teenage/adolescence
(4)	18 years to about 44 years	adulthood
(5)	About 45 years to 60 years	middle-age
(6)	65 years up to 75 to 80 years	senior citizen/elderly person
(7)	Above 80 years	old age/second childhood

### PARAPHRASE

This poem is taken from Shakespeare's play 'As you like it'. It is a monologue (a loud speech to oneself) by one of the characters in the play.

The poet says that the whole world is a stage, and all the men and women in it are merely actors. They have their 'exits and their entrances'—that is, they are born and they die. A man plays many different parts during his lifetime, each actor playing seven roles during his life.

The first stage is that of an infant, crying weakly and throwing up in his nurse's arms. The second stage is that of a school boy, complaining and crying. He goes to school early in the morning, with a well-scrubbed, shining face. He carries his school bag and creeps slowly like a snail, and proceeds unwillingly to school. The third act is that of a lover, who is breathless and sighing like a furnace, with passion. He sings sad songs dedicated to the beauty of his lover. The fourth stage is that of an aggressive

soldier, bearded like a leopard and full of oaths. He is jealous where his honour is concerned, and is quick to quarrel. He is ambitious, and does useless things to protect his reputation, even endangering his life for it.

The fifth role is that of a mature middle-aged man with a round belly developed after eating the fattened chickens he received in return for favours done. He is stern and formal and full of wisdom. He is keen on justice. He is full of wise sayings, and gives modern examples. In the sixth stage, man has become old, with thin legs in slippers and loose pants. He has spectacles on his nose and a pouch by his side. The close-fitting stockings, which he had saved from his younger days, are now too big for his thin legs, which have shrunk with age. His loud voice, which was once manly, has now become childish and shrill. There are whistling sounds when he talks.

The last stage of all, which ends this eventful life, is when man becomes senile and enters his second childhood. He is unaware of what is happening around him. This final stage is when he is without teeth, without vision, without taste and without anything.

#### READING FOR UNDERSTANDING AND POETIC DEVICES

**Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

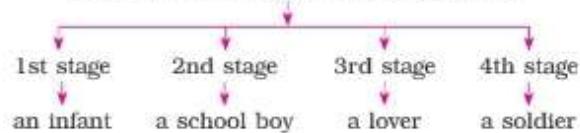
#### Q. 1. Read the following extract and do the activities :

##### A1. Simple Factual Activities :

###### (1) Complete the following diagram :

(The answers are given directly.)

###### The first four stages in a person's life



###### (2) Match the following :

A	B
(1) Infant	(a) acts like the pard
(2) School boy	(b) mewling and puking
(3) Lover	(c) whining
(4) Soldier	(d) sighing like furnace

**Ans.** (1) Infant – mewling and puking

- (2) School boy – whining
- (3) Lover – sighing like furnace
- (4) Soldier – acts like the pard

#### EXTRACT - 1 (Textbook page 24)

All the world's a stage,  
And all the men and women merely players,  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first, the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth.

**Glossary :** **players** – actors. **mewling** – crying weakly. **puking** – throwing up; vomiting. **whining** – crying in a complaining way. **satchel** – school bag. **woeful ballad** – sad or soulful poem/song. **pard** – poetical short form of leopard. **bubble reputation** – the supposed good name or valour. **cannon's mouth** – facing great danger to life.

#### A2. Complex Factual Activities :

###### \* (1) Complete the following :

(The answers are given directly and underlined.)

(1) 'Exits' and 'entrances' refer to deaths and births.

(2) Reputation is like a bubble because one does useless things for one's reputation, which can burst like a bubble in one instant.

\* (2) Write down in your own words the differences between the 2nd stage and the 4th stage of a man's life :

**Ans.** The second stage is that of a school boy, complaining and crying. He goes to school early in the morning, with a well-scrubbed, shining face. He carries his school bag and creeps slowly, like a snail, unwillingly to school.

The fourth stage is that of an aggressive soldier, bearded like a leopard and full of swear words. He is jealous where his honour is concerned, and is quick to quarrel. He is ambitious, and does useless things for his reputation, even endangering his life for it.

\*(3) Which two stages of man, described by Shakespeare, sound humorous? Say why.

**Ans.** The second and third stages are humorous. One can just imagine the school boy, complaining and whining, creeping to school slowly with a well-scrubbed and shining face. The third stage, where the lover sighs loudly and sings sad poems and songs, is also humorous.

\*(4) Complete the following table based on the extract :

(The answers are given directly.)

Stages of Man	Role	Qualities/Actions
First	infant	(1) frightened (2) crying, puking
Second	schoolboy	(1) unhappy (2) whining, creeping unwillingly to school
Third	lover	(1) woeful (2) sighing, singing sad ballads
Fourth	soldier	(1) jealous in honour, ambitious (2) quarrelling, facing danger

### A3. Activities based on Poetic Devices :

\*(1) Pick out the lines that contain Imagery (a picture created in the mind by using words) of the following people :

#### (i) Schoolboy (2nd stage)

**Ans.** 'The whining schoolboy, with his satchel and shining morning face, creeping like a snail unwillingly to school.'

#### (ii) Soldier (4th stage)

**Ans.** 'Full of strange oaths and bearded like the pard, Jealous in honour, sudden and quick in quarrel.'

\*(2) The poem is entirely metaphorical. Pick out the comparisons from the extract :

- (i) world – stage
- (ii) human beings – players
- (iii) births and deaths – entrances and exits
- (iv) school boy – a snail
- (v) the lover's sigh – a furnace
- (vi) spotted leopard – bearded soldier

(3) Name and explain the poetic devices used in the following lines :

- (a) creeping like a snail

**Ans.** Simile. Direct comparison is made between the schoolboy and snail using the word 'like'.

- (b) Soldier bearded like the pard

**Ans.** Simile. The beard of The soldier is compared to that of a leopard using the word 'like'.

- (c) Sighing like furnace

**Ans.** Simile. The lover's breathing is compared to a furnace using the word 'like'.

- (d) men and women merely players

**Ans.** Metaphor. Implicit comparison between men and women to players in a play.

- (e) They have their exits and their entrances

**Ans.** Alliteration. Repetition of the sound of 't' and 'e'.

Metaphor. The poet implicitly compares death and life to exits and entrances.

- (f) With a woeful ballad

**Ans.** Alliteration. Repetition of the sound of 'w'.

Transferred Epithet. It is not the ballad that is woeful but the lover.

(4) Choose the correct figure of speech for the line from the given options and explain it :

All the world's a stage :

- (a) Alliteration (b) Metaphor (c) Simile

**Ans.** Metaphor : The world is implicitly compared with a stage.

Q. 2. Read the following extract and do the activities :

### A1. Simple Factual Activities :

(1) Complete the following diagram :

(The answers are given directly and underlined.)

The last three stages in a person's life



(2) Write if the following statements are True or False : (The answers are given directly and underlined.)

**Ans.** (1) Man in the fifth stage of life is full of wisdom. True

(2) Man in the sixth stage has a fair, round belly. False

(3) The last few lines are full of melancholy. True

(4) In the last stage, man is unaware of his surroundings. True

### EXTRACT - 2 (Textbook pages 24, 25)

And then the justice,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slippered pantaloon,  
With spectacles on nose and pouch on side;  
His youthful hose, well saved, a world too wide  
For his shrunk shank, and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history.  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.

**Glossary :** **good capon lined** – with excess fat from careless eating habits especially fattened chickens offered as gift. **saws** – sayings. **slippered pantaloon** – thin legs in slippers and baggy pants (old age). **youthful hose** – close-fitting covering for legs. **shank** – the part of the leg between the knee and the ankle. **treble** – high or shrill voice. **second childishness** – a return to the helpless, innocent state of a child. **oblivion** – the state of being unaware or unconscious of what is happening around one. **sans** – without.

### A2. Complex Factual Activities :

\*(1) Write down in your own words the differences between the following stages of a man's life :

(a) 5th and 6th stage :

**Ans.** The fifth stage is that of a mature middle-aged man with a round belly. He is stern and formal and full of wisdom. He is full of wise sayings and gives modern examples.

In the sixth stage, man has become old, with thin legs in slippers and loose pants. He has spectacles on his nose and a pouch by his side. The close-fitting stockings, which he had saved from his younger days, are now too big for his thin legs, which have shrunk with age. His loud voice, which was once manly, has now become childish and shrill. There are whistling sounds when he talks.

(b) 3rd stage and 5th stage :

(This is based on the full poem.)

**Ans.** The third stage is that of a lover, who is breathless and sighing with passion. He sings sad songs dedicated to the beauty of his lover.

The fifth stage is that of a mature middle-aged man with a round belly. He is stern and formal and full of wisdom. He is full of wise sayings and gives modern examples.

(c) 1st stage and 7th (last) stage :

(This is based on the full poem.)

**Ans.** The first stage is that of an infant, crying weakly and throwing up in his nurse's arms. He is unaware of what is happening around him. The baby, at this stage, is without teeth, without vision, without taste and without anything.

The last stage of all, which ends one's eventful life, is when man becomes senile and enters his second childhood. He is again unaware of what is happening around him. This final stage is when he is once more without teeth, without vision, without taste and without anything.

\* (2) What is the theme/central idea of the poem?

**Ans.** The theme of this poem is the cycle of life. It tells us how one starts out an infant, helpless and unaware of the surroundings, and ends the same way, without being aware of what is happening around one.

\* (3) The last (7th) stage of life sounds very sad and miserable. How can you make old age also cheerful and happy?

**Ans.** We can make the last stage joyful by preparing for it beforehand. We know that most of us will reach this stage before our final exit. Hence, we must maintain good health, and keep good relations with our family and the people around us. We must save enough money to get us through this stage without any stress on ourselves or others.

\* (4) Complete the following table based on the extract. (The answers are given directly.)

Stages of Man	Role	Qualities/Actions
Fifth	adult man	(1) fat, serious and wise (2) giving advice
Sixth	old man	(1) thin and shrunken (2) talking in a shrill-voice
Seventh	very old man	(1) senile, child-like (2) oblivious to his surroundings

### A3. Activities based on Poetic Devices :

\* (1) Pick out the lines that contain Imagery (a picture created in the mind by using words) of the following people :

(i) Judge (5th stage)

**Ans.** In fair round belly with good capon lined  
With eyes severe and beard of formal cut

**(ii) Senior citizen (6th stage)**

**Ans.** (1) His youthful hose, well-saved, a world too wide

(2) For his shrunk shank

**\*(2) The poem is entirely metaphorical. Pick out the comparison from the extract :**

**last stage (old age)**

**Ans.** last scene

**(3) Name and explain the figures of speech used in the following lines :**

(a) His youthful hose, well-saved, a world too wide

**Ans.** Alliteration. Repetition of the sound of 'w'.

(b) For his shrunk shank

**Ans.** Alliteration. Repetition of the sound of 's'.

(c) Turning again towards childish treble

**Ans.** Alliteration. Repetition of the sound of 't'.

(d) Sans teeth, sans eyes, sans taste, sans everything.

**Ans.** Repetition. The word 'sans' is repeated for emphasis.

**APPRECIATION OF POEM**

**\*Q. Read the poem. Write an appreciation of the poem with the help of the following points :**

**(March '20)**

**Note :** The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

**Point Format**

(for understanding)

**The title of the poem :** 'All the World's a Stage'

**The poet :** William Shakespeare

**Rhyme scheme :** blank verse i.e. no rhyme scheme, but there is a steady rhythm of five beats in each line.

**Figures of speech :** Metaphor, Simile, Alliteration, Repetition, etc.

**Theme/Central idea :** The theme of the poem is the cycle of life.

**Paragraph Format**

The poem 'All the World's a Stage' is by William Shakespeare. It is taken from Shakespeare's play 'As you like it'. It is a monologue by one of the characters in the play.

The poem is written in blank verse i.e. there is no

rhyme scheme, but there is a steady rhythm of five beats i.e. iambic pentameter in each line. There are many figures of speech, like Simile, Alliteration and Repetition, but the one that stands out is Metaphor. In the lines 'All the world's a stage, And all men and women are merely players', there is an implied comparison between two different things.

In this poem, Shakespeare compares life to a stage. He has divided life into seven stages, each having its own varied qualities and features. The theme of the poem is the cycle of life. It tells us how one starts out as an infant, helpless, without understanding, and ends the same way, without being aware of what is happening around one.

**POETIC DEVICES**

(Based on full poem)

**Q. 1. There is no rhyme scheme in the poem.**

**However, Shakespeare uses lines with a steady rhythm of 5 beats in each. This is called 'Blank Verse'. Copy the lines from 'And all the men and women merely players' to 'sudden and quick in quarrel'. Put a stress mark on each of the syllables stressed in the lines as for example 'And áll the men and women merely players'.**

*(Students can discuss with their partners and do this activity in their notebooks.)*

**Q. 2. Pick out from the poem two examples of each : (The answers are given directly.)**

<b>Figures of Speech</b>	<b>Example</b>
<b>(a) Simile</b>	(1) Creeping like a snail (2) Soldier bearded like the pard
<b>(b) Onomatopoeia</b>	(1) And then the whining schoolboy (2) Sighing like a furnace
<b>(c) Alliteration</b>	(1) They have their exits and their entrances (2) His youthful hose, well-saved, a world too wide
<b>(d) Metaphor</b>	(1) They have their exits and their entrances (2) men and women merely players

(e) <b>Inversion</b>	(1) His acts being seven ages. (2) With eyes severe and beard of formal cut
(f) <b>Transferred Epithet</b>	(1) with a woeful ballad (2) Into the lean and slippered pantaloons

### ACTIVITY

**Q.** Read the words given in the clouds on page 25 of the textbook. Match them with what they signify.

- (1) Stage – Life
- (2) Characters – Roles played by human beings
- (3) Script – Story of life
- (4) Dialogues – Conversation
- (5) Entry – Birth
- (6) Exit – Death

### PROJECT

**Q.** Read the summary of the play 'As You Like It' by William Shakespeare using the Internet. Find out which character has narrated the above poem and on what occasion. Also, make a list of the characters of the play.

**Ans.** The character who has narrated the above poem in the play 'As You Like It' by William Shakespeare is Jacques. He narrates it in Act II, Scene VII.

Some of the other characters in the play are : Celia, Rosalind, Orlando, Oliver, Duke Senior, Duke Frederick, Touchstone, etc.

*(Students may refer to the internet to get the complete cast.)*

♦ ♦ ♦

# 6414132

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



**Introduction :** This is an extract taken from Bernard Shaw's famous play Saint Joan. Known as Joan of Arc before her Saint hood, Saint Joan played important role in the Hundred Years War between the French and the English. The given extract beautifully portrays the courage and conviction of Joan.

**WARMING UP!**

**Q. 1. Discuss in groups/pairs and make a list of the weapons used in the old times and in the present times.**

Weapons used in the past	Weapons used nowadays
stones, bow and arrows, spears, swords, lances, catapults, axes, daggers, cutlasses, etc.	missiles, hand grenades, bombs, machine guns, tanks, nuclear weapons, etc.

(Students can find more examples on their own.)

**Q. 2. Imagine that you are the captain of your school Kabaddi team. Your final match is against a very strong team. Your team members are sure that you will lose. How will you boost their morale? Work in groups and prepare a short list of what can encourage the team.**

(Some points : pointing out your team's strong points—the opponent's weak points—the hard practice you have put in—the various occasions where underdogs have won unexpectedly, etc.)

**Q. 3. Guess the difference in the meanings of the underlined phrases.**

(The words underlined in the sentences given below are called 'phrasal verbs'. A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. It is an idiomatic phrase. Typically, its meaning is not obvious from the meanings of the individual words themselves.)

**For example :** Mona has always looked down on Lata.

Here, it doesn't mean that Mona is looking down from a higher place at Lata; it means that Mona thinks that she is better than Lata.)

	Sentences	Meanings of the underlined phrases
(1) (a)	He promised <u>to look</u> into the matter.	investigate
(b)	He asked me <u>to look</u> for his lost book.	search
(c)	I shall <u>look forward</u> to your arrival	await eagerly
(2) (a)	An epidemic of cholera <u>broke out</u> in the village.	started suddenly
(b)	The thieves <u>broke</u> into the locked house.	entered illegally and forcibly
(c)	They <u>broke up</u> their friendship.	ended
(3) (a)	You must <u>carry out</u> your duty faithfully.	complete; execute
(b)	Please <u>carry on</u> with your work.	continue
(c)	They <u>carried off</u> the trophy in the football matches.	won
(d)	You may <u>carry forward</u> the remaining balance to the next page.	to transfer

**READING SKILLS, VOCABULARY AND GRAMMAR**

**(Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Fill in the blanks with the correct alternatives :**

(The answers are given directly and underlined.)

(1) The steward is called a 'blockhead' by the squire.

(Robert/steward)

(2) The squire's name is Robert.

(*Robert/Dauphin*)

(3) The price of a horse is sixteen francs.

(*17 to 18 francs/sixteen francs*)

(4) The Dauphin will give the girl whatever she needs to free Orleans. (*Dauphin/Squire*)

**(2) Complete the following :**

(*The answers are given directly and underlined.*)

(1) The Hundred Years War was fought between 1337 and 1453.

(2) All of northern France and some parts of the south-west were under foreign control.

**PASSAGE - 1 (Textbook pages 29, 30)**

**The war was fought .....**

..... **all I need to free Orleans.**

**Glossary :** peasant girl – a poor village girl. grimly – seriously. squire – a person of high rank. armour – protective clothing of metal or leather worn during battle by soldiers in olden days. blockhead – a stupid or idiotic person. assuming – taking for granted. Dauphin – the oldest son of the King of France, who would become king after his father; crown prince.

**A2. Complex Factual Activity :**

**\* Give reasons :**

(1) **Joan wanted to meet Captain Squire. OR Explain why Joan wanted to meet Captain Squire.**

**Ans.** Joan wanted Captain Squire to give her a horse, an armour and some soldiers and send her to meet the Dauphin. That was the reason she wanted to meet him.

(2) **Joan did not ask for many soldiers from the Captain Squire.**

**Ans.** Joan did not ask for many soldiers from the Captain Squire because the Dauphin would give her all that she needed.

**A3. Activities based on Vocabulary :**

(1) **Classify the following words into adjectives and nouns and complete the table given below :**

armed, courage, brave, armour, orders, well-built, squire, strong, amount, beautiful, Orleans

**Ans.**

Adjectives	Nouns
armed, brave, well-built, strong, beautiful	courage, armour, orders, squire, amount, Orleans

**(2) Write the verb forms of the following words :**

(1) strong (2) mad (3) beautiful (4) afraid

**Ans.** (1) strengthen (2) madden (3) beautify (4) fear

**A4. Activities based on Contextual Grammar :**

**\* (1) Make the following sentences affirmative without changing the meaning :**

(1) Sir, do not anger her.

**Ans.** Sir, please refrain from angering her.

(2) I shall not want many soldiers.

**Ans.** I shall want only a few soldiers.

**(2) Rewrite the following sentences using 'as well as...' :**

(1) You have fifty armed soldiers and dozens of strong servants to carry out my orders.

**Ans.** You have fifty armed soldiers as well as dozens of strong servants to carry out my orders.

(2) You are to give me a horse and armour and some soldiers.

**Ans.** You are to give me a horse and armour as well as some soldiers.

**A5. Personal Response :**

**What, according to you, is the steward's opinion about Joan?**

**Ans.** The steward has a high opinion of Joan. He feels that she isn't afraid of anything, and she puts courage in others. He feels that she should not be angered and be given what she wants.

**Q. 2. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**Write if the following statements are True or False : (The answers are given directly and underlined.)**

**Ans.**

(1) Joan is angry when Robert tells her to get out.

False

(2) Joan feels that Squire Jack is kind.

True

(3) The steward's name is Bertrand de Poulengey.

False

(4) Robert thinks that the girl's idea is crazy.

True

### PASSAGE - 2 (Textbook pages 30, 31)

Robert : (shocked) To free Orleans! .....  
..... of going to the Dauphin seriously?

**Glossary :** **Monsieur** – French word for Mister (Mr).  
**retreats hastily** – moves away or withdraws in a hurry.

#### A2. Complex Factual Activities :

\* (1) Name the persons needed by Joan to free Orleans.

**Ans.** Joan needed the following persons to free Orleans : Bertrand de Poulengy, Squire Jack, John Godsave, Dick the Archer, and their servants John of Honecourt and Julian.

#### (2) Complete the following :

(The answers are given directly and underlined.)

(1) The squire wants the steward to go with Joan, stay within call and keep an eye on her.

(2) Joan's aim was to meet the Dauphin and free Orleans.

#### A3. Activities based on Vocabulary :

(1) Pick out four adverbs of manner from the passage.

**Ans.** simply, willingly, eagerly, brightly (hastily, seriously).

(2) Pick out the antonyms of the following words from the passage :

(1) exit (2) request (3) advance (4) slowly

**Ans.** (1) exit × enter (2) request × order  
(3) advance × retreat (4) slowly × hastily

#### A4. Activities based on Contextual Grammar :

(1) Polly and Jack have promised to come with me.  
(Rewrite using 'that').

**Ans.** Polly and Jack have promised that they will come with me.

(2) You have only to give the order.  
(Rewrite using 'nothing').

**Ans.** You have to do nothing but give the order.

#### A5. Personal Response :

'I have arranged it all'. What does this statement tell you about Joan?

**Ans.** It tells us that Joan had good leadership qualities. She had the ability to inspire others and make them do as she wished. She was also a good organiser.

**Q. 3. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

(1) What/Whom do the underlined pronouns stand for? **Ans.**

(1) Her words have put fire into me. **Poulengy**  
(2) I feel sure enough to take her to **Chinon**. **Joan**

(3) He beat the English at Montargis. **Dauphin**  
(4) I feel like a fool. **Robert**

#### \* (2) Complete the following :

(The answers are given directly and underlined.)

(1) The Squire's opinion of miracles was that though they were alright, they did not happen in their time.

(2) Robert accused Poulengy of being as mad as Joan.

### PASSAGE - 3 (Textbook pages 31, 32)

**Poulengy :** (slowly) There is something about her ..... (Joan enters.)

**Glossary :** to be out of your mind (idiom) – to be crazy. **Chinon** – One of the cities in France where the Royal family resided; during the Hundred Years War, the Dauphin took refuge in Chinon. **cowed** – frightened; subdued. **wavering (here)** – hesitating; beginning to give in. **have put fire into (phr)** – have inspired or motivated. **obstinately** – stubbornly.

#### A2. Complex Factual Activities :

##### \* (1) Give reasons :

(a) **The Dauphin was not fit to be the king and heir.**

**Ans.** The Dauphin was not fit to be the king and heir because he was a coward and retreated to Chinon and spent time there like a rat in a corner. He was not able to motivate his men or stop the English from taking Orleans.

(b) **Poulengy, Jack and Dick had offered to accompany Joan.**

**Ans.** Poulengy, Jack and Dick felt there was something about Joan, and that she was a bit of a miracle. Her words had put fire into them. They also felt that it was their last chance of saving Orleans. Hence they offered to accompany her.

\*(2) From the passage, find what the following are compared to and why :

(1) as mad as...

**Ans.** as mad as Joan, for Joan was planning to go to the Dauphin, who was frightened, and motivate him to fight for Orleans.

(2) The Dauphin in Chinon is like...

**Ans.** The Dauphin in Chinon is like a rat in a corner, for just like a cornered rat gives up, he too had given up and refused to fight to save Orleans.

(3) Joan of Arc is a bit of a...

**Ans.** Joan of Arc is a bit of a miracle because she is courageous, confident and determined enough to go to the Dauphin and motivate him to fight for Orleans, when everybody else had given up.

### A3. Activity based on Vocabulary :

Make sentences of your own using the words/expressions given below :

(1) cowed (2) obstinately (3) worth trying (4) out of your mind

**Ans.** (1) We should not be cowed when we are threatened by bullies.

(2) The little girl obstinately refused to answer the teacher.

(3) "Your idea will keep the neighbourhood clean. It is worth trying," said the minister.

(4) "You are out of your mind," I told my friend when she wanted to save the stray dog.

### A4. Activities based on Contextual Grammar :

\*(1) Make the following sentences Affirmative without changing the meaning :

(1) I am not so sure, now.

**Ans.** I am a bit doubtful, now.

(2) He will not be able to stop them.

**Ans.** He will be unable to stop them.

(2) I tell you nothing can save our side now but a miracle. (Rewrite using 'only').

**Ans.** I tell you only a miracle can save our side now.

### A5. Personal Response :

After talking to Poulengy what change do you notice in Robert?

**Ans.** Robert was initially unwilling even to listen to Joan. But after talking to Poulengy, he agreed that it was their last chance of trying to free Orleans

and there was no other hope for them. Poulengy's certainty about Joan made him waver and change his mind and give her a chance.

### Q. 4. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Pick out the statements that are True :

- (1) Joan was unsure about her ideas.
- (2) Joan had no belief in God.
- (3) The soldiers called Joan 'the Maid'.
- (4) Robert had a poor opinion of English soldiers.

**Ans. True statements :**

- (3) The soldiers called Joan 'the Maid'.
- (4) Robert had a poor opinion of English soldiers.

#### PASSAGE - 4 (Textbook pages 32, 33)

Poulengy : (gravely) Be seated, Joan ..... on the soil of France.

**Glossary :** **gravely** – in a serious tone. **raising a siege** – surround from all sides and attack, removing the forces that occupied a fort, town, etc. **plundering** – stealing, looting, using force (during times of war or civil disorder). **to save their skins (idiom)** – to save their lives.

#### A2. Complex Factual Activities :

\*(1) Explain :

(a) why the French soldiers were always beaten.

**Ans.** The French soldiers were always trying to save their lives, and would run away from the battlefield. Hence they were always beaten in war.

(b) how one knows that Joan is a person of immense faith.

**Ans.** Joan's statement 'I don't think soldiering can be difficult if God is on your side' shows that she is a person of immense faith.

\*(2) From the extract, find what the following are compared to and why :

(1) as easy as...

**Ans.** as easy as chasing a cow out of the meadow. This comparison is made because Joan was a country girl and had probably chased many cows out of the meadows. Besides, cows are docile creatures and can be driven away very easily.

(2) The enemy soldiers will be driven away like ...

**Ans.** The enemy soldiers will be driven away like sheep. This comparison is made because sheep always move in flocks and their herd mentality forces them to flee if the leading ones flee.

#### A3. Activities based on Vocabulary :

(1) Pick out the words ending in -ing from the passage and classify them into gerunds and participles.

**Ans.**

Gerunds	Participles
raising, chasing, soldiering,	turning, fighting
fighting, plundering,	
burning,	

(2) Pick the odd man out from each group :

- (1) gravely, always, heard, very
- (2) they, see, you, them

**Ans.** (1) **heard** - (this is a verb; the other words are adverbs.)

(2) **see** - (this is a verb; the other words are pronouns.)

#### A4. Activities based on Contextual Grammar :

\*(1) Make the following sentence Affirmative without changing the meaning :

I don't remember.

**Ans.** I fail to remember.

(2) Rewrite the following as Assertive sentences :

(1) Have you ever seen English soldiers fighting?

**Ans.** You have never seen English soldiers fighting.

(2) Have you ever seen them plundering, burning, turning the countryside into a desert?

**Ans.** You have never seen them plundering, burning, turning the countryside into a desert.

#### A5. Personal Response :

Do you think that soldiers should run away to 'save their skins'?

**Ans.** No, I don't think so. Soldiers must fight till their last breath. No soldier worth his salt should run away from the scene of battle to save his/her own life.

**Q. 5. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

(1) Complete the table :

(The answers are underlined directly.)

The words....	Who said...	To Whom...
(1) This may all be nonsense.	<u>Robert</u>	<u>Poulengy</u>
(2) I wash my hands of it.	<u>Robert</u>	<u>Joan</u>
(3) How is she to get into the royal presence?	<u>Poulengy</u>	<u>Robert</u>
(4) And the dress?	<u>Joan</u>	<u>Robert</u>

\* (2) What dress did Joan want?

**Ans.** Joan wanted a soldier's dress.

#### PASSAGE - 5 (Textbook page 33)

**Robert** : (to Poulengy) .....

..... Yes, there is something about her. Goodbye.

**Glossary** : radiant (*here*) – very happy. let come what may (*phr*) – let anything happen. wash one's hands of something (*phr*) – refuse to deal with or be responsible for somebody or something.

#### A2. Complex Factual Activity :

\* Give reasons :

(1) Robert finally agreed to the plan.

**Ans.** Robert thought that Joan might be able to motivate the Dauphin and the troops to fight. He felt that she had the courage and determination to succeed. He also felt that there was something special about her. Hence he finally agreed to the plan.

(2) Captain Squire Robert said, "I wash my hands of it."

**Ans.** Captain Squire Robert was uncertain about allowing Joan to go to the Dauphin. He could not believe that Joan would be successful in her mission. Even then, he could not withstand her determination and confidence; he also felt that this was the last chance of saving Orleans, and that there was something special about Joan. However, he did not want to be held responsible for anything; hence he said "I wash my hands of it."

### A3. Activity based on Vocabulary :

Use the following words in separate sentences, with the words having different meanings :

(1) fire (2) dress

(1) **fire** : (i) The fire was soon put out by the men.

(ii) "Fire the man who gave away our secrets," said the manager angrily.

(2) **dress** : (i) The little girl had worn a pretty dress for the party.

(ii) I tried to dress the wound on my friend's hand.

### A4. Activities based on Contextual Grammar :

\*(1) Make the following sentence Affirmative without changing the meaning :

I can do no more.

**Ans.** I can do only this much.

(2) Pick out the modal auxiliary and state its function.

Even the Dauphin might believe it.

**Ans.** might—showing possibility.

### A5. Personal Response :

Do you think that Joan succeeds in her plan?

**Ans.** I would not be sure only by reading the play; but history tells us that she did succeed and led the French army to victory in several battles during the Hundred Years War. Her bravery, determination and confidence won the day.

### VOCABULARY

\*Q. 1. Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.

**Ans.**

Phrases	Meaning	Own Sentences
1. (a) <b>cut in</b> (b) <b>cut out</b>	(a) interrupt (b) reduce or stop something	(a) The teacher asked Rohan not to <u>cut in</u> when she was teaching. (b) Planting a line of trees along the road will <u>cut out</u> the noise from vehicles.
2. (a) <b>be held by</b> (b) <b>be held up</b>	(a) before (b) delayed	(a) The mayor wanted the elections to <u>be held by</u> the end of the month. (b) The marriage party was <u>held up</u> in the traffic jam.
3. (a) <b>run away</b> (b) <b>run for</b>	(a) escape; go off (b) to compete in an election	(a) The kind king allowed the captured deer to <u>run away</u> . (b) The film star wanted to <u>run for</u> the post of Mayor.
4. (a) <b>be known as</b> (b) <b>be known for</b>	(a) to be called as (b) to be famous for	(a) The new boss wanted to <u>be known as</u> a good and kind person. (b) Nagpur is <u>known for</u> its oranges.
5. (a) <b>go with</b> (b) <b>go after</b>	(a) suit each other (b) pursue; follow	(a) Don't you think these shoes <u>go with</u> this dress? (b) You will never be happy if you <u>go after</u> money all the time.
6. (a) <b>put fire into</b> (b) <b>put fire out</b>	(a) inspire, motivate (b) extinguish	(a) The Chief Guest's words <u>put fire into</u> the young students. (b) Seeing trouble brewing, the minister advised his team to <u>put the fire out</u> before it spread everywhere.

**\*9. 2. Complete the table :**

(The answers are directly given and underlined.)

Noun	Verb	Adjective	Adverb
1. success	succeed	successful	successfully
2. inspiration	inspire	inspirational	—
3. safety	—	safe	safely
4. harm	harm	harmful/ harmless	harmfully/ harmlessly
5. thought	think	thoughtful/ thoughtless	thoughtfully/ thoughtlessly
6. brightness	brighten	bright	brightly
7. courage	encourage	courageous	courageously
8. haste	hasten	hasty	hastily

**LANGUAGE STUDY ACTIVITIES**

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities in for better study of language study section.

**(A) A1. Do as directed (Simple Activities) :**

(1) Write two compound words from the text.

(2) Use the following word as a gerund in your own sentence : chasing

(3) Find out two hidden words from the given word : confidently

(4) Make a sentence of your own using the phrase : to save their skins.

(5) Spot the error and rewrite the correct sentence : I is taking a big chance.

(6) Identify the type of sentence :

I don't think it can be very difficult.

(7) Write the following words in alphabetical order : understand, steward, window, squire.

(8) Write the present and past participles of 'stop'.

**(9) Prepare a word chain using the following**

**nouns** : Denmark, France, Austria, England, Korea, Alaska.

France →

**Ans.** (1) courtyard, blockhead

(2) I would not even think of chasing a defenceless animal.

(3) confidently – confident, confide

(4) The thieves jumped into the lake to save their skins.

(5) I am taking a big chance.

(6) Assertive (negative).

(7) squire, steward, understand, window.

(8) stop : stopping, stopped.

(9) France → England → Denmark → Korea → Austria → Alaska.

**A2. Do as directed (Medium Level Activities) :**

(1) Use the following word and its homograph in two separate sentences : lock

(2) Change the following sentences into indirect speech : (March '20)

Robert asked, 'Joan, how old are you?' "I am 13 years old," she replied.

(3) Prepare a word register of 4 words relating to war from the lesson.

**Ans.**

(1) (i) There was a lock of hair on the table.  
(ii) The lock and the key were both missing.

(2) Robert asked Joan how old she was. She replied that she was 13 years old.

(3) War : soldier, armour, fight, siege, plundering, soldiering, troops, captain. (any 4)

**(B) Do as directed (Challenging Activities) :**

(1) Lack of rain could cause drought. (Nov. '20)

(Pick out the modal auxiliary and state its function).

(2) Analyse the sentence :

Stay within call and keep your eye on her.

**Ans.**

(1) Modal auxiliary – could

Function – possibility

(2) Compound Sentence.

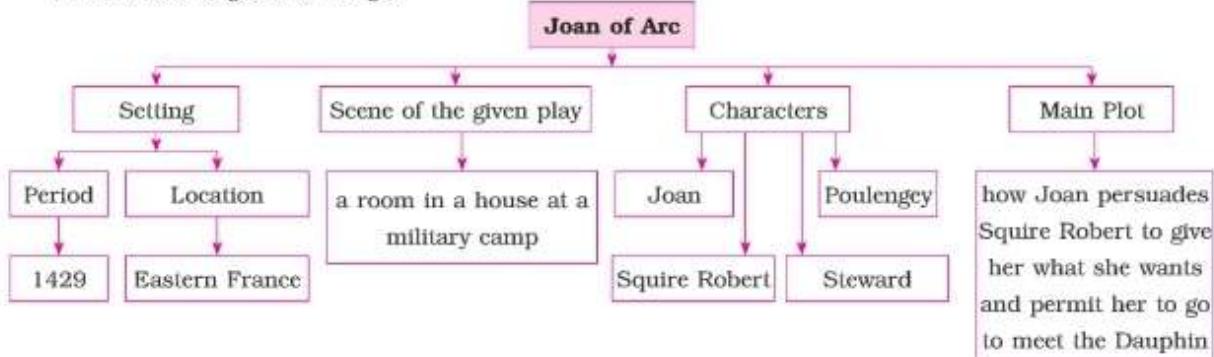
Stay within call – coordinate (main) clause; keep your eye on her – coordinate (main) clause.



**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. Read the extract from G.B. Shaw's play 'Joan of Arc' and fill in the tree diagram :**

(The answer is given directly.)



**Q. 2. (A) Pick out from the play two lines that provide evidence for each of the following :**

Qualities	Lines
(a) Her confidence	(1) The Dauphin will give me all I need to free Orleans. (2) I will teach them all to fight for France.
(b) Her courage	(1) She really doesn't seem to be afraid of anything. (2) The Squire's glare neither frightens her nor stops her.
(c) Her optimism	(1) If she can put some fight into him, she can put it into anybody. (2) I don't think it can be very difficult if God is on your side.
(d) Her determination	(1) I have arranged it all. You have only to give the order. (2) You said that you would not see me. But here I am.
(e) Her patriotism	(1) I will teach them all to fight for France. (2) You and Polly will live to see the day when there will not be a single English soldier on the soil of France.

**(B) Using the points in Q. 2(A), frame a character sketch of Joan of Arc, in your own words. Suggest an attractive title.**

**Ans. The Heroine of France—Joan of Arc**

Joan, a well-built, strong country girl of 17 to 18 years, is brave and courageous and unafraid of anything. She is confident and asks directly for whatever she wants and is sure of getting it. She is optimistic and feels that if God is on one's side, one can do anything. She is determined to go to Orleans and motivate the Dauphin to fight the English and save Orleans. Squire Robert and the others feel that if anyone can put some fight into the Dauphin, it is Joan. She is extremely patriotic and confidently says that she will motivate the French soldiers to fight, and soon there will not be a single English soldier left on the soil of France.

**Q. 3. Read the script from :**

**Joan (Girl) :** Good morning, Captain Squire...  
upto

**....Joan :** (simply) Polly and Jack have promised to come with me.

**Write a summary of that part of the script in Indirect Speech in 15-20 lines.**

**Ans.** Joan asked the Squire to give her a horse, an armour and some soldiers, and send her to the Dauphin. On hearing this, Robert angrily asked the steward why he had not told him that she was mad.

The steward told Robert to give Joan what she wanted. Robert then told Joan that he would send her back to her father with orders to lock her up. Joan replied that it wouldn't happen that way; Robert had not wanted to see her, yet she had managed to see him.

Joan then asked him for a horse which would cost 16 francs. It was a big amount of money, but she would save it on the armour, as she did not need a beautiful, fitting armour. A soldier's armour would do. She said that she would not want many soldiers, for the Dauphin would give her what she needed to free Orleans. Three men would be enough for him to send with her. She adds that Polly and Jack had promised to go with her.

#### ACTIVITY / PROJECT

- Q. From an Indian History book or the Internet, find out information about Indian women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad.) Write in your own words 3 points of similarity and 3 points of contrast between any of the Indian Queens and Joan of Arc.

Similarities	Contrast
(a) .....	(i) .....
(b) .....	(ii) .....
(c) .....	(iii) .....

(Students can attempt this on their own.)

♦ ♦ ♦

# 6414132

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.

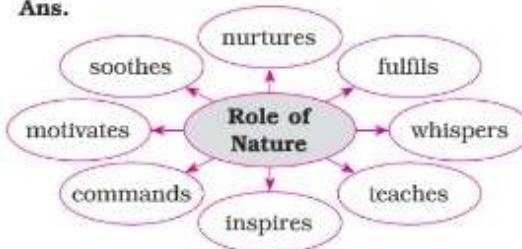




for a day; yet it makes the most of the day by living its short life in full splendour, with big, bright and tender blooms.

\* (2) Complete the web, describing the role nature plays in our lives. OR What does nature do for human beings?

Ans.



\* (3) The writer explains the contrasting features of 'water' and 'rock' in the lesson. Write all the features of both water and rock in the given table.

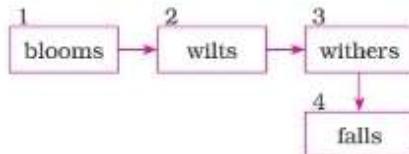
Ans. (The answers are given directly.)

Water	Rock
1. gentle	1. hard
2. persistent	2. humble
3. persevering	3. yielding
4. determined	4. adaptable

\* (4) Complete the flowchart that highlights the life of a hibiscus flower :

Ans. (The answer is given directly.)

The life of a hibiscus flower



\* (5) Read the following questions from the passage. What do they imply?

(i) Are you listening?

Ans. It implies that one must listen.

(ii) What if we too had lived our lives, however short, to the fullest?

Ans. It implies that we too should live our lives to the fullest, however short they may be.

\* (6) What things in nature teach us the following?

(The answers are given directly.)

(1) Be humble and adjust :

(2) Make the best use of time and opportunity :

Ans.

water

flowers

### A3. Activities based on Vocabulary :

\* (1) Guess the meaning of the 'splendour'.

Ans. Splendour – great beauty which attracts admiration and attention.

\* (2) Pick out the examples of concrete nouns from the passage.

**Concrete nouns :** nouns that we can touch or see.

Ans. sand, flower, ocean, rock, water.

\* (3) Pick out the examples of abstract nouns from the passage.

**Abstract nouns :** nouns that we can't touch or see.

Ans. infinity, imagination, joy, significance, experience, difference, awe.

### A4. Activities based on Contextual Grammar :

(1) Choose the correct 'not only ... but also ...' form of the sentence :

Natures soothes and nurtures.

(a) Not only nature soothes but nurtures also.

(b) Nature soothes not only but also nurtures.

(c) Nature soothes but also nurtures not only.

(d) Nature not only soothes but also nurtures.

Ans. (d) Nature not only soothes but also nurtures.

\* (2) Underline the verbs in the sentences below, and say whether they are Transitive (T) or Intransitive (I) :

(The answers are given directly and underlined.)

(1) One can witness and experience the beauty of Heaven. (T)

(2) It leaves me in complete awe. (T)

(3) Nature soothes and nurtures. (I)

(4) It withered completely. (I)

(5) The flower comes to life only for a day. (I)

(6) It smiles and dances. (I)

(3) By evening it falls and becomes one with the earth again. (Rewrite using the '-ing' form of the underlined word.)

Ans. By evening it falls, becoming one with the earth again.

#### A5. Personal Response :

\*(1) Who is stronger – water or rocks? Justify your answer.

**Ans.** I think water is stronger. It wears down the hard rock by its gentle patience, persistence and perseverance.

\*(2) How do you deal with difficulties and problems? (Nov. '20)

**Ans.** When I come across problems in life, I turn towards nature for inspiration. I try to understand how the different elements in nature deal with their difficulties and try to solve my own problems in the same way.

\*(3) Why does the writer begin by quoting the lines from William Blake's poem 'Auguries of Innocence'?

**Ans.** These lines show that if we pause to reflect, there is much beauty in nature and plenty that we can learn from it. The write-up expands on the same idea, thus reflecting the philosophy of the quoted lines from William Blake.

#### Q. 2. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

(1) Complete the diagram : (Nov. '20)

(The answers are given directly and underlined.)

Four things found in nature :



(2) State whether the following statements are True or False :

(The answers are given directly and underlined.)

**Ans.**

(i) The spider's webs are delicate as well as weak.

False

(ii) The teamwork and perseverance of ants were impressive.

True

##### PASSAGE – 2 (Textbook page 39)

We went to a rocky beach ..... become gold ourselves.

**Glossary :** chapter was over – was dead. frail – very weak. feelers – the movable parts, such as antennae, on the head of an insect. conviction – strong belief. tugging – pulling something with effort because it is heavy. perseverance – continued effort and determination. consistent – always behaving in a similar, especially positive, way. delicate – fine in texture, quality etc. unhindered – not limiting the ability of someone to do something. ego – here, pride. alchemy – (literary) mysterious power or magic that can change things.

#### A2. Complex Factual Activities :

\*(1) What teaches us that hard times do not last forever? How?

**Ans.** The following things teach us that hard times do not last forever :

(i) bits of grass peeping through small cracks in a concrete pavement and

(ii) the green leaves on a tree in spring

The grass had been nearly destroyed by the concrete but had come to life again. The tree had been bare all through the cold winter months, before regaining its former green majesty.

\*(2) Read the question from the passage. What does it imply?

What if we too are consistent, organised, focussed.....?

**Ans.** It implies that we too could do wonders if we were consistent, organised, focussed.....

\*(3) Which two aspects of nature teach us to accept change and adjust according to the situation?

**Ans.** With gentle humility, water changes its form according to the dictates of the sun and the wind. The bare trees wait patiently during the winter months for the arrival of spring, when they get fresh green leaves. These two aspects of nature teach us to accept change and adjust according to the situation.

(4) Mention what you learn from the following :

(Nov. '20)

(i) Bits of grass peeping through small cracks ...

(ii) Tree bare in winter blooms in spring ....

**Ans.** We learn that :

(i) however impossible things may look, there is always an opening

(ii) however difficult things are right now, it will not remain so for ever

**\* (5) What things in nature teach us the following?**

*(The answers are given directly and underlined.)*

**Ans. (a) Nothing is impossible to achieve :** ants; small bits of grass peeping from cracks in the concrete

**(b) Problems are not permanent :** trees that are bare in winter

**(c) Be persistent :** ants; water

**(d) Many hands make light work :** ants

**(e) Delicate structures are not a sign of weakness :** spider webs

**A3. Activities based on Vocabulary :**

**\* (1) Pick out the examples of concrete nouns from the passage.**

**Ans.** bird, ant, oyster, pearl, caterpillar, butterfly

**\* (2) Pick out the examples of abstract nouns from the passage.**

**Ans.** majesty, conviction, perseverance, passion

**(3) Match the words with their meanings :**

*(Nov. '20)*

A	B
(i) Majestic	(a) Huge/massive
(ii) Persist	(b) Grand
(iii) Colossal	(c) Firm belief
(iv) Conviction	(d) Continue

**Ans.**

A	B
(i) Majestic	(b) Grand
(ii) Persist	(d) Continue
(iii) Colossal	(a) Huge/massive
(iv) Conviction	(c) Firm belief

**A4. Activities based on Contextual Grammar :**

**(1) Do as directed : (Nov. '20)**

(1) It takes the shape of water.

*(Add a question tag.)*

(2) We saw small bits of grass. *(Pick out the verb and state whether it is Transitive or Intransitive.)*

**Ans.** (1) It takes the shape of water, doesn't it?

(2) Saw – verb. It is 'Transitive'.

**\* (2) Underline the verb in the following sentence and state whether it is Transitive (T) or Intransitive (I).**

A rainbow colours the entire sky.

**Ans.** A rainbow colours the entire sky. (T)

**A5. Personal Response :**

**\* (1) An oyster turns a grain of sand into a pearl.**

**What can we learn from this example?**

**Ans.** We learn that there is a mysterious power or magic in nature that can change things dramatically.

**\* (2) How does nature succeed in its 'Alchemy'?**

**What can it turn a small person into?**

**Ans.** Nature succeeds in its 'Alchemy' by changing things in a mysterious way. It can turn a small person into anything he/she wishes; one touches nature and becomes gold oneself.

**LANGUAGE STUDY ACTIVITIES**

**(based on vocabulary and grammar)**

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

**(A) A1. Do as directed (Simple Activities) :**

**(1) Pick out an infinitive from the lesson and use it in your own sentence.**

**(2) Punctuate**

what if we too had lived our lives however short to its fullest

**(3) Find out two hidden words from the given word : approaches**

**(4) Make a meaningful sentence by using the given phrase : set in**

**(5) Spot the error and rewrite the correct sentence : When I do, it leave me in complete awe.**

**(6) Identify the type of sentence :**

However difficult things are right now, it will not remain so forever.

**(7) Write the following words in alphabetical order :**

perseverance, withers, majesty, oysters.

**(8) Pick out the verb from the following that can form both the present and past participle by doubling the last letter, and write the forms :**

hit, admit, turn, feed

**Ans.**

**(1) I went to the beach because I wanted to see the ship.**

(2) What if we too had lived our lives, however short, to its fullest?

(3) approaches – approach, perch (cheap, peach, preach)

(4) Many people try to avoid being in Mumbai when the summer sets in.

(5) When I do, it leaves me in complete awe.

(6) Assertive sentence (negative)

(7) majesty, oysters, perseverance, withers

(8) admit – admitting, admitted

#### A2. Do as directed (Medium Level Activities) :

(1) Use the following word in two separate sentences, the word having different meanings. plant

(2) We went to a rocky beach. (Rewrite using the past perfect tense of the verb.)

(3) Nature soothes and nurtures. (Change the voice beginning 'We are ...')

(4) Write 4 words related to things in nature.

Ans.

(1) (i) We must plant more trees to attract rain.

(ii) The new plant started production last year.

(2) We had gone to a rocky beach.

(3) We are soothed and nurtured by nature.

(4) Nature : sand, flower, tree, sun, ocean, rock, water, grass

#### (B) Do as directed (Challenging Activities) :

(1) Use the following word as a verb and a noun in two separate sentences : touch

(2) Analyse the sentence :

We saw small bits of grass peeping through the small cracks in a concrete pavement.

Ans. (1) (i) "Can you touch the sky, Papa?" asked the little girl. (verb)

(ii) The old lady would wake up at the slightest touch. (noun)

(2) Simple Sentence.

#### WRITING SKILLS

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

Q. 1. The writer has very positively described the different things in nature. Discuss with your partner the special features of each one of them. Add on the list.

Ans.

Part of nature	Special feature	Value learnt
1. rainbow	cheerfulness; acceptance.	Even when there are problems in the surroundings, we must be cheerful and spread colour and happiness.
2. caterpillar	patience; acceptance.	There is a bright and beautiful future ahead.
3. hibiscus flower	optimism; cheerfulness	However short life may be, we must live it to the fullest.
4. rocks	obedience to nature; adjustment; humility	Obey the commands of nature; adjust to the situation; be humble
5. bits of grass	optimism; perseverance.	However impossible things may look, there is an opening.
6. bare tree	optimism, faith; conviction	However difficult things are in the present, it will not remain so forever. With conviction we should remind ourselves that this too will pass.
7. water	perseverance; determination; humility.	(i) Even colossal problems can be surmounted if we persist. (ii) Learn to adapt to others without any hint of ego.

**Q. 2. Compose about 8-10 sets of imaginary dialogues between a bird, a tree and its fruit regarding the effects of environmental changes. Write it in your notebooks.**

**Ans.**

**Conversation between** a bird, a tree and its fruit :

**Conversation 1 :**

**Bird :** Hi there, tree! How are you doing?

**Tree :** Not too well. I can't breathe. There's too much of dust and smoke here.

**Bird :** What, here too? I've come here to escape just that!

**Fruit :** Wrong place, birdie. Look at me; do I look healthy? I'm not growing. Too many insecticides have been sprayed on me.

**Bird :** Oh, oh. Maybe I should leave this place too.

**Conversation 2 :**

**Tree :** Oh, no! Something is happening! My roots are getting loose!

**Bird :** That's called erosion. Soil erosion.

**Tree :** What happens next?

**Bird :** The next time it rains heavily—boom! Down you will go! And away I will fly.

**Tree :** Can't someone help me?

**Fruit :** What about me?

(Students can write more such short dialogues.)

**Q. 3. Prepare a factfile on any one of the following plants or trees, using the points given : coconut/neem/basil/cactus/apple**

**Ans.** (Here we have given the profile of the coconut. Students may attempt the others as Project Work.)

#### **Profile of the Coconut Tree and Fruit**

**(1) Names :** English name – Coconut; Sanskrit name – Narikela; Hindi name – Nariyal.

**(2) Scientific name :** cocos nucifera; belongs to the family 'Palmae' or the palm family (also known as Arecaceae).

**(3) Region and Climate :** Tropical and sub-tropical coastal regions, especially near sea beaches.

**(4) Features :**

**(1) Fruit :** has a thick fibrous coir over the hard shell; inside the kernel colourless liquid;

**(2) leaves :** feather-shaped and split into lots of leaflets.

**(5) Growth – Size and shape :** Coconut trees can grow from 15 to 30 metres in height in plantations. Coconut fruits are oval in shape. The trunk of the coconut tree is ringed with scars where old leaves have fallen. The top of the trunk is crowned with a rosette of leaves. The leaves can grow up to 7 feet long and can have 250 leaflets.

**(6) Uses :**

(i) Coir and leaves : matting, thatching and weaving.

(ii) Hard outer shell : about 10 to 15 inches in length; used to make articles such as spoons, eating utensils, charcoal, etc.

(iii) Inside of the shell : lined with a white edible layer called the meat; used for cooking, or extraction of oil which is used in making soaps or cosmetics; also to make chemical, industrial and medicinal products; contains coconut water which is very nutritious.

(iv) Husk and leaves : used as material to make a variety of products for furnishing and decorating.

**(7) Any special feature :** Known in India as 'kalpavriksha' or the 'tree of heaven' because of its many uses; the term coconut is derived from the 16th century Portuguese and Spanish, meaning 'grinning face', from the three small holes on the coconut shell that resemble human facial features.

**Q. 4. 'Impossible' itself says 'I M possible'. Do you agree? Justify your answer by citing something that you have experienced or heard from someone.**

**Ans.** Yes, I agree. It is possible to do the most difficult of things providing we have the will and conviction to do so. The example that comes to my mind as justification is that of Sudha Chandran, the dancer. Though her leg was amputated below the knee, with great grit and determination she restarted dancing, and went on to become a famous dancer and actress. This shows that one can do things which seem to be impossible.

**Q. 5. You have an 'environment protection week' celebration in your school. You have invited an environmentalist. Your friend interviews him/her about how to save the environment.**

**Ans. Jai interviews Mr. Ali, an environmentalist :**

- Jai :** Good morning, Sir. Welcome to our school. I would like to ask you a few questions for a write-up in our school magazine. My first question : What is your opinion about the concept of having an 'environment protection week' celebration?
- Mr. Ali :** I think it's a wonderful idea, though I would not call it a 'celebration'.
- Jai :** Why is that, sir?
- Mr. Ali :** Well, you have a celebration when you are happy about something. In our town, the protection of the environment is so poor that I, as an environmentalist, am not at all happy about it.
- Jai :** Can you give us some tips to protect the environment?
- Mr. Ali :** Certainly, my boy. First of all, we should grow more trees wherever possible. It should be made mandatory for every factory, office, residential building, etc. to plant trees before starting construction.
- Jai :** What about the menace of plastic, sir?
- Mr. Ali :** We cannot eliminate plastic completely; however, the thickness of plastic bags and the methods of disposal should be made clear to all. Air, water and noise pollution must be dealt with too.
- Jai :** Please expand on that, sir.
- Mr. Ali :** Well, industrial and vehicular pollution must be controlled; water bodies must be kept clean. Those who break rules must be penalized. Loudspeakers must be banned during the night hours. Oh, there are lots of things to be done, lots of things.
- Jai :** Thank you sir, for giving some of your precious time for this interview.

**Q. 6. Write a news report on 'Environment Day celebrated in your school.'**

**Ans.**

**ENVIRONMENT DAY CELEBRATIONS**

**Nagpur, June 7 :** 'World Environment Day' was celebrated in New Era School with great fanfare on June 5. The main purpose of the celebration was to spread awareness about the need to protect the environment and the ways to do it.

The day was flagged off by a tree plantation drive in the locality. Three hundred quick-growing trees, which do not need much water on a daily basis, were planted near the school wall and in the surrounding area. An eminent environmentalist, Mr. A.T. Ali, spoke on the ways to protect the environment. He also judged the 'Posters and Photographs' exhibition and gave away prizes for the best entries. Environmentally-friendly articles, like disposable plates and cups made from bamboo and banana stem, bags made from leaf waste, etc. were on sale. Students gave power-point presentations on the threats to the environment. Last but not least, was the spirited debate on the topic 'Man : The worst enemy of the Environment'.

All in all, the day was a great success, and has certainly made a difference to the way we view our environment.

– Josh Matthew

New Era School.

**ACTIVITY**

**Q. Just for laughs! Enjoy!**

*(Students can do the activity given on page 43 of the textbook in class.)*



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.





## 2.1 ANIMALS

(Textbook page 44)

**Introduction :** This reflective poem describes the qualities of animals that human beings must also have had in the distant past, but which we have now lost. The poet indicates that we should regain these qualities in order to improve human relationships and to make this world a better place to live in.

### WARMING UP!

#### Q. 1. Get into pairs and attempt the following :

*'The more I learn about people, the more I like my dog.'* – Mark Twain.

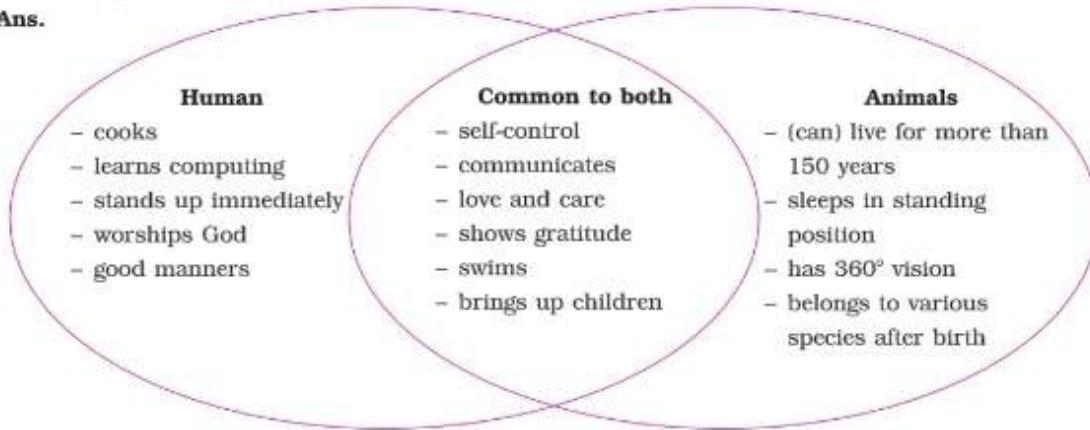
- Discuss with your partner what Mark Twain means by the above quote. Write in your own words.

**Ans.** By the above quote, Mark Twain means that his dog has certain qualities which he finds lacking in human beings. Each day, as he comes across different people and learns more about human nature, the feeling grows within him that humans possess many disagreeable qualities that do not help in improving relationships. As a result, he begins to love his dog more than human beings.

#### Q. 2. Put the following attributes/abilities given below in the proper circles :

- |  |  |                                 |
|--|--|---------------------------------|
| (a) self-control                           | (b) communicates                       | (c) love and care               |
| (d) cooks                                  | (e) good manners                       | (f) has 360° vision             |
| (g) shows gratitude                        | (h) (can) live for more than 150 years | (i) swims                       |
| (j) learns computing                       | (k) worships God                       | (l) sleeps in standing position |
| (m) stands up immediately                  | (n) brings up children                 |                                 |
| (o) belongs to various species after birth |  |                                 |

**Ans.**



#### Q. 3. At times, especially when you are frustrated, you wish you were an animal, a bird, a fish, a butterfly and not a human being.

Say which of the above you would choose to transform to and give 3 or 4 reasons for your choice.

**Ans.** When I am frustrated, I wish I could be a bird, so I could fly away from the cause of frustration. At such times, I would like to be far from the noise and crowd on earth and sail in silence across the sky. I would prefer to concentrate on my own thoughts and regain my peace, and the best place for that would be the vast open sky. Flapping my wings would keep me active and busy and help me forget about my worries.

**Q. 4. We come across many animals in our vicinity. We have also read about different animals in books.**

**Make a list of all animals that fall under various categories :**

*(The answers are given directly and underlined.)*

Amphibians	Mammals	Wild Animals	Aquatic Animals	Pet Animals
frog	cow	lion	octopus	cat
toad	bat	tiger	crocodile	dog
salamander	squirrel	bear	alligator	guinea pig
caecilian	mongoose	wolf	hippopotamus	gold fish
		cheetah	turtle	
		leopard		
		monkey		

#### PARAPHRASE

The poet expresses the possibility that he could change his lifestyle and live with animals. The reason is that animals are so calm and self-composed. The poet can stand and gaze at them for long hours.

He has observed that they do not suffer anxiety or distress, trying to improve their condition. Neither do they complain mournfully about their living conditions. They do not spend sleepless hours expressing sorrow for their misdeeds. They do not disgust the poet by talking to him about their duty to God. Not a single animal seems discontented. They do not behave irrationally, madly pursuing the ownership of worldly goods. No animal kneels to another as a sign of worship, nor to any ancestor that lived centuries ago.

The animals are neither overjoyed nor unhappy about the state of affairs of the whole earth. Animals express their relationship with the poet in a simple way and he, in turn, accepts them for what they are.

Animals offer the poet visible signs of qualities such as innocence and simplicity, and reveal to him by their behaviour how these qualities quite clearly belong to them.

The poet wonders where the animals obtained those tokens.

The poet also wonders if mankind (represented by the poet himself) once possessed these qualities ages ago and then, over the years, gave them up unmindfully.

#### READING FOR UNDERSTANDING AND POETIC DEVICES

*(Note : Some Wh-questions from the textbook are converted into activity-based questions.)*

**Q. Read the following poem and do the activities :**

#### A1. Simple Factual Activities :

**\*(1) State whether the following statements are True or False :** *(The answers are given directly and underlined.)*

**Ans.**

- (a) Animals are self-reliant. True
- (b) Animals quarrel for their possessions. False
- (c) Animals do not worship other animals. True
- (d) Humans have given up many good qualities. True
- (e) Animals suffer humiliation. False
- (f) The poet has retained all his natural virtues. False

#### \*(2) What craze do animals never display?

**Ans.** Animals never display the craze of owning things.

#### \*(3) Complete the following :

*(The answers are given directly and underlined.)*

- (a) The poet wishes he could turn and live with animals.
- (b) Animals do not complain about their condition.
- (c) Animals do not merely discuss their duty to God.
- (d) Animals are not crazy about owning things.

### POEM (Textbook page 46)

I think I could turn and live with animals, they are so placid and self-contain'd  
 I stand and look at them long and long.  
 They do not sweat and whine about their condition,  
 They do not lie awake in the dark and weep for their sins.  
 They do not make me sick discussing their duty to God.  
 Not one is dissatisfied, not one is demented with the mania of owning things.  
 Not one kneels to another, nor to his kind that lived thousands of years ago.  
 Not one is respectable or unhappy over the whole earth.  
 So they show their relations to me and I accept them.  
 They bring me tokens of myself, they evince them plainly in their possession  
 I wonder where they get those tokens.  
 Did I pass that way huge times ago and negligently drop them?

**Glossary :** **turn** – (here) transform. **placid** – not easily upset. **self-contain'd** – self-sufficient. **sweat** – (here) suffer anxiety or distress. **whine** – complain mournfully. **make me sick** – disgust me. **demented** – mad. **mania** – craze. **kneels to** – (here) worships or adores (as if to a god). **respectable** – (here) too happy and satisfied. **tokens** – (here) virtues like innocence, simplicity, contentment, etc. **evince** – to show. **negligently** – unmindfully.

### A2. Complex Factual Activities :

**\*(1) What could have happened to the tokens of the poet's self?**

**Ans.** The tokens of the poet's self might have been lost from the time man resorted to manipulate nature and considered himself apart from it.

**\*(2) With the help of the poem, find the differences between animals and human beings :**

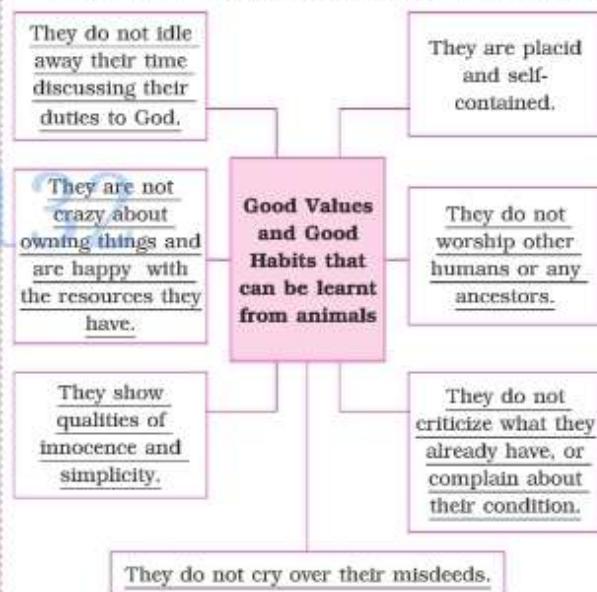
(The answers are given directly and underlined.)

Human Beings	Animals
• Always complain about their condition.	• Never complain about their condition.
• Spend sleepless nights regretting their sins.	• Don't regret their sins at all.

Human Beings	Animals
• Sicken others by discussing their duty to God.	• Do not discuss their duty to God.
• Always dissatisfied.	• Always contented.
• Crazy about acquiring possessions.	• Never interested in owning things.
• Worship other human beings.	• Never worship anyone of their kind.
• Always unhappy about earthly matters.	• Unconcerned about earthly matters.

**\*(3) With the help of the poem, complete the web, highlighting the good values/habits which we can learn from animals :**

(The answers are given directly and underlined.)



### A3. Activities based on Poetic Devices :

**\*(1) Match the words given in Table A with their meanings in Table B :**

A	B
(1) whine	(a) an offence against religious or moral law
(2) sin	(b) complain in an annoying way
(3) evince	(c) mental illness
(4) mania	(d) failing to take proper care
(5) negligent	(e) show

**Ans.**

- (1) whine – complain in an annoying way
- (2) sin – an offence against religious or moral law
- (3) evince – show
- (4) mania – mental illness
- (5) negligent – failing to take proper care

**\*(2) Find adjectives from the poem which refer to positive and negative thinking :**

(The answers are given directly.)

Positive	Negative
(1) placid	(1) dissatisfied
(2) self-contained	(2) demented
	(3) unhappy
	(4) negligently (adverb)

**\*(3) Find out lines from the poem that are examples of the following figures of speech :**

(The answers are given directly.)

Figures of Speech	Lines
Repetition	I stand and look at them long and long They do not sweat and whine ... They do not lie awake ... They do not make ... Not one is dissatisfied, not one is demented ...
Alliteration	Not one is dissatisfied, not one is demented ... ... they evince them plainly in their possession.
Hyperbole	... Not one is respectable or unhappy over the whole earth.

**\*(4) Identify the figures of speech in the following lines :**

- (a) I stand and look at them long and long. – Repetition
- (b) They do not sweat and whine about their condition. – Tautology
- (c) They do not make me sick discussing their duty to God. – Alliteration
- (d) ... not one is demented with the mania of owning things. – Hyperbole
- (e) They bring me tokens of myself. – Paradox
- (f) No one is respectable or unhappy over the whole earth. – Hyperbole

**(5) What does the poet mean by 'They bring me tokens of myself'?**

**Ans.** By 'They bring me tokens of myself' the poet means that animals possess and express visible signs of qualities such as innocence and simplicity that he himself (i.e. all human beings) must have once possessed.

**(6) Give one example of Rhetorical Question from the poem. Explain.**

**Ans.** Did I pass that way huge times ago and negligently drop them?

The poet uses a question to assert that we human beings unmindfully discarded the good qualities that we possessed somewhere along the line.

#### APPRECIATION OF THE POEM

**\*Q. Read the poem again and write an appreciation of the poem in paragraph format with the help of given points : (Nov. '20)**

**Note :** The point format given in Appreciation of Poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

#### Point Format

(for understanding)

**The title of the poem :** 'Animals'

**The poet :** Walt Whitman

**Rhyme scheme :** free verse (no rhyme scheme)

**Figures of speech :** Repetition, Alliteration, Tautology, Hyperbole, etc.

**The theme/central idea :** Animals are better than humans.

#### Paragraph Format

The poem 'Animals' has been penned by Walt Whitman.

The poet has broken away from the conventional use of a rhyme scheme and has written the poem in free verse.

The chief figure of speech used in the poem is Repetition. Lines such as 'They do not sweat ...', 'They do not lie awake ...', 'They do not make me sick ...' make a strong impact, expressing the qualities that humans should possess, but do not. The other figures of speech are Alliteration, Tautology, Hyperbole, etc.

The central idea of the poem is that animals today are better than humans.

### WRITING SKILLS

Q. Divide the class into two groups. One group should offer points in favour of (views) and the other against (counterviews) the topic : 'The life of an animal is better than that of a human being.' Later use the points to express your own views/counterviews in paragraph format in your notebook.

**Ans.** **Point Format**

View	Counterview
Animals are placid and self-contained.	Animals cannot improve their lot in life.
Animals do not try to set targets or achieve goals. Humans do.	By setting targets, goals are achieved.
Animals do not complain about their condition.	It is only by complaining that one comes to know how things can be improved.
Animals are self-satisfied with their condition, whatever it be.	Humans continuously try to improve their living conditions.
Animals do not worship other things or animals or persons as gods.	Animals have no idea about God. Humans acknowledge a divine Creator.

View	Counterview
Animals do not worry about possessions or earthly matters.	Animals have no care about the future of this planet. Humans do.

### Paragraph Format

**View :** Unlike humans, animals are placid and self-contained. They do not try to set targets or achieve goals as humans do. Animals do not complain about their condition. They are quite satisfied with their living conditions, whatever they be. Moreover, they do not worship things, other animals or people as gods. Neither are they too bothered about possessions or earthly matters.

**Counterview :** Since animals are self-contained and self-satisfied, they do not feel the need to improve their living conditions. Humans are restless, they complain about their lives. The result is that they continuously try to improve their living conditions. By setting targets, humans are able to achieve goals. Animals have no idea about God. Humans acknowledge a divine Creator. Animals do not worry about possessions or earthly matters. As a result, they do not possess the will to care about the future of this planet, as humans do.



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



## 2.2 THREE QUESTIONS

(Textbook page 50)

**Introduction :** This is a beautiful parable written by the world famous Russian writer, Leo Tolstoy. It brings out the importance of time, the people in our lives, our actions and most of all, the quality of forgiveness.

### WARMING UP!

**Q. 1. Expressions in English are classified under different heads.**

**Pair up with your partner, guess and match the columns. (Use a dictionary) :**

A	B
(1) Principle	(a) a generally accepted, evident truth
(2) Quotation	(b) short striking messages for the public
(3) Moral	(c) a short witty remark stating the truth
(4) Idioms	(d) a popular, well-known truth
(5) Slogans	(e) established expressions which do not convey exactly the same meaning as the individual words
(6) One-liner	(f) words cited from a speech/text of a famous person
(7) Maxim	(g) a lesson derived from a story or experience
(8) Proverb	(h) a rule to govern one's behaviour

**Ans.** (1) – (h); (2) – (f); (3) – (g); (4) – (e); (5) – (b); (6) – (c); (7) – (d); (8) – (a).

**Q. 2. Read the polite requests/suggestions and complete the gaps in the responses. Make sure they are polite and not repeated.**

(The answers are given directly and underlined.)

Could you lend me your dictionary?

**Accept** (1) Yes, here it is.

**Refuse** (2) I'm sorry, I can't. I am using it now.

Can you please pass the salad?

**Accept** (1) Sure!

**Accept** (2) Here you are.

May I know the exact time?

**Accept** (1) Right now it is exactly ten to six.

**Accept** (2) It's 10 minutes past 5.

Shall we plan a class picnic?

**Accept** (1) Yes, let's!

**Refuse** (2) Not now; I'm going to my native place for a month.

Do you need help?

**Accept** (1) Yes, please.

**Refuse** (2) It's all right, thank you, I can manage.

Is it all right if I use your laptop?

**Accept** (1) Yes, I can spare it for an hour.

**Refuse** (2) Well... could you wait some time?

I have some things I need to complete.

**Q. 3. Let's see if you remember a nursery rhyme you must have sung as kids :**

(The answers are given directly and underlined.)

3 (happy, make, heaven, now, place)

The time to be happy is now.

The place to be happy is here.

And the way to be happy is to make someone happy. And have a little heaven right here!

(You can listen to this song on the Internet.)

### READING SKILLS, VOCABULARY AND GRAMMAR

**Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Say whether the following statements are True or False :**

(The answers are given directly and underlined.)

(a) The king wanted to know the answers to three questions. **True**

(b) The king never failed in any undertaking. **False**

(c) The people convinced the king to make a proclamation. **False**

(d) The king announced a reward for the right answers. **True**

\*(2) Choose the correct answer and fill in the blanks :

(The answers are given directly and underlined.)

(1) Many learned people came to the court and gave different answers.

- (a) the same answers (b) correct answers  
(c) different answers (d) wrong answers.

(2) The King wanted to know the right time to begin everything.

- (a) right (b) exact (c) proper (d) good

#### PASSAGE - 1 (Textbook page 52)

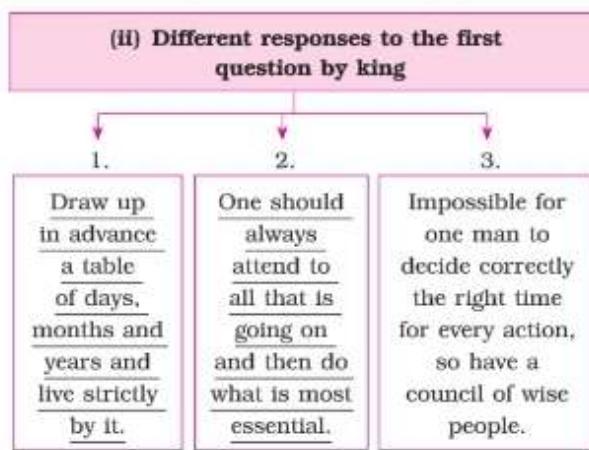
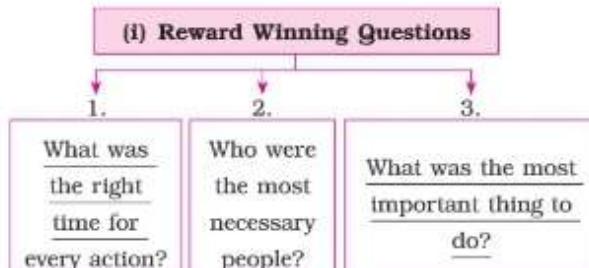
Once a certain king had an idea. ....  
..... to fix the proper time for everything.

**Glossary :** proclamation - a public or official announcement dealing with a matter of great importance.  
learned - scholarly, intellectual. declared - stated forcefully. absorbed - giving complete attention to (something). draw up - make a plan. attend to - pay attention to. council - a group of advisers.

#### A2. Complex Factual Activities :

\*(1) Complete the Tree Diagram associated with the happenings in the passage :

(The answers are given directly and underlined.)



\*(2) Summarize the following aspect in 4 to 5 lines each in your own words :

#### (a) The King's problem.

**Ans.** The King's problem was that he wanted someone from his kingdom to give him the answers to three questions :

- (1) What was the right time to begin everything?  
(2) Who are the right people to listen to?  
(3) What was the most important thing to do?

#### (b) Attempts made to find a solution.

**Ans.** The King wanted the answers to three questions. In order to find a solution, he had a proclamation made in his kingdom. He also announced a great reward to anyone who would give him the answers to his questions.

\*(3) What final suggestion did the last group of learned men offer regarding the best time?

**Ans.** The last group of learned men said that it was impossible for one man to decide correctly the right time for every action and that the king should, instead, have a council of wise people, who would help him to fix the proper time for everything.

#### A3. Activities based on Vocabulary :

\*(1) The following compound words from the passage are spelt in jumbled order. Rearrange the letters to make them meaningful : **Ans.**

- (i) a r e e t u k d n = undertake  
(ii) y o n n a e = anyone  
(iii) s t a p s i e m = pastimes  
(iv) h e e d a r f o n b = beforehand  
(v) n e v h i g r e t y = everything

\*(2) From the passage, find the collocations for the following :

(The answers are given directly and underlined.)

**Ans.** (a) right time (b) most important.

#### A4. Activities based on Contextual Grammar :

(1) Choose the correct question tag from the alternatives and write the complete answer :

He would give a great reward,....

- (a) would he? (b) won't he?  
(c) wouldn't he? (d) will he?

**Ans.** He would give a great reward, wouldn't he?

(2) Pick out the finite and non-finite verbs from the sentences :

- (1) He always knew the right time to begin everything.  
(2) He was right in thinking this way.



### A3. Activities based on Vocabulary :

\*(1) Choose the correct answer and fill in the blanks :

(The answers are given directly and underlined.)

(1) The synonym for 'convinced' is 'persuaded'.

(a) persuaded (b) happy

(c) unhappy (d) angry

(2) 'Varied' means 'different'.

(a) different (b) unnecessary

(c) unequal (d) unimportant

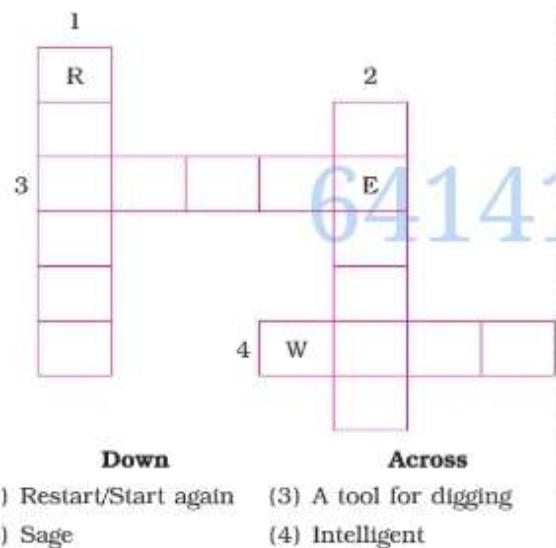
\*(2) From the passage, find the collocations for the following :

(a) frail and ..... (b) simple .....

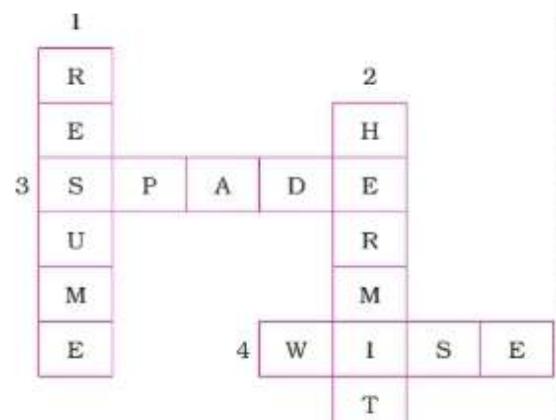
Ans. (a) frail and weak (b) simple clothes.

(3) Solve the crossword puzzle using words from the passage referring to the clues given :

(March '20)



Ans.



\*(4) The following compound words from the passage are spelt in jumbled order. Rearrange the letters to make them meaningful. Ans.

(i) d u b g y r o a d = bodyguard

(ii) f r a w e r a = warfare

\*(5) Choose adverbs that collocate with these words :

(i) breathed :

(a) hurriedly (b) heavily (c) hardly (d) calmly.

(ii) renowned :

(a) famously (b) popularly (c) widely (d) well.

Ans. (i) breathed heavily (ii) widely renowned.

### A4. Activities based on Contextual Grammar :

\*(1) Pick out the finite and non-finite verbs from the sentences :

(a) He decides to go to a hermit.

(b) The hermit was digging the ground.

(c) I have come to you to ask you to answer three questions.

(d) He gave the reward to no one.

Ans. (a) decides – finite; to go – non-finite.

(b) was – finite; digging – non-finite.

(c) have come – finite; to ask, to answer – non-finite.

(d) gave – finite; This sentence has no non-finite verb.

(2) Do as directed : (March '20)

(1) When the king arrived the hermit was digging the ground. (Name and identify the subordinate clause.)

(2) The hermit listened to the king but said nothing. (Rewrite the sentence beginning 'Though ....'.)

Ans. (1) When the king arrived – Subordinate clause. Adverb clause of time.

(2) Through the hermit listened to the king, he said nothing. Adverb clause of time.

### A5. Personal Response :

\*(1) The hermit 'spoke only to common people'; so the king 'put on simple clothes'. Do you think the king hoped to be mistaken for a common man, or was he just showing that he was a humble person? What shows that the hermit knew him to be the king ?

Ans. The king put on simple clothes because he did not want the hermit to refuse to answer his questions. The king was aware that the hermit was

wise and would know that he was the king and not mistake him for a common person. Out of humility and respect, the king dressed up like a commoner. We know that the hermit knew that he was the king by the way he returned the king's greeting.

**\*(2) The learned people were sometimes divided in their opinions, different people giving quite different answers; at other times, none of them gave an answer. They all suggested ways to look for an answer. Can you point out one example of each?**

*(Note : This question is based on passages 1 & 2.)*

**Ans.** To know the right time for every action : Draw up in advance a table of days, months and years and live strictly according to it.

The people the king most needed : Councillors

The most important occupation : Science.

### **Q. 3. Read the following passage and do the activities :**

#### **A1. Simple Factual Activities :**

**(1) State whether the following statements are True or False :**

*(The answers are given directly and underlined.)*

- (a) The king got irritated with the hermit. False
- (b) The hermit answered all the questions of the king. False
- (c) It was evening when the king met the hermit. True
- (d) The hermit was full of energy. False

#### **(2) Who said to whom?**

- (a) Let me take the spade and work a while for you.
- (b) Now rest a while and let me work a bit.

**Ans.** (a) The king said this to the hermit.

(b) The hermit said this to the king.

#### **PASSAGE – 3 (Textbook pages 53 and 54)**

**The hermit listened to the king ..... and gave it to him.**

**Glossary :** hermit – a person who lives alone without much contact with society. **moaning** – making a long low sound expressing physical or mental suffering. **feeble** – in a way that lacks strength or force. **revived** – was restored to consciousness or strength.

#### **A2. Complex Factual Activities :**

**\*(1) How did the hermit respond to the king's questions?**

**Ans.** The hermit listened to the king but said nothing. He just spat on his hand and continued

digging. Later, when the king felt sorry for him, the hermit handed the king the spade to take over. When the king asked his question again, instead of giving an answer, the hermit rose and stretched out his hand for the spade.

**\*(2) In what state was the bearded man when he arrived?**

**Ans.** The bearded man was wounded. He fainted. He had a large wound in his stomach. The bleeding would not stop and the wound had to be bandaged and re-bandaged. The bandage was soaked with blood. The bearded man was indeed in a very serious condition when he arrived.

**(3) State whether you agree/disagree with the following statements : (March '20)**

*(The answers are given directly.)*

(i) The hermit handed over the spade and sat down. – Agree.

(ii) The king wasn't feeling sorry for the hermit. – Disagree.

#### **A3. Activities based on Vocabulary :**

**(1) Choose adverbs/adjectives that collocate with these words :**

##### **(i) moaning :**

- (a) profusely (b) heavily (c) feebly (d) sadly.

##### **\*(ii) blood :**

- (a) profuse (b) warm (c) fresh (d) bandaged.

**Ans.** (i) moaning feeble (ii) warm blood.

**(2) Complete the following table with meanings from the brackets :**

*(Meanings : go down below the surface of a liquid, to cease work in order to relax or sleep, a piece of furniture for resting, a garden plot, got up from a sitting or kneeling position, drop downwards, the remaining part, a flower)*

*(The answers are given directly in the table.)*

**Ans.**

Words	Meaning in the text	Other meaning
(a) rose	got up from a sitting or kneeling position	a flower
(b) sink	drop downwards	go down below the surface of a liquid
(c) bed	a garden plot	a piece of furniture for resting
(d) rest	to cease work in order to relax or sleep	the remaining part

#### A4. Activities based on Contextual Grammar :

(1) Pick out the finite and non-finite verbs from the sentences :

(a) The king continued to dig.

\*(b) The sun began to sink.

**Ans.** (a) continued – finite; to dig – non-finite.

(b) began – finite; to sink – non-finite.

(2) 'Here comes someone running,' said the hermit. *(Rewrite in indirect speech.)*

**Ans.** The hermit said that there came someone running.

(3) He fainted and fell to the ground.

*(Rewrite using a present participle in place of the underlined word.)*

**Ans.** Fainting, he fell to the ground.

(4) The blood would not stop flowing.

*(Rewrite without 'not').*

**Ans.** The blood flowed continuously.

#### A5. Personal Response :

\*(1) Though the hermit did not say anything to the king for some time, he did not ignore the king or treat him rudely in any way. Do you agree? What evidence of his politeness can you point out? What shows that he listened and responded to the king's words ?

**Ans.** I agree that though the hermit did not say anything to the king for some time, he did not ignore the king or treat him rudely in any way. His politeness is evident by the fact that he greeted the king. By spitting on his hand before he resumed digging, the hermit indicated that the work he was doing was more important and that the king would have to wait.

\*(2) The king was humble. How do you know?

**Ans.** We come to know that the king was humble by the fact that he did not mind doing ordinary work such as digging. He did not use his authority as king to force the hermit to answer his questions. Instead he requested the hermit politely and was ready to go away if the hermit refused to answer his questions.

\*(3) Did the king behave as an ordinary person rather than as a ruler at the hermit's hut? What shows it? Did he also act as a good, kind person? When did he do so?

**Ans.** Like any other ordinary person, the king tended to the wounded man. He even washed the wound and bandaged it many times. When required, he brought and gave the man water to drink. The

king went out of his way to be good and kind to the man. All this happened after the wounded man came running, wounded, to the hermit's hut.

#### Q. 4. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

\*(1) Arrange these incidents in proper sequence :

(a) The bearded man resolved to kill the king.

(b) The king executed the bearded man's brother.

(c) The bearded man laid an ambush to kill the king.

(d) The king's bodyguards recognised and wounded the bearded man.

(e) The bearded man came out of the ambush.

(f) The king spent the night at the hermit's hut.

**Ans.** (b) The king executed the bearded man's brother.

(a) The bearded man resolved to kill the king.

(c) The bearded man laid an ambush to kill the king.

(e) The bearded man came out of the ambush.

(d) The king's bodyguards recognised and wounded the bearded man.

(f) The king spent the night at the hermit's hut.

(2) Say whether the following statements are True or False :

*(The answers are given directly and underlined.)*

**Ans.**

\*(a) The person the king saved and helped was his enemy. True

(b) The hermit helped the king. True

(c) When he awoke, the king immediately realized where he was. False

(d) The king had gone out for a walk. False

#### PASSAGE – 4 (Textbook page 54)

Meanwhile the sun had set. ....

..... I'll serve you all my life."

**Glossary :** intently – very attentively, eagerly. ambush – a hidden place from which a surprise attack can be made.

##### A2. Complex Factual Activities :

\*(1) Why had the wounded man asked for the king's pardon?

**Ans.** The wounded man had resolved to kill the king. In trying to do so, he was wounded and the king

saved his life. Hence the wounded man asked for the king's pardon.

**\*(2) Write two points for the following :**

**The king's enemy was repentant. How do you know?**

**Ans.** The king's enemy tells him that since the king had saved his life, if he (the king) wished it, he would serve him all his life. This shows that he was repentant.

**\*(3) Summarize the climax in 4 to 5 lines in your own words.**

**Ans.** The climax of the story is that the person whom the king had wronged by executing his brother years ago, finally forgave him. This is because the king had saved his life.

**A3. Activities based on Vocabulary :**

**\*(1) From the passage, find the collocations for the following :**

(The answers are given directly and underlined.)

**Ans.** (a) eyes closed (b) gazing intently (c) fell asleep.

**(2) The following compound words from the passage are spelt in jumbled order. Rearrange the letters to make them meaningful :** **Ans.**

- (i) h e i l n e w a m = meanwhile  
(ii) d a d e b e r = bearded

**(3) Match the words with their opposites :**

Words	Opposites
(a) familiar	(i) weak
(b) forget	(ii) strange
(c) firm	(iii) nothing
(d) everything	(iv) remember

**Ans.** (a) familiar × strange (b) forget × remember  
(c) firm × weak (d) everything × nothing.

**A4. Activities based on Contextual Grammar :**

- (1) 'Forgive me,' said the bearded man.

(Rewrite in indirect speech.)

**Ans.** The bearded man asked him (the king) to forgive him.

**(2) Pick out the finite and non-finite verbs in the sentences :**

\*Forgive me.

**Ans.** forgive – finite

**A5. Personal Response :**

**Whom do you consider your guide when you are in difficulty? Why? (March '20)**

**Ans.** I consider my grandfather my guide when I am in difficulties. This is because my grandfather is a very patient and loving person. He is at home the whole day. He welcomes me when I return from school and listens to my experiences in school. If there has been any problem in school or when I am playing with my friends, he gives me good advice. He does not shout at me or blame me for what has happened.

**Q. 5. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**State whether the following statements are True or False :**

(The answers are given directly and underlined.)

**Ans.**

(1) The hermit pitied the king's weakness. False

(2) The king received all answers from the hermit. True

(3) The present is the only time when we have power. True

(4) To do good to people is the purpose of our life. True

**PASSAGE – 5 (Textbook pages 54 and 55)**

**The King was very glad, .....**

..... alone were you sent into this life!".

**Glossary :** physician – a person qualified to practise medicine, crouching – bending, bound – covered (with a bandage).

**A2. Complex Factual Activities :**

**\*(1) How did the hermit finally point out the answers to the king's questions?**

**Ans.** The hermit finally pointed out the answers to the king's questions by referring to incidents that the king actually experienced when he visited the hermit. With the help of each incident, the hermit explained to the king what the most important time was, who the most important person was and what the most important action was.

**\*(2) Summarize the following aspect in 4 to 5 lines each in your own words :**

#### (a) The solution.

**Ans.** The king finally got the answers to his questions. The most important time was when the king was digging the beds and when he was attending to the wounded man. Otherwise he would not have met the man and the man would have died. The most important action was bandaging the man's wounds. If the man had died, he would not have made peace with the king. The most important man was the hermit, who made it possible for the king to find the answers to his questions.

#### (b) The message.

**Ans.** By saving the life of the wounded man, who was in fact the king's enemy, the king passes on to us the message that the most important thing in life is to do good to others, because it is for that purpose alone we were sent into this life.

### A3. Activities based on Vocabulary :

#### (1) Match the following :

'A'	'B'
(1) one who heals	(a) sower
(2) one who lives alone in a forest	(b) physician
(3) one who plants seeds	(c) enemy
(4) one who is actively opposed to you	(d) hermit

**Ans.** (1) one who heals – physician  
(2) one who lives alone in a forest – hermit  
(3) one who plants seeds – sower  
(4) one who is actively opposed to you – enemy

#### (2) From the passage, find the collocations for the following :

(The answers are given directly and underlined.)

**Ans.** \*(a) made peace (b) took leave

#### \*(3) Choose the correct answer and fill in the blank :

(The answer is given directly.)

"I pray you to answer my question." Here 'pray' means request.

- (a) plead to God (b) request  
(c) order (d) suggest

### A4. Activities based on Contextual Grammar

\*(1) Pick out the finite and non-finite verbs in the sentence :

I pray you to answer my questions.

**Ans.** pray – finite; to answer – non-finite

(2) He was the most important man.

(Rewrite as a question.)

**Ans.** Wasn't he the most important man?

(3) There is only one time that is important.

(Rewrite using 'no'.)

**Ans.** There is no other time that is important.

(4) For that purpose alone were you sent into this world. (Rewrite beginning with the subject 'you'.)

**Ans.** You were sent into this world for that purpose alone.

### A5. Personal Response :

\*(1) What qualities of the king stand out as he forgave his enemy?

**Ans.** As the king forgave his enemy, we see him as a very humane person, as a person who believes in peace and forgiveness and one who shows mercy to even those who would wish to harm him.

\*(2) Do you think the hermit knew beforehand not only about the king's arrival but also about the ambush by his enemy? Think a little about this and say what you really feel.

OR

\*Write two points for the following :

How do you know that the hermit was wise?

**Ans.** I think the hermit somehow knew everything before the king arrived. He must have known about the plan of the king's enemy and so was able to deal with it purposefully when the king arrived. News about the ambush must definitely have come to his ears. Otherwise he would not have been able to answer the king's questions in such a real and practical way. He was a hermit, a wise man, and nothing of importance would have escaped his consideration.

+  
ENGLISH WORKSHOP  
(Based on full lesson)

**\*Q. 1. Match the titles with the contents of the proper paragraph :**

'A'	'B'
(1) Once a certain king ... important to do.	(a) The king gains a friend.
(2) Many learned people ... time for everything.	(b) The wounded stranger.
(3) Equally varied ... gave the reward to none.	(c) The king helps the hermit.
(4) When the king arrived, ... my first attention.	(d) The stranger begs for pardon.
(5) The hermit listened ... continued to dig.	(e) The hermit points out answers.
(6) The king turned round ... gave it to him.	(f) The stranger's vicious intentions.
(7) Meanwhile the sun ... said the king.	(g) The questions remained unanswered.
(8) 'You do not know ... all my life.'	(h) The king received various answers.
(9) The king was very glad ... the day before.	(i) The king's announcement.
(10) 'Do you not see?' ... sent into his life.	(j) The king meets the hermit.

**Ans.**

- (1) Once a certain king ... important to do.  
- The king's announcement.
- (2) Many learned people ... time for everything.  
- The king received various answers.
- (3) Equally varied ... gave the reward to none.  
- The questions remained unanswered.
- (4) When the king arrived, ... my first attention.  
- The king meets the hermit
- (5) The hermit listened ... continued to dig.  
- The king helps the hermit.
- (6) The king turned round ... gave it to him.  
- The wounded stranger.
- (7) Meanwhile the sun ... said the king.  
- The stranger begs for pardon.

- (8) 'You do not know ... all my life.'
- The stranger's vicious intentions.
- (9) The king was very glad ... the day before.
- The king gains a friend.
- (10) 'Do you not see?' ... sent into his life.
- The hermit points out answers.

**\*Q. 2. The character traits of the king and the hermit are mixed up. Sort these out in the right box :**

feeble    helpful    enlightened    impatient  
eager to succeed    patient    convincing    wise

*(The answers are given directly.)*

**Ans.**

**KING**

impatient, eager to succeed, helpful

**HERMIT**

feeble, enlightened, patient, convincing, wise

**LANGUAGE STUDY ACTIVITIES**

**(based on vocabulary and grammar)**

**(A) A1. Do as directed (Simple Activities) :**

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

**(1) Pick out the infinitives in the given sentence and make your own sentence :**

He would give a reward to anyone who would teach him how he might know the most important thing to do.

**(2) Write two compound words from the lesson.**

**(3) Punctuate the sentence :**

ive nothing to forgive you for said the king

**(4) Make a meaningful sentence using the phrase : to feel sorry for (someone)**

**(5) Find out two hidden words in the given word :**

approaching

**(6) Spot the error and rewrite the correct sentence :**

The king convinced none of these answers.

**(7) Write the present participle forms of the given verbs :**

let, beg (run)

**(8) Write these words in alphabetical order :**

beforehand, bearded, breathed, bodyguard.

**Ans.**

**(1) Infinitive :** to do

**Sentence :** We were asked to do a simple activity before the session began.

**(2) undertake, warfare**

**(3)** "I've nothing to forgive you for," said the king.

**(4)** Feeling sorry for the poor man, I gave him some food to eat.

**(5) approach, aching**

**(6)** The king was convinced by none of these answers.

**(7) letting, begging (running)**

**(8)** bearded, beforehand, bodyguard, breathed.

**A2. Do as directed (Medium Level Activities) :**

**(1) Rewrite using indirect narration :**

"O wise one! Could you give me the answer to my three questions?" the king said to the hermit.

**(2) Complete the following chain of verbs :**

(March '20)

Examine ..... , ..... , ..... , .....

**(3) Rewrite beginning with the underlined part :**

The hermit again gave no answer.

**(4) Make sentences of your own to show the difference of meaning between the words :**

'pray' and 'prey'.

**Ans.**

**(1)** Addressing the hermit as the 'wise one', the king asked him if he could give him the answer to his three questions.

**(2)** examine, entertain, nurture, erect, think

**(3)** Again no answer was given by the hermit.

**(4)** (a) Every night the little boy would kneel by his bedside and pray.

(b) The vulture is a bird of prey.

**(B) Do as directed (Challenging Activities) :**

**(1) Change to the positive degree :**

What you did for him was your most important business.

**(2) Use the given word as a noun and as a verb : wish**

**Ans.**

**(1)** No other business of yours was as important as what you did for him.

**(2) Word : wish**

**Sentences :** (a) Make a wish and it will come true. (noun)

(b) You may leave if you wish. (verb)

**SPEAKING/WRITING SKILLS**

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. Narrate an experience of your own that has helped you to realise that 'Patience is bitter, but its fruit is sweet.' Write it in your notebook in about 20 lines.**

(Students do this activity in class.)

**Ans.** Patience is bitter, but its fruit is sweet!

It was Rousseau who said, 'Patience is bitter, but its fruit is sweet.'

I realized the truth of this statement when I was in Std. X. It was an important year for me. My school was far from my home. So were my classes. I had to spend a lot of time walking in order to reach either school or classes. This meant a lot of waste of precious time that I could use very well for study.

I was an only child and my father had passed away four years ago. My mother would tell me, 'Have patience. Things will work out.' But I really could not understand her.

The rainy months passed by with me trudging anxiously to school or to the classes. If I was lucky, someone would give me a lift. My studies were suffering. I was lagging behind in keeping up with homework and revision.

Then one day the postman delivered a letter. Mother read it in excitement.

'You know what? There's a good news. Your uncle from the US is coming to visit us. He is your dad's brother. The last time he saw you was when you were a baby.'

'Oh,' I said, wondering how that could be good for us. On the contrary, I would have to take my uncle visiting and that would take up more of the time I required for earnest study.

The day arrived. My uncle came over. A jolly fellow, full of stories and fun and small delightful gifts. In the afternoon I took his leave saying I had to go to school and then classes.

'How are you going?' he asked.

I put my head down and said, 'Walking'.

'Come, I'll take you by autorickshaw,' he said. And so we went.

'It's quite a distance,' my uncle commented. I nodded silently.

In the evening when I came home, I could not believe my eyes.

There, resting against the wall was the most beautiful bicycle I had ever seen.

Mother and my uncle came out to greet me.

'This is yours, boy. No more walking long distances for you!'

Tears welled up in my eyes and I ran and hugged my uncle.

'Thank you so much,' I said.

Indeed, my patience had been rewarded with sweet fruit!

**Q. 2. After reading the story, develop a dialogue with 2 of your classmates about the characters in the story. Besides the tactful introduction to the conversation, write 8 to 10 sets of dialogues.**

**Ans.**

**Myself** : Hey, did you like the story, 'Three Questions'?

**Student 1** : Yes, I was particularly impressed with the king. He was very humble. He was eager to know more about life.

**Myself** : Yes, he did not claim that he knew everything just because he was king.

**Student 2** : I liked the hermit. He was quite a cool character.

**Myself** : He was very wise. He knew beforehand that the king would come to him. He also

knew the solution to the king's problem, even before the incidents occurred.

**Student 1** : Yes. And the surprising thing is that the king indirectly got the answers to his questions from a long-forgotten enemy.

**Myself** : The story is very cleverly written, woven around these three characters. One seeks answers to questions. One knows the answers to the questions. One is the medium through which the answers are given.

**Student 2** : If the king's bodyguards had not attacked the man, he would not have come to the hermit's hut and met the king.

**Myself** : If the man had not been wounded and the king had not bandaged his wounds and saved his life, the man would not have forgiven him for a cruel wrongdoing in the past.

**Student 1** : Yes, Leo Tolstoy wanted to give us the message of forgiveness and doing good even to our enemies. Through the three characters in the story and their interactions, the writer brought out his message very well.

**Myself** : Indeed, a well-written story, and one from which we learn such a lot!

#### ACTIVITY/PROJECT

\* **From the library or Internet, read the story 'How much land does a man need?' by Leo Tolstoy and write a review of the same, covering the following points :**

- \* Background of the story
- \* Characters
- \* Plot/Theme
- \* Climax
- \* Message/Moral

*(Students can attempt this in their notebooks.)*



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



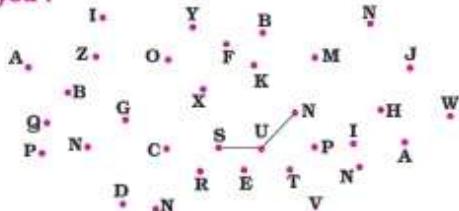
## 2.3 CONNECTING THE DOTS

(Textbook page 61)

**Introduction :** This is part of a commencement speech given by Steve Jobs to graduates of Stanford University in 2005. In it, he talks about his college experiences, about getting fired from Apple, his loves and his brush with death. You can watch Steve giving this speech on YouTube.

### WARMING UP!

**Q. 1. (A) Connect the dots to get what means a lot to you :**



**Ans.** The word is SUN.

**(Note :** Students can write their own answers.)

**(B) With your benchmate, use the letters given above to make a word register of 'computers'. Set a time limit of 5 minutes and compare your list with that of other classmates :**

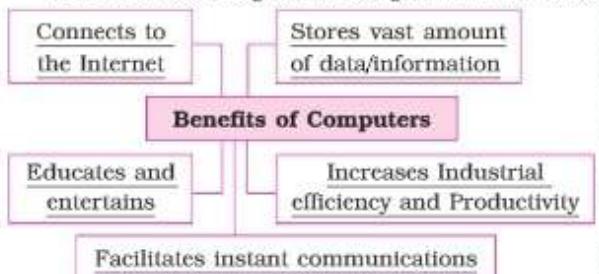
**Ans.** AI, adobe, android, arithmetic, binary, browser, byte, bit, download, document, data, database, disk, format, http, hardware, homepage, java, keyboard, key, Microsoft, malware, memory, network, netscape, program, reboot, spam, spreadsheet, software, virus, web, windows, update, zip.

**Q. 2. You are quite familiar with computers, especially the personal computer. Form pairs and make a list of famous computer manufacturing companies.**

**Ans.** (a) Apple (b) Samsung (c) IBM  
(d) Lenovo (e) Foxconn (f) HP Inc.

**Q. 3. Complete the web by filling the various benefits of computers :**

*(The answers are given directly and underlined.)*



**Q. 4. (A) Expand the following into their full forms :**

*(The answers are given directly and underlined.)*

- (a) that's – that is (b) didn't – did not  
(c) here's – here is (d) can't – cannot  
(e) I've – I have

**(B) Write the shortened forms of the following :**

*(The answers are given directly and underlined.)*

- (a) you have – you've (b) I would – I'd  
(c) it is – it's (d) you are – you're  
(e) he will – he'll (f) I had – I'd  
(g) will not – won't (h) shall not – shan't  
(i) are not – aren't (j) need not – needn't  
(k) must not – mustn't (l) ought not – oughtn't

## 32 READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Write True or False for these statements :**

*(The answers are given directly and underlined.)*

**Ans.**

- (1) Steve Jobs slept in his dorm room. False  
(2) Steve took his required courses as a registered student of Reed College. False  
(3) During Steve's College days, one had to pay 5 cents deposit for a Coke bottle. True  
(4) Steve had comfortable college experiences. False

**\* (2) What basic course in Reed College helped while designing the Mac?**

**Ans.** The basic course of calligraphy in Reed College helped while designing the Mac.

**(3) Arrange the following incidents in Steve Jobs' life in proper sequence based on this passage:**

- \*(a) Jobs learned about serif and san serif typefaces.
- \*(b) Jobs dropped out of Reed College.
- (c) Jobs stayed as a drop-in for 18 months.
- (d) Jobs used to sleep on the floor in his friend's house.

**Ans.** (b) Jobs dropped out of Reed College.  
(c) Jobs stayed as a drop-in for 18 months.  
(d) Jobs used to sleep on the floor in his friend's house.

- (a) Jobs learned about serif and san serif typefaces.

**(4) Complete the following :**

*(The answers are given directly and underlined.)*

- (1) Steve's first story is about connecting the dots.
- (2) Steve got one good meal every Sunday night at the Hare Krishna temple.

#### **PASSAGE - 1 (Textbook page 62)**

**Today I want to tell you three stories .....  
..... makes great typography great.**

**Glossary :** **connecting the dots** – this phrase is used as a metaphor to illustrate an ability to associate one idea with another; to find the 'big picture', or salient feature, in a mass of data. **dropped out of** – discontinued, left. **drop-in** – a person attending a course not as a regular student or a person attending an institution not as a regular member. **dorm** – short form of 'dormitory'; a large bedroom for a number of people in a school, university or institution. **cent** – a coin worth one hundredth of the US dollar. **stumble into** – to start doing something by chance and not by intention. **intuition** – the power of understanding situations or people's feelings beforehand. **calligraphy** – the art of making beautiful handwriting with a special pen or brush. **serif and san serif** – a serif is a slight projection at the extremities of a printed letter as in T. A typeface with serifs is called a serif typeface. A typeface without serifs is called sans-serif or sans serif, from the French sans, meaning 'without' as in T. **typeface** – a set of characters (letters, marks, symbols, etc.) in one design. **typography** – the style and appearance of printed matter.

#### **A2. Complex Factual Activities :**

**\*(1) What did Steve Jobs do for two years after he joined Reed College?**

**Ans.** After joining Reed College, for two years Steve would stop taking the required classes that didn't interest him. Instead he began dropping in on the ones that looked interesting.

**\*(2) List the hardships that Steve faced.**

**Ans.** (i) Steve didn't have a dorm room and so had to sleep on the floor in friends' rooms.

(ii) Steve returned Coke bottles for the 5 cent deposits to buy food with.

(iii) Steve would walk seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.

#### **A3. Activities based on Vocabulary :**

**(1) Use the following idioms/phrases in sentences of your own :**

- \*(a) drop in \*(b) drop out (**Nov. '20**) (c) turned out to be \*(d) stumbled into

**Ans.** (a) Though I am not a member of the club, I often play tennis there as a drop in.

(b) I decided to drop out of karate classes as it was taking too much of my time.

(c) The advice given by our doctor friend turned out to be quite useful during our travel to Singapore.

(d) While surfing the net, he stumbled into a portal that showed only horror movies.

**(2) Write from the passage a phrase that means 'Apart from this, I have nothing more to tell.'**

**Ans.** That's it.

**(3) Choose the correct contextual meaning of the phrase :**

connecting the dots.

- (a) making a pattern with the help of dots
- (b) associating one previous idea with other ideas that follow
- (c) joining dots in a puzzle to get the correct picture
- (d) understanding a procedure

**Ans.** associating one previous idea with other ideas that follow

**(4) Match the words in column A with their meanings in column B :**

<b>'A'</b>	<b>'B'</b>
*(i) intuition	(a) a set of characters like letters, symbols, etc. in one design
*(ii) calligraphy	(b) the style and appearance of printed matter
(iii) typography	(c) power of understanding the feelings of people
(iv) typeface	(d) beautiful handwriting done with a special pen or brush

**Ans.** (i) intuition – power of understanding the feelings of people

- (ii) calligraphy – beautiful handwriting done with a special pen or brush
- (iii) typography – the style and appearance of printed matter
- (iv) typeface – a set of characters like letters, symbols, etc. in one design

#### A4. Activities based on Contextual Grammar :

##### \* (1) Name the tense of the underlined verbs to include time and aspect :

- (a) I shall be telling you three stories.
- (b) I slept on the floor.

**Ans.** (a) Time – Future;

Aspect – Progressive (continuous).

- (b) Time – Past; Aspect – Simple.

- (2) It is one of the best decisions I ever made.

*(Rewrite in the positive and comparative degree.) (March '20)*

**Ans.** (i) Very few decisions I have ever made are as good as this one. (Positive)

(ii) It is better than most of the other decisions I have ever made. (Comparative)

#### A5. Personal Response :

What impression of Steve Jobs do you get from this passage?

**Ans.** In this passage, it appears that Steve Jobs is a student who goes by his impulses. He has a thirst for knowledge, but prefers subjects that he finds interesting and avoids those that he finds uninteresting, even though he has enrolled for them. He is ready to face all kinds of hardships in order to study what he wants to. Steve Jobs had a natural curiosity and intuition. He also had an instinct about what makes something really great and the habit of storing it away in his mind for future use.

#### Q. 2. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

###### (1) Fill in the blanks :

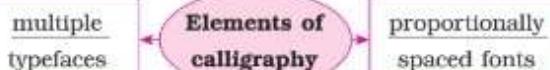
*(The answers are given directly and underlined.)*

- (1) Steve designed the Macintosh computer.
- (2) Windows copied the Macintosh computer.
- (3) It was impossible to connect the dots looking forward when Steve was in college.
- (4) You can only connect the dots looking backward.

###### (2) Complete the following :

*(The answers are given directly and underlined.)*

**Ans.**



###### (3) Complete the web :

*(The answers are given directly and underlined.)*

**Ans.**



#### PASSAGE – 2 (Textbook pages 62, 63)

Ten years later ..... all the difference in my life.

**Glossary :** Mac – Macintosh computer. font – a set of letters and symbols in a particular design and size. connect the dots – to associate one idea (previous to another) (next) to find/create a new big picture. gut – courage and determination.

#### A2. Complex Factual Activities :

###### \* (1) Say how :

- (a) The calligraphy classes helped Steve Jobs after 10 years. *(Note : This answer is based on passages 1 and 2)*

**Ans.** After 10 years, when Steve Jobs was designing the first Macintosh computer, he recalled what he had learned in the calligraphy classes about serif and san serif typefaces as well as other elements that go into great typography. He designed all this into the Macintosh computer.

###### (b) You can connect dots.

**Ans.** We can't connect dots by looking forward; we can only connect them looking backwards. We have to trust that the dots will somehow connect in our destiny.

###### (2) Complete the following :

*(The answers are given directly and underlined.)*

- If Steve had not dropped in on calligraphy class...
- (1) The Mac computer which he designed would not have had multiple typefaces or proportionally spaced fonts.
  - (2) Since Windows just copied Mac, it was likely no personal computer would have had them.

### A3. Activities based on Vocabulary :

#### (1) Complete the following :

(The answers are given directly and underlined.)

Words connected with typography from the passage are : typeface and font.

#### \*(2) Use the following idioms/phrases in sentences of your own :

- (a) look backwards
- (b) look forward
- (c) let (someone) down

**Ans.**

(a) After his terrible experience in his native place, he went to the city and decided to never look backwards.

(b) He tried to forget his terrible experience in his native place and made a vow to always look forward.

(c) He placed great trust in his secretary, and she never let (him) down.

#### \*(3) Fill in the blanks with suitable idioms from the passage :

(The answer is given directly and underlined.)

If you connect the dots, you will realise that crime ultimately leads to poverty.

#### (4) Match the words/phrases in column A with their meanings in column B :

(A)	(B)
(i) gut	(a) Macintosh computer.
*(ii) destiny	(b) having several parts.
(iii) Mac	(c) the power believed to control events.
(iv) multiple	(d) courage and determination.

**Ans.** (i) gut – courage and determination  
(ii) destiny – the power believed to control events  
(iii) Mac – Macintosh computer  
(iv) multiple – having several parts

### A4. Activities based on Contextual Grammar :

#### \*(1) Name the tense of the underlined verbs to include Time and Aspect :

(i) We were designing the first Macintosh computer.

**Ans.** Time – Past Tense; Aspect – Progressive (continuous).

(ii) It had made all the difference.

**Ans.** Time – Past tense  
Aspect – Perfect.

#### \*(2) The dots will somehow connect.

(Rewrite changing to the past perfect tense.)

**Ans.** The dots had somehow connected.

#### (3) It was impossible to connect the dots looking forward.

(Pick out the verbs and say if they are finite or non-finite.)

**Ans.** was – finite; to connect, looking – non-finites

#### (4) It was very clear.

(Rewrite as an exclamatory sentence.)

**Ans.** How clear it was!

#### (5) Mac would never have had multiple typefaces.

(Rewrite as an interrogative sentence.)

**Ans.** Would Mac ever have had multiple typefaces?

### A5. Personal Response :

**Write about something which you learned in the past and which has helped you in the present.**

**Ans.** When I was in Std. V, mother enrolled me for dancing classes. I had to stop when I reached Std. IX. However, now whenever I need a break or I am feeling stressed, I put on some music and dance. That gives me relief from stress.

### Q. 3. Read the following passage and do the activities :

#### A1. Simple Factual Activities :

##### (1) Arrange the following incidents from Steve Jobs' life in proper sequence based on this passage :

- \*(a) Jobs married Laurene.
- \*(b) Jobs returned to Apple Inc.
- \*(c) Jobs started Next.
- (d) Jobs got fired.

**Ans.** (d) Jobs got fired.

- (c) Jobs started Next.
- (b) Jobs returned to Apple Inc.
- (a) Jobs married Laurene.

##### (2) Name the following :

(The answers are given directly and underlined.)

**Ans.**

(1) The world's most successful animation studio.

Pixar

(2) The company that Steve Jobs took five years to establish.

Next

(3) The company that bought Next.

Apple

(4) Steve Jobs' wife.

Laurene

### PASSAGE - 3 (Textbook page 63)

My second story is about .....  
..... keep looking. Don't settle.

**Glossary :** **devastating** – causing severe shock, distress and grief. **got fired** – lost the job. **began to dawn on me** – began to become clear to me. **start over** – begin again. **at the heart of** – being the most important part or cause of (something). **current** – belonging to the present time. **renaissance** – rebirth, revival. **hits you in the head with a brick** – gives a great shock suddenly. **settle** – to accept less than what you aim for.

### A2. Complex Factual Activities :

#### \* (1) Say how :

**Jobs reacted later on, after the shock of being fired from Apple.**

**Ans.** After he overcame the shock of being fired from Apple, Jobs felt the lightness of being a beginner again. He felt free to enter one of the most creative periods of his life. He started two companies – Next and Pixar.

**\* (2) What setback did Jobs suffer when he was thirty?**

**Ans.** When Jobs was thirty, he was fired from the company which he himself had started. This was devastating and a major setback in his life.

#### (3) Complete the following tables :

(The answers are given directly and underlined.)

(1)

'My second story is about love and loss'.	
What did Steve love?	What did Steve lose?
designing computer software and hardware (Apple)	the company (Apple)
10 years after he had established it	

(2)

Steve's 'most creative' period of life
• In five years, Steve started a company Next.
• Then he started another company Pixar, which would become the world's most successful animation studio.
• Apple bought Next and Steve returned to Apple.
• During this period, he fell in love with the woman who would become his wife.
Steve describes these five years as his 'most creative' period in life.

### A3. Activities based on Vocabulary :

(1) Match the words/phrases in column A with their meanings in column B :

A	B
(i) renaissance	(a) causing great destruction
(ii) to start over	(b) lost one's job
(iii) fired	(c) revival
*(iv) devastating	(d) to begin again

**Ans.** (i) renaissance – revival

(ii) to start over – to begin again

(iii) fired – lost one's job

(iv) devastating – causing great destruction

(2) Fill in the blanks choosing the appropriate idioms :

(at the heart of, hit him on the head with brick, begin to dawn, lose faith)

(The answers are given directly and underlined.)

\* (1) When the father learned about his son's misdeeds, it hit him on the head with a brick.

(2) Even if you don't succeed at first, don't lose faith in yourself.

(3) It is corruption in high places that lies at the heart of the non-development of this locality.

\* (4) On reading exactly the same essays in both answer sheets, it began to dawn on the examiner that the students had cheated during the exams.

### A4. Activities based on Contextual Grammar :

\* (1) I started a company. (Rewrite changing to the present continuous tense.)

**Ans.** I am starting a company.

\* (2) You haven't found it. (Name the tense of the verbs underlined to include Time and Aspect.)

**Ans.** Present Perfect Tense; Time – Present; Aspect – Perfect.

\* (3) Life hits you in the head.

(Rewrite in the present perfect continuous tense.)

**Ans.** Life has been hitting you in the head.

\* (4) I got fired.

(Rewrite changing to the future perfect tense.)

**Ans.** I shall/will have got fired.

#### A5. Personal Response :

**\*(1) What does this second story of Jobs convey to you?**

**Ans.** The second story of Jobs – about love and loss – conveys to us that even if our efforts result in complete disaster, we should continue believing in ourselves. It tells us that we should love our work. If we haven't yet found it, we should keep on searching. We should never accept less than what we aim for in life.

**(2) Which quality of Steve Jobs impresses you the most? How would you apply it in your life?**

**Ans.** I admire Steve's quality of not giving up even after facing a terribly shocking loss. It inspires me never to be disheartened by failure, but to always keep trying. Even if one loses everything, one has to have the courage to start all over again.

#### Q. 4. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

**(1) Arrange the following incidents in Steve Jobs' life in proper sequence based on this passage :**

- (a) Jobs underwent surgery.
- (b) Jobs was diagnosed with cancer.
- (c) Jobs was advised to get his affairs in order.
- (d) Jobs was cured of a rare form of cancer.

**Ans.** (b) Jobs was diagnosed with cancer.

(c) Jobs was advised to get his affairs in order.

(a) Jobs underwent surgery.

(d) Jobs was cured of a rare form of cancer.

**(2) Fill in the blanks :**

*(The answers are given directly and underlined.)*

(1) Steve's third story is about death.

(2) The doctor describes the last stage of cancer as the 'prepare to die' stage.

(3) Steve says that you should follow your heart and intuition.

(4) We should not waste time.

#### PASSAGE – 4 (Textbook pages 63, 64)

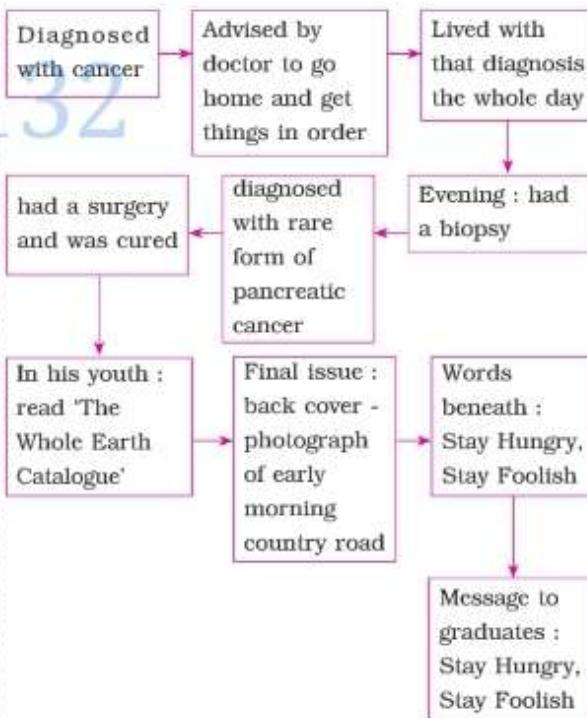
My third story is about death .....  
..... Stay Hungry, Stay Foolish.

**Glossary :** **get one's affairs in order** – to properly organise one's financial and legal arrangements before embarking on something. **biopsy** – the process of removing and examining a small amount of tissue from a sick person, in order to discover more about his/her illness. **dogma** – belief or a set of beliefs held by a group or an organisation which others are expected to accept without argument. **drown out** – to make something impossible to hear by submerging it with a louder noise. **anew** – in a new or different way. **Stay Hungry** – Always keep wanting something more, something new. **Stay Foolish** – Always keep an open mind; never think you know everything.

#### A2. Complex Factual Activities :

**\*(1) Read the third story and complete the flowchart given below :**

*(The answer is given directly.)*



**\*(2) Say how :**

**(a) Jobs was cured of a rare cancer.**

**Ans.** Jobs was diagnosed with a very rare form of pancreatic cancer. It was curable by surgery. Jobs had the surgery and he was cured.

**(b) Jobs acquired the famous words 'Stay Hungry, Stay Foolish'.**

**Ans.** When Jobs was young, he used to read an amazing publication called 'The Whole Earth Catalogue'. In the final issue was a photograph of an early morning country road beneath which were the words 'Stay Hungry, Stay Foolish'. Steve acquired these words from the magazine.

**\*(3) What does Jobs warn you about life and dogma?**

**Ans.** Jobs warns us not be trapped by dogma. Dogma is living with the results of other people's thinking. The overpowering influence of other's opinions should not drown out our own inner voice.

**\*(4) How does Jobs close his address to the graduate students?**

**Ans.** Steve Jobs closes his address to the graduate students by telling them about an amazing publication called 'The Whole Earth Catalogue'. In the final issue on the back cover there was a photograph of an early morning country road. Beneath it were the words 'Stay Hungry, Stay Foolish'. Jobs wishes the students the same words as his farewell message to them.

### **A3. Activities based on Vocabulary :**

**(1) Write from the passage four medical words/phrases/terms.**

**Ans.** pancreatic cancer, diagnosis, biopsy, surgery

**(2) Match the words in column 'A' with their meanings in column 'B' :**

'A'	'B'
*(a) diagnosis	(1) a set of beliefs held by an organisation which others are expected to accept without argument.
*(b) catalogue	(2) act of identifying the nature of a problem or illness.
(c) dogma	(3) in a new or different way.
(d) anew	(4) complete list of items especially in a special order and description.

**Ans.**

(a) diagnosis – act of identifying the nature of a problem or illness.

(b) catalogue – complete list of items especially in a special order and description.

(c) dogma – a set of beliefs held by an organisation which others are expected to accept without argument

(d) anew – in a new or different way.

**\*(3) Use the following idioms/phrases in sentences of your own.**

(a) sign off (b) begin anew.

**Ans.** (a) I would like to sign off by telling you a short story with a beautiful message.

(b) It is never too late to forget past mistakes and begin anew.

**\*(4) Fill in the blanks choosing the appropriate idioms :** (drown out, getting affairs in order, stay hungry.)

*(The answers are given directly and underlined.)*

(1) The wealthy landlord made a will getting his affairs in order before he died.

(2) Those who aspire for success should always stay hungry to learn more.

(3) The siren of the ambulance drowned out all other traffic noise.

### **A4. Activities based on Contextual Grammar :**

**\*(1) Name the tense of the verb underlined to include Time and Aspect :**

(a) I am fine now.

**Ans.** Present Tense; Time – Present; Aspect – Simple.

(b) I have been facing death.

**Ans.** Present Perfect Continuous Tense; Time – Present; Aspect – Perfect.

\*(2) My doctor advised me.

*(Rewrite in the Past Perfect Continuous tense.)*

**Ans.** My doctor had been advising me.

**(3) Choose correct question tags for the sentences and rewrite :**

**wasn't it? isn't it? aren't I? will you?**

(a) Don't be trapped by dogma.

(b) It was their farewell message.

(c) Your time is limited.

(d) I'm fine now.

**Ans.** (a) Don't be trapped by dogma, will you?

(b) It was their farewell message, wasn't it?

(c) Your time is limited, isn't it?

(d) I'm fine now, aren't I?

**(4) Don't waste it. (Rewrite without 'don't').**

**Ans.** Avoid wasting it.

#### A5. Personal Response :

"Your time is limited. So don't waste it living someone else's life."

What are your views about these statements?

**Ans.** These are the conclusions that Steve Jobs came to when he discovered that he was suffering from pancreatic cancer. Coming face to face with death, he realized how very little time we have on earth to realize our true potential. Most of our lives are spent following the dictates of others. By this statement, Steve Jobs means that we should spend every moment of our lives trying to discover our own potential and determine our own purpose and path in life.

\* (3) Besides those given at the end of the talk by Steve Jobs, pick out other pieces of advice that Jobs gives in his speech.

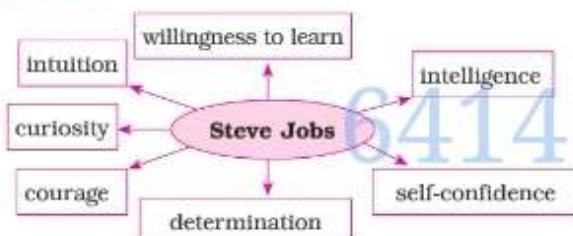
- Ans.** (a) Learn to connect the dots.  
(b) Learn whatever you can whenever you can.  
(c) We can learn even from negative experiences.  
(d) Have trust that somehow the dots will connect in your future.  
(e) Have trust in your gut, destiny, life, karma, whatever ...  
(f) Love what you do.  
(g) Keep looking for what you love and don't ever settle for less.  
(h) Even under the most devastating circumstances, you can start all over again.  
(i) Don't lose faith.  
(j) Your time is limited, so don't waste it living someone else's life.

#### ENGLISH WORKSHOP

(Activities based on the complete lesson)

\* (1) Go through all the three stories. Identify some qualities of Steve Jobs and complete the webchart.

(The answers are given directly.)



\* (2) Complete the following table :

(The answers are given directly.)

	About	Setbacks	Reactions	Achievements and benefits
<b>First story</b>	College days	no boarding and lodging	managed with friends and at a temple	learnt calligraphy
<b>Second story</b>	starting 'Apple'	fired from the company	started a new company 'Next'	most creative period; renaissance of 'Apple'
<b>Third story</b>	death	diagnosed with cancer	surgery, cure	learnt not to waste time living someone else's life

#### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### (A) A1. Do as directed (Simple Activities) :

(1) Pick out the compound words from the given words :

dropping, calligraphy, backwards, graduate, photograph

(2) Pick out the gerund and use it in your own sentence :

I could begin dropping in on the ones that looked interesting.

(3) Punctuate the sentence :

heres one example reed college offered perhaps the best calligraphy instruction in the country

(4) Spot the error and rewrite the correct sentence :

At the calligraphy class, I learn about what make great typography great.

(5) Identify the type of sentence : Don't settle.

(6) Find out two hidden words of at least 4 letters each from the word 'devastating'.

(7) Form present participles in which the last letter is doubled : drop, quit

(8) Arrange these words in alphabetical order : friend, follow, found, freed.

**Ans.**

(1) backwards = back + wards; photograph = photo + graph

(2) **Gerund** : taking

(3) Here's one example : Reed College offered perhaps the best calligraphy instruction in the country.

(4) At the calligraphy class, I learned about what makes great typography great.

(5) Imperative Sentence in the Negative.

(6) devastating—vast, taste (gate, stain.)

(7) dropping, quitting

(8) follow, found, freed, friend

#### **A2. Do as directed (Medium Level Activities) :**

(1) Write the homophone for the word 'story' and frame a sentence.

(2) Rewrite the sentence using the past perfect continuous tense :

We were designing the first Macintosh computer.

(3) Rewrite beginning with underlined part :

The heaviness of being successful was replaced by the lightness of being a beginner again.

(4) Write a word register for the word :

'doctor' (4 words).

**Ans.**

(1) **Homophones** : story – storey

**Sentence** : I live in a seven-storey building.

(2) We had been designing the first Macintosh computer.

(3) The lightness of being a beginner again replaced the heaviness of being successful.

(4) physician, surgeon, medico, healer, practitioner. (MD, medic, scientist, specialist)

#### **(B) Do as directed (Challenging Activities) :**

(1) Make two sentences by using the word 'water' as a noun and as a verb, without changing its form.

(2) Underline the modal auxiliary and state its function :

I had to take a calligraphy class.

**Ans.**

(1) (a) We must drink at least 8 glasses of water daily. (noun)

(b) "Water the plants immediately or they will die," said the women. (verb)

(2) I had to take a calligraphy class. (necessity/obligation/compulsion)

#### **WRITING SKILLS**

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. Read the news item and write an application for a suitable job in the same company. Attach a separate CV/Resume :**

**May 20, 2021**

**Apple Opens Development Office In Hyderabad**

(A) The new office in Hyderabad will focus on development of maps, Apple products like iPhone, iPad, Mac, etc. This will create up to 4000 jobs ...

**Ans.**

Ratan Shah,

11 Salsa Apts.,

Hafeezpeth,

Hyderabad,

Telangana – 500 049.

27th May, 2021

The HR Manager,  
Apple Development Office,

18-23, Rd Number 2,

Financial District,

Nanakram Guda,

Hyderabad,

Telangana – 500 032.

**Subject : Application for post of Systems Analyst**

Sir,

I read the news item in the 'Times of India' dated May 21, which stated that Apple has opened a Development office in Hyderabad, which is likely to create up to 4000 jobs. I am interested in applying for the post of Systems Analyst.

I have a bachelor's degree in Computer Information Systems (CIS) and 6 months experience in Computronics Ltd. as Systems Analyst. I am well-

versed in analyzing, designing and implementing Information Systems. I wish to further my prospects and hence am applying to your company.

I do hope that you will give me the opportunity to prove my mettle.

Yours truly,  
Ratan Shah

**Attachments :** CV, photocopies of Academic and Professional Certificates

**Resume :**

**Name :** Ratan Shah

**Age :** 24 years

**Educational Qualification :** B.Com (1st class); B.Computer Science (CIS)

**Experience :** 6 months experience in Computronics Ltd. as Systems Analyst

**Marital Status :** Single

**Special Interests :** Chess, Football, Cycling

**Contact information :** Address as above

Mobile no. : 097

**(B) Imagine you are already working as an Engineer in Apple Development Office, Hyderabad. Write an application for 2 weeks leave to the HR Manager as you have to undergo an urgent surgery :**

**Ans.**

Ms. Sara Kanchwala,

11 Salsa Apts.,

Hafeezpeth,

Hyderabad,

Telangana – 500 049.

3 September, 2021

The HR Manager,

Apple Development Office,

18-23, Rd. Number 2,

Financial District,

Nanakram Guda,

Hyderabad,

Telangana – 500 032.

**Subject : Application for leave of absence due to imminent surgery (4th September to 17th September)**

Dear Sir,

I had a bad fall a couple of days back and tore a ligament in my knee. The pain is intense and my

doctor has advised me that immediate surgery is necessary.

Please grant me 2 weeks medical leave as the doctor has advised a fortnight's complete bed rest post-op. Thanking you in advance.

I remain,  
Yours truly,  
Sara Kanchwala

**Q. 2. Prepare a speech on the title 'The Will to Win' to be delivered before the class during a competition.**

**Hints :**

- \* Title
- \* Introduction
- \* Objective and Illustrations
- \* Specific examples
- \* Purpose of the title
- \* Sources/Resources for implementation
- \* Usefulness/Benefits
- \* Conclusion

**Ans. The Will to Win**

Friends,

The topic before us today is 'The Will to Win'. This title brings to my mind the story of the hare and the tortoise. When the hare challenged the tortoise to a race, the tortoise knew very well that its speed was in no way comparable to that of the hare. Yet this little animal agreed to the race. And why, may I ask you? Only because it had the will to win. Come what may, the tortoise had to prove to the hare that it could win if it wanted to. And finally it won!

This, in fact, is the driving force behind all great ventures and achievements. The Will to Win!

I remember the time when I went to Std. V. My father had been transferred from Agra to Bhusaval. A subject that I had trouble mastering was the language Marathi. Needless to say in the first term I flunked very badly. But I was a student who usually scored high marks in all subjects. This failure was devastating.

However, I did not let it faze me. I took great interest in class lessons. Read my Marathi textbook over and over. Made friends who spoke fluently in Marathi and ventured speaking to them. At first they poked fun at me. But within a month I had picked up the basic structure of the language and began writing

answers to questions on my own. Believe it or not, at the end of the term I topped the class in Marathi. Today I can speak in the language as if it is my mother tongue.

Friends, my message to you today is that you can do anything. All you require is the will. If you have the will, the skill will follow. So set your goals, define your objectives and I wish all of you the very best in whatever you decide to do in life.

Be sure of one thing : If you have the will, You Will Win!

Thank you.

**Q. 3. Do you remember doing some activities in your childhood that you didn't like? Form pairs and make a list of all those activities. Do you think any one of these activities have helped you in solving your problems? Share your experience with the class.**

\*chopping vegetables

\*cleaning the home; sweeping and dusting

\*hanging out clothes to dry

\*looking after my little brother

\*helping dad to repair the bicycle

**Ans.** Once while driving home from school, the chain of my bicycle got dislodged and I almost fell off. There was no bicycle repair shop nearby and no passers-by were able to help me. Since I had experience helping dad to repair his bicycle, somehow I managed to get the chain fixed and wobbled back home. My hands were black and dirty with grease and oil, but at least I didn't have to walk back home, pushing my bicycle along.

#### PROJECT

Collect more information about Steve Jobs with the help of the Internet.

Compile it with images into a file.

(Students attempt this in their notebooks.)

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Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



## 2.4 THE PULLEY

(Textbook page 69)

**Introduction :** This is a poem by the metaphysical poet George Herbert and uses the extended metaphor of a pulley to explain the reason why man is always restless.

[Metaphysics is a branch of philosophy that explores fundamental questions, including the nature of concepts like being, existence and reality.]

### WARMING UP!

**Q. 1. Go through the following images and try to link them with our lives.**

**For example : storms – hardships that we face in our lives**

(Students are expected to match the pictures with the words.)

(The answers are given directly.)

Owl	– Wisdom
Rose	– Life
Tree	– Determination
Clouds	– Sorrowful moments
Bouquet of flowers	– Beauty
Waterfall	– Strength
Mountains	– Honour
Sunrise	– Hope

**Q. 2. You may have often indulged in talking to yourself audibly :**

- Oh, dear! Why didn't I get up sooner?
- Let me finish this quickly and then I'll be free.
- How silly of me! Why didn't I think of it before?

Such expressions are called **Dramatic Monologues**.

**Imagine and write monologues suitable in the following situations.**

**• It's your birthday next week.**

**Ans.** I wonder what presents I'll get. I hope dad gets me the bicycle he promised!

**• You have been waiting long at the city bus-stop.**

**Ans.** Oh, bother! Now I shall be late for school again.

**• Your final exam results are to be declared tomorrow.**

**Ans.** I wish it were tomorrow!

- Your mother has been chatting for very long on the telephone.

**Ans.** This conversation could go on for ages! When will I get a chance to call?

(Students may write their own monologues.)

**Q. 3. The Pulley is a mechanical device.**

**Try and write down the places where it can be used, and for what purpose.**

- Ans.** – To draw water out of a well  
– In elevators  
– In exercise machines  
– In theatres to open curtains  
– To lift up heavy objects at construction sites

### PARAPHRASE

(1) The poet says that at the time when God first created man, He had a glass of blessings standing by. He thought that He would be generous and shower on man all the gifts possible. God intended that all the treasures of the earth which lay scattered should be collected and concentrated in the small space He had created – which was man.

(2) The first gift God gave man was strength. This was followed by beauty, then wisdom, honour and pleasure. When nearly all the gifts had been bestowed on man, God stopped awhile. He noticed that of all the treasures, only one gift remained at the bottom of the glass, and that was rest.

(3) God said to Himself that if He bestowed this precious and valuable gift on His creation, man would love and worship only the gifts of Nature, and would not love the God who had created all the things in Nature. Thus both God and man would end up as losers.

(4) So God let man retain all the other gifts, but at the same time, He left man restless and continually anxious and dissatisfied. He thought

that man should be rich with the abundance of gifts, but he should always remain tired and restless. God reasoned that only then, at the end, if the quality of goodness did not lead man back to God, sheer fatigue (tiredness) would draw man back to God's heart.

### READING FOR UNDERSTANDING AND POETIC DEVICES

**Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

#### Q. 1. Read the following extract and do the activities :

##### A1. Simple Factual Activity :

Choose the correct alternatives from the following :

(The answers are given directly and underlined.)

\* (a) Herbert's poem 'The Pulley' displays Origins and Morality/Spirituality as the two main themes.

(i) Origins and Morality/Spirituality

(ii) Origin of species

(iii) Origin of the universe/galaxy

(iv) Origin of the earth/space

(b) The first gift was strength.

(i) strength (ii) beauty

(iii) wisdom (iv) rest

(c) The last gift left was rest.

(i) strength (ii) beauty

(iii) wisdom (iv) rest

(d) The gifts/blessings lay in a glass.

(i) the world (ii) a span

(iii) a glass (iv) a pathway

##### EXTRACT - 1 (Textbook page 71)

When God at first made man,  
Having a glass of blessings standing by;  
Let us (said He) "pour on him all we can;"  
Let the world's riches, which dispersed lie,  
Contract into a span.  
So strength first made a way;  
Then beauty flow'd, then wisdom, honour, pleasure;  
When almost all was out, God made a stay,  
Perceiving that alone of all His treasures  
Rest in the bottom lay.

**Glossary :** **riches** – wealth, valuables. **dispersed** – scattered. **contract** – collect together. **span** – small space. **perceiving** – noticing, becoming conscious of.

#### A2. Complex Factual Activities :

\* (1) What did God's glass of blessings contain ?

**Ans.** God's glass of blessings contained gifts such as strength, beauty, wisdom, honour, pleasure, other treasures and the gift of rest.

\* (2) Besides those given in the extract, what other gifts has God blessed mankind with above His other creations? Enlist them.

**Ans.** Besides those given in the extract, God has bestowed on mankind the ability to use language as well as other cognitive abilities like reasoning, abstract thinking, etc. Above all, He has given human beings a marvellous brain, with which man has invented millions of things, right from the wheel to the computer.

#### A3. Activities based on Poetic Devices :

\* (1) Choose the correct alternative from the following :

(The answers are given directly and underlined.)

(a) 'May toss him to my breast' is an example of Synecdoche from the poem.

(i) So both should losers be.

(ii) Then beauty flowed.

(iii) 'Let us', said he, 'pour on him.'

(iv) May toss him to my breast.

(b) The rhyme scheme of the extract is a b a b a.

(i) a a b b c (ii) a b c b c

(iii) a b c c b (iv) a b a b a

(c) Rest in the bottom lay is an example of Pun from the poem.

(i) Rest in the bottom lay

(ii) So strength first made a way.

(iii) Having a glass of blessings ...

(iv) So both should losers be.

(2) Write the rhyming words from the extract :

**Ans.** man – can – span; by – lie; way – stay – lay; pleasure – treasure.

(3) Explain the figures of speech in the following lines :

(a) **a glass of blessings**

**Ans.** It is a Metaphor because the sum of attributes or qualities given to man are implicitly compared to a 'glass of blessings'.

\* (b) **Rest in the bottom lay**

**Ans.** It is a Pun because the word 'rest' has two

meanings – 'the remaining' and 'a quality that helps us stop doing something and relax'.

\* (4) Pick out the lines that contain the following figures of speech :

(a) **Antithesis** : Let the world's riches which dispersed lie

Contract into a span.

(b) **Inversion** : 1. Let us (said He) ...

2. Rest in the bottom lay.

[**Explanation** : The words are not in the correct prose order. The correct prose orders are :

1. Let us (He said) ...

2. Rest lay in the bottom.]

## Q. 2. Read the following extract and do the activities :

### A1. Simple Factual Activity :

\* Find two correct statements from the given alternatives for each of the following :

(a) The summary of the poem 'The Pulley' is :

(i) to focus on the mechanical operation of a pulley.

(ii) to teach a lesson to a creation (man) by the Creator (God)

(iii) to know the different gifts bestowed on man by God.

(iv) to remind man about his Creator in his exhaustion.

(v) God pulled man towards Him by making him restless and weary.

**Ans.** (iv) to remind man about his Creator in his exhaustion.

(v) God pulled man towards Him by making him restless and weary.

(b) In the poem, 'The Pulley' is considered

(i) a mechanical device

(ii) a gift to mankind

(iii) an image to lift objects

(iv) an image by which God compels people to become devout

**Ans.** (ii) a gift to mankind

(iv) an image by which God compels people to become devout

### EXTRACT - 2 (Textbook page 71)

'For if I should' (said He)

Bestow this jewel also on my creature,  
He would adore my gifts instead of me,  
And rest in Nature, not the God of Nature.  
So both should losers be.

Yet let him keep the rest,

But keep them with repining restlessness :  
Let him be rich and weary, that at last,  
If goodness lead him not, yet weariness  
may toss Him to my breast.

**Glossary** : **bestow on** – give as a gift to. **jewel** – precious valuable thing. (*here*) contentment (rest). **adore** – love very much. **repining restlessness** – continuous anxiety due to dissatisfaction. **weary** – very tired. **toss** – (*here*) bring, throw close.

### A2. Complex Factual Activities :

\* (1) Why did God withhold the gift of 'Rest' from man?

**Ans.** 'Rest' makes us feel satisfied and contented. When we have 'rest', we do not desire anything more. We might even stop remembering God, our Creator, or seeking His blessings. Hence, God withheld the gift of 'Rest' from man.

\* (2) What does God want in return from man for the gifts He has bestowed on him?

**Ans.** In return for the gifts He has bestowed on man, God wants him to lead a life of goodness and to keep on adoring the God who has been so generous to him.

\* (3) What would human beings do if God gifted them with 'Rest'?

**Ans.** If God had gifted human beings with 'Rest', they would never have cared to remember God since they would have nothing to long for or to feel restless about. This is because self-satisfaction and contentment would have made human beings feel complete and pleased with themselves. They might thus lose their spiritual and moral values.

\* (4) When does man generally turn to God?  
Give one example to support your response.

**Ans.** Man generally turns to God when he is troubled or is facing some difficulty. I remember a

neighbour of mine who professed to be an atheist, but when there was a stock market crash, we were all surprised to see him at our temple with hands joined and eyes closed, praying to God.

### A3. Activities based on Poetic Devices :

\* (1) The poet has used the word REST thrice in the poem. Write what the word implies in each of the three lines it occurs.

**Ans.** ... rest in nature – give importance to, enjoy the benefits of

... let him keep the rest – the remaining gifts (except the gift of 'rest')

... rest – contentment, satisfaction

\* (2) Pick out two lines from the extract that contain the figure of speech 'Inversion'.

**Ans.** (a) For if I should (said He)

(b) So both should losers be.

(c) If goodness lead him not, yet weariness  
May toss him to my breast.

\* (3) Pick out an example of Alliteration from the extract.

**Ans.** And rest in the Nature, not the God of the Nature. Repetition of 'n' sound.

\* (4) Discuss with your group and justify the title of the poem 'The Pulley' in your own words.

**Ans.** The pulley works when pressure is exerted on either side of the rope passing through it. If one side comes down, the other goes up. Here, the poet expresses the idea that when weariness weighs down man on one end his spiritual aspects on the other end get an uplift. According to the poet, God deliberately withheld bestowing 'rest' to man so that 'restlessness' would bring him nearer to Him. Thus, the title 'The Pulley' is appropriate.

\* (5) Pick out three lines that contain the monologues of God.

**Ans.** (1) For if I should bestow this jewel also on my creature ...

(2) He would adore my gifts instead of me.

(3) If goodness lead him not, yet weariness may toss him to my breast.

(6) Choose the correct alternative from the following :

(The answers are given directly and underlined.)

\* (a) 'Let him be rich and weary' is an example of Paradox from the poem.

(i) And rest in Nature, not the God of Nature.

(ii) He would adore my gifts instead of me.

(iii) Let him be rich and weary.

(iv) When God first made man.

\* (b) 'repining restlessness' is an example of Alliteration from the poem.

(i) made a way

(ii) bottom lay

(iii) repining restlessness

(iv) keep the rest

\* (c) So both should losers be is an example of Inversion from the poem.

(i) Contract into a span.

(ii) So both should losers be.

(iii) Bestow this jewel.

(iv) And rest in Nature.

(7) Write the rhyming words from the lines.

**Ans.** he – me – be; creature – Nature;  
rest – breast; restlessness – weariness.

(8) Name and explain the figures of speech :

(a) **The Pulley**

**Ans.** Extended Metaphor : The simple meaning of the 'pulley' is extended to show an implicit comparison between the 'gift' of 'rest' that is not bestowed on man by God, and by which he will be pulled towards God finally.

\* (b) **Bestow this jewel also on my creature.**

**Ans. Metaphor :** The gift of rest is implicitly compared to a 'jewel'.

\* (c) **And rest in Nature, not the God of Nature.**

**Ans. Repetition :** The word 'Nature' is repeated for emphasis.

### APPRECIATION OF THE POEM

**Q.** Write the appreciation of the poem in paragraph format with the help of the given points.

**Note :** The point format given in Appreciation of poem is for easy understanding. However, it is to be written in paragraph format in the examination.

#### Point Format

(for understanding)

- **Title of the poem :** 'The Pulley'
- **The poet :** George Herbert
- **Rhyme scheme :** a-b-a-b-a
- **Figures of speech :** Metaphor, Pun, Inversion, Paradox, etc.
- **The central idea/theme :** the reason why man is continually restless

#### Paragraph Format

The title of the poem is 'The Pulley'. The poet is George Herbert.

Each stanza of the poem has five lines. The rhyme scheme of the poem is a-b-a-b-a.

The chief figure of speech used in the poem is Metaphor. The 'glass of blessings' signifies the sum of all human qualities bestowed on man. The quality of 'rest' or 'contentment' is implicitly compared to a 'jewel'. The other figures of speech are Pun, Inversion, Paradox, etc.

The central idea of the poem is the reason for man's continual restlessness all his life. According to the poet, this is because God withheld the quality of 'rest' from man, so that man's thoughts would ultimately turn towards God, his creator.



### ENGLISH WORKSHOP

(Questions based on the whole poem.)

- (1) With the help of the clues, pick out words containing the letter 'a' from the poem and build a word pyramid.

- (a) an article
- (b) a preposition
- (c) past tense of 'lie'
- (d) maximum length of your open palm
- (e) make much of
- (f) loveliness
- (g) in place of
- (h) a collection of priceless articles
- (i) restlessness and discontent



- (2) Write a paragraph on the points in each block given on page 75 of the textbook to get a summary on each of the four stanzas of the poem.

(Refer to the Paraphrase for the answer to this question.)

### ACTIVITY

- **Pun can be defined as a play on words based on their different meanings.**

**Example :** 'Writing with a broken pencil is pointless.'

- **In this poem there is an example of Pun. Find and make a sentence of your own. Share a joke with the class where the use of 'pun' creates humour.**

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## 2.5 LET'S MARCH

(Textbook page 76)

**Introduction :** Mr. Kailash Satyarthi was awarded the Nobel Peace Prize in 2014 for his work in protecting the rights of children. He is an activist against child labour. This is a speech delivered by him on the eve of the Nobel Prize distribution ceremony.

### WARMING UP!

**Q. 1. Observe the two pictures given on page 76 of the textbook and answer :**

(The answers are given directly.)

(1) **Main difference between the two images :** In the first picture, the little boy is working at a construction site or kiln. He is a child labourer. In the second, the boy is going to school.

(2) **Change required :** The boy in the first picture should not work but go to school.

(3) **Your contribution as a student to help and make a difference to needy children :** I donate my old books, school bag, etc. to needy children.

(Students can discuss and find out what they can do to help.)

**Q. 2. A good speech requires the following characteristics : Put a  or a  at appropriate places :**

(1) Well planned and thoughts well-organized.   
(2) Delivered softly and in a low voice.   
(3) Speaker need not greet the dignitaries and audience.

(4) Language used should be suitable to the audience.

(5) Speech should be of a proper duration.

(6) Speaker should be passive and have no facial expressions.

(7) Speech should be supported by good examples/episodes/visual aids, where possible.

(8) Speaker should switch over from one language to another.

**Q. 3. Read the expressions on page 77 of the textbook and insert the proper expression number in the right column:**

(The answers are given directly.)

Ans.	Expression No.
Greeting/ Salutation	3, 7
Introduction	2, 5
Body of the Speech	4, 6, 9, 11
Conclusion	1, 12
Thanking the Audience	8, 10

**Q. 4. With the help of your teacher and classmates make a list of as many Indian Nobel Laureates as you can. You can use the Internet or the school library :**

(Students can attempt this activity on their own.)

### READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some Wh-questions from the textbook are converted into activity-based questions.)

### PART I

**Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

(1) Select the correct alternative and complete the following : (Board's Model Activity Sheet)

(The answers are given directly and underlined.)  
Kailash Satyarthi :

(1) Wants to do this, so that no one is left behind in any corner of the world : walk together.

(walk together/remember his ancestors)

(2) Wants to do this, to show respect to his late parents : bow to them. (bow to them/speak to them)

(3) Feels if we do this, our minds will come together : speak together. (smile/speak together)

(4) Feels this, each time he frees a child from slavery : liberated. (honoured/liberated)

\* (2) Name the following :

(The answers are given directly and underlined.)

(1) The persons to whom Kailash Satyarthi gives the highest credit of his honour : Kaalu Kumar, Dhoom Das, Adarsh Kishore and Iqbal Masih.

(2) The foreign activists of equal rights mentioned in the extract : Iqbal Masih, Malala Yousafzai and Tom Harkin.

### PASSAGE - 1 (Textbook pages 78, 79)

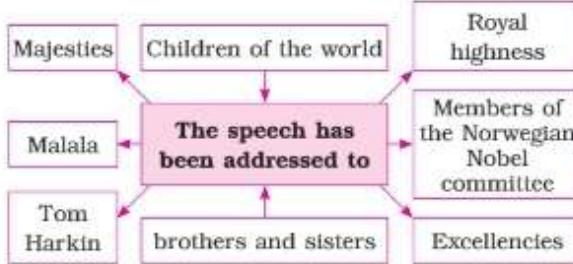
My dear children ..... and my countrymen.

**Glossary :** **podium** – a stage; a raised area on which a person stands to speak to a large number of people. **aspiration** – a hope or ambition of achieving something. **potential** – having or showing the capacity to become or develop into something in the future. **dignity** – self-esteem the quality of being worthy of honour or respect.

#### A2. Complex Factual Activity :

Complete the web-chart :

(The answers are given directly and underlined.)



#### A3. Activities based on Vocabulary :

\*(1) Choose the correct meaning of : dignity

- (a) self-pride (b) self-support (c) self-esteem

**Ans.** self-esteem

\*(2) Pick out from the passage the noun forms of the following words:

- (1) dignified (2) pursue

**Ans.** (1) dignity (2) pursuit

\*(3) Pick out from the passage the verb forms of the following words :

- (1) liberty (2) resolution

**Ans.** (1) liberate (2) resolve

\*(4) Make meaningful sentences using the following words as a noun as well as a verb:

- (1) honour (2) credit

**Ans.** (1) **honour** – (a) The poor old man had the honour of shaking hands with the King. (noun)

(b) We must honour our national heroes. (verb)

(2) **credit** – (a) The athlete said that the full credit for her success goes to her coach. (noun)

(b) She credits her success to her family's support. (verb)

\*(5) Make a meaningful sentence using the phrase : in pursuit of :

**Ans.** In pursuit of a healthier diet, more people now turn to organic foods.

(6) Match the words to their meanings :

Words	Meaning
(1) Podium	(a) The action of trying to achieve something
(2) Aspiration	(b) A small platform
(3) Pursuit	(c) To remember something
(4) Recall	(d) An ardent wish

**Ans.**

(1) Podium – A small platform

(2) Aspiration – An ardent wish

(3) Pursuit – The action of trying to achieve something

(4) Recall – To remember something

#### A4. Activities based on Contextual Grammar :

(1) Rewrite the following sentences using 'not only...but also...':

(1) This mantra carries a prayer, an aspiration and a resolve that has the potential to liberate humanity from all man-made crises.

**Ans.** This mantra carries not only a prayer, but also an aspiration and a resolve that has the potential to liberate humanity from all man-made crises.

(2) I bow to my late parents, to my motherland India and to the mother earth.

**Ans.** I bow not only to my late parents, but also to my motherland India and to the mother earth.

\*(2) Find sentences in the present perfect tense from the passage :

**Ans.** I have freed a child from slavery.

\*(3) Find sentences from the passage that contain infinitives :

**Ans.** (1) I am deeply honoured to recite a mantra.

(2) ...the potential to liberate humanity...

(3) Let's walk together. (*The infinitives without 'to' before them are called 'Bare Infinitives'.*)

(4) Let's speak together.

(5) Let our minds come together.

(6) Let us create knowledge together.

- (4) Let us create knowledge for all.  
(Begin the sentence with 'Let knowledge ...' and rewrite)

**Ans.** Let knowledge be created for all.

#### **A5. Personal Response :**

**Write about the various problems that children are facing today.**

**Ans.** Children in cities face problems like severe competition, addiction to social networking and video games, etc. Children in rural areas face problems like exploitation, bonded labour, poverty, lack of opportunities, etc.

#### **Q. 2. Read the following passage and do the activities :**

##### **A1. Simple Factual Activity :**

**Name the following from the passage :**

(The answers are given directly and underlined.)

\*(1) **The great personalities from India :**  
Buddha, Guru Nanak, Mahatma Gandhi

(2) **The two centres of global peace and brotherhood :** India and Norway

##### **PASSAGE - 2 (Textbook page 79)**

**My journey from ..... What is my fault?"**

**Glossary :** the sound of silence – the silence of millions of children who have been left behind and who cannot speak for themselves; the unheard plea of those who have been deprived and exploited. the face of invisibility – the struggling and suffering of poor and innocent children, that goes unnoticed. extremist - a person who holds extreme or fanatical political or religious views. militia – a military force that is raised from the civil population.

##### **A2. Complex Factual Activity :**

**Explain the reason why a chair is kept empty on the podium by Shri Satyarthi.**

**Ans.** The empty chair kept on the podium by Shri Satyarthi represents or symbolises the suffering and struggles of millions of children who are left behind.

##### **A3. Activities based on Vocabulary :**

\*(1) **Choose the correct option which conveys the exact meaning :**

- extremist  
(a) militant (b) robber (c) spy

**Ans.** militant

#### **(2) Find the odd man out :**

- (a) dream, tiny, militia, expenditure  
(b) compassion, liberty, children, pessimism

**Ans.** (a) **tiny** – this is an adjective; the other words are nouns.

(b) **children** – this is a common noun; the other words are abstract nouns.

#### **A4. Activities based on Contextual Grammar :**

**(1) Pick out the verbs from the following sentences and state their tense :**

- (1) I met a small, skinny child labourer.  
(2) I am representing here – the sound of silence.

**Ans.** (1) met – simple past tense  
(2) am representing – present continuous tense

\*(2) **Find sentences in the present perfect tense from the passage :**

**Ans.** (1) The Nobel Committee has generously invited me to present a lecture.

- (2) I have kept an empty chair here.  
(3) I have come here only to share the voices and dreams of our children.  
(4) I have looked into their frightened eyes.  
(5) I have held their injured bodies.

\*(3) **Find sentences from the passage that contain infinitives :**

**Ans.** (1) The Nobel Committee has generously invited me to present a lecture.

- (2) I am unable to do that.  
(3) I have come here only to share the voices and dreams of our children.  
(4) ...instead of forcing me to take a gun....  
(5) .....forced to kill his friends....

##### **A5. Personal Response :**

\***Write any two efforts that you can make to enrol deprived children/out of school children into a school. One is given for you :**

(The answers are given directly and underlined.)

- (a) I will persuade parents of such children to send them to school.  
(b) I will inform my parents and ask them to help such families by giving books/ bags/ clothes, etc. if they agree to send their child to school.  
(c) I will try to contact an NGO working in the field of education and ask them to help.

**Q. 3. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

\* Complete the diagram/chart :

(The answers are given directly.)

The aim  
in the life  
of Kailash  
Satyarthi  
is that  
every child  
should be  
free...

- to be a child
- to grow and develop
- to laugh and cry
- to play and learn
- to dream
- to eat, sleep and see daylight
- to go to school

**PASSAGE – 3 (Textbook pages 79, 80)**

Friends, all the great religions .....  
..... and we never will.

**Glossary :** shackles – bonds, chains that bind.

**A2. Complex Factual Activity :**

\* Make a list of the things that Kailash Satyarthi is not ready to accept :

**Ans.** Kailash Satyarthi is not ready to accept :

(1) that all the temples, churches, mosques and prayer houses have no place for the dreams of our children, when all great religions and all countries teach us to care for our children.

(2) that the world is so poor, when just one week of global military expenditure is sufficient to pay for the education of all the children.

(3) that all the laws and constitutions, police and judges, are unable to protect our children.

(4) that the shackles of slavery can ever be stronger than the quest for freedom.

**A3. Activities based on Vocabulary :**

\* (1) Pick out from the passage the noun form of poor :

**Ans.** poverty

\* (2) Pick out from the passage the verb form of – hindrance

**Ans.** hinder

\* (3) Make a meaningful sentence using the phrase 'give up' :

**Ans.** We must never give up hope even when we face problems.

\* (4) Pick out from the passage the antonyms of :

(1) deny (2) slavery

**Ans.** (1) deny × accept (2) slavery × freedom

**A4. Activities based on Contextual Grammar :**

(1) Do as directed :

(1) I have the privilege of working with many courageous people who have the same aim.

(Rewrite using the noun form of the underlined word.)

**Ans.** I have the privilege of working with many people with courage who have the same aim.

(2) All the great religions teach us to care for our children. (Frame a Wh-question to get the underlined words as the answer.)

**Ans.** What do all the great religions teach us?

\* (2) Find sentences in the present perfect tense from the passage :

**Ans.** We have never given up against any threat.

\* (3) Find sentences from the passage that contain infinitives.

**Ans.** (1) ... teach us to care for our children...

(2) Let the children come to me.

(3) There is no greater violence than to deny the dreams....

(4) I refuse to accept...

(5) ...are unable to protect our children.

(6) every child is free to be a child...

(7) ..to grow and develop, to eat, to laugh, to play, to go to school, to dream

**A5. Personal Response :**

\* Besides the political freedom that our nation enjoys, what other freedom should it strive for? Say why.

**Ans.** Besides the political freedom that our nation enjoys, it should strive for social freedom, where everybody is treated equally irrespective of caste, creed and gender. Our nation should also strive for economic freedom, where everyone is above the poverty line. Only then will our nation progress.

**Q. 4. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

Name the following :

\*(1) Those considered by Kailash Satyarthi as his daughters : Malala, two Kayanats, Shazia, the daughters from Africa and all over the world.

(2) The biggest challenge knocking on the doors of humankind : fear and intolerance.

**PASSAGE - 4 (Textbook pages 80, 81)**

We have made progress .....  
..... are with them.

**Glossary :** **cumulative** – increasing by successive additions. **to culminate** – to reach the highest or final point. **unprecedented** – never having happened or existed before. **deliberations** – long and careful consideration or discussion. **prescriptions** – recommendations or instructions. **confronting something** – facing and opposing something.

**A2. Complex Factual Activity :**

Complete the list of the progress made in the last couple of decades :

(The answers are given directly and underlined.)

**Ans.**

**The progress made in the last couple of decades :**

- (1) The number of out-of-school children reduced by half.
- (2) The number of child labourers reduced by a third.
- (3) Child mortality and malnutrition reduced.
- (4) Millions of child deaths prevented.

**A3. Activities based on Vocabulary :**

\*(1) Choose the correct option which conveys the exact meanings of :

(1) **culminate** :

- (a) destroy (b) succeed (c) rise to a peak

**Ans.** rise to a peak

(2) **mortality** :

- (a) death (b) virtues (c) starvation

**Ans.** death

\*(2) Make a meaningful sentence using the phrase 'be afraid of' .

**Ans.** One should not be afraid of facing difficult situations.

\*(3) Pick out from the passage the antonyms of :

- (1) well-known (2) immortality

**Ans.** (1) well-known × unknown

- (2) immortality × mortality

**A4. Activities based on Contextual Grammar :**

\*(1) Complete the following sentences with the help of the given sentences :

(The answers are given directly.)

(1) The biggest challenge knocking on the doors of humankind is fear and intolerance.

**Ans.** (a) No other challenge knocking on the doors of humankind is as big as fear and intolerance.

(b) Fear and intolerance are bigger than any other challenge knocking on the doors of humankind.

(2) The Nobel Prize is one of the greatest honours in the world.

**(Note :** This sentence is not from the lesson.)

**Ans.** (a) Very few honours in the world are as great as the Nobel Prize.

(b) The Nobel Prize is greater than most other honours in the world.

\*(2) Find sentences in the present perfect tense from the passage :

**Ans.** (1) We have made progress..

(2) We have reduced the number.....

(3) We have prevented millions of child deaths.

(4) We have utterly failed our children...

\*(3) Find sentences from the passage that contain infinitives.

**Ans.** Let us make no mistake.

#### **A5. Personal Response :**

\*(1) Explain how education can help the deprived children and child labourers.

**Ans.** Education will help the deprived children and child labourers to stand on their own feet and earn a decent living. It will help them to have financial independence. Education plays a huge role in building confidence, tolerance, and making children global citizens.

\*(2) What will you do in the following situations?

(a) If you see a child working in a restaurant.

**Ans.** I will talk to the restaurant owner and ask him to send the child to a government school. I will offer to give the child my old books and clothes.

(b) If you find a child working on a construction site.

**Ans.** I will talk to the child's parents and ask them to send him to school. I will also inform my parents and ask them to help.

(c) If you find a child working on a brickwork site.

**Ans.** I will find an NGO and inform them about it.

(d) If you come across a beggar child.

**Ans.** I will find an orphanage or NGO in the area and ask them to help him. I will also give him some picture books so that he begins to take an interest in books.

### **PART II**

#### **Q. 5. Read the following passage and do the activities :**

##### **A1. Simple Factual Activity :**

**Fill in the blanks :**

*(The answers are given directly and underlined.)*

\*(1) Eighteen years ago, millions of individuals demanded a new international law for the abolition of the worst form of child labour.

(2) Satyarthi wants to inculcate and transform individuals' compassion into a global compassion.

#### **PASSAGE - 5 (Textbook pages 81, 82)**

We can do it .....

..... Let us globalise compassion.

**Glossary :** **adamant** – resolute; refusing to change the mind. **compassion** – sympathetic pity and concern for the sufferings or misfortunes of others. **inculcate** – instil an idea or belief.

#### **A2. Complex Factual Activity :**

List the examples Kailash Satyarthi gives to show how the world is interconnected.

**Ans.** Kailash Satyarthi says that we live in an age of rapid globalisation. We are connected through :

- (i) the high-speed internet
- (ii) the exchange of goods and services in one single global market and
- (iii) the thousands of flights from one corner to another corner of the globe.

#### **A3. Activities based on Vocabulary :**

\*(1) Pick out from the passage the verb forms of :

- (1) global
- (2) service

**Ans.** (1) globalise (2) serve

\*(2) Make meaningful sentences using the following word as a noun as well as a verb :

March

**Ans.** (a) Gandhiji led the legendary salt March against the British. (noun)

(b) "March one behind the other," shouted the caption. (verb)

#### **A4. Activities based on Contextual Grammar :**

\*(1) Change the following sentence into the passive voice :

We can do it.

**Ans.** It can be done by us.

(2) Do as directed :

(1) We are connected through high-speed internet.  
*(Frame a Wh-question to get the underlined part as the answer.)*

**Ans.** How are we connected?

(2) The bird said, "I am doing my bit."

*(Frame 2 questions which will give the above sentence as the answer.)*

**Ans.** (i) Who said, "I am doing my bit."?

(ii) What did the bird say?

\* (3) Find an example of present perfect tense from the passage.

Ans. ... and it has happened, ...

\* (4) Find sentences from the passage that contain infinitives.

Ans. (1) Let us inculcate....

(2) Let us globalise compassion.

#### A5. Personal Response :

\* What message does the little bird story of the forest fire convey to us? Explain.

Ans. The message the little bird story of the forest fire conveys to us is that we must try to do whatever we can to improve matters. We must not think that our efforts are insignificant. We must not think 'What can one person do?' Every little drop counts. If each of us makes a little bit of effort, the sum total will be substantial.

#### Q. 6. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

\* Complete the following :

(The answers are given directly and underlined.)

Satyarthi challenges

- (i) the passivity and pessimism surrounding our children
- (ii) the culture of silence regarding the well-being of our children
- (iii) the culture of neutrality regarding our children.

#### PASSAGE - 6 (Textbook page 82)

Mahatma Gandhi said .....  
..... this culture of neutrality.

**Glossary :** **Ebola** - Ebola is a rare but deadly virus that causes fever, body aches, diarrhoea and sometimes bleeding inside and outside the body. As the virus spreads through the body, it damages the immune system and organs. The disease is often fatal. **intergenerational** - relating to, involving, or affecting several generations. **quarry** - a place, typically a large, deep pit, from which stone or other materials are being extracted or have been extracted. **passivity** - the attitude of allowing things to happen without trying to stop or change them. **neutrality** - the state of not supporting or helping either side in a conflict, disagreement, etc.

#### A2. Complex Factual Activity :

\* Complete the web :

(The answers are given directly.)

Every single minute matters | Every single child matters

What matters, according to Satyarthi :

Every single childhood matters

#### A3. Activities based on Vocabulary :

(1) Pick out from the passage the noun forms of the following words :

- \* (i) pacify (ii) passive

Ans. (i) pacification (This word is not given in the lesson.) (ii) passivity

\* (2) Make meaningful sentences using the following word as a noun as well as a verb :

stitch

Ans. (a) A stitch in time saves nine. (noun)

(b) I always stitch my school uniform myself. (verb)

#### A4. Activities based on Contextual Grammar :

\* (1) Change the following sentence into the passive voice :

Her angry question still shakes me.

Ans. I am still shaken by her angry question.

(2) Rewrite the sentences as directed :

(1) I challenge the passivity and pessimism surrounding our children. (Rewrite replacing the participle with the finite verb.)

(2) Children are questioning our inaction and watching our actions. (Rewrite as a rhetorical question.)

Ans. (1) I challenge the passivity and pessimism that surrounds our children.

(2) Aren't children questioning our inaction and watching our actions?

\* (3) Find an example of present perfect tense from the passage :

Ans. ....yet have never tasted chocolate...

\* (4) Find sentences from the passage that contain infinitives.

Ans. (1) If we are to teach real peace...

(2) We shall have to begin....

- (3) ....let us unite the world....  
 (4) ....the power to shake the whole world...  
 (5) ...will we allow to go without rescue....

#### A5. Personal Response :

\* Explain why the eight-year-old girl's question shakes Mr. Satyarthi.

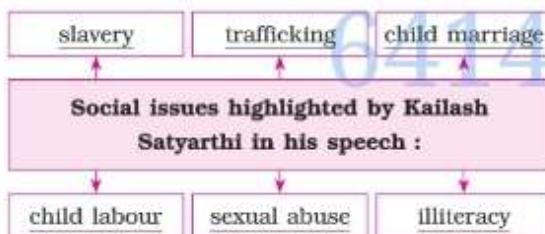
**Ans.** The eight-year-old girl's question shakes Mr. Satyarthi because he realizes that we are doing too little too late for the exploited children of this world. Our collective inaction is robbing them of their childhood and allowing them to be exploited.

### PART III

#### Q. 7. Read the following passage and do the activities :

##### A1. Simple Factual Activity :

\* Complete the following web, mentioning the social issues highlighted by Kailash Satyarthi in his speech. (The answers are given directly.)



#### PASSAGE - 7 (Textbook page 83)

I call upon all governments .....  
 ..... It still makes me angry.

**Glossary :** **trafficking** – to trade or deal in a specific commodity or service, often of an illegal nature. **innovative** – using new methods or ideas. **fragmented** – broken into separate parts; disunited. **agenda** – things to be done to solve a problem.

##### A2. Complex Factual Activity :

\* What was the response of the boy's father?  
 What was Satyarthi's reaction to it?

**Ans.** The boy's father said that he had never thought about the fact that his son was working outside the gate of the school and not studying with the others in the school. His answer made Satyarthi angry at that time and still makes him angry.

#### A3. Activities based on Vocabulary :

(1) Choose the correct verb forms of the following from the given options :

(1) **slavery** : (a) slaven (b) slave (c) enslave.

(2) **bold** : (a) bolden (b) embolden (c) embold.

**Ans.** (1) enslave (2) embolden.

(2) Pick out from the following the words formed by using a prefix :

(1) illiteracy (2) innovative (3) invest (4) abuse.

**Ans.** (1) illiteracy (4) abuse.

#### A4. Activities based on Contextual Grammar :

\* (1) Change the following sentences into the passive voice :

(1) Governments must make child-friendly policies.

**Ans.** Child-friendly policies must be made by governments.

(2) His answer made me angry.

**Ans.** I was made angry by his answer.

(2) Replace the modal auxiliary in the following sentences with another showing obligation :

(1) All of us must stand with our children.

(2) We must keep our promises.

**Ans.** (1) All of us ought to stand with our children.

(2) We ought to keep our promises.

\* (3) Find a sentence in the present perfect tense from the passage :

**Ans.** I have never thought about it.

\* (4) Find sentences from the passage that contain infinitives.

(1) .... to put an end to all forms....

(2) ... must work together to accelerate action...

(3) I gathered the courage to ask the boy's father.

(4) We are born to work.

#### A5. Personal Response :

Do you think that it is possible to stop child labour in our country?

**Ans.** Yes. If the government is determined enough, it can be done. The programme to eradicate small pox was conducted on a war footing, and we have managed to eradicate small pox from our country. In the same way, if a programme to educate children is conducted on similar lines, we will be able to send all our children to school and stop child labour.

**Q. 8. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

\* Complete the following web chart :

(The answers are given directly and underlined.)

**Kailash Satyarthi's appeals :**

- Let us globalise compassion
- Let us universalise justice
- Let us democratise knowledge
- Let us march from darkness to light
- Let us march from ignorance to awakening
- Let us march from mortality to divinity

**PASSAGE - 8 (Textbook pages 83, 84)**

As a child ..... **Let us march!**

**Glossary :** **democratise** knowledge - make knowledge accessible to everyone. **exploitation** - taking undue and unfair advantage of something or someone **divinity** - (here) immortality.

**A2. Complex Factual Activities :**

\* (1) Complete the following :

(The answers are given directly and underlined.)

(1) Mr Satyarthi's vision as a child was a vision of the future, of the cobbler boy sitting with him in his classroom.

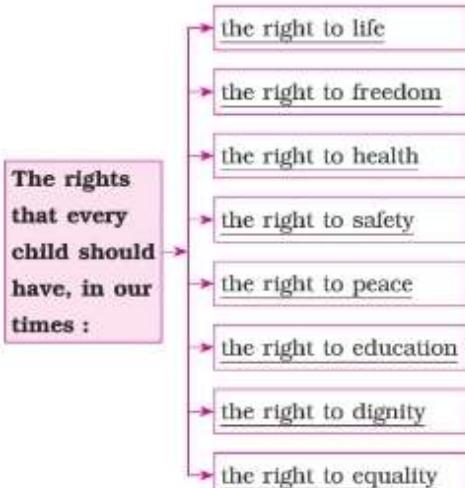
(2) The foreign activists of equal rights mentioned in the speech are Nelson Mandela and Martin Luther King.

(3) Mr Satyarthi requests the listeners to put their hands close to their hearts, close their eyes and feel and listen to the child inside them.

(4) According to Mr. Satyarthi, thousands of Mahatma Gandhis, Nelson Mandelas and Martin Luther Kings are calling on us.

\* (2) Complete the chart with the speaker's words :

(The answers are given directly.)



**A3. Activities based on Vocabulary :**

\* (1) Choose the correct option which conveys the exact meaning :

(1) **divinity** :

(a) goodness (b) godliness (c) god-fearing

(2) **exploitation** :

(a) explosion (b) misuse (c) employment

**Ans.** (1) godliness (2) misuse

\* (2) Pick out from the passage the noun forms of (1) ignore (2) divine

**Ans.** (1) ignorance (2) divinity

\* (3) Pick out from the passage the verb form of democracy

**Ans.** democratise

\* (4) Pick out from the passage the antonyms of :

(1) ignorance (2) violence

**Ans.** (1) ignorance × knowledge

(2) violence × peace

**A4. Activities based on Contextual Grammar :**

(1) As a child, I had a vision of tomorrow.

(Rewrite as a complex sentence.)

**Ans.** When I was a child, I had a vision of tomorrow.

\* (2) Find an example of present perfect tense from the passage :

...that tomorrow has become today.

\* (3) Find sentences from the passage that contain infinitives.

- Ans.** (1) ...for every child to have a right to life....  
(2) I want you to see and feel this...  
(3) I request you to put your hand....  
(4) let us democratise knowledge...universalise justice....globalise compassion...let us march....

#### A5. Personal Response :

##### \* (1) What is your vision of tomorrow?

**Ans.** My vision of tomorrow is of an India where there is no corruption and no poverty. In my vision of India everybody can live a life of comfort and ease.

##### \* (2) Write in 3-4 sentences your impression of the acceptance speech given by Kailash Satyarthi when he received the Nobel Prize.

**Ans.** The speech was very emotional. It could be due to the fact that the speech was an earnest appeal to the hearts of the people world over. If we wish the children of the world to be looked after well, we have to rouse the adults to act in a responsible and compassionate manner. This can be done only by trying to touch their hearts and their emotions, which the speaker has attempted to do.

#### GRAMMAR

**(Note :** Few sentences in Q.1 & Q.2 below are not direct sentences from the text. Hence they have not been given under the respective passages.)

##### \* Q. 1. Say whether the following sentences are Assertive, Imperative, Interrogative or Exclamatory :

Sentences	Answer
(1) The mantra carries a prayer.	Assertive
(2) Is the world so poor?	Interrogative
(3) Kill not your children because of poverty.	Imperative
(4) Let's walk together.	Imperative
(5) What can one person do?	Interrogative
(6) We have made progress.	Assertive
(7) How utterly we have failed our children!	Exclamatory
(8) What a big challenge it is!	Exclamatory

##### \* Q. 2. Rewrite the following sentences as Assertive sentences (statements) :

- (1) Why didn't you come earlier?

**Ans.** You should have come earlier.

- (2) How frightened their eyes look!

**Ans.** Their eyes look very frightened.

- (3) How angry it makes me!

**Ans.** It makes me very angry.

- (4) Should I accept such shackles of slavery?

**Ans.** I should not accept such shackles of slavery.

- (5) What can one person do?

**Ans.** One person cannot do much.

##### \* Q. 3. Match the sentences given in Part A with the sentences given in Part B :

(The answers are given directly.)

Passive Voice	Active Voice
(1) He was kidnapped by an extremist militia.	(c) An extremist militia kidnapped him.
(2) The child was forced to kill his friends and family.	(b) They forced the child to kill his friends and family.
(3) This can be done by us.	(a) We can do this.

#### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

##### (A) A1. Do as directed (Simple Activities) :

- (1) Write two compound words of your own.

(2) Pick out an infinitive from the lesson and use it in your own sentence.

\* (3) Find out five hidden words from the given word : intergovernmental.

(4) Use the following phrase in your own sentence : in small groups

(5) Spot the error and rewrite the correct sentence :

Let us made no mistake, great challenges still remain.

**(6) Identify the type of sentence :**

We have utterly failed our children in imparting education.

**(7) Write the following words in alphabetical order :**

invisibility, innocence, deliberations, expenditure

**(8) Write the present and past participles of a verb where the last letters are doubled :**

**(9) Complete the word chain using nouns from the lesson :**

shackles → s...e. → e...e. → e...e. → e...n

**Ans.**

(1) classroom, motherland.

(2) to teach : Someone needs to teach her what is right and wrong.

(3) intergovernmental : governmental, meant, government, internal, train

(4) The hikers waited in small groups at the base camp.

(5) Let us make no mistake, great challenges still remain.

(6) Assertive sentence

(7) deliberations, expenditure, innocence, invisibility,

(8) plot : plotting, plotted.

(9) shackles → sense → expense → essence  
→ education

**A2. Do as directed (Medium Level Activities) :**

(1) Use the following word and its homophone in two separate sentences : peace

(2) Prepare a word register of 4 abstract nouns from the lesson.

(3) Begin the sentence with : Our inaction...

*(Nov. '20)*

Children are questioning our inaction.

**Ans.** (1) (i) We said a prayer for world peace.  
(ii) We are missing one piece of the jigsaw puzzle.

(2) Abstract nouns : knowledge, justice, compassion, prosperity, slavery, liberty, violence, peace.

(3) Our inaction is being questioned by children.

**(B) Do as directed (Challenging Activities) :**

(1) Use both the given words in a single meaningful sentence : privilege, progress.

**(2) Analyse the sentence :**

I refuse to accept that all the laws and constitutions, police and judges, are unable to protect our children.

**Ans.** (1) Today, we have the privilege of witnessing the progress our country is making.

**(2) Complex Sentence :** I refuse to accept – Main Clause; that all the laws and constitutions, police and judges, are unable to protect our children – subordinate noun clause.

**WRITING SKILLS**

**Q. Imagine your school invites Malala to preside over Children's Day celebration programme. Draft a welcome speech for this guest of honour. Gather information about her from the Internet or your school library.**

**While drafting a speech, the following things should be kept in mind :**

(1) Greeting and salutation  
(2) Self introduction and introduction of the topic  
(3) A catchy thought/piece of news/short episode to start with

(4) Body of the speech supported with related examples and episodes

(5) Conclusion  
(6) Thanking the audience

**Ans. A Welcome Speech**

Honorable Chief Guest, respected Principal, teachers and my dear friends,

A pleasant good morning to you all. I am Ananya Iyer, the Cultural Secretary of our school. Today, on Children's Day, I have the pleasure and privilege of welcoming an eminent personality, Ms. Malala Yousafzai, as our Guest of Honour. Ms. Yousafzai is a Pakistani activist who took up the cause of female education and fought for it with a missionary zeal. She is the youngest Nobel Prize laureate. She is known for human rights activities, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan.

On 9 October 2012, while on a bus in the Swat District, Ma'am Yousafzai and two other girls were shot by a Taliban gunman in an assassination attempt in retaliation for her activism. Ma'am Yousafzai was hit in the head with a bullet and remained

unconscious and in a critical condition. Following her recovery, she became a prominent voice for the right to education. She founded the Malala Fund, a non-profit organisation and in 2013 co-authored *I am Malala*, an international best seller. In 2012, she was the recipient of Pakistan's first National Youth Peace Prize and the 2013 Sakharov Prize. In 2014, she was the co-recipient of the 2014 Nobel Peace Prize, along with Shri Kailash Satyarthi. Aged 17 at the time, this made her the youngest-ever Nobel Prize laureate. In 2015, Ma'am Yousafzai was a subject of the Oscar-shortlisted documentary *He Named Me Malala*. The 2013, 2014 and 2015 issues of *Time* magazine featured her as one of the most influential people globally.

Ma'am, we are proud and privileged to have you with us today. We hope that your presence will inspire and motivate all of us here to take up issues relating to women and children's rights in earnest. We request you to say a few words to the audience before the inauguration of the function. Thank You.

#### ACTIVITY/PROJECT

**Name any other social activist who has worked/is working earnestly for Child-Welfare. Write about his/her activities.**

Some activists : Malala Yousafzai, Shirin Ebadi, Craig Kielburger, Shantha Sinha, Hillary Clinton, etc.

*(Students can choose any activist of their choice write about his/her activities.)*

◆ ◆ ◆

# 6414132

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## 2.6 SCIENCE AND SPIRITUALITY

(Textbook page 89)

**Introduction :** This is a short narrative about Dr. A. P. J. Abdul Kalam, ex-President of India. It gives a brief idea about the people, experiences, values and beliefs that influenced him. At the core, the write-up throws light on how Dr. Abdul Kalam effortlessly yoked together science and spirituality in his life.

### WARMING UP!

**Q. 1. Get into pairs/groups and match the columns :**

'A'	'B'
(1) Science	(a) The study of the basic nature of knowledge, reality and existence, especially as an academic subject.
(2) Religion	(b) The study of the nature of God and religious belief.
(3) Spirituality	(c) Intellectual and practical activities in a systematic study of the structure and behaviour of the physical and natural world through observation and experiment.
(4) Philosophy	(d) The belief in and worship of a superhuman controlling power – God.
(5) Theology	(e) The quality of being concerned with the human spirit or soul as opposed to material or physical things.

**Ans.** (1) – (c); (2) – (d); (3) – (e); (4) – (a); (5) – (b).

**Q. 2. Given below are some incomplete Quotes. Complete them choosing from the words SCIENCE/RELIGION/SPIRITUAL and make them meaningful :**

*(The answers are given directly and underlined.)*

• SCIENCE without religion is lame; RELIGION without science is blind.

• SCIENCE has outrun our SPIRITUAL power, we have guided missiles, but misguided man.

• On a SPIRITUAL journey, we all have the same destination.

• RELIGION is meant to awaken man's love for his Source – God !

• RELIGION provides a means of connecting with the Creator of Heaven and Earth, in the language of your heart and soul.

• SCIENCE is a beautiful gift to humanity; we should not distort it.

**Q. 3. What's the difference between science and technology? Discuss in pairs and tell your answer to the class :**

**Ans.** We generally assume that science and technology mean almost the same thing. However, there is a difference. The goal of science is the pursuit of knowledge for its own sake while the goal of technology is to turn the scientific knowledge into industrial and commercial use. Simply put, technology is the practical application of science.

**Q. 4. Do you think that science and faith are both important in our lives? Why? Discuss in your group and give a small presentation in front of the class :**

**Ans.** Yes, both science and faith are important in our lives. There is no contradiction between the two. Both genuinely seek the truth. Science explores the truth about the material and physical world. Faith introspects on the spiritual aspects including the Self and the Creator. Science helps us understand the physical structure of the universe, while faith deals with human values and morals. Both complement each other. In the words of Einstein, 'Science without religion is lame; religion without science is blind.'

**Q. 5. We need science :**

- to understand the latest technology
- to know about the physical world and our universe

**We need faith :**

- to enable our spirits to soar high
- to have hope and to believe in a reason for our existence

**Q. 6. Refer to a dictionary to find out the meanings of the following words :**

\* Spiritual • Spirituality • Spiritualism • Spiritualist

**Ans.** • **Spiritual** – relating to or affecting the human spirit or soul, as opposed to material or physical things

• **Spirituality** – the quality of being concerned with the human spirit, or soul, as opposed to material or physical things

• **Spiritualism** – a system of belief or religious practice based on supposed communication with the spirits of the dead, especially through mediums

• **Spiritualist** – an advocate of the doctrine that the spirit exists as distinct from matter, or that spirit is the only reality

### READING SKILLS, VOCABULARY AND GRAMMAR

*(Note : Some Wh questions from the textbook are converted into activity-based questions)*

#### PART I

**Q. 1. Read the following passage and do the activities :**

##### A1. Simple Factual Activity :

State whether the statements are True or False : (The answers are given directly and underlined.)

- (a) It is necessary for science and faith to function true to their roles. Ans. True
- (b) Kalam's status as a great scientist is in dispute. Ans. False
- (c) Both fact and faith are required for a better world. Ans. True
- (d) There is never any conflict between believers in science and believers in religion. Ans. False

##### PASSAGE - 1 (Textbook page 90)

We often witness conflict between two .....  
..... for the betterment of humanity.

**Glossary :** **conflict** – a situation in which there are opposing demands or ideas and a choice has to be made between them. **indisputable** – unable to be challenged, denied or doubted. **co-exist** – to live together at the same time and the same place, agreeably and peacefully. **focus** – the centre of interest or activity. **conceive** – to form or devise (an idea or plan) in the mind. **perspective** – view, particular attitude towards something. **impact** – to have a marked effect or influence. **vital** – absolutely necessary or essential. **accelerates** – makes something happen sooner or faster. **curbs** – controls, keeps something within limits.

##### A2. Complex Factual Activities :

\* (1) Match the words in Column 'A' with associating words given in Column 'B' :

'A'	'B'
(1) Science and faith	(a) Created by fact and faith
(2) Science	(b) Success of societies
(3) Better Planet	(c) Betterment of humanity
(4) Creations and Discoveries	(d) Believers of science and religions
(5) Conflict	(e) Solves questions, discovers truth, conceives inventions

**Ans.** (1) Science and faith – Success of societies

(2) Science – Solves questions, discovers truth, conceives inventions

(3) Better Planet – Created by fact and faith

(4) Creations and Discoveries – Betterment of humanity

(5) Conflict – Believers of science and religions

\* (2) Why do science and faith have to go hand in hand ?

**Ans.** Science and faith must go hand in hand for the sake of human good. Science provides focus on human activities while faith gives one a perspective, which is essential for success.

##### A3. Activities based on Vocabulary :

(1) From the passage pick out one word for each of the following : Ans.

- \* (a) increase the speed Ans. accelerate  
\* (b) point of view Ans. perspective  
(c) keeps something within limits Ans. curbs  
(d) unable to be challenged or doubted Ans. indisputable

##### (2) Write the noun forms of :

- \* (a) combine (b) create (c) coexist (d) solve  
(e) discover (f) conceive (g) accelerate.

**Ans.** (a) combine – combination

(b) create – creation

(c) coexist – coexistence

(d) solve – solution

(e) discover – discovery

(f) conceive – conception

(g) accelerate – acceleration.

##### A4. Activities based on Contextual Grammar :

- (1) Faith provides perspective.

*(Rewrite beginning with 'Perspective').*

**Ans.** Perspective is provided by faith.

(2) Write whether the predicates in the following sentences have an object/a complement/an adverbial :

(The answers are given directly and underlined.)

- Ans.** (a) This is indisputable. complement  
(b) Science provides focus. object  
(c) They will work together. adverbial

(3) Fill in the blanks with suitable prepositions :

(The answers are given directly and underlined.)

**Ans.** Conflict often arises between people who believe in science and people who believe in religion.

#### A5. Personal Response :

\*(1) Write in your own words what the following expression conveys in the context it occurs in the passage.

Faith and fact can, together, create a better planet.

**Ans.** If people have belief in a greater power as well as understand the truth of things that exist around them, this world will become a better place for all of us to live in harmony.

(2) Which, according to you, is more important for our planet to survive – science or religion? Give your reasons in brief.

**Ans.** According to me, both are important – science as well as religion. Science provides us with facts that tell us about our planet. Religion educates us about the proper attitude towards all things created on earth. We need both for our planet to survive. Both go hand in hand.

#### Q. 2. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

\*(1) Choose the correct alternative from the given statements :

(The answers are given directly and underlined.)

- (1) Dr. Kalam's father was an imam.  
(a) a teacher (b) a scientist (c) a farmer  
(d) an imam
- (2) Dr. Kalam's friends discussed on science and spirituality.  
(a) science and technology  
(b) discoveries and inventions  
(c) science and spirituality  
(d) community's problems and solutions

(3) According to Dr. Kalam, what is felt more than ever is the need to have a dialogue among cultures, religions and civilizations.

- (a) a laboratory to conduct experiments  
(b) a new technology to find results  
(c) a dialogue among cultures, religions and civilizations  
(d) a dialogue between people of different professions

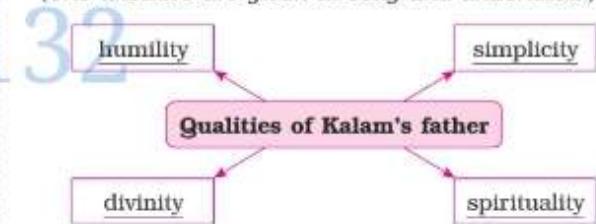
(4) Dr. Kalam's father was a symbol of simplicity and divinity.

- (a) trust and faith (b) simplicity and divinity  
(c) teacher and disciple (d) father and friend
- (5) Spirituality takes care of confusion, misery and failure.

- (a) education, teaching and learning  
(b) science, technology and sci-fi  
(c) confusion, misery and failure  
(d) crime, illiteracy and child labour

(2) Complete the following map :

(The answers are given directly and underlined.)



\*(3) Complete the following based on the passage :

(The answers are given directly and underlined.)

**Ans.** People who touched and influenced Dr A. P. J. Kalam in one way or the other were :

Pakshi Lakshmana  
Reverend Father Bodal  
Shastrigal

#### PASSAGE – 2 (Textbook page 90)

**Dr Kalam's own life was nourished .....**  
..... any kind of confusion, misery or failure.

**Glossary :** **nourished** – improved in quality.  
**recalled** – remembered. **unique** – one of a kind.  
**attire** – clothes, especially fine or formal ones.  
**frank** – honest, sincere. **attribute** – to believe that something was caused or done by somebody or something.

## A2. Complex Factual Activities :

### (1) Complete the following :

(The answers are given directly and underlined.)

Ans.

Pakshi Lakshmana

- was the head priest of the famous Rameshwara temple
- was a Vedic scholar

Reverend Father  
Bodal

- had built the first church on Rameshwara Island

### \*(2) How were different virtues inculcated in Dr Kalam ?

Ans. Dr Kalam inculcated the virtue of humility from his father who was a boatman. He learnt from his father how simplicity and divinity could go together.

### (3) Give evidence from the passage to show that Dr Kalam's father combined the virtues of 'simplicity' and 'divinity'.

Ans. Dr Kalam's father was a boatman. This was the basis for his simplicity. He was also an imam in a mosque and believed strongly in leading a spiritual life. This was the basis of his divinity.

## A3. Activities based on Vocabulary :

### (1) Write from the passage four words that are connected with or related to religions.

Ans. imam, mosque, Hindu, Christian (priest, temple, Vedic, reverend father, church, divinity, spiritual, spirituality)

### (2) Match the words in column 'A' with their meanings in column 'B' :

'A'	'B'
(i) remembered	(a) frank
(ii) honest	(b) misery
(iii) clothes	(c) recalled
(iv) sorrow	(d) attire

Ans. (i) remembered – recalled;  
(ii) honest – frank;  
(iii) clothes – attire;  
(iv) sorrow – misery.

### (3) Write the noun forms of :

- \*(a) solve    \*(b) simple    \*(c) divine  
(d) frank    (e) believe.

Ans. (a) solve – solution    (b) simple – simplicity  
(c) divine – divinity    (d) frank – frankness  
(e) believe – belief.

## A4. Activities based on Contextual Grammar

### (1) Write whether the predicates in the following sentences have an object/a complement/an adverbial :

(The answers are given directly and underlined.)

Ans.

(a) His father was a boatman. complement

(b) Father Bodal had built the first church. object

### (2) Pick out the auxiliaries and state the function :

(a) All three of them used to sit and discuss the community's problems.

(b) Simplicity and divinity could go together.

Ans. (a) used to – past habit

(b) could – possibility.

(3) Even though his father was a boatman, Dr Kalam went on to become the President of India.

(Rewrite using 'yet'.)

Ans. Dr Kalam's father was a boatman, yet he went on to become the President of India.

## A5. Personal Response :

### \*(1) Write in your own words what the following expression conveys in the context it occurs in the text.

Dr Kalam's own life was nourished by multiple faiths.

Ans. This means that the life of Dr Kalam improved in quality because of the discussions he had with people of different faiths, such as the head priest of a temple who was a Vedic scholar, and a Christian priest.

### \*(2) What makes Dr Kalam a humble personality ?

Ans. Even though Dr Kalam was indisputably a great scientist, he had deep faith and supported the cause of the betterment of humanity. This shows that he was indeed a humble personality.

## PART II

### Q. 3. Read the following passage and do the activities :

## A1. Simple Factual Activities :

### \*(1) Complete the following based on the passage :

(The answers are given directly and underlined.)

Ans. People who touched and influenced

Dr A. P. J. Kalam in one way or the other were :

Professor  
Vikram Sarabhai

Reverend Peter Bernard  
Pereira

\* (2) Go through the given statements and say whether you Agree or Disagree with each of them :

(The answers are given directly and underlined.)

- (a) The Space Research set up facility was planned at Allapl, Kerala – Ans. Disagree
- (b) The person who could help and could be co-ordinated with was the Bishop – Agree
- (c) It was quite easy to relocate so many people and destroy religious institutions for the space-research – centre Disagree
- (d) Dr Kalam joined ISRO in 1970 – Disagree

\* (3) What is the significance of the year 1960 as given in the passage?

Ans. 1960 is significant as Dr Kalam joined ISRO that year.

#### PASSAGE – 3 (Textbook page 91)

In the 1960's when Dr Kalam joined ISRO, .....  
..... Fr. Pereira, the then Bishop of the region.

**Glossary :** **fledgling** – new and inexperienced. **interaction** – the ways in which one communicates with or reacts to others. **site** – an area of ground in which a building is constructed. **proximity** – closeness, the quality of being only a short distance away from something else. **roadblock** – something that prevents progress. **relocate** – to move to a new place. **persistence** – continuing firmly in an opinion or action in spite of difficulty or opposition.

#### A2. Complex Factual Activities :

\* (1) Complete the following :

(The answers are given directly and underlined.)

(a) His interactions with the great scientist Professor Vikram Sarabhai and the Reverend Peter Bernard Pereira shaped Dr Kalam's thoughts on religion.

(b) The site in Thumba was selected for building the space research centre due to its proximity to the magnetic equator.

\* (2) Complete the following :

(The answers are given directly and underlined.)

**The major obstacles in getting possession of the Thumba site ...**

- It was the fishing grounds of the Thumba fishermen.
- It had an old church of St. Mary Magdalene.
- It had a Bishop's house and a school, both under the administration of the church.

#### A3. Activities based on Vocabulary :

(1) Write from the passage words that sound the same as :

- (a) grate (b) dew (c) wood (d) hear (e) two (f) sew.

Ans. (a) grate – great (b) dew – due

- (c) wood – would (d) hear – here (e) two – to (f) sew – so.

(2) Pick out from the following words that do not begin with the prefix 're-' :

religion, reverend, religious, research, relocate, region

Ans. religion, reverend, religious, region

(3) Match the phrases with one word from the passage :

'A'	'B'
(i) which is new and inexperienced	(a) proximity
(ii) a place provided for a particular purpose	(b) fledgling
(iii) something that causes delay or obstruction	(c) site
(iv) nearness in space	(d) roadblock

Ans. (i) which is new and inexperienced – fledgling  
(ii) a place provided for a particular purpose – site  
(iii) something that causes delay or obstruction – roadblock

(iv) nearness in space – proximity

#### A4. Activities based on Contextual Grammar :

(1) Professor Sarabhai and his team had selected a site in Thumba, Kerala.

(Pick out the subject of the sentence.)

Ans. Subject – Professor Sarabhai and his team

(2) It was here that he learnt about the true meaning of religious service.

(Frame a question to get the underlined part as answer.)

Ans. Where did he learn about the true meaning of religious service?

(3) It would be impossible to relocate so many people. (Rewrite using 'not'.)

**Ans.** It would not be possible to relocate so many people.

#### A5. Personal Response :

##### (1) What do you learn from this passage?

**Ans.** From this passage, I learn that people belonging to different religions can come together and reach a common understanding to resolve major and sensitive issues. Religious harmony is the theme of this passage.

\* (2) Write in your own words what the following expression conveys in the context it occurs in the text.

But there was a major roadblock.

**Ans.** This expression conveys the fact that something was being planned, but there were serious issues that hindered its progress.

#### Q. 4. Read the following passage and do the activities :

#### A1. Simple Factual Activities :

##### (1) Complete the following :

(The answers are given directly and underlined.)

\*(a) Reverend Father Pereira helped to solve the problem of acquiring the site.

(b) Father Pereira described the Church in three ways : (i) his abode (ii) his children's abode (iii) God's abode.

(2) Go through the given statements and say whether you Agree or Disagree with each of them :

**Ans.**

- |   |                 |
|---|-----------------|
| *(a) Science and spirituality seek the prosperity of human life. -        | <u>Agree</u>    |
| (b) Reverend Pereira absolutely refused to consider Dr Kalam's request. - | <u>Disagree</u> |
| (c) Alternate accommodation was offered only to the fishermen. -          | <u>Disagree</u> |
| (d) Everyone present in the church agreed to Reverend Pereira's plea -    | <u>Agree</u>    |

#### PASSAGE - 4 (Textbook pages 91, 92)

Dr Sarabhai and Dr Kalam approached ..... the church and the Reverend Pereira.

**Glossary :** **abode** – a place of residence, a house. **inquisitive** – eager to know everything. **dais** – a low platform, a stage. **mic** – microphone, mike. **devices** – mechanical or electrical equipment. **diagnose** – to identify the nature of an illness by an examination of the symptoms. **enhance** – to improve the quality or value of something. **pin drop silence** – used to emphasize how quiet a place is when no one is talking. **reverberated** – echoed loudly. **deafening** – (of a noise) so loud as to make it impossible to hear anything else. **alternate** – substitute.

#### A2. Complex Factual Activities :

##### \*(1) Who said to whom and when?

'Can we give up God's abode for such a great scientific mission?'

**Ans.** Reverend Father Pereira said this to the people in the Church, one Sunday. On the previous day, Dr Sarabhai and Dr Kalam had approached him to request the people to give up the church land for the building of a space research centre.

##### (2) Complete the following with the reference to the passage :

(The answers are given directly and underlined.)

##### Benefits of science :

(1) We benefit from the devices that science has developed to light up our homes.

(2) We can talk to a large gathering and be heard using a microphone.

(3) Medical science allows doctors to diagnose and treat patients.

(4) Science and technology enhance the overall comfort and quality of human life.

##### \*(3) Write a short paragraph on Rev. Father Bernard Pereira covering his profession and mentioning his personality traits with examples.

**Ans.** Rev. Father Bernard Pereira was the bishop of the region which includes the church in Thumba, Kerala. He was a person who immediately understood the dilemma of Dr Kalam and Professor Sarabhai. He realized that he would have to make a sacrifice in the interests of science. At the same time he could not do this without the approval of his congregation. So he put the concept before the entire gathering in a diplomatic way and got unanimous support for the setting up of the space research centre.

\*(4) How did the Reverend relate and compare the work that he and Dr Sarabhai did for the people?

**Ans.** The Reverend said that Dr Sarabhai was a scientist. We benefit from the devices that science has developed in many ways – in our homes and in the fields of medicine and technology. A priest prays for the peace and well-being of his people. Thus both science and spirituality seek the Almighty's blessing for the prosperity of the human mind and body. In short, both are doing the same job.

#### A3. Activities based on Vocabulary :

(1) Write one word for : **Ans.**

- (a) one who follows a teacher or a leader – disciple  
\*(b) eager to know everything – inquisitive  
\*(c) a place of residence – abode  
\*(d) echoed loudly – reverberated

(2) Write from the passage two words that have almost the same meaning as 'prosperity' :

**Ans.** comfort, well-being

(3) Write from the passage two words that indicate noise.

**Ans.** reverberated, deafening.

\*(4) Write the noun form of advance :

**Ans.** advance – advancement

#### A4. Activities based on Contextual Grammar :

(1) How is it possible?

(Rewrite as an assertive sentence.)

**Ans.** It is not possible.

(2) I am able to talk to you using this mic.

(Rewrite using 'can'.)

**Ans.** I can talk to you using this mic.

(3) The whole church reverberated with the deafening noise of a collective 'amen'.

(Pick out the prepositions.)

**Ans.** with, of

(4) Add question tags :

(a) Vikram and I are doing the same job.

(b) I am able to talk to you using this mic.

**Ans.** (a) Vikram and I are doing the same job, aren't we?

(b) I am able to talk to you using this mic, aren't I?

#### A5. Personal Response :

\*How did the people respond to the appeal made by Reverend Pereira? Would you give the same response?

**Ans.** The people got up and the whole church reverberated with the deafening noise of a collective 'amen'. Yes, if I had been part of the gathering, I too would have joined in with a loud positive response. Considering the importance of the space research centre, I would have been willing to suffer the agony of relocation.

### PART III

#### Q. 5. Read the following passage and do the activities :

#### A1. Simple Factual Activities :

\*(1) Complete the following :

(The answers are given directly and underlined.)

- (a) We can lead a pure life by serving humanity.  
(b) The philosophy of Dr Kalam had an impact on the narrator.

(2) Choose the correct alternatives from the given statements :

(i) How can academic brilliance be diminished?

(a) by disturbance and frustration

(b) by going offtrack

(c) by a coating of dust

(d) by losing focus and seriousness

**Ans.** by losing focus and seriousness

\*(ii) Who had directly influenced Dr Kalam's beliefs?

(a) Professor Satish Dhawan (b) Srijan

(c) God (d) countless great minds

**Ans.** Professor Satish Dhawan

#### PASSAGE – 5 (Textbook page 92)

A few years later, in the early 1980's, ..... learn from countless great minds.

**Glossary :** **launch** – the start of an activity or enterprise. **accomplished** – highly trained or skilled in a particular activity. **brilliance** – exceptional talent or intelligence. **obscuring** – making unclear. **ethical** – relating to moral principles. **took me back** – made me remember. **struck me** – gave me the feeling or idea. **resonated** – echoed, resounded.

#### A2. Complex Factual Activities :

\*(1) Who said the following to whom and when?

"And then God will shine through us."

**Ans.** Professor Satish Dhawan to Dr Kalam when they were talking about academic brilliance.



**\*(2) Complete the following :**

(The answers are given directly and underlined.)

(a) We can remove the impurities obscuring our souls by living pure and ethical lives and by serving humanity.

(b) In 2009, after the narrator graduated, Dr Kalam advised him to use his degree and gold medal to transform the society he lived in.

(c) The narrator, Srijan, realized that through Dr Kalam's words of wisdom he was getting to learn from countless great minds.

**\*(3) Write the significance of the following years, as given in the passage :**

(The answers are given directly.)

1970 → Dr Kalam made his first unsuccessful launch.

1980 → Dr Kalam made his first successful launch.

2009 → The writer graduated from IIMA and met Dr Kalam.

2012 → The writer was discussing with Dr Kalam the number of Ph.D's he (Dr Kalam) had received.

**A3. Activities based on Vocabulary :**

**(1) Match the words in column 'A' with their opposites in column 'B' :**

'A'	'B'
(i) asked	(a) increased
(ii) obscure	(b) impure
(iii) diminished	(c) clear
(iv) pure	(d) responded

**Ans.** (i) asked – responded; (ii) obscure – clear; (iii) diminished – increased; (iv) pure – impure.

**(2) Choose from the following words/phrases that more or less indicate the meaning of the word 'wisdom' :**

humanity, brilliance, ethical lives, academically accomplished, great minds

**Ans.** brilliance, academically accomplished, great minds

**(3) Write the noun forms of :**

- \*(a) liveable (b) responded (c) accomplished
- (d) different (e) clear (f) pure

**Ans.** (a) liveable – life

(b) responded – response

(c) accomplished – accomplishment

(d) different – difference

(e) clear – clarity

(f) pure – purity.

**A4. Activities based on Contextual Grammar :**

**(1)** Academic brilliance is no different from the brilliance of a mirror. (Rewrite without 'no'.)

**Ans.** Academic brilliance is similar to the brilliance of a mirror.

**(2)** God will shine through us.

(Add a question tag.)

**Ans.** God will shine through us, won't He?

**(3)** He had advised me to use my degree and gold medal to transform society. (Pick out the infinitives.)

**Ans.** to use, to transform

**A5. Personal Response :**

\*Write in your own words what the following expressions convey in the context they occur in the text.

**(a)** Only when the dust is removed, does the mirror shine and the reflection becomes clear.

**Ans.** This expression is a comparison between the mind and the mirror. The brilliance of both can be diminished by many factors that act like coatings of dust. However, when that coating is removed, both shine and radiate brilliance.

**(b)** Through his (Kalam's) words of wisdom, I was getting to learn from countless great minds.

**Ans.** This expression first of all conveys the information that Dr Kalam himself was a very well-read person who had acquired his knowledge from innumerable great minds of the past. Further, it conveys that the speaker (Narrator; Srijan) himself received an education from Dr Kalam by association with him.

**Q. 6. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**\*(1) Choose the correct alternatives from the given statements :**

**(a)** What was most astonishing about the 102-year-old Swamiji?

*(a) He was a great speaker and orator.*

*(b) He was a great scientist.*

*(c) He was a great admirer of technology.*

(d) He looked as steady and alert as any other youngster.

**Ans.** He looked as steady and alert as any other youngster.

(b) The year 2009 is significant because of :

(a) The invitation extended to Dr Kalam.

(b) The 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji.

(c) The establishment of the free residential education system in Dr Sri Sri Shivakumara Mahaswamiji's ashram.

(d) The discourse given by Dr Sri Sri Shivakumara Mahaswamiji.

**Ans.** The 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji.

**\*(2) What was so remarkable about Dr Sri Sri Shivakumara Mahaswamiji?**

**Ans.** The remarkable aspect about Dr Sri Sri Shivakumara Mahaswamiji was that he had dedicated his life to the service of humanity.

**\*(3) Name the following based on the passage.**  
**The person who touched and influenced the life of Dr APJ Abdul Kalam.**

**Ans.** Dr Sri Sri Shivakumara Mahaswamiji.

**(4) Choose the correct alternatives to the given sentences :**

(The answers are given directly and underlined.)

(1) Dr. Kalam was invited to attend the 102nd birthday celebration of Swamiji.

(a) Swamiji's programme

(b) attend the 102nd birthday celebration of Swamiji

(c) meet Swamiji

(2) Swamiji looked as steady and alert as any other youngster present there.

(a) elder

(b) person

(c) youngster

(3) In Swamiji's Ashram more than nine thousand children are being educated.

(a) nine thousand

(b) nineteen thousand

(c) seven thousand

(4) Dr. Kalam was deeply touched by Swamiji's inner strength.

(a) the birthday celebration

(b) Swamiji's inner strength

(c) Swamiji's Ashram

#### **PASSAGE - 6 (Textbook pages 92, 93)**

**In April 2009, Dr Kalam was invited to attend or perhaps it's genetics? I asked.**

**Glossary :** **remarkable** - worthy of attention, striking. **aspect** - a particular part or feature of something. **touched** - happy and grateful because of what someone has done. **discourse** - a formal talk including a debate. **relevant** - closely connected to what is being done or considered. **queries** - questions. **genetics** - heredity and the variation of inherited characteristics.

#### **A2. Complex Factual Activities :**

**(1) Find evidence from the passage that indicates that Swamiji :**

(a) was dedicated

(b) has inner strength

(c) contributed to the good of the society

(d) was younger than the young generation

**Ans.** (a) Who has dedicated his life to the service of humanity.

(b) Swamiji stood on his feet without any support!

(c) his greatest contribution is the establishment of a free residential education. Swamiji feeds thousands of children.

(d) He looked as steady and alert as any other youngster present there.

**\*(2) Who said to whom and when?**

'I wonder what power Mahaswamiji possesses that keeps him so strong.'

**Ans.** The narrator (Srijan) said this to Dr Kalam while discussing the Mahaswamiji's 102nd birthday celebrations.

**\*(3) Complete the following :**

(The answers are given directly and underlined.)

(a) Mahaswamiji's greatest contribution was the establishment of a free residential education system for more than nine thousand children in the ashram.

(b) The powers that Mahaswamiji possessed which kept him so strong were a balanced diet and a healthy lifestyle or perhaps, genetics.

(d) He looked as steady and alert as any other youngster.

**Ans.** He looked as steady and alert as any other youngster.

(b) The year 2009 is significant because of :

(a) The invitation extended to Dr Kalam.

(b) The 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji.

(c) The establishment of the free residential education system in Dr Sri Sri Shivakumara Mahaswamiji's ashram.

(d) The discourse given by Dr Sri Sri Shivakumara Mahaswamiji.

**Ans.** The 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji.

**\*(2) What was so remarkable about Dr Sri Sri Shivakumara Mahaswamiji?**

**Ans.** The remarkable aspect about Dr Sri Sri Shivakumara Mahaswamiji was that he had dedicated his life to the service of humanity.

**\*(3) Name the following based on the passage.**  
**The person who touched and influenced the life of Dr APJ Abdul Kalam.**

**Ans.** Dr Sri Sri Shivakumara Mahaswamiji.

**(4) Choose the correct alternatives to the given sentences :**

(The answers are given directly and underlined.)

(1) Dr. Kalam was invited to attend the 102nd birthday celebration of Swamiji.

(a) Swamiji's programme

(b) attend the 102nd birthday celebration of Swamiji

(c) meet Swamiji

(2) Swamiji looked as steady and alert as any other youngster present there.

(a) elder

(b) person

(c) youngster

(3) In Swamiji's Ashram more than nine thousand children are being educated.

(a) nine thousand

(b) nineteen thousand

(c) seven thousand

(4) Dr. Kalam was deeply touched by Swamiji's inner strength.

(a) the birthday celebration

(b) Swamiji's inner strength

(c) Swamiji's Ashram

#### **PASSAGE - 6 (Textbook pages 92, 93)**

**In April 2009, Dr Kalam was invited to attend or perhaps it's genetics? I asked.**

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(a) Mahaswamiji's greatest contribution was the establishment of a free residential education system for more than nine thousand children in the ashram.

(b) The powers that Mahaswamiji possessed which kept him so strong were a balanced diet and a healthy lifestyle or perhaps, genetics.

**\*(4) Complete the following :**

(The answers are given directly and underlined.)

Mahaswamiji  
was unique  
because :

- Only four out of 1 lakh people cross the age of 102.
- At that age he stood on his feet without any support.
- He looked as steady and alert as any other youngster present there.
- He displayed inner strength.
- He stood for half an hour, gave a wise discourse, and then fed thousands of children.

**\*(5) Write a short paragraph on Dr Sri Sri Shivakumara Mahaswamiji covering his profession and mentioning his personality traits with examples.**

**Ans.** Dr Sri Sri Shivakumara Mahaswamiji was a remarkable person. He had dedicated his life to the service of humanity and had established a free residential education system for more than nine thousand children. At the age of 102 he could stand without support, give a wise discourse for half an hour and then go on to feed thousands of children. He looked as steady and alert as any other youngster present there and displayed tremendous amount of inner strength.

**A3. Activities based on Vocabulary :**

**(1) Write the opposites of the following words using prefixes (un-, in-, etc.) :**

- (a) invited (b) remarkable (c) humanity (d) wise.

**Ans.** (a) invited – uninvited

(b) remarkable – unremarkable

(c) humanity – inhumanity (d) wise – unwise.

**(2) Guess the meanings of :**

- \*(i) genetics (ii) googled.

**Ans.** (i) genetics – heredity and the variation of inherited characteristics.

(ii) googled – found out information about the subject on the Google website

**(3) Find out the noun forms of the following from the passage :**

- (a) celebrated ... (b) contribute ...  
(c) educate ... \*(d) strong ...

**Ans.** (a) celebrated – celebration

(b) contribute – contribution

(c) educate – education

(d) strong – strength

**A4. Activities based on Contextual Grammar :**

**(1)** This display of inner strength touched Dr Kalam deeply. (Rewrite beginning 'Dr Kalam ...'.)

**Ans.** Dr Kalam was deeply touched by this display of inner strength.

**(2)** How many of these four would be able to stand tall for half an hour?

(Rewrite as an assertive sentence.)

**Ans.** Not many of these four would be able to stand tall for half an hour.

**(3)** I had googled the subject beforehand.

(Identify the tense of the sentence.)

**Ans.** Past perfect tense

**(4)** We were discussing this unusual birthday party. (Add a question tag.)

**Ans.** We were discussing this unusual birthday party, weren't we?

**A5. Personal Response :**

**What measures will you take to keep yourself physically and mentally fit?**

**Ans.** To keep myself physically fit, I will take good care of my diet and eat only healthy foods. I will exercise regularly. To keep myself mentally fit, I will try to have a positive attitude towards life, be cheerful and happy and help others.

**Q. 7. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Fill in the blanks :**

(The answers are given directly and underlined.)

(a) Dr Kalam observed great tranquillity in Swami Sivananda.

(b) Dr Kalam's father believed in the value of giving back.

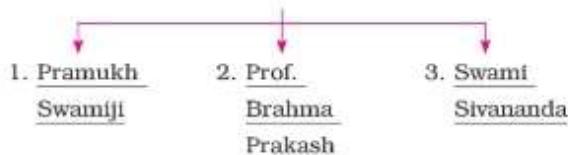
(c) Mahaswamiji gives education to famished minds, food to famished bodies.

\*(d) The essence of a happy life and a peaceful society lies in one sentence – 'What can I give'.

\*(2) Complete the following based on the passage :

(The answers are given directly and underlined.)

The people who touched and influenced Dr APJ Kalam in one way or the other were :



#### PASSAGE - 7 (Textbook pages 93, 94)

Dr Kalam sat contemplating deeply. .... one sentence - **What can I give?**

**Glossary :** **contemplating** - thinking deeply and at length. **tenet** - a principle or belief. **tranquillity** - peace, calmness. **espoused** - gave support to. **ethos** - characteristic spirit of a culture or era. **famished** - hungry. **munificence** - generosity. **fuels** - (here) adds to the energy of.

#### A2. Complex Factual Activities :

(1) Complete the following table :

(The answers are given directly and underlined.)

Name of person	Values
(a) Pramukh Swamiji	goodness of action
(b) Professor Brahma Prakash	need for living a pure and ethical life
(c) Father Pereira and Dr Sarabhai	selflessness in service
(d) Swami Sivananda	tranquillity
(e) Dr Kalam's father	simplicity, the value of giving back
(f) Mahaswamiji	munificence, spirit of giving.

\*(2) Choose the correct alternative :

(The answers are given directly and underlined.)

While swimming in silence at the shores of Mahapragyaji, Dr Kalam had gathered the sands of conscience.

- (a) beautiful seashore (b) tree lined benches  
(c) sands of conscience (d) beautiful sunset

#### A3. Activities based on Vocabulary :

(1) Rearrange the letters to form sensible words :

Ans.

- (a) y e s f i l l e t = lifestyle  
(b) s c e n e c o i n c = conscience

(2) From the lesson write one word for :

Ans.

- (a) giving away much to the needy munificence  
(b) the basic idea of something essence

(3) Complete the following choosing from the words/phrases given below :

(moral sense of right and wrong, purity, characteristic spirit of a culture, principle or belief, simplicity, peace, generosity, spirituality)

(The answers are given directly and underlined.)

- (a) A tenet is a principle or belief.  
(b) Conscience is a moral sense of right and wrong.  
(c) Ethos is the characteristic spirit of a culture.  
(d) Tranquillity is peace.

(4) Write the noun forms of :

- (a) tranquil (b) pure  
(c) settle (d) final.

Ans. (a) tranquil - tranquillity  
(b) pure - purity  
(c) settle - settlement  
(d) final - finality.

#### A4. Activities based on Contextual Grammar :

(1) In giving so much, he becomes strong.

(Rewrite using 'because'.)

Ans. He becomes strong because he gives so much.

(2) His munificence fuels his strength.

(Rewrite beginning with 'His strength ...'.)

Ans. His strength is fuelled by his munificence.

#### A5. Personal Response :

(1) What was the secret of Mahaswamiji's fitness even at the age of 102 years?

Ans. Mahaswamiji was a remarkable man. He lived with the belief of giving selflessly to famished minds and bodies. By giving, he himself became stronger. His spirit of generosity increased his strength and kept him standing tall and active in life.

\* (2) Write in your own words what the following expression conveys in the context that it occurs in the text.

He gathered the sands of conscience to be our guide, our best friend.

**Ans.** These words convey the idea that Dr Kalam realized that our own conscience is our guide and best friend.

#### **Q. 8. Read the following passage and do the activities :**

##### **A1. Simple Factual Activity :**

###### **Fill in the blanks :**

(The answers are given directly and underlined.)

(1) Dr Kalam's message made an impact on the writer because of its gravity and the challenge it posed became his silent motivation.

(2) The truth of humanity lies in the answer to the question 'What can I give?'

##### **PASSAGE - 8 (Textbook page 94)**

Turning to me, he asked, .....

..... The answers will be astounding.

**Glossary :** circumspectly – thinking carefully before reacting. indiscriminately – done at random and without careful thought or judgement. inequity – lack of fairness or justice. thriving – prospering and growing. gravity – seriousness, great importance. motivation – a reason for acting or behaving in a certain way. combat – to take action to reduce or prevent (something bad or undesirable). degradation – the condition or process of devaluing or destroying something. astounding – surprisingly impressive or notable.

##### **A2. Complex Factual Activities :**

###### **(1) Complete the following :**

(The answers are given directly and underlined.)

\*(1) To keep this planet liveable and the human race thriving, we have to replace this attitude of 'what can I take' with the goodness of 'what can I give'.

(2) Dr Kalam tried to combat corruption, environmental degradation and social evils.

###### **\* (2) What makes society corrupt and unfair?**

**Ans.** Society becomes corrupt and unfair when humans think they can take indiscriminately from the environment and destroy it or when they think only of what they can take from other humans.

\* (3) Which question inspires humanitarianism?

**Ans.** The question 'What can I give' inspires humanitarianism.

(4) Complete the following with words from the passage :

(The answers are given directly and underlined.)

The 'what can I take' attitude is responsible for ...

- corruption
- inequity
- environmental degradation
- social evils

##### **A3. Activities based on Vocabulary :**

###### **(1) From the passage write one word for :**

(The answers are given directly and underlined.)

- (a) without making a difference : indiscriminately
- (b) in a cautious way : circumspectly

(2) Complete the following with suitable words from the passage :

(The answers are given directly and underlined.)

(a) The process of destroying the quality of something is called degradation.

(b) If something in society is not fair or equal, it is known as inequity.

##### **A4. Activities based on Contextual Grammar :**

###### **(1) Pick out the adverbs :**

circumspectly, indiscriminately, inequity, gravity.

**Ans.** circumspectly, indiscriminately

(2) Write what the underlined auxiliaries indicate :

(a) What can I give?

(b) We have to replace this attitude ...

**Ans.** (a) can – ability, possibility

(b) have to – obligation, compulsion.

(3) The gravity of the message struck me.

(Rewrite in the passive voice.)

**Ans.** I was struck by the gravity of the message.

##### **A5. Personal Response :**

\* (1) Why is there an urgent need to replace 'What can I take' with 'What can I give'?

**Ans.** There is an urgent need to replace 'What can I take' with 'What can I give' for the very survival of humanity. Unless we realize the gravity of the message, this planet will become a hub of environmental

degradation, social evils, inequity and corruption. If we do not take up the challenge, our planet will not be liveable and the human race will not prosper.

**\* (2) Write in your own words what the following expression conveys in the context that it occurs in the text.**

'What can I take?' is the thought which is responsible for all the wrong we see around us.

**Ans.** These words convey the idea that when people think only in terms of what they can get from others, it leads to every possible illegal or bad behaviour.

**(3) What answers do you get when you ask yourself the question 'What can I give'?**

**Ans.** When I ask myself the question 'What can I give', I get the answer that I can 'give' my talents, my proper moral attitudes, my efforts in the service of others, financial help according to my means ...

*(Students can add their own points.)*

#### **LANGUAGE STUDY ACTIVITIES**

**(based on Vocabulary and Grammar)**

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### **(A) A1. Do as directed (Simple Activities) :**

**\* (1) Punctuate the following sentences to make them meaningful :**

**(Note : 1 sentence will be asked in the activity sheet.)**

(1) dinesh took a bus that stopped at nanded railway station after crossing somvar peth

(2) dr a p j abdul kalam was the past president of india by the way he was a great scientist orator and a humanitarian

(3) nouns are of different types common proper abstract concrete material

(4) what a lot of noise you all make said the teacher cant you keep quiet for a while

(5) wow how lovely that cake looks they said we cant wait to eat it

**(2) Spot the errors and rewrite the sentence correctly :**

We discussing the number of Ph.D's Dr Kalam received.

**\* (3) Arrange the following words in alphabetical order :**

inventions, indisputable, interactions, inequity, institutions, inquisitive, indiscriminately.

**(4) Identify the type of sentence :**

Within a year he wants to build scientific facilities near the sea coast.

**(5) Rearrange the letters to form two sensible words :**

(1) i c e g e n t s

(2) f u n m i n e e i c e

**(6) Make a meaningful sentence using the phrase:**

to come full circle.

**(7) Pick out the gerund from the following sentence : (March '20)**

This attitude of taking destroys families.

**(8) Write two smaller words hidden in the given word : perspective**

**(9) Complete the following word chain with words from the lesson :**

church, .....e,

.....q....., .....s.

.....l....., .....m.

.....u.....

**Ans.**

(1) (1) Dinesh took a bus that stopped at Nanded railway station after crossing Somvar Peth.

(2) Dr A P J Abdul Kalam was the past President of India. By the way, he was a great scientist, orator and a humanitarian.

(3) Nouns are of different types : common, proper, abstract, concrete, material.

(4) "What a lot of noise you all make!" said the teacher, "Can't you keep quiet for a while?"

(5) "Wow! How lovely that cake looks!" they said, "We can't wait to eat it."

(2) We were discussing the number of Ph.D's Dr Kalam had received.

(3) indiscriminately, indisputable, inequity, inquisitive, institutions, interactions, inventions

(4) Assertive Sentence

(5) (1) genetics (2) munificence

(6) It is first January, the year has come full circle.

- (7) **Gerund** : taking  
 (8) **perspective** : price, respect (spice, spite)  
 (9) church, house, equator, religious, scientist, team, mic, culture

**A2. Do as directed (Medium Level Activities) :**

(1) Write a word that sounds the same as 'there' and make a sentence.

(2) Prepare a word register of eight words for the word 'house'.

(3) Rewrite beginning with the underlined part.

His team had selected a site in Thumba.

**Ans.**

(1) **Homophone** : there – their

**Sentence** : They wanted admission for their child.

(2) **House** : apartment, residence, abode, dwelling, home, habitation, domicile, lodging, settlement

(3) A site in Thumba had been selected (by his team).

**(B) Do as directed (Challenging Activities) :**

(1) Underline the modal auxiliary and state its function :

They must have come full circle.

(2) Use the word 'benefit' as a noun as well as a verb in sentences.

**Ans.**

(1) They must have come full circle.

**Function** : past certainty.

(2) (a) The changes in the timetable were for the benefit of the students. (noun)

(b) The bonus will benefit our family in many ways. (verb)

**ENGLISH WORKSHOP**

(Activities based on the complete lesson)

**Q. 1. Match the connectors with reference to part I, II, III respectively. Make sentences of each of these connectors.**

No	Word		Connector
1.	government	(a)	person
2.	betterment of	(b)	curbs
3.	pure and ethical	(c)	degradation
4.	community's	(d)	launch
5.	religious	(e)	dialogue
6.	astonishing	(f)	silence
7.	technological	(g)	motivation

8.	frank	(h)	aspect
9.	social	(i)	life
10.	faith	(j)	centre
11.	inquisitive	(k)	officials
12.	academic	(l)	problems
13.	environmental	(m)	humanity
14.	pin-drop	(n)	service
15.	alternate	(o)	bodies
16.	remarkable	(p)	evils
17.	silent	(q)	advancement
18.	famished	(r)	brilliance
19.	unsuccessful	(s)	accommodation
20.	space-research	(t)	discipline

**Ans.** (1) Some government officials came to our village to inspect the sanitary conditions.

(2) Gandhiji's efforts were for the betterment of humanity.

(3) The hermit was revered for living a pure and ethical life.

(4) We formed a core team to look into the community's problems.

(5) We need religious discipline in order to develop a clear conscience.

(6) The most astonishing aspect of this great king's personality is his humility.

(7) The district required more skilled manpower for technological advancement.

(8) The teacher had a frank dialogue with the youth about his drug problem.

(9) He left his good secure job in order to dedicate himself to social service.

(10) In order to make progress, people should avoid conservative faith curbs.

(11) To be a good detective, one must basically be an inquisitive person.

(12) All through his school and college days he displayed academic brilliance.

(13) Plastics are major contributors to environmental degradation.

(14) There was pin-drop silence when the sad news was announced.

- (7) **Gerund** : taking  
 (8) **perspective** : price, respect (spice, spite)  
 (9) church, house, equator, religious, scientist, team, mic, culture

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They must have come full circle.

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(2) (a) The changes in the timetable were for the benefit of the students. (noun)

(b) The bonus will benefit our family in many ways. (verb)

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5.	religious	(e)	dialogue
6.	astonishing	(f)	silence
7.	technological	(g)	motivation

8.	frank	(h)	aspect
9.	social	(i)	life
10.	faith	(j)	centre
11.	inquisitive	(k)	officials
12.	academic	(l)	problems
13.	environmental	(m)	humanity
14.	pin-drop	(n)	service
15.	alternate	(o)	bodies
16.	remarkable	(p)	evils
17.	silent	(q)	advancement
18.	famished	(r)	brilliance
19.	unsuccessful	(s)	accommodation
20.	space-research	(t)	discipline

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(11) To be a good detective, one must basically be an inquisitive person.

(12) All through his school and college days he displayed academic brilliance.

(13) Plastics are major contributors to environmental degradation.

(14) There was pin-drop silence when the sad news was announced.

(15) The owner was provided alternate accommodation until his flat was renovated.

(16) Lal Bahadur Shastri was a remarkable person.

(17) Our inner beliefs should be the silent motivation to do good to others.

(18) The communal kitchen is a great boon to famished bodies.

(19) At the first attempt it was an unsuccessful launch.

(20) ISRO is a space research centre in Bengaluru.

**Q. 2. Say whether the predicates in the following sentences have an object/a complement/an adverbial :**

**Ans.**

(1) There was <u>silence</u> .	Complement
(2) Alexander Bell invented <u>the telephone</u> .	Object
(3) They have <u>a holiday</u> .	Complement
(4) The dancer danced <u>gracefully</u> .	Adverbial
(5) The milkman comes <u>daily</u> .	Adverbial
(6) The hostess served <u>tea</u> .	Object
(7) The kite soared <u>upwards</u> .	Adverbial

**Q. 3. Copy the first paragraph on page 92 of the textbook in your notebook carefully. Encircle all the punctuation marks with a coloured pencil/pen :**

(Students attempt this in their notebooks.)

### WRITING SKILLS

**Note :** Some of the textual questions given here may not be the part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. Draft a speech that you would give at your school Assembly convincing junior students that the secret of true happiness lies in Giving and Sharing more than in Receiving and Taking.**

**Ans.** Friends,

It is through experience I have learned that 'As you give, so you live'.

There was a time in my life when I only wanted things. I was happy only when I received gifts. My main goal in life was to take as many things from others as I could.

But then one day, on the way to market, I saw a beggar boy running along the road. In his hand he held a loaf of bread. He ran to his mother, who was lying on the sidewalk. He sat next to her and started feeding her. It touched me deeply that this boy who must have been hungry himself, found greater joy in feeding his famished mother.

From that day onwards I started giving things to others. If I had two pens and someone wanted one, I would give it to him or her. I asked my mother to give my old clothes to a poor child from a nearby slum. For my birthday celebrations, instead of having a party, I went along with my mother to the temple and fed a line of beggars.

Giving things to others brings me great joy and happiness. Receiving something gives temporary satisfaction. But reaching out to others and seeing them smile, sharing things with others and making it worthwhile – these are far more precious than any other personal possessions.

Thank you.

**Q. 2. Divide your class in two groups and have a debate on the topic : Science and Spirituality can go hand in hand.**

**Ans. For (view) :**

Both science and spirituality study aspects of our world. Both require mental discipline. Both require belief in certain axioms and truths. Hence both are valid. Science is the body. Spirituality is the mind. Science explores the creations of God. Spirituality delves into the nature of God. Both are two sides of the same coin. Both complement each other.

It is inevitable therefore that science and spirituality go hand in hand.

**Against (counterview) :**

Science requires factual knowledge. It is a component of millions of physical laws. Spirituality is a free bird that soars on the wings of personal belief. It does not require proof. Only faith. How then can they be considered to be on the same plane? One is concrete; the other abstract. In order to draw upon spirituality, one may conjure up any image in the mind

and be satisfied. Science seeks explanation in logical reasoning based upon unlimited past experiences and developed into a truth by considering experiment after experiment.

The two are poles apart and cannot go hand in hand.

**Q. 3. Write a short paragraph on Dr A. P. J. Kalam covering up his profession and personality traits with examples :**

**Ans.** Dr A. P. J. Kalam was the son of an imam, a simple fisherman. He was born in Rameswaram on 15 October 1931. He went on to become the 11th President of India from 2002 to 2007. He was widely acclaimed as the 'People's President'. He was particularly fond of children and youth and made himself approachable to them at all times.

He was a student of Physics and aerospace engineering. He was a scientist and science administrator mainly at the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO) for nearly four decades. He was intimately involved in India's civilian space programme and military missile development efforts. He is famous as the Missile Man of India for his work on the development of ballistic missile and launch vehicle technology. He also played a pivotal

organisational, technical, and political role in India's Pokhran-II nuclear tests in 1998, the first since the initial nuclear test by India in 1974.

He was the recipient of several prestigious awards, including the Bharat Ratna in 1997, India's highest civilian honour.

Amongst his writings, the most famous are 'Transcendence : My Spiritual Experiences with Pramukh Swamiji', and 'India 2020'.

While delivering a lecture at the Indian Institute of Management, Shillong, Kalam collapsed and died from an apparent cardiac arrest on 27 July 2015, aged 83. Thousands including national-level dignitaries attended the funeral ceremony held in his hometown of Rameswaram, where he was buried with full state honours.

**PROJECT**

**Read Dr A. P. J. Kalam's 'Wings of Fire' and 'Ignited Minds', very renowned books, and find out the following :**

- Subject of the book
- Special features of the book
- Teachings/learnings/moral/message of the book
- Your own opinion/idea/comments on the book.

*(Students attempt this as project work.)*



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.





### 3.1 NIGHT OF THE SCORPION

(Textbook page 100)

**Introduction :** This poem by Nissim Ezekiel throws light on superstitions and some of the traditional practices followed by people. Above all, it shows the selfless love of a mother who endures the suffering of a scorpion bite and is yet relieved at the thought that the scorpion spared her children.

#### WARMING UP!

**Q. 1. Discuss in pairs and make a list of superstitions that you know :**

(The answers are given directly.)

**Ans.**

Superstition	What it implies
(1) Walking under a ladder	Brings bad luck.
(2) Smashing a mirror	Brings seven years of bad luck.

Superstition	What it implies
(3) A black cat crossing your path	A bad omen.
(4) Twitching of the eye	Brings bad luck.
(5) Sweeping your house after sunset	Goddess Lakshmi will walk out.
(6) Going near a peepal tree at night	The ghosts will kill you.
(7) Putting a black dot on your child's face	Will ward off the evil eye.

**Q. 2. Brainstorm what you know about scorpions. Use the points given below :**

**Ans.**

**How they attack :** either crush their prey or inject it with venom; or they attack using their pincers to hold down the prey; then they sting it. If you step on a scorpion it will sting you straight away.

**Where they live :** found on all continents except Antarctica; live everywhere except in very cold places; hide under logs, rocks, clutter, trees and sand; also live in burrows.

**Any more information about them :** most people associate them with poisonous stings; however, most of the stings do not present a serious threat and do not even need medical treatment; scorpions have long life-spans; can survive anything—a year without food; they eat anything and glow in the dark.

**Their appearance :** have 8 legs, a pair of pincers and a narrow, segmented tail ending in a venomous stinger.

**Scorpions**

### PARAPHRASE

The poet remembers the night when his mother was stung by a scorpion. It had been raining for ten hours, and to escape the rain the scorpion had crawled beneath a sack of rice.

The scorpion had bitten the poet's mother, and after parting with his poison in the dark room, had gone back into the rain with a devilish flash of his tail.

On hearing the news, the villagers had come like swarms of flies, chanting the name of God a hundred times to stop the activity of the devil, the scorpion.

They had searched for the scorpion with candles and lanterns, throwing huge shadows resembling scorpions on the mud walls of the house. They searched for him, but did not find him. They clicked their tongues to show their frustration and sorrow. They said that with every movement the scorpion made, the poison moved in the victim's blood.

They hoped that the scorpion would sit still. They hoped that the sins of the victim's previous birth would be burned away that night. They prayed that her present suffering would decrease any misfortunes in her next birth. As the sum of all evil is balanced against the sum of good in this unreal world, they hoped that the pain she suffered now would tilt the scale in her favour.

They prayed that the poison would purify her flesh of any desire and her spirit of any ambition. They sat round the floor with the mother in the centre, and there was the peace of understanding on every face. More neighbours came in to help, with more candles and more lanterns. There were more insects, and the rain continued endlessly.

The poet's mother's entire body twisted and turned, as she lay groaning on the mat. The poet's father was a rationalist, a person who believed in reason and knowledge and doubted all things. However, at this time he tried every curse and blessing. He also tried powders, mixtures, herbs, and hybrids. He poured a little paraffin on the bitten toe and lit it with a match. The flame grew bigger and bigger. A holy man performed rites to make the effect of the poison lesser with a magical chant. After twenty hours, it lost its sting.

The poet's mother, at the end, only thanked God that the scorpion had chosen to bite her and spared her children.

### READING FOR UNDERSTANDING AND POETIC DEVICES

(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)

#### Q. 1. Read the following extract and do the activities :

##### A1. Simple Factual Activities :

###### \* (1) Complete the following :

(The answers are given directly and underlined.)

(1) The scorpion was forced to take shelter in the poet's house to escape the heavy rain.

(2) In line no. 3, the word 'him' refers to the scorpion.

(3) To 'paralyse the Evil One' in stanza 3 means to stop the activity of the devil, the scorpion.

(4) 'They' in stanza 4 refers to the peasants who had come to help.

###### (2) Choose the correct option for the following :

(The answers are given directly and underlined.)

(1) The incident in the poem took place in the night.

(a) the morning

(b) the night

(c) the afternoon

(d) the evening

(2) 'The Evil' mentioned in the poem was the scorpion.

(a) the peasant

(b) the God

(c) the scorpion

(d) the mother

(3) The scorpion crawled beneath a sack of rice.

(a) sugar

(b) wheat

(c) corn

(d) rice

(4) The peasants are compared to swarms of flies.

(a) flock of sheep

(b) group of monkeys

(c) swarms of flies

(d) herds of cattle

**EXTRACT - 1 (Textbook page 101)**

I remember the night my mother  
was stung by a scorpion. Ten hours  
of steady rain had driven him  
to crawl beneath a sack of rice.  
Parting with his poison - flash  
of diabolic tail in the dark room -  
he risked the rain again  
  
The peasants came like swarms of flies  
and buzzed the name of God a hundred times  
to paralyse the Evil One.  
  
With candles and with lanterns  
throwing giant scorpion shadows  
on the mud-baked walls  
  
They searched for him : he was not found.  
they clicked their tongues.  
  
With every movement that the scorpion made his poison  
moved in Mother's blood, they said.

**Glossary :** **diabolic** - wicked; having the qualities of the devil. **peasants** - villagers. **paralyse** something - to stop the activity of something. **clicked their tongues** - made a noise with their tongues to indicate frustration, sorrow, sympathy, etc.

**A2. Complex Factual Activities :**

**\*(1) Explain why the poem begins with the poet remembering the night.**

**Ans.** The poem begins with the poet remembering the night because the whole incident that is narrated in the poem was very memorable and took place in the night. It created a strong impression on the poet.

**\*(2) Complete the following table :**

*(The answer is given directly.)*

Background/setting of the poem	
Type	Evidence (Quote lines from the extract)
Rural	(1) 'The peasants came like swarms of flies' (2) 'and buzzed the name of God a hundred times'. (3) 'To paralyse the evil one'. (4) 'With candles and with lanterns' (5) 'on the mud-baked walls' (6) 'His poison moved in Mother's blood, they said.'

**\*(3) From the extract provide evidence for the following : (The answer is given directly.)**

Stages	Evidence (lines from the extract)
(a) the attempts by the peasants to help alleviate the mother's pain.	(1) 'The peasants came like swarms of flies' (2) 'and buzzed the name of God a hundred times to paralyse the Evil One.' (3) 'With candles and with lanterns'
(b) the action of these same peasants to kill the scorpion.	(1) 'they searched for him' (2) 'they clicked their tongues'
(c) evil versus good	'and buzzed the name of God a hundred times to paralyse the Evil One.'

**\*(4) After reading the extract, complete the following table. What happens ?**

**Ans.**

Lines	What is happening
1-17	The scorpion comes into the house to escape the rain and stings the poet's mother. It then braves the rain again. The peasants come when they hear the news and search for the scorpion. They click their tongues to show their disappointment. They say that with every movement the scorpion makes, the poison moves in the victim's blood.

**(5) Write the reactions of the people when they knew that the mother was stung by a scorpion.**

**Ans.** When the people knew that the poet's mother was stung by a scorpion :

- (i) The peasants came in swarms to help.
- (ii) They buzzed the name of God a hundred times.
- (iii) They searched for the scorpion with candles and lanterns.

(iv) They clicked their tongues because he was not found.

**A3. Activities based on Poetic Devices :**

**\*(1) Many images of the scorpion contrast in the opening lines of the poem. Find examples of each and add them to the columns below :**

*(The answer is given directly and underlined.)*

**Scorpion****Timid****Dangerous**

- |   |  |
|---|--|
| (1) Hides beneath a sack of rice          | (1) Diabolic tail                      |
| (2) Is afraid of the people and goes back | (2) The Evil One                       |
|   | (3) His poison moved in Mother's blood |

**\*(2) Look at the description of the village peasants. What does the imagery suggest about them? (The answer is given directly.)**

**Imagery****The images****What the images suggest**

- |   |  |
|---|--|
| (1) They came like swarms of flies.                           | (1) They came in very large numbers, a huge crowd of people moving towards the house, like a swarm of flies.                   |
| (2) They buzzed the name of God.                              | (2) They kept repeating the name of God softly and continuously, like the buzzing of bees.                                     |
| (3) They threw giant scorpion shadows on the mud-baked walls. | (3) The lanterns they carried threw shadows on the walls, which looked like huge scorpion shadows to the frightened villagers. |
| (4) They clicked their tongues.                               | (4) They made sorrowful and frightened sounds with their tongues.  |

**\*(3) Pick out an example of Simile from the extract.**

**Ans.** The peasants came like swarms of flies.

The peasants are compared directly to swarms of flies, with the use of the word 'like'.

**\*(4) Pick out an example of Metaphor from the extract.**

**Ans.** 'to paralyse the Evil One'. The scorpion is implicitly compared to the devil.

**\*(5) Pick out examples of Onomatopoeia from the extract.**

**Ans.** (1) 'and buzzed the name of God'

The word 'buzzed' indicates sound.

(2) 'They clicked their tongues.'

The word 'clicked' indicates sound.

**(6) Pick out examples of Alliteration from the extract.**

**Ans.** (1) Parting with his poison-flash

Repetition of the sound of the letter 'p'.

(2) of diabolic tail in the dark room

Repetition of the sound of the letter 'd'.

(3) throwing giant scorpion shadows.

Repetition of the sound of the letter 's'.

**(7) Pick out an example of Antithesis from the extract :**

**Ans.** 'they searched for him : he was not found'

Words having opposite or contradictory meanings 'searched' and 'found' are used in the same line.

**(8) Write down the rhyming words from the stanzas for the following :**

(i) fight (ii) clash

**Ans.** (i) fight-night (ii) clash-flash.

**Q. 2. Read the following extract and do the activities :**

**A1. Simple Factual Activity :**

**Complete the following :**

*(The answers are given directly and underlined.)*

The peasants consoled the mother, saying :

(1) the poison will burn away the sins of her previous birth

(2) her suffering will decrease the misfortunes of her next birth

(3) the evil in this world will be diminished by her pain

(4) the poison will purify her flesh of desire and her spirit of ambition.

**EXTRACT - 2** (Textbook pages 101, 102)

May he sit still, they said  
 May the sins of your previous birth  
 be burned away tonight, they said.  
 May your suffering decrease  
 the misfortunes of your next birth, they said.  
 May the sum of all evil  
 balanced in this unreal world  
 against the sum of good  
 become diminished by your pain.  
 May the poison purify your flesh  
 of desire, and your spirit of ambition,  
 they said, and they sat around  
 on the floor with my mother in the centre,  
 the peace of understanding on each face.  
 More candles, more lanterns, more neighbours,  
 more insects, and the endless rain.

**Glossary :** diminished – lessened; reduced.

**A2. Complex Factual Activities :****\*(1) Complete the following table :**

(The answer is given directly.)

Background/setting of the poem	
Type	Evidence (Quote lines from the extract)
Rural	(1) 'They sat around on the floor with my mother in the centre' (2) 'More candles, more lanterns'.

**\*(2) From the extract provide evidence for the following :** (The answer is given directly.)

Stages	Evidence (lines from the extract)
(a) the attempts by the peasants to help alleviate the mother's pain	(1) May the sins of your previous birth be burned away tonight, they said. (2) May your suffering decrease the misfortunes of your next birth, they said. (3) May the poison purify your flesh of desire, and your spirit of ambition. (4) More candles, more lanterns, more neighbours.

Stages	Evidence (lines from the extract)
(b) civil versus good	(1) May the sum of all evil balanced in this unreal world against the sum of good become diminished by your pain. (2) May the poison purify your flesh of desire, and your spirit of ambition, they said.

**\* (3) After reading the extract, complete the following table. What happens ?**

**Ans.**

Lines	What is happening
18-33	The villagers sympathize with the mother and offer consolation in various ways. They sit round the floor with the mother in the centre. More neighbours come in to help, with more candles and more lanterns.

**A3. Activities based on Poetic Devices :****(1) Pick out examples of Alliteration from the extract :**

**Ans.** (1) 'May he sit still, they said'.

Repetition of the sound of the letter 's'.

(2) 'May the poison purify your flesh'

Repetition of the sound of the letter 'p'.

**(2) Pick out an example of Antithesis from the extract :**

**Ans.** 'May the sum of all evil balanced in this unreal world against the sum of good'

Words having opposite meanings 'evil' and 'good' are placed close for contrast.

**(3) Pick out an example of Repetition from the extract :**

**Ans.** 'More candles, more lanterns, more neighbours'

Repetition of the word 'more' for emphasis.

**Q. 3. Read the following extract and do the activities :****A1. Simple Factual Activity :****Complete the following :**

(The answers are given directly and underlined.)

**\*(1) The mother found relief after twenty hours.**

**(2) All through the ordeal, the poet's mother twisted and groaned in pain.**

### EXTRACT – 3 (Textbook page 102)

My mother twisted through and through,  
groaning on a mat  
My father, sceptic rationalist,  
trying every curse and blessing,  
powder, mixture, herb and hybrid,  
He even poured a little paraffin  
upon the bitten toe and put a match to it.  
I watched the flame feeding on my mother.  
I watched the holy man perform his rites to tame  
the poison with an incantation.  
After twenty hours  
it lost its sting.  
My mother only said  
Thank God the scorpion picked on me  
And spared my children.

**Glossary :** **groan** – a painful sound made in pain or grief. **sceptic** – a person who doubts the truth or value of an idea or belief. **rationalist** – a person who believes in reason and knowledge, rather than opinions and beliefs. **paraffin** – a flammable, waxy material. **rites** – rituals. **incantation** – the chanting of words which claim to have magical powers.

#### A2. Complex Factual Activities :

##### \*(1) Complete the following table :

(The answer is given directly.)

Background/setting of the poem	
Type	Evidence (Quote lines from the extract)
Rural	(1) groaning on a mat (2) trying every curse and blessing, powder, mixture, herb and hybrid (3) I watched the holy man perform his rites

##### \*(2) From the extract provide evidence for the following:

(The answer is given directly.)

Stages	Evidence (lines from the extract)
(a) the reaction of the rational father	My father, sceptic, rationalist, trying every curse and blessing, powder, mixture, herb and hybrid. He even poured a little paraffin upon the bitten toe and put a match to it. I watched the holy man perform his rites to tame the poison with an incantation.

Stages	Evidence (lines from the extract)
(b) the various superstitions versus the scientific	(1) Trying every curse and blessing, powder, mixture, herb and hybrid. (2) He even poured a little paraffin upon the bitten toe and put a match to it. (3) I watched the holy man perform his rites to tame the poison with an incantation.
(c) evil versus good	(1) curse and blessing. (2) tame the poison

\*(3) After reading the extract, complete the following table. What happens?

Ans.

Lines	What is happening
34-48	The father is desperate and though he is a rationalist, he tries all sorts of things to cure the mother. He calls a holy man to perform rites and even pours paraffin on the bitten toe and sets fire to it. After twenty hours the scorpion loses its sting. All that the mother says is that she is thankful to God that the scorpion picked her and spared her children.

#### A3. Activities based on Poetic Devices :

##### \*(1) Pick out an example of Onomatopoeia from the extract.

Ans. 'groaning on a mat'

The word 'groaning' indicates sound.

##### (2) Pick out examples of Alliteration from the extract.

Ans. (1) 'powder, mixture, herb and hybrid'

Repetition of the sound of the letter 'h'.

(2) 'He even poured a little paraffin'

Repetition of the sound of the letter 'p'.

(3) 'I watched the flame feeding on my mother'

Repetition of the sound of the letter 'f'.

##### (3) Pick out an example of Antithesis from the extract :

Ans. 'trying every curse and blessing'

Words having opposite meanings 'curse' and 'blessing' are placed close for contrast.

(4) Pick out an example of Personification from the extract :

Ans. 'I watched the flame feeding on my mother'  
The flame is given the human quality of feeding.

**ENGLISH WORKSHOP**  
(Activities based on the full poem)

**Q. 1. Choose the correct alternative :**

(The answers are given directly and underlined.)

(1) The child is afraid but admires the bravery of his mother.

- (a) the initiative of the peasants
- (b) his father trying every way to cure
- (c) the bravery of his mother

(2) His father and the villagers panic and hastily suggest religious remedies to help.

- (a) to take her to the hospital
- (b) ayurvedic treatment
- (c) religious remedies to help

(3) The poet seems to see the villagers as impractical and almost irritating which suggests that the poet is critical of tradition.

- (a) the poet is critical of caste
- (b) the poet is critical of religion
- (c) the poet is critical of tradition

(4) This is a narrative poem as it tells a story.

- (a) reflective
- (b) imaginative
- (c) narrative

(5) Using the first person gives the feeling that it is told from personal experience.

- (a) personal experience
- (b) public experience
- (c) private experience

(6) The scorpion picked on me. And spared my children depicts selfless and unconditional love of a mother.

- (a) mother's bravery
- (b) mother's endurance
- (c) selfless and unconditional love of a mother

(7) The poem does not have a rhyme scheme, which means the poem is a perfect example of a free verse.

- (a) ballad
- (b) sonnet
- (c) free verse

(8) The poem is titled 'Night of the Scorpion', for in the major part of the poem, the scorpion is the victor.

- (a) the mother remains triumphant at the end
- (b) the scorpion is the victor
- (c) the father succeeds in curing the mother

(9) The peasants chant the name of God to nullify the stinging experience.

- (a) nullify the stinging experience
- (b) praise God
- (c) appease God

(10) The click of tongues reflect their collective response to the predicament.

- (a) individual response
- (b) collective response
- (c) group response

**\*Q. 2. Complete the table showing the qualities of the father and mother giving sufficient evidences from the poem :**

(The answer is given directly.)

Qualities	
Father	Mother
sceptic, rationalist, loving, desperate	patient, long-suffering, brave, self-sacrificing, selfless
<b>Lines as evidence :</b> My father, sceptic, rationalist, Trying every curse and blessing, Powder, mixture, herb and hybrid. He even poured a little paraffin, Upon the bitten toe and put a match to it. I watched the holy man perform his rites to tame the poison with an incantation.	<b>Lines as evidence :</b> My mother twisted through and through, groaning on a mat. My mother only said Thank God the scorpion picked on me and spared my children.

**APPRECIATION OF POEM**

**\*Q. Read the poem. Write an appreciation of the poem with the help of the following points :**

**Note :** The point format given in Appreciation of poem is for easy understanding. However, it is to be written in the form of a paragraph in the examination.

**Point Format**  
(for understanding)

**The title of the poem :** 'Night of the Scorpion'

**The poet :** Nissim Ezekiel

**Rhyme scheme :** written in free verse without any rhyme scheme or metre

**Figures of speech :** Onomatopoeia, Metaphor, Alliteration, Simile, Antithesis, etc.

**Theme/Central idea :** The poet depicts the selflessness and unconditional love of a mother who is stung by a scorpion.

**Paragraph Format**

The poem 'Night of the Scorpion' is written by Nissim Ezekiel. The poem is written in free verse without any rhyme scheme or metre. There are many figures of speech e.g. Onomatopoeia like 'and buzzed the name of God a hundred times'. Here, we feel we can actually hear the buzzing of the prayers of the many peasants. The other figures of speech are Metaphor, Alliteration, Simile, Antithesis, etc.

The theme of the poem is the sense of sacrifice shown by a devoted mother. Even as she suffers the pangs of a scorpion-bite, she thanks God for sparing her children from such an ordeal.

**\*Q. 2. The poet has used various kinds of imagery to create an image which appeals to our senses. Pick out various kinds of imagery and complete the table :**

(The answers are given directly and underlined.)

**Ans.**

Visual imagery appealing to eyes	Tactile imagery (sense of touch)	Sound imagery	Internal sensations, feelings and emotions
(1) Scorpion crawling beneath a sack of rice	(1) <u>I watched the flame</u> feeding on my mother	(1) buzzed the name of God	(1) fear
(2) <u>With candles and lanterns throwing giant scorpion shadows on the mud-baked walls.</u>	(2) Father pouring paraffin on the toe	(2) <u>They clicked their tongues</u>	(2) <u>pain</u>

**WRITING SKILLS**

**Q. Expand the flow-chart given on page 105 of the textbook and write a paragraph in your own words.**

**Ans.** The poet's mother is bitten by a scorpion and is in great agony. She fights the venom of the scorpion

**POETIC DEVICES**  
(Based on full poem)

**\*Q. 1. Match the Figures of Speech with the correct definition :**

Figure of Speech	Definition
(1) Metaphor	(a) The use of the same sound at the beginning of words.
(2) Alliteration	(b) An implied comparison.
(3) Onomatopoeia	(c) A comparison between two different things, especially a phrase, containing the words 'like' or 'as'.
(4) Simile	(d) A word which resembles the sound it represents.

**Ans.** (1) Metaphor – An implied comparison.

(2) Alliteration – The use of the same sound at the beginning of words.

(3) Onomatopoeia – A word which resembles the sound it represents.

(4) Simile – A comparison between two different things, especially a phrase, containing the words 'like' or 'as'.

with the help of her husband and the villagers. She is unable to say anything, but only groans in pain. Finally, the poison is tamed after twenty hours. In the end, the mother thanks God that she has survived the ordeal, and that the scorpion had picked on her and spared her children.

### PROJECT

- Prepare a presentation (on paper or on a PC) as a piece of reference to other students. Make use of the following points :

- (1) **Title page** (Write the title of the poem in decorative letters/font)
- (2) **Introduction of the poet** (Write the name of the poet and give a brief introduction, as given on page 101 of the textbook)
- (3) **The complete poem** (All 48 lines)
- (4) **Learning objectives** (To understand and appreciate an emotional piece of writing, to recognize the use of literary devices, figures of speech, etc.)
- (5) **Style of writing** (This is a narrative poem in the first person, lines of irregular length, free verse—absence of rhyme and metre, enjambment.)
- (6) **Scorpion lines** (Lines 1-7)
- (7) **The peasants** (Their behaviour, their concern for the mother, their superstitions, their prayers)
- (8) **The poet's father** (sceptic, rationalist, anxious, worried)
- (9) **The poet's mother** (brave, patient, selfless, loving)
- (10) **Vocabulary** (simple, easy-to-understand)
- (11) **Credits** (positive aspects) (simple, touching, good imagery)

♦ ♦ ♦

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### 3.2 THE NIGHT I MET EINSTEIN

(Textbook page 107)

**Introduction :** This is a short account of the experience of the narrator when he met Albert Einstein at a party, and how the great physicist gave the narrator a lesson in music.

#### WARMING UP!

##### Q. 1. With your bench-mate prepare a profile of

###### Albert Einstein :

(The answers are given directly.)

###### ALBERT EINSTEIN

\***Profession :** Scientist

\***Field of Science :** Theoretical Physics

\***World famous theory proposed :** Theory of Relativity

\***Awards :** Nobel Prize in Physics (1921), Copley Medal by the Royal Society (1925), Gold Medal of the Royal Astronomical Society (1926), Max Planck medal of the German Physical Society (1929), Prix Jules Janssen (1931)

Royal Astronomical Society (1926), Max Planck medal of the German Physical Society (1929), Prix Jules Janssen (1931)

\***Disability in childhood :** Dyslexia (Asperger's Syndrome, Autism)

\***Books written :** (1) The World as I see it (2) Relativity : The Special and the General Theory (3) The Evolution of Physics (4) The Meaning of Relativity (5) Einstein's Essays in Science (6) Einstein on Peace (7) Why War? (8) Essays in Humanism

##### Q. 2. Look at the pictures of musical instruments and write their names; what the player of the instrument is called and name a famous player of the instrument : (The answers are given directly and underlined.)

Instrument	Name of the Instrument	One who plays the instrument	Famous player
	<u>Tabla</u>	<u>Tabalchi/Tabla player</u>	<u>Zakir Hussain</u>
	<u>Shehnai</u>	<u>Shehnai-vaadak</u>	<u>Ustad Bismillah Khan</u>
	<u>Piano</u>	<u>Pianist</u>	<u>Anil Srinivasan, Ludwig van Beethoven, Frederick Chopin, Franz Liszt</u>
	<u>Drum</u>	<u>Drummer</u>	<u>Sivamani, Ringo Starr, Lars Ulrich, Travis Barker, Max Weinberg, Mick Fleetwood</u>
	<u>Violin</u>	<u>Violinist</u>	<u>Niccolo Paganini, Yehudi Menuhin, Joshua Bell, Karthik Iyer, M. S. Gopalakrishnan,</u>
	<u>Sitar</u>	<u>Sitarist</u>	<u>Ravi Shankar, Vilayat Khan, Nikhil Banerjee, Anoushka Shankar</u>
	<u>Trumpet</u>	<u>Trumpeteer</u>	<u>Louis Armstrong, Miles Davis, Fats Navarro, James Morrison, Phil Driscoll, George Banks, Kishore Sodha</u>

**Q. 3. Separate the words in the columns they belong to :**

(chorus, ballet, melody, swar, kathak, raga, salsa, symphony, mudra, serenade, choreography, tune, audience, tango, allegro, duet, odissi, choir, concert, performance, hip-hop)

Music	Common to both arts	Dance
chorus	salsa	ballet
melody	audience	kathak
swar	concert	mudra
raga	performance	tango
symphony		odissi
serenade		hip-hop
tune		choreography
allegro		
duet		
choir		

### READING SKILLS, VOCABULARY AND GRAMMAR

(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

**\* (1) Complete the following sentences :**

(The answers are given directly and underlined.)

(a) The narrator was not happy about the concert because he did not understand classical music.

(b) When the narrator turned to look at his neighbour he saw a very famous face with a shock of white hair and a pipe.

(c) The entertainment arranged for by the hostess was a concert where everyone would listen to a very good pianist.

**\* (2) What was the writer's reaction to classical music?**

**Ans.** The writer did not understand classical music.

#### PASSAGE - 1 (Textbook page 108)

When I was a very young man .....  
..... shock of white hair and a pipe.

**Glossary :** **dine** – to have dinner. **philanthropist** – a person who helps the poor, especially by giving them money. **hostess** – a woman who invites guests to a social event. **concert** – a performance of music by players or singers. **pianist** – someone who plays the piano. **tone-deaf** – (of a person) unable to hear the difference between high and low notes of music. **piece** – (here) a composition of music for an instrument or a voice. **Bach** – Johann Sebastian Bach, a German organist and composer of the 17th century. **shock** (here) – a thick heavy mass.

#### A2. Complex Factual Activity :

##### Who said to whom?

(The answers are given directly and underlined.)

Statement	Who	To Whom	Effect on the listener
"(a) "We are going to listen to a very good pianist."	The hostess	The narrator	not very happy
(b) "You're fond of Bach?"	A guest at the party (Albert Einstein)	The narrator	wanted to say something ordinary to get out of the situation

#### A3. Activities based on Vocabulary :

**(1) Rewrite the following sentences using the phrases given in the brackets :**

(*to pay attention to, to be fond of, to get out of, shock of hair*)

(The answers are given directly and underlined.)

(a) Sachin was fond of playing cricket.

(b) The teacher asked her students to pay attention to their studies.

(c) The rabbit trapped in the snare was trying to get out of it.

(d) He moved and I saw a shock of hair gleaming in the sun.

**(2) Write one word for :**

- |   |                                 |
|---|---------------------------------|
| *(a) a musical performance in public              | <b>Ans.</b><br>- <u>concert</u> |
| *(b) a lady who invites and looks after guests    | - <u>hostess</u>                |
| (c) a man who helps the poor by giving them money | - <u>philanthropist</u>         |
| (d) one who plays the piano                       | - <u>pianist</u>                |

**A4. Activities based on Contextual Grammar :**

- (1) Chairs were being arranged.

*(Change to the active voice.)*

**Ans.** They were arranging chairs.

- (2) I heard a gentle, but firm, voice saying, "You're fond of Bach?"

*(Rewrite using the indirect form of narration.)*

**Ans.** I heard a gentle, but firm voice asking if (whether) I was fond of Bach.

- (3) I heard everyone clapping, so I realised that the piece was over.

*(Rewrite using 'when/because').*

**Ans.** I realized that the piece was over when/because I heard everyone clapping.

**A5. Personal Response :**

- \*(1) Point out some differences among light music, classical music and folk music.

**Ans.**

Classical music	Folk music	Light music
(1) Based on discipline	(1) Comes from the heart	(1) Pleasant to hear
(2) Strict rules of rhythm and patterns	(2) Voices popular emotions	(2) Does not demand any great attention or effort from the listener

Classical music as well as folk music have light music versions and so do all the other genres.

- (2) Have you ever attended a concert? Write a few lines about it.

**Ans.** Yes, I have attended a concert of Justin Bieber. It was so exciting to see my favourite popstar live on stage and to hear him singing my favourite songs. I was quite ecstatic to be part of a crowd that were equally enthusiastic fans.

**Q. 2. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**Write True or False for the statements :**

*(The answers are given directly and underlined.)*

**Ans.**

- (a) The narrator had heard of Bach.

False

- (b) The narrator's answer displeased Einstein.

True

- (c) The upper room had a gramophone.

True

- (d) The narrator liked the kind of music where he could follow the words.

False

**PASSAGE - 2 (Textbook pages 108, 109)**

**I knew that I must tell this man the truth. .... You can give me an example, perhaps."**

**Glossary :** **gramophone** - a machine for playing recorded music. **nodded** - moved (his) head up and down to indicate agreement. **obviously** - in a way that is easily understood; clearly.

**A2. Complex Factual Activities :**

**(1) Complete the following sentences :**

*(The answers are given directly and underlined.)*

- \*(a) Einstein was surprised to hear that the narrator had never heard any of Bach's music and did not know anything about him.

- (b) The narrator could not understand music because he was tone-deaf.

**(2) Who said to whom? OR Complete the table :**

*(The answers are given directly and underlined.)*

**Ans.**

Statement	Who said	To Whom	Effect on the listener
*(a) "I do not know anything about Bach."	<u>the narrator/ writer</u>	<u>Albert Einstein</u>	<u>The listener looked surprised.</u>
(b) "I like songs that have words."	<u>the narrator/ writer</u>	<u>the old man / Albert Einstein</u>	<u>The listener smiled.</u> <u>obviously pleased.</u>

**\*(3) How were Einstein and the writer different in the way they listened to music?**

**Ans.** Einstein was used to listening to classical music, whereas the writer preferred songs that had

words and the kind of music where he could follow the tune. Einstein had a keen ear for music, but the writer was tone-deaf and so could not understand music.

### A3. Activities based on Vocabulary :

#### \* (1) Pick out words that refer to the following :

(The answers are given directly and underlined.)

(a) a device used to play recorded music :

gramophone

(b) one who is poor at deciphering musical notes :

tone-deaf

#### (2) Write opposites of the words using the prefixes 'dis', 'mis', or 'un':

(The answers are given directly and underlined.)

(a) able × unable, disable

(b) important × unimportant

(c) pleased × displeased

(d) like × unlike, dislike

(e) understand × misunderstand

### A4. Activities based on Contextual Grammar :

(1) I'm not able to.

(Rewrite using a modal auxiliary.)

**Ans.** I cannot.

(2) State what the underlined modal auxiliaries indicate :

(a) I must tell this man the truth.

(b) You can give me an example, perhaps?

**Ans.** (a) compulsion – obligation (b) formal request.

\* (3) He said, "What kind of music do you like?"

(Rewrite using the indirect form of narration.)

**Ans.** He asked what kind of music I (the narrator) liked.

### A5. Personal Response :

\*What do you learn from Einstein's treatment of the young man?

**Ans.** From Einstein's treatment of the young man, we learn that Einstein expected others to be truthful. He questioned the young man and managed to persuade him into trying to understand another point of view. This shows Einstein as a man who gave importance to the perceptions of others, but at the same time, was quite persistent about his own viewpoint. Being a man of science, he liked to use the question-answer method to put across his point of view.

### Q. 3. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Complete the following :

(The answers are given directly and underlined.)

(1) Two singers mentioned in the passage are : Bing Crosby, John McCormack.

(2) The writer thought that the simplest answer was to sing the lines back to him.

(3) The singer whose song was more advanced was : John McCormack.

#### PASSAGE – 3 (Textbook pages 109, 110)

I told him I like anything by Bing Crosby. ....  
..... until he was playing music without words.

**Glossary :** Bing Crosby – American singer and actor.  
John McCormack – Irish singer of operas and popular songs.

#### A2. Complex Factual Activities :

##### \* (1) Who said to whom? OR Complete the table :

(The answer is given directly.)

Statement	Who said	To Whom	Effect on the listener
"You are not tone-deaf."	Albert Einstein	The narrator/writer	The listener tried to justify himself.

\* (2) How did Einstein help the narrator appreciate music?

**Ans.** Einstein made the narrator first hear Bing Crosby, who sang popular songs. The narrator was able to sing the lines back to Einstein. This was because he had heard it hundreds of times before. Not stopping at this, Einstein then made him hear a little more advanced song by John McCormack. Thus they went from lower level to higher level. In this way, Einstein helped the narrator to appreciate higher forms of music.

#### A3. Activity based on Vocabulary :

Rewrite the sentences inserting the appropriate phrases in their proper form :

(in order to, to get into, to work out)

(The answers are given directly and underlined.)

\* (a) You should get into Mathematics so that you can work out problems.

(b) He read the passage two or three times in order to understand it.

#### A4. Activities based on Contextual Grammar :

##### \* (1) Rewrite using the indirect form of narration :

(i) "Could you have done it?" said Einstein.

**Ans.** Einstein asked whether (if) I could have done it.

(ii) "You are not tone-deaf," he said to me.

**Ans.** He told me that I was not tone-deaf.

(iii) "Sing that back," he ordered me.

**Ans.** He ordered me to sing that back.

(2) The simplest answer seemed to be to sing the lines. So I sang it back to him.

(Underline the infinitives.)

**Ans.** The simplest answer seemed to be to sing the lines. So I sang it back to him.

##### (3) Add question tags :

(a) It proves everything.

(b) It's like learning maths.

(c) Sing that back.

**Ans.**

(a) It proves everything. doesn't it?

(b) It's like learning maths. isn't it?

(c) Sing that back. will you?

#### A5. Personal Response :

##### \* (1) What do you learn from Einstein's treatment of the young man?

**Ans.** From Einstein's treatment of the young man we learn how patient and polite Einstein was. We come to know that he was a very good teacher, moving step by step in attempting to teach the young man to appreciate classical music. Also by using a comparison from maths and the question and answer method, Einstein comes across as a true scientist.

##### \* (2) Do you think the comparison between music and arithmetic was a good one? In what way?

**Ans.** Yes, I think that the comparison between music and arithmetic was a good one because music too involves timing, rhythm and beats that require some mathematical knowledge. Also Einstein showed how when we are taught arithmetic, we begin with the simple and then move on to the complicated. It is the same thing with music. From music with words - which is within the grasp of the average listener, Einstein progressed to music without words - which is what classical music is all about.

#### Q. 4. Read the following passage and do the activities :

##### A1. Simple Factual Activity :

Choose the correct alternatives and fill in the blanks :

(The answers are given directly and underlined.)

(1) Whenever the narrator hears the piece of Bach, he remembers Einstein. (Einstein/the hostess)

(2) The hostess was angry with the narrator. (happy/angry)

(3) Finally, the narrator enjoyed the concert. (enjoyed/did not enjoy)

(4) Einstein was pleased with the narrator. (pleased/displeased)

#### PASSAGE - 4 (Textbook page 110)

I was amazed that this great man was .....  
..... "Opening up the frontiers of beauty."

**Glossary :** give a cold look - give a look expressing displeasure. were engaged in - were busy taking part in something. frontiers - (here) the limits of what is known about something.

##### A2. Complex Factual Activities :

##### \* (1) Complete the following :

(The answers are given directly and underlined.)

(a) The narrator's memory has an image of Einstein as a small man with a shock of untidy hair and a pipe in his mouth.

(b) The greatest act towards human beings is opening up the frontiers of beauty.

##### \* (2) Complete the table :

(The answer is given directly and underlined.)

**Ans.**

Statement	Who said	To Whom	Effect on the listener
"Just allow yourself to listen. That's all there is to it."	Einstein	the narrator	The listener was able to appreciate the concert and clap sincerely.

##### \* (3) What does the last line tell you about Einstein?

**Ans.** The last line tells us that Einstein believes in making others understand the joy there is in knowing the beauty that is all around us.

### A3. Activities based on Vocabulary :

(1) Choose the correct meaning in the context of the passage :

(i) **down** :

(a) southwards (b) downstairs (c) soft feathers

(ii) **piece** :

(a) a thing

(b) an example of artistic workmanship

(c) musical composition

**Ans.** (i) down – downstairs

(ii) piece – musical composition.

(2) Rewrite the sentences inserting the appropriate phrases in their proper form :

(to open up, to turn on, to turn off)

(The answers are given directly and underlined.)

\*(a) To enjoy the music and relax, he turned on the music and turned off the lights.

(b) His new discovery is opening up new areas of research in digital technology.

(3) Write from the passage words that sound the same as :

(a) grate (b) knew (c) their (d) peace (e) sew  
(f) two.

**Ans.** (a) great (b) new (c) there (d) piece (e) so  
(f) to.

(4) Pick out from the passage words that refer to :

\*(a) boundaries or limits of a field : frontiers  
(b) an unfriendly expression on the face : a cold look

### A4. Activities based on Contextual Grammar :

(1) I was the most important person in the world.  
(Rewrite in the comparative and positive degree.)

**Ans.** (a) I was more important than any other person in the world. (Comparative)

(b) No other person in the world was as important as I was. (Positive)

\*(2) "I'm so sorry, Dr. Einstein," she said.

(Rewrite using the indirect form of narration.)

**Ans.** She told Dr Einstein that she was very sorry.

### A5. Personal Response :

Why, do you think, did the lady look 'puzzled'?

**Ans.** The lady believed that listening to classical music was the highest form of human activity. Einstein did not stay to listen. Instead he took the narrator to the next room and played songs on the gramophone. Through his efforts he was able to make the narrator

really appreciate classical music. For Einstein, opening the minds of others to the appreciation of beauty was the highest form of human activity. This viewpoint 'puzzled' the lady.

### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### (A) A1. Do as directed (Simple Activities) :

(1) Write two compound words from the lesson.

(2) Identify the type of sentence :

Please come with me.

(3) Punctuate the sentence :

can you give me an example perhaps he said

(4) Write the hidden words in the given words :

understand

(5) Frame a sentence using given the phrase :  
in order to

(6) Pick out the gerund and use it in your own sentence :

It's like learning maths.

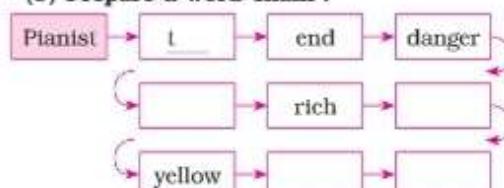
(7) Spot the error and correct the sentence :

I was hear everyone is clapping.

(8) Write the present and past participles of the given verbs :

clap, rot.

\* (9) Prepare a word chain :



**Ans.**

(1) anything, everything

(2) Imperative sentence

(3) "Can you give me an example, perhaps?" he said.

(4) under, stand, sand, rest

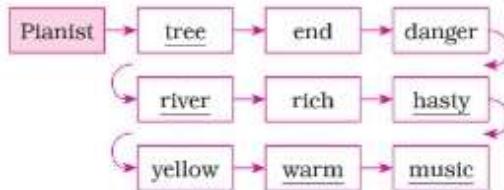
(5) In order to succeed, one must work hard.

(6) **gerund** : learning

**Sentence :** She is interested in learning French.

- (7) I heard everyone clapping.  
 (8) clapping, clapped; rotting, rotted.

**(9) Word chain :**



**A2. Do as directed (Medium Level Activities) :**

- (1) The word 'kind' has two different meanings.

Write sentences to bring out the two meanings.

- (2) Rewrite the following sentence using the underlined verb in the present perfect continuous tense :

Can you tell me what you just heard?

- \* (3) List all the words related to the 'music' from the lesson.

- (4) I must tell this man the truth.

(Rewrite beginning 'This man...')

**Ans.**

- (1) (a) This was a different kind of music that he had never heard before. (a group of things having the same characteristics)

- (b) The old lady was kind to the little children in the neighbourhood. (generous or considerate)

- (2) Can you tell me what you have just been hearing?

- (3) concert, pianist, classical music, tone-deaf, piece, Bach, gramophone, song, tune, Bing Crosby, John McCormack, The Trumpeter.

- (4) This man must be told the truth. (by me)

**(B) Do as directed (Challenging Activities) :**

- (1) Change to the positive degree of comparison.

He was one of the kindest persons I ever met.

- (2) Use the word 'face' as a noun as well as a verb in sentences.

**Ans.**

- (1) Not many people I had ever met were as kind as he was.

- (2) (a) He has an aristocratic face. (noun)

- (b) Let us face the danger together.

**ENGLISH WORKSHOP**  
 (based on the complete lesson)

- Q. 1. Rewrite the following sentences inserting the appropriate phrases in their proper form :**

(to get out of, to give in, to come down, to give off)

(The answers are given directly and underlined.)

- (a) He got out of bed and came down to the living room to see if the door was closed.

- (b) Smita gave in to her desire and gave off her favourite toys to the poor.

- Q. 2. Prepare a word list of occupations in alphabetical order from the letters A up to T. (You may skip 'K' and 'Q').**

**Ans.**

Actor	Banker	Carpenter
Driver	Engineer	Farmer
Gardener	Hairdresser	Inspector
Jockey	Keyboardist	Labourer
Musician	Neurosurgeon	Optician
Painter	Quarryworker	Radiologist
Singer	Tailor	Upholsterer
Vendor	Waiter	Zoologist

- Q. 3. Degrees of Comparison (Positive/Comparative/Superlative) :**

Insert the appropriate expressions, choosing from those given after each sentence, for the positive degree :

(The answers are given directly and underlined.)

- (1) I am not as tall as my friend.

(taller than/more taller/as tall as)

- (2) They are as helpful as neighbours.

(as helpful as/most helpful/more helpful)

- (3) No other desert in Africa is nearly as big as the Sahara Desert.

(biggest of all/nearly as big as/bigger as)

- (4) Very few animals in the wild are exactly as huge as an elephant.

- (exactly huger than/exactly as huge as/huger than).

- (5) Some snacks are at least as tasty as a pizza.

(at least as tasty as/tastier as/most tasty as)

**Q. 4. Change the Degree of Comparison as directed and rewrite without changing the meaning :**

(1) No one in class is as brilliant as Tanvi.

(Superlative)

**Ans.** Tanvi is the most brilliant one in class.

(2) A diamond is one of the most precious of all stones.

(Comparative)

**Ans.** A diamond is more precious than most other stones.

(3) Her handwriting is better than that of her sister.

(Positive)

**Ans.** Her sister's handwriting is not as good as hers.

(4) Jupiter is the largest of all planets.

(Comparative)

**Ans.** Jupiter is larger than any other planet.

(5) He is not the greatest of all leaders. (Positive)

**Ans.** He is not as great as some of the other leaders.

(6) This painting is better than any other painting in the palace.

(Superlative)

**Ans.** This is the best painting in the palace.

**WRITING SKILLS**

**Note :** Some of the textual questions given here may not be the part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. 'Music is the medicine of the mind'. Narrate an experience that leads to the above conclusion. Write it in your own words in your notebook.**

**Ans. Music is the medicine of the mind**

Music is good therapy. It is particularly effective because it registers on multiple sites of the brain. This means that even if the brain is very badly affected by a stroke or illness, there are still parts of the brain that recognise music.

I remember how upset all of us were when Grandfather suffered a stroke. The left side of his body and almost all of his face were affected. The once great and active Grandpa now lay still on the bed and had to be fed through a tube going down his nostrils. Little Rani could not stop weeping.

Grandfather had once presented me with a mobile phone. He knew my love for music and had told me I could download my favourite songs and create a playlist and listen to them whenever I wanted to.

I would sit by Grandfather's bed whenever I was at home and had finished my studies and play the songs and listen to them.

One evening, to my surprise, I saw a shadow of a smile beginning to appear on Grandpa's face. At first I couldn't believe it. Then it became more definite and prominent. Grandpa was actually smiling!

I called Mom and Dad and Rani and everyone to see. Yes, Grandpa was indeed smiling. The music had reached out to him and had drawn out a response from him.

That was one of the happiest moments during his illness.

**Q. 2. Give two points of difference between :**

*(The answers are given directly.)*

Instrumental Music	Vocal Music
(1) Instruments are used.	The voice (vocal cords) are used.
(2) Some part of the body is used as a medium to produce the sound, but the final sound is produced by the instrument.	Some parts of the body aid the production of sound (e.g., lungs, vocal tract, etc.), but the final sound emerges through the mouth.
(3) The output of the instrument is more or less of the same type, although the way the musician plays can give it an individualistic flavour.	Individual voices vary from the very low bass to the very high tenor. Hence the output varies and is very individualistic.
(4) An instrument can hardly be expected to sound like a voice (although some musicians try).	The voice can be used to imitate the sound of an instrument.

**Q. 3. Imagine you are the monitor of the class. You are asked to conduct an interview of a famous scientist who is in your city/village. Frame 8 to 10 questions with the help of the following points.**

- (1) Early life and education
- (2) Interest for this particular field
- (3) Any inspirational incident that occurred in his/her life

- (4) Guru or mentor
- (5) Inventions and awards
- (6) Future plans
- (7) Advice/Appeal to youngsters

**Ans. Interview questions to be asked to the scientist :**

- (1) Good morning, Sir. I am privileged to interview an eminent scientist like you. Sir, could you tell me about your early life and education?
- (2) Apart from science were there any other subjects that interested you in school or college?
- (3) Is there any specific incident you can mention that inspired you to go ahead and achieve greatness?
- (4) Who would you say was your Guru or mentor?
- (5) Sir, could you give us a brief idea about your inventions?
- (6) Which awards have you received?
- (7) Sir, what are your future plans?
- (8) What advice do you have for the youngsters of today?

## PROJECTS

**Q. 1. You will come across many famous personalities in the story. Go to the library or search the internet for the following names and write a few lines about the personalities given below.**

- (a) Albert Einstein
- (b) Johann S. Bach
- (c) Bing Crosby
- (d) John McCormack

*(Students attempt this in their notebooks.)*

**Q. 2. Divide the class into four groups. Collect pictures or draw images of various musical instruments of the following categories:**

- (a) Stringed instruments (Guitar)
- (b) Wind instruments (Flute)
- (c) Percussion instruments (Tabla)
- (d) Solid metal instruments (Cymbals)

Paste and decorate pictures on separate sheets of paper. Give proper headings and names. Compile into a file with a cover and suitable file-title.

*(Students attempt this in their notebooks.)*

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Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



### 3.3 STEPHEN HAWKING

(Textbook page 114)

**Introduction :** This is a short account of some incidents in the life of Stephen Hawking, known for his revolutionary concepts in theoretical physics and cosmology.

#### WARMING UP!

##### Q. 1. Get into pairs and match the prominent personalities with the disabilities they had :

A	B
(1) John Milton	(a) The great German composer and musician who became deaf at the age of 28 years.
(2) Beethoven	(b) The great English poet who became blind at the age of 43 years.
(3) Stephen Hawking	(c) An American entrepreneur, animator, voice actor, who had a learning disability.
(4) Walt Disney	(d) Famous scientist of the 20th century who was paralyzed.
(5) Albert Einstein	(e) Great inventor who has over 1000 patents and who had a learning disability and became deaf.
(6) Thomas Edison	(f) Great 20th century scientist and noted physicist who had a learning disability.
(7) Hellen Keller	(g) Dancer whose legs had to be amputated because of an accident.
(8) Sudha Chandran	(h) Was blind and deaf
(9) Tanay Grey-Thompson	(i) Had polio and was elected President of the United States for four terms
(10) Franklin Roosevelt	(j) Is a wheelchair racer.

**Ans.** (1) – (b); (2) – (a); (3) – (d); (4) – (c); (5) – (f);  
(6) – (e); (7) – (h); (8) – (g); (9) – (j); (10) – (i).

##### Q. 2. Word Building :

**(a) Reduplication :** The root/stem of a word is repeated exactly the same or with a slight change.

**For example :** tweet-tweet, pitter-patter, chit-chat, bang-bang, rif-raff

**(b) Blending :** Parts of two or more words combine to form a new one.

**For example :** breakfast + lunch = brunch  
smoke + fog = smog  
motor + hotel = motel

**(c) Clipping :** Reducing a word to one of its syllables or a part of it.

**For example :** Mathematics – Maths  
Advertisement – Ad  
Laboratory – Lab

**(d) Acronym :** Words formed from the first letter of each of the words involved.

**For example :** radar, scuba, Unicef, Nasa  
BBC, CID, USA, ATM, VIP  
DOB, KYC, PM, GN, TY, etc.

**Write five examples of each of the above types of word-building devices. (You may take the help of a Dictionary or the Internet.)**

**(a) Reduplication :** bow-wow; hee-haw; cheep-cheep; chomp-chomp; ping-pong

**(b) Blending :** bionic, carjack, Chunnel, cineplex, cyborg, emoticon, infotainment, internet, liger (lion + tiger), netizen, telethon, vidiot, workaholic

**(c) Clipping :** exam, gym (gymnasium), 'flu (influenza), gas (gasoline), memo (memorandum)

**(d) Acronym :** laser, CD-ROM, IOU, K9, PIN

#### READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some 'Wh'-questions from the textbook are converted into activity-based questions.)

##### Q. 1. Read the following passage and do the activities :

###### A1. Simple Factual Activities :

###### (1) Answer in one word :

(1) At what age was Stephen diagnosed with amyotrophic lateral sclerosis? 21

(2) Over the years, how many books has Stephen written or co-written? 15

- (3) When did Stephen catapult to international prominence? 1988
- (4) In which year was his life story depicted? 2014

**(2) The following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life :**

\*(a) Hawking authored 'A Briefer History of Time' that contained the newest developments.

(b) Hawking's book 'A Brief History of Time' spent more than four years atop the 'London Sunday Times'.

\*(c) Hawking's book 'The Universe in a Nutshell' offered an illustrated guide to cosmology's big theories.

\*(d) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.

**Ans.** (d) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.

(b) Hawking's book 'A Brief History of Time' spent more than four years atop the 'London Sunday Times'.

(c) Hawking's book 'The Universe in a Nutshell' offered an illustrated guide to cosmology's big theories.

(a) Hawking authored 'A Briefer History of Time' that contained the newest developments.

#### **PASSAGE – 1 (Textbook pages 115 and 116)**

**Stephen Hawking (born January 8, 1942) .....**

..... like String theory.

**Glossary :** groundbreaking – new, original and advanced. cosmology – the science of the origin and development of the universe. accessible to – within the reach of, (here) capable of being understood by. amyotrophic lateral sclerosis (ALS) – a disease that causes the death of neurons which control voluntary muscles. depicted – portrayed or described. noteworthy – worth paying attention to; interesting, significant. catapulted – launched, suddenly experienced a particular state, such as being famous. prominence – the state of being important or famous, status. overview – a general review or summary of a subject. atop – on the top of. in a nutshell – summarized, in a few words. illustrated – containing pictures or other graphic material. core – central, basic. concept – an abstract idea. the String theory – in Physics, the String theory is a theoretical framework in which the point-like particles of Particle Physics are replaced by one-dimensional objects called strings.

#### **A2. Complex Factual Activities :**

**\*(1) Make a list of the books written by Stephen Hawking :** *(The answers are given directly.)*

Name of the book	What's in it? (topics covered)	His contribution to the world
1. A Brief History of Time	overview of space and time, existence of God and the future	an account of cosmology for the masses
2. The Universe in a Nutshell	guide to cosmology's big theories	illustrated, easier to understand
3. A Briefer History of Time	touched upon the newest developments in the field like the String theory	simplified the original work's core concepts

**\*(2) Observe the timeline and search from the passage the occurrences according to it.**

*(The answers are given directly and underlined.)*

8 January 1942	→ Stephen Hawking was born.
1988	→ published 'A Brief History of Time'.
2001	→ published 'The Universe in a Nutshell'.
2005	→ authored 'A Briefer History of Time'.
2014	→ The film 'The Theory of Everything' is released.

**(3) Complete the table with relevant information about Hawking :**

*(The answer is given directly.)*

Books	Films
(1) A Brief History of Time	The Theory of everything
(2) The Universe in a Nutshell	
(3) A Briefer History of Time	

#### **A3. Activities based on Vocabulary :**

**(1) Write from the passage words for :**

- (a) status (b) summary  
(c) people (d) immediate.

- Ans.** (a) status – prominence  
 (b) summary – overview  
 (c) people – masses  
 (d) immediate – instant.

**(2) Find out the antonyms from the passage for the following :**

- (i) worst (ii) exclude (iii) duplicate (iv) oldest

- Ans.** (i) worst  $\times$  best (ii) exclude  $\times$  include  
 (iii) duplicate  $\times$  original (iv) oldest  $\times$  newest

**A4. Activities based on Contextual Grammar :**

**(1)** He was diagnosed with amyotrophic lateral sclerosis. *(Rewrite using the present perfect tense of the underlined part.)*

**Ans.** He has been diagnosed with amyotrophic lateral sclerosis.

**(2)** It has sold millions of copies worldwide and been translated into more than 40 languages.

*(Change into a simple sentence)*

**Ans.** Having sold millions of copies worldwide, it has been translated into more than 40 languages.

**(3)** The short informative book became an account of cosmology. *(Add a question tag.)*

**Ans.** The short informative book became an account of cosmology, didn't it?

**A5. Personal Response :**

**\*(1) Do you agree or disagree with the following statement? Justify your stand/answer by quoting a line from the passage :**

**Hawking has written or co-written more than 25 books.**

**Ans.** No, I do not agree.

The line from the text justifying this stand is :

Over the years, Stephen Hawking has written or co-written a total of 15 books.

**(2) Stephen Hawking was a versatile personality. Justify.**

**Ans.** Stephen Hawking was a versatile personality. He has not only done groundbreaking work in physics and cosmology but also written or co-written 15 books. He worked as a professor of mathematics for a long time. He used to attend various conferences and could think in 11 dimensions.

**Q. 2. Read the following passage and do the activities:**

**A1. Simple Factual Activity :**

**Fill in the blanks :**

*(The answers are given directly and underlined.)*

(a) Hawking claimed that he could think in 11 dimensions.

(b) Cosmology is the study of the big. Quantum Mechanics is the study of the small.

(c) Science's Holy Grail is a single unifying theory that can combine cosmology with quantum mechanics.

**PASSAGE – 2 (Textbook page 116)**

Together these three books, along with .....  
 ..... "why the universe exists, why we exist."

**Glossary :** **articulate** – to express very clearly and fluently. **Holy Grail** – (here) a thing which is eagerly pursued or sought after. **quantum mechanics** – the science which explains the behaviour of matter and its interactions with energy on the scale of atoms and subatomic particles. **dimensions** – aspects, features, facts; levels of existence, thought or development. **lay out** – to outline, to specify. **compatible** – able to exist together without problems or conflict. **inevitable** – certain to happen, unavoidable. **spontaneous** - performed or occurring as a result of a sudden impulse or inclination and without external stimulus.

**A2. Complex Factual Activities :**

**\*(1) Record the occurrence according to the time chart :**

*(The answer is given directly and underlined.)*

**Ans.**

September  
 2010  Hawking spoke against the idea that  
 God could have created the world.

**\*(2) Complete the table :**

*(The answer is given directly and underlined.)*

**Ans.**

Name of Hawking's book	Central Idea	Conclusion
The Grand Design	God could not have created the universe.	The Big Bang was the inevitable consequence of laws of physics and nothing more.

\*(3) Complete the following:

What is Hawking convinced of?

(The answer is given directly and underlined.)

Ans.

Stephen Hawking's convictions...

Time travel is possible. Humans may indeed colonize other planets in the future.

### A3. Activities based on Vocabulary :

(1) Write words ending in '-ity' using the words given :

- (a) unify (b) possible (c) compatible (d) inevitable.

Ans. (a) unify – unity

(b) possible – possibility

(c) compatible – compatibility

(d) inevitable – inevitability.

(2) Match the words in Column A with their meanings in Column B :

'A'	'B'
(a) unifying	(a) agreeable
(b) compatible	(b) unavoidable
(c) inevitable	(c) unplanned
(d) spontaneous	(d) joining

Ans.

- (a) unifying – joining  
(b) compatible – agreeable  
(c) inevitable – unavoidable  
(d) spontaneous – unplanned

(3) Write sentences using the given phrases :

- (a) lay out (b) be the consequence of  
(c) is compatible with.

Ans. (a) I want you to lay out your plans for the future before you graduate.

(b) Your present sad condition is the consequence of your past bad habits.

(c) "The king's view on this topic is compatible with mine," said the queen.

### A4. Activities based on Contextual Grammar :

(1) Hawking spoke against the idea.

(Rewrite using 'did not'.)

Ans. Hawking did not speak in favour of the idea.

(2) State the function of the underlined auxiliaries :

(a) Humans may colonize other planets in the future.

(b) The universe can create itself from nothing.

(c) The universe will create itself from nothing.

Ans. (a) may – possibility (b) can – ability  
(c) will – future action/prediction.

(3) Add question tags :

(a) The Big Bang was the inevitable consequence of the laws of physics.

(b) There is something rather than nothing.

Ans. (a) The Big Bang was the inevitable consequence of the laws of physics, wasn't it?

(b) There is something rather than nothing, isn't there?

### A5. Personal Response :

(1) Do you believe that there is a God? Why?

Ans. I believe that there is a God. This world has to have had a Creator. There is infinite variety of creation all around us and it is not possible that all of it came on its own.

(2) Do you agree or disagree with the following statements? Justify your stand/answer by quoting a line from the passage :

\* (a) Hawking believed that man cannot live on other planets in the future.

Ans. No, I do not agree.

The line from the text justifying this stand is :

He's convinced that time travel is possible and that humans may indeed colonize other planets in the future.

(b) The Big Bang was a natural occurrence.

Ans. In the context of the passage, yes, I agree.

The line from the text justifying this stand is :

The Big Bang was the inevitable consequence of the laws of physics and nothing more.

### Q. 3. Read the following passage and do the activities :

#### A1. Simple Factual Activities :

(1) Arrange the following in order of occurrence :

(a) Hawking is admitted into a medical clinic.

(b) Hawking notices problems with his physical health while at Oxford and later at Cambridge.

- (c) Hawking undergoes a series of tests.
- (d) Hawking's father takes him to see a doctor.
- (e) Hawking's father takes notice of the condition.

**Ans.** (b) Hawking notices problems with his physical health while at Oxford and later at Cambridge.

- (c) Hawking's father takes notice of the condition.
- (d) Hawking's father takes him to see a doctor.
- (a) Hawking is admitted into a medical clinic.
- (c) Hawking undergoes a series of tests.

**(2) Fill in the blanks in the boxes :**

*(The answers are given directly.)*

(a) Two scientists other than Stephen Hawking mentioned in this passage are **Sir Isaac Newton** and **Lou Gehrig**.

(b) Hawking was **21** years old when he was admitted into a medical clinic.

\*(c) Hawking first began to notice problems with his physical health while he was at **Oxford**.

**PASSAGE – 3 (Textbook pages 116, 117)**

**The Grand Design was Hawking's first major .....**

..... and that I was an atypical case."

**Glossary :** **chaos** – a state of complete disorder and confusion. **invoke** – to call on a higher power for support, assistance or inspiration. **blue touch paper** – something which causes excitement (here, the Big Bang which gave birth to the Universe). **slur** – to speak (words) indistinctly so that the sounds run into one another. **look into** – to investigate. **opaque** – not able to be seen through. **multiple sclerosis** – abnormal hardening of body tissue. **atypical** – very unusual, not representative of a type, group, or class.

**A2. Complex Factual Activity :**

**Complete the following map :**

*(The answers are given directly and underlined.)*

**Ans.**

Diagnosed at the age of : <u>21</u>	Name of disease : <u>Amyotrophic Lateral Sclerosis (ALS)</u>
<b>Facts about Stephen Hawking's disease</b>	
Initial symptoms : <u>tripping, falling and slurring of speech</u>	
Simple explanation of the disease : <u>Nerves that controlled muscles were shutting down.</u>	Life span predicted by doctors : <u>two and a half years.</u>

**A3. Activity based on Vocabulary :**

**Complete the following :**

(a) A decade is a period of 10 years.

(b) Chaos refers to the formless matter supposed to have existed before the creation of the universe.

(c) To slur one's speech is to speak (words) indistinctly so that the sounds run into one another.

**A4. Activities based on Contextual Grammar :**

**(1) Underline the determiners :**

The Grand Design was Hawking's first major publication in almost a decade.

**Ans.** The Grand Design was Hawking's first major publications in almost a decade.

**(2) Hawking first began to notice problems with his physical health while he was at Oxford.**

*(Frame a 'Wh-' question to get the underlined part as answer.)*

**Ans.** When did Hawking first begin to notice problems with his physical health?

**(3) He would trip and fall or slur his speech.**

*(Rewrite using 'not only ... but also ...'.)*

**Ans.** He would not only trip and fall but also slur his speech.

**(4) He didn't look into the problem until 1963.**

*(Rewrite without 'didn't'.)*

**Ans.** He avoided looking into the problem until 1963.

**A5. Personal Response :**

**(1) You must have suffered from some illness or sickness. Mention two or three symptoms.**

**Ans.** Once I suffered from a viral infection of the throat. It began with a slight irritation in the throat. Then there was pain and I found difficulty in swallowing food and even water. I developed high fever, a runny nose and even had fits of shivering. I visited a doctor who confirmed the illness and who prescribed tablets for the cure.

**(2) Explain in your own words the following statement made by Stephen Hawking :**

That I was an atypical case.

**Ans.** Stephen Hawking describes how after undergoing a series of tests at the hospital, it

became clear that he had a physical condition called Amyotrophic Lateral Sclerosis (ALS). In fact, the doctors made it clear that his was a very unusual case, and not representative of a type, group or class.

**Q. 4. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

(1) The following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life :

(a) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge.

(b) At college, Hawking was bored with life.

(c) After the diagnosis, Hawking went on to became a noted scientist.

(d) Hawking reflected on the condition of the boy suffering from leukemia.

**Ans.** (b) At college, Hawking was bored with life.

(d) Hawking reflected on the condition of the boy suffering from leukemia.

(a) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge.

(c) After the diagnosis, Hawking went on to became a noted scientist.

**\*(2) In the mid-1970's what did the Hawking family do?**

**Ans.** In the mid-1970's, the Hawking family took in one of Hawking's graduate students to help manage his care and work.

**PASSAGE - 4 (Textbook pages 117, 118)**

Eventually, however, doctors did diagnose ..... ability to do his work.

**Glossary :** **eventually** – in the end, especially after a long delay or set of problems. **diagnose** – to detect a medical condition. **devastating** – causing a severe shock. **despondent** – unhappy and with no hope. **leukemia** – a malignant progressive disease in which the bone marrow and the other blood forming organs produce increased numbers of abnormal white blood cells. **relative to** – compared to, in comparison with. **tolerable** – acceptable, though certainly not good.

**poured himself into** – got deeply involved with, **ever-expanding** – quickly increasing in importance or value. **for good** – permanently. **tracheotomy** – an incision in the windpipe made to relieve an obstruction to breathing. **acclaimed** – popular, famous. **peril** – serious and immediate danger.

**A2. Complex Factual Activities :**

(1) What effect did the incidents mentioned below have on Hawking?

(a) Hawking saw a boy in the same room he was in suffering from leukemia.

**Ans.** Hawking reflected that his situation seemed more tolerable.

(b) Hawking had a dream that he was going to be executed.

**Ans.** Hawking realized that there were still things to do with his life.

(2) Observe the time line and search the occurrences according to it in the form of a chart.

(The answers are given directly.)

**Ans.**

• 1969	Hawking was forced to use a wheelchair.
• mid-1970's	A graduate student helped manage Hawking's care and work.
1985	Hawking lost his voice for good following a tracheotomy.

\*(3) Make a list of Hawking's physical disabilities after 1963.

**Ans.** Hawking's physical disabilities after 1963 : (a) could not go anywhere except on a wheelchair

(b) an ever-worsening physical state

(c) needed someone 24/7 to manage his care and work

(d) except for feeding himself and getting out of bed, had need of assistance for virtually everything else

(e) speech increasingly slurred, finally lost his voice for good

(f) ability to do his work put in peril

\*(4) Why was Hawking forced to use a wheelchair?

**Ans.** Hawking was forced to use a wheelchair because physical control over his body had diminished.

### A3. Activities based on Vocabulary :

(1) Pick out all the words connected with medical science and practice.

**Ans.** ALS, hospital, leukemia, diagnosis

(2) Write from the passage words that are the opposite of :

- (a) allowed (b) hopeful (c) admitted  
(d) enthusiastic.

**Ans.** (a) allowed  prevented  
(b) hopeful  despondent  
(c) admitted  released  
(d) enthusiastic  bored.

(3) Choose three synonyms for each of the following :

- (a) **acclaimed** : (a) renowned (b) famous  
(c) celebrated (d) socialite.  
(b) **peril** : (a) unease (b) danger  
(c) difficulty (d) trouble.

**Ans.** (a) **acclaimed** : renowned, famous, celebrated

(b) **peril** : danger, difficulty, trouble

### A4. Activities based on Contextual Grammar :

(1) Pick out the determiners :

(a) A few events prevented him from becoming completely despondent.

(b) His situation seemed more tolerable.

**Ans.** (1) A few (2) His.

(2) A few events prevented him from becoming completely despondent.

(Rewrite beginning with 'He was ...').

**Ans.** He was prevented by a few events from becoming completely despondent.

(3) Only those who knew him well could understand him. (Rewrite using 'no one').

**Ans.** Other than (Apart from) those who knew him well, no one could understand him.

(4) The resulting situation required 24-hour nursing care for the acclaimed physicist.

(Underline the words used as adjectives.)

**Ans.** The resulting situation required 24-hour nursing care for the acclaimed physicist.

### A5. Personal Response :

\*Do you agree or disagree with the following statement? Justify your stand/answer by quoting a line from the passage.

Stephen Hawking was diagnosed with Alzheimer's disease.

**Ans.** No, I do not agree.

The line from the text justifying this stand is :

Eventually, however, doctors did diagnose Hawking with the early stages of ALS.

### Q. 5. Read the following passage and do the activities :

#### A1. Simple Factual Activities :

(1) Fill in the blanks :

(The answers are given directly and underlined.)

(a) For 30 years, Stephen Hawking held the post of Lucasian Professor of Mathematics at Cambridge.

(b) Stephen Hawking selected his words with a hand-held clicker.

(c) Stephen Hawking failed to appear at the conference because of a chest infection.

(d) Hawking's health remains a constant anxiety.

(2) The following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life :

(a) Hawking was rushed to hospital.

(b) Hawking was unable to attend a conference in Arizona.

(c) Hawking's predicament caught the attention of a California computer programmer.

(d) Hawking announced that he was retiring.

**Ans.**

(c) Hawking's predicament caught the attention of a California computer programmer.

(b) Hawking was unable to attend a conference in Arizona.

(d) Hawking announced that he was retiring.

(a) Hawking was rushed to hospital.

#### PASSAGE - 5 (Textbook page 118)

The predicament caught the attention of a .....  
..... he was expected to make a full recovery.

(He passed away on 14th March 2018.)

**Glossary :** **predicament** – a difficult or unpleasant situation. **synthesizer** – an instrument that produces sounds electronically. **virtually** – nearly, almost. **sensor** – a device which detects or measures a physical property and records, indicates, or otherwise responds to it. **prolific** – present in large numbers or quantity, plentiful.

## A2. Complex Factual Activities :

### \* (1) What do Stephen Hawking's works include?

**Ans.** Stephen Hawking's works include numerous scientific papers as well as information for the non-scientific community.

### (2) Complete the following :

(The answers are given directly and underlined.)

**Ans.**

...was developed by a California computer programmer.  
...could be directed by head or eye movement.  
...allowed Hawking to select words on a computer screen that were then passed through a speech synthesizer.

### \* (3) Record the occurrence according to the time chart : (The answer is given directly.)

2009

Hawking failed to appear at a conference in Arizona because of a chest infection.

### (4) Find evidences of Stephen Hawking's special life.

**Ans.** (a) Hawking used a computer speaking program to select words on a screen that were then passed through a speech synthesizer.

(b) Hawking directed the program through a cheek muscle attached to a sensor.

(c) Hawking had virtually lost all control of his body.

### \* (5) Explain the life of Stephen Hawking with reference to the following statement :

Hawking's health, of course, remains a constant concern.

**Ans.** Due to his physical condition, Hawking's health is always a source of worry. There are times when his body is not able to cope with the physical challenges of a routine day. There are times when his health deteriorates to such an extent that he has to be rushed to hospital. Despite all this, he continues to share his ideas with the world.

## A3. Activities based on Vocabulary :

### \* (1) Guess the meaning of predicament.

**Ans.** a difficult or unpleasant situation.

### (2) Write the adjective forms of : (a) infection

(b) office.

**Ans.** (a) infectious (b) official.

### (3) Write from the last paragraph phrases that give an indication of Stephen Hawking's health situation.

**Ans.** a constant concern, a worry, rushed to the hospital, 'gravely ill', make a full recovery

## A4. Activities based on Contextual Grammar :

### (1) Underline the determiners.

(The answers are given directly and underlined.)

Today, with virtually all control of his body gone, Hawking directs the program through a cheek muscle attached to a sensor.

### (2) Pick out the verbs and state the tense.

(a) Stephen Hawking has continued to write at a prolific rate.

(b) He had already announced he was retiring.

**Ans.** (a) has continued – Present perfect (b) had announced – Past perfect.

(3) He failed to appear at a conference.

(Rewrite using 'not'.)

**Ans.** He did not appear at a conference.

### (4) Pick out the prepositions :

(a) Hawking directs the program through a cheek muscle attached to a sensor.

(b) He was rushed to the hospital for being what the university officials described as being 'gravely ill'.

**Ans.** (a) through, to (b) to, for, as.

## A5. Personal Response :

\* Do you agree or disagree with the following statement? Justify your stand/answer by quoting a line from the passage.

Though Hawking lost control over his body, he writes at a prolific rate with the help of assistants.

**Ans.** Yes, I do agree.

The line from the text justifying this stand is :

Through the program and the help of assistants, Stephen Hawking has continued to write at a prolific rate.

### LANGUAGE STUDY

#### \* (1) Fill in the blanks with the proper form of the verbs as per the Subject :

(The answers are given directly and underlined.)

- (1) Mother cooks a good meal. (cook, cooks)
- (2) The mother and her daughter cook a good meal. (cook, cooks)
- (3) The rise and fall of the Empire is recorded in History. (is, are)
- (4) Neither Ritesh nor Alok plays well. (play, plays)
- (5) Either of the two is guilty. (is, are) (Nov. '20)
- (6) Everyone makes mistakes. (make, makes)
- (7) That news is published today. (is, are)
- (8) Eight lakh rupees was a big amount.  
(was, were)
- (9) The committee has approved of it. (has, have)
- (10) The cost of all the goods has risen.  
(has, have)

#### \* (2) In the following sentences, underline the Nouns and encircle their Determiners that specify the noun in a noun phrase.

(articles / possessive pronouns / demonstratives / quantifiers)

(The answers are given directly.)

- (1) He lost his voice for good.
- (2) Over the years, Hawking has written 15 books.
- (3) These three books articulate his search for science's holy Grail.
- (4) A few events prevented him from despondency.
- (5) That dream made him realize it.

### LANGUAGE STUDY ACTIVITY (Based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

#### (A) A1. Do as directed :

##### (Simple Level Activities)

- (1) Write two compound words of your own :

#### (2) Pick out the present participle and use it in a sentence :

He has done groundbreaking work in physics and cosmology.

#### (3) Spot the errors in the sentence and rewrite the sentence :

It been translated into many than 40 languages.

#### (4) Frame a sentence using the given phrase : to look into

(5) Identify the sentence : Hawking's health, of course, remains a constant concern.

#### (6) Write the present participle verb form of the given words : (a) simplify, (b) argue

#### (7) Arrange the words in alphabetical order : speech, spontaneous, space, spine

#### (8) Write two hidden words in the word : international

**Ans.**

(1) noteworthy, worldwide (humankind, handheld)

#### (2) Present Participle : groundbreaking

**Sentence :** C V Raman carried out groundbreaking work in the field of light scattering.

(3) It has been translated into more than 40 languages.

(4) The teacher said he would look into the matter of the missing chocolates.

#### (5) Assertive Sentence.

(6) (a) simplifying (b) arguing

(7) space, speech, spine, spontaneous

(8) inter, intern (nation, national)

#### A2. Do as directed (Medium Level Activities) :

(1) Write a word that sounds the same as the given word and make sentences with both the words : allowed

(2) Complete the word chain of nouns from the lesson.

cosmology : y.....

(3) Prepare a word register of 4 words for the given word :

time

#### (4) Rewrite using the indirect form of narration.

"Because there is a law such as gravity, the universe can and will create itself from nothing," Hawking said.

**Ans.**

(1) allowed – He allowed the students to take a break.

aloud – He was angry when the student spoke aloud.

- (2) cosmology, years, scientist, time, existence  
 (3) **time** : age, day, date, year, (month, clock, tide, moment, second, present, past, future, term, hour, era, century, interval, tempo, week)

(4) Hawking said that because there was a law such as gravity, the universe could and would create itself from nothing.

**(B) Do as directed (Challenging Activities) :**

**(1) Change to the comparative degree :**

It is the highest civilian award in the US.

**(2) Use the given word as a noun and verb in sentences : focus**

**Ans.**

(1) It is the higher than any other civilian award in the US.

(2) **focus** : (a) After Std. X, you must focus on your career. (verb)

(b) Never lose focus of your goals in life. (noun)

**WRITING SKILLS**

**Note :** Some of the textual questions given here may not be the part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

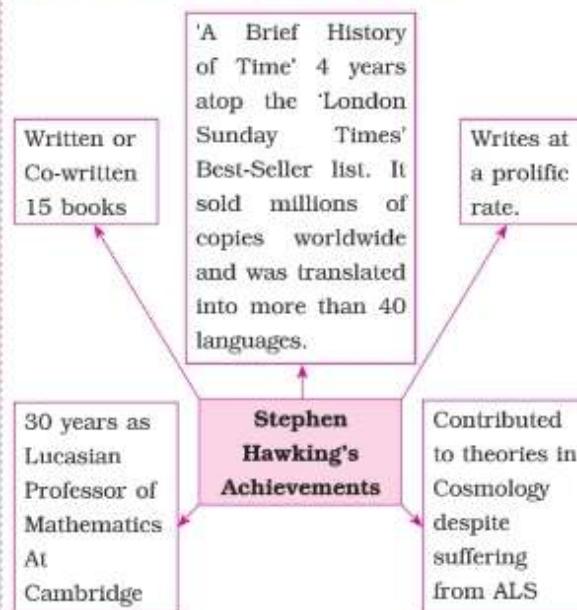
**\* Q. 1. Complete the table with information about the personality mentioned in this passage by following the graphic organiser and prepare a summary.**

(The answers are given directly in the second column.)

**Ans.**

<b>Title of the text</b>	Stephen Hawking
<b>Name of the personality</b>	Stephen Hawking
<b>Age</b>	born 8 January 1942
<b>Books as author</b>	<ul style="list-style-type: none"> <li>• 'A Brief History of Time'</li> <li>• 'The Grand Design'</li> <li>• 'The Universe in a Nutshell'</li> <li>• 'A Briefer History of Time'</li> <li>• 'Black Holes and Baby Universes'</li> </ul>
<b>Film</b>	'The Theory of Everything'
<b>Field of excellence</b>	Theoretical Physics, Cosmology
<b>Achievements</b>	Albert Einstein Award, 1978; Co-founder of Microsoft Research

**\* Q. 2. Complete the following web :**



**\* Q. 3. Explain how the life of Stephen Hawking proves the proverb 'Every cloud has a silver lining'. Write it down in your notebook.**

**Ans.** Every cloud has a silver lining.

This proverb 'Every cloud has a silver lining' means that you should never feel hopeless because difficult times always lead to better days. Difficult times are like dark clouds that pass overhead and block the sun. But at the same time, on the outer edge of the clouds you will invariably observe a silver lining that provides some measure of light and hope.

The problems and difficulties that we face in life are like those dark clouds. Stephen Hawking started experiencing problems with his health while he was barely 21, a student at Oxford. On occasion he would trip and fall, or slur his speech. Later on, he was diagnosed with ALS, Amyotrophic Lateral Sclerosis. It was a disease in which the nerves that controlled his muscles were shutting down. He was given two and a half years to live. But as we know he went on to live more than a half century beyond.

Thanks to an early diagnosis, advanced medical treatment and complete support from family, friends and students, he lived a full life and made major contributions to existing theories in physics and cosmology. These, in fact, were the silver linings that brightened what would otherwise have been a lacklustre life.

The life of Stephen Hawking proves that even though the difficulty we face might seem enormous, there is always hope, there are always ways to circumvent them and to keep on achieving and contributing to the world.

**\*Q. 4. You have come to know from the text that 'The Theory of Everything' is a film describing the life and work of Stephen Hawking. Watch the film on the internet and write a complete review of it. You can take help of the following points while writing the review of the film :**

- |                               |                      |
|-------------------------------|----------------------|
| (1) Title                     | (2) Characters       |
| (3) Story                     | (4) Dialogue         |
| (5) Picturisation             | (6) Music            |
| (7) Special features (if any) | (8) Opinions / Views |
| (9) Message / Moral Values    |                      |

**Ans. The Theory of Everything – Movie Review**

The movie 'The Theory of Everything' is based on the life of Stephen Hawking. He was diagnosed with ALS at the age of 21, but because of the love of fellow Cambridge student, Jane Wilde, whom he married, he went on to secure achievement after achievement and began to be called the successor to Einstein. He

and Jane defy terrible odds and break new ground in the fields of medicine and science, achieving more than either could hope to imagine. Hawking's physical decline weakens his already frail body. His mind, on the other hand, remains sharp, always in pursuit of that single equation that would explain the elusive 'Theory of Everything'. Right up to his mid-seventies, Stephen Hawking has no plans to retire.

The dialogue smoothly carries the narrative forward, at times indulging in monosyllabic repartee, which, at times, provides crisp tongue-in-cheek humour.

It is a very enjoyable film. It is tasteful and engaging and beautiful visually.

The music, which is quite haunting, was nominated for the best musical score at the Oscars.

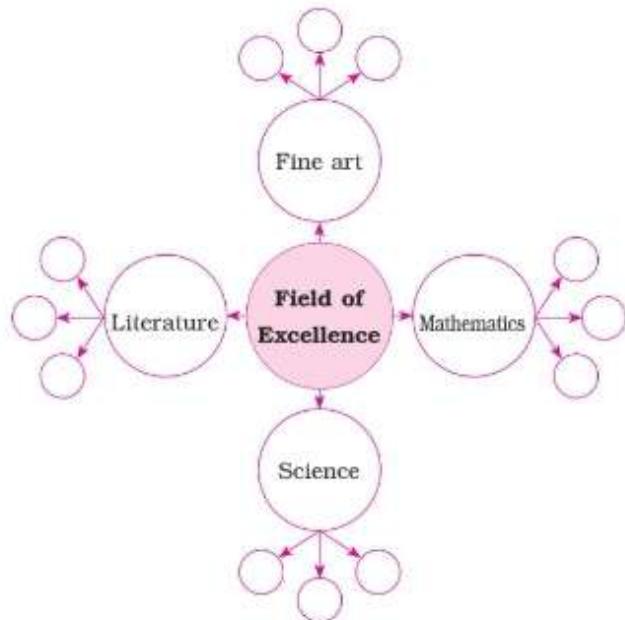
The film has been criticised for harping on the theme of 'Time' throughout, and for being too sentimental.

However, its message that a person can accomplish much in one's lifetime despite being afflicted with a severe physical disability is universally relevant. Moral values of love and loyalty permeate the film and thus make it a treat to watch.

## 6414132

### PROJECT

**Shape your mind. Complete the network of cluster diagram with the names of great personalities and their contribution.**




**Field of excellence : Fine Art**

<b>Satyajit Ray (film director)</b>	<b>Vasudev Gaitonde (painter)</b>	<b>Rabindranath Tagore (poet)</b>
<ul style="list-style-type: none"> <li>rose to fame with 'Pather Panchali'</li> <li>combined humanism and simplicity in his film making</li> <li>won Honorary Oscar Award in 1992</li> </ul>	<ul style="list-style-type: none"> <li>started Bombay Progressive Arts Group</li> <li>combined Zen philosophy and calligraphy to create abstract paintings</li> <li>awarded Padma Shri posthumously in 1971</li> </ul>	<ul style="list-style-type: none"> <li>wrote 'Gitanjali'</li> <li>combined nationalism, and spiritualism to express his ideas</li> <li>won Nobel Prize for Literature in 1913</li> </ul>

**Field of excellence : Mathematics**

<b>Srinivas Ramanujan</b> <b>Field : Mathematics</b>	<b>Euclid</b> <b>Field : Geometry</b>	<b>Shakuntala Devi</b> <b>Field : Numbers</b>
<ul style="list-style-type: none"> <li>famous for the Ramanujan prime, the Ramanujan theta function</li> <li>One of the Fellows of the Royal Society</li> <li>the first Indian to be elected a Fellow of Trinity College, Cambridge</li> </ul>	<ul style="list-style-type: none"> <li>Father of Geometry</li> <li>his book 'Elements' served as the main textbook to teach Mathematics until the early 20th century</li> </ul>	<ul style="list-style-type: none"> <li>known as the human computer</li> <li>6 years old : demonstrated her arithmetic abilities at the University of Mysore</li> <li>she could give the 23rd root of a 201-digit number in 50 seconds</li> <li>in 2013, honoured with a <u>Google Doodle</u> for what would have been her 84th birthday</li> </ul>

**Field of excellence : Literature**

<b>Shakespeare (poet, dramatist)</b>	<b>Charles Dickens (novelist)</b>	<b>G. B. Shaw (playwright)</b>
<ul style="list-style-type: none"> <li>wrote many plays like Macbeth, Hamlet, and also many sonnets</li> <li>combined humanism and felicity of verbal expression in his writings, known especially for his characterizations</li> <li>considered by many as the greatest writer in English</li> </ul>	<ul style="list-style-type: none"> <li>wrote many novels depicting conditions in the Victorian era</li> <li>combined verbal descriptions with strong characterizations</li> <li>considered by many as the greatest novelist of the Victorian era</li> </ul>	<ul style="list-style-type: none"> <li>wrote many plays such as 'Pygmalion', 'Man and Superman'</li> <li>combined social satire with wit to criticize many social mores and traditions</li> <li>leading literary figure of the 19th and 20th centuries</li> </ul>



**Marie Curie**

**Field: Physics, Chemistry**

- pioneering work on Radioactivity; discovery of polonium and radium
- first woman to win the Nobel Prize
- first person and only woman to win the Nobel prize twice
- the first woman to become a Professor at the University of Paris

**Alexander Graham Bell**

**Field: Physics, Sound**

- awarded the first US patent for the telephone in 1876
- groundbreaking work in optical telecommunications and aeronautics
- received numerous honorary degrees and dozens of medals and awards

**C V Raman**

**Field: Physics**

- groundbreaking work in the field of light scattering
- won the Nobel Prize for Physics in 1930
- famous for the Raman effect
- 1954, awarded the Bharat Ratna
- also awarded the Lenin Peace Prize and made a Fellow of the Royal Society

◆ ◆ ◆

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Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



### 3.4 THE WILL TO WIN

(Textbook page 122)

**Introduction :** This motivational poem challenges us to develop a fighting spirit in order to combat negative forces and to work ceaselessly to achieve success.

#### WARMING UP!

\***Q. 1. Get into pairs, discuss and tick the most appropriate answer :**

(The answers are ticked [✓] directly.)

**(1) You may have lost the match, but :**

(a) It is important that you start fighting with your opponent.

✓(b) It is important to have the will to win.

(c) It is important that you blame the organizers for the rough ground.

**(2) Success is always measured by :**

(a) The ability to pounce upon the opponent and fight with full force.

(b) Match-fixing before the match begins.

✓(c) The ability to bounce back after a fall.

**(3) For attaining success, we need to :**

(a) Sleep day in and day out and dream about success.

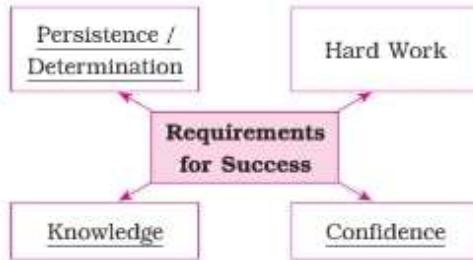
(b) Scheme out things to make the opponent fall.

✓(c) Work hard day and night for it.

\***Q. 2. How can we achieve success in life?**

Complete the boxes by filling the essential qualities required for achieving success :

(The answers are given directly.)



\***Q. 3. Discuss and write 5 proverbs / quotations related to the importance of having strong will-power :** (The answers are given directly.)

**Ans.** (a) Where there's a will, there's a way.

(b) If at first you don't succeed, try, try again.

(c) The truest wisdom is a resolute determination.  
—Napoleon Bonaparte

(d) Nothing is impossible. —Napoleon Bonaparte

(e) Determination is the key to success.

\***Q. 4. Complete the following table :**

Make a list of great personalities of the present and the past who have achieved success in different walks of life. You can take the help of your school library or search on the internet.

**Ans.**

Politics	Sports	Social Work	Music
Abraham Lincoln	Michael Jordan	Medha Patkar	Ravindra Jain
Franklin Roosevelt	Allyson Felix	Helen Keller	Cher (singer)
George Washington	Shekhar Naik	Emmeline Pankhurst	Beethoven
Winston Churchill	Pele	Florence Nightingale	Mozart
Woodrow Wilson	H. Boniface Prabhu		Tansen
Sardar Vallabhbhai Patel	Mahendra Singh Dhoni		

### PARAPHRASE

The poet says that if your heart is set on something, you must go out of your way and struggle in order to achieve it. You have to work unceasingly. You have to sacrifice time, peace and hours of sleep in order to gain it.

If all your hopes and plans centre around this thing that you desire, and if your life seems meaningless and valueless without it ...

You might even be glad to work hard for it. You might worry about it, plan for it and even lose all your fears of the many factors that oppose it.

All you have to do is to simply follow the course that leads you to your goal. Do so with all your abilities, with all your strength and all your wisdom. Invest your faith, hope, confidence and strong determination to achieve it.

If even stark poverty, that has left you hungry and made you thin and weak due to starvation, comes in your way - do not let it stop you. Let not sickness or pain of body or brain make you divert your mind from the goal that you are seeking.

With determined will and without surrendering to external forces, if you are big enough to make your goal a reality, if you take all steps to make it possible, you are sure to achieve it at last.

### READING FOR UNDERSTANDING AND POETIC DEVICES

**(Note :** Some 'Wh'-questions from the textbook are converted into activity-based questions.)

#### Q. 1. Read the following extract and do the activities :

##### A1. Simple Factual Activities :

\* (1) What does the word 'scheme' mean here?

Choose the correct alternative from the following :

- (a) housing colony      (b) goal in life  
(c) rhyme pattern      (d) plan of action

**Ans.** plan of action

\* (2) State whether the following statements are True or False. Correct the false statements : **Ans.**

(a) If you want a thing, you should not give up your sleep. **False**

**Corrected statement :** If you want a thing, you should willingly give up your sleep.

(b) You should be afraid of your opposition. **False**

**Corrected statement :** You should not fear the opposition.

(c) Life will not seem useless and worthless without achieving your goal. **False**

**Corrected statement :** Life will seem utterly useless and worthless without achieving the goal.

### EXTRACT - 1 (Textbook page 124)

If you want a thing bad enough  
to go out and fight for it,  
work day and night for it,  
give up your time and your peace and your sleep  
for it

If all that you dream  
and scheme is about it and life  
seems useless and worthless without it

If you gladly sweat for, fret for and plan for it and  
lose all your terror of the god or man for it.

**(Note :** In the textbook the word 'opposition' is used instead of 'god or man'.)

**Glossary :** **scheme** - to plan. **fret** - to worry (about something).

### A2. Complex Factual Activities :

#### \* (1) Complete the following :

(The answers are given directly and underlined.)

In order to achieve success, the poet wants us to

- (a) go out and fight for it  
(b) work day and night for it  
(c) give up time, peace and sleep for it

\* (2) The poet wants us to possess all the strengths and keep away from all the weaknesses. Make a list of all words and phrases from the extract showing Strengths in table A and Weaknesses in table B :

(The answers are given directly.)

'A' (Strengths)	'B' (Weaknesses)
• work day and night	• sickness
• sacrifice time and peace	• life seems useless and worthless
• sweat, fret, plan	
• lose all terror of opposition	

\*(3) Find the appropriate meanings of the following lines :

- (a) to go out and fight for it.  
(b) makes you quite mad enough (*This line is not part of the poem given in the textbook.*)  
(c) lose all the terror of God or man for it

(*This line in the poem in the textbook has the word 'opposition' and not 'God or man'.*)

**Ans.** (a) to try one's best and struggle hard in order to achieve something.

- (b) impels you to do crazy things like taking risks  
(c) get rid of all your fears of God or man or opposition.

### A3. Activities based on Poetic Devices :

\*(1) Write as many phrases as you can using 'enough' and use them in your sentences.

**Ans.** (1) **hard enough** : If you work hard enough, you will be rewarded.

(2) **bold enough** : He was not bold enough to realise his ambitions.

(3) **fast enough** : He was not fast enough to understand the joke at his expense.

(4) **strong enough** : The little bird was still not strong enough to fly away on its own.

(5) **reasonable enough** : The price seemed reasonable enough; yet I hesitated to buy it.

\*(2) Do you think the line 'Give up your time and your peace and your sleep for it' means that one should be 'desperate' or 'restless' to achieve one's goal? Explain your opinions.

**Ans.** No. If you are 'desperate', you might take unnecessary risks to achieve your goal. If you are 'restless', you will have no peace of mind. What the poet means by losing 'time', 'peace' and 'sleep' means spending many hours working hard to gain one's objectives and to continually keep on thinking about it until it is achieved.

(3) Match the phrases in table A with lines from the extract given in table B :

'A' (Phrases)	'B' (Lines)
*(1) Toil hard	(a) If you want a thing bad enough ...
*(2) Get rid of all	(b) Fret for it ...
(3) Worry a lot about it	(c) To work day and night for it
*(4) Need desperately	(d) Lose all your terror of the opposition for it.

**Ans.**

- (1) Toil hard – To work day and night for it  
(2) Get rid of all – Lose all your terror of the opposition for it.  
(3) Worry a lot about it – Fret for it ...  
(4) Need desperately – If you want a thing bad enough ...

\*(4) Give an example of each of the following from the extract :

(a) **Tautology**.

**Ans.** Life seems useless and worthless without it. The words 'useless' and 'worthless' have almost the same meaning.

(b) **Repetition**.

**Ans.** (a) ... sweat for it, fret for and plan for it and lose all your terror of the opposition for it

(b) or sickness or pain

(c) **Antithesis**.

**Ans.** Work day and night for it. Words having opposite meanings 'day' and 'night' have been used.

\*(5) Find examples of 'Climax' from the extract.

In poetry, when words/ideas are arranged in ascending order of importance, the figure of speech is 'Climax'.

**Ans.** (a) to go out and fight for it, work day and night for it, give up your time and your peace and your sleep for it

(b) ... sweat for it, fret for and plan for it and lose all your terror of the opposition for it ...

\*(6) Find the lines from the extract which mean :

(a) become crazy for the goal

**Ans.** if you are mad enough for it (*Note : This line is not in the poem given in the textbook.*)

(b) toil hard happily

**Ans.** gladly sweat

(c) get rid of all fears

**Ans.** lose all your terror

(d) make efforts continuously

**Ans.** work day and night

Q. 2. Read the following extract and do the activities :

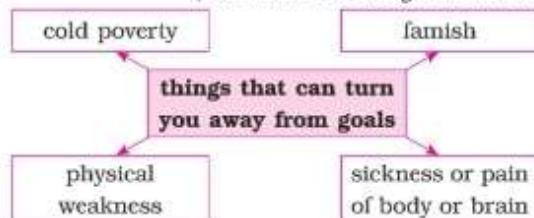
### A1. Simple Factual Activities :

\*(1) State whether the following statements are True or False. Correct the false statements :

- (a) Cold or poverty cannot keep you away from achieving your goal. Ans. True
- (b) You can achieve your goal with the help of God. Ans. True

**\* (2) Complete the web :**

(The answers are given directly.)



**(3) Complete the web chart with the information from the extract : (Nov. '20)**

(The answer is given directly.) (Any four)



**EXTRACT - 2 (Textbook page 124)**

If you simply go after that thing that you want with all of your capacity, strength and sagacity, faith, hope and confidence and stern for tenacity.

If neither cold poverty, famish or gaunt or sickness or pain of body and brain

can keep you away from the thing that you want. If dogged and grim you besiege and beget it, with the help of GOD you'll get it!

**Glossary :** **sagacity** - wisdom and good judgement. **stern** - strict. **tenacity** - strong determination. **famish** - great hunger. **gaunt** - extremely thin because of sickness, hunger or age. **dogged** - having firm determination. **grim** - serious, unhappy. **besiege** - to go after something in a forceful way in order to win or succeed. **beget** - to create, to make something possible.

**A2. Complex Factual Activities :**

- \* (1) Complete the web with suitable responses.**  
**Tell the class what all things the poet wants us to do to win.**

**Ans.**

**The poet wants us to**

- simply go after the thing that you want.
- not let hurdles prevent us.
- besiege and beget it.

- \* (2) Every stanza begins with the word 'if'. How does it add to the effectiveness of the poem?**

**Ans.** Without the word 'if', the poem would remain as a simple statement of rules for success. By beginning each stanza with the word 'if', first of all, the poet implies that every human being has the choice of wanting to be successful in life. This is a more effective way of expression. Also by using the word 'if', he puts forward the conditions that will determine success in any sphere.

- \* (3) The poet wants us to possess all the strengths and keep away from all the weaknesses. Make a list of all words and phrases from the extract showing Strengths in table A and Weaknesses in table B :**

(The answers are given directly.)

<b>A (Strengths)</b>	<b>B (Weaknesses)</b>
• capacity, strength, sagacity	• cold poverty
• faith, hope, confidence	• famish
• doggedness, grimness	• gaunt
• the help given by God	• sickness or pain of body and brain

- (4) How can poverty keep you away from achieving your goals? (Nov. '20)**

**Ans.** When we are poor, we have financial difficulties and we have to struggle to fulfil our basic needs. There may also be suffering and lack of opportunities. All this can keep us from achieving our goals.

**A3. Activities based on Poetic Devices :**

- \* (1) Give an example of each of the following from the extract :**

- (a) Tautology.**

**Ans.** ... neither cold poverty, famish

The words 'poverty' and 'famish' imply almost the same human physical condition.

- \* (b) Alliteration.**

**Ans.** ... of body and brain

- \* (c) Repetition.**

**Ans.** ... or sickness or pain

\*(2) Find the appropriate meaning of the following line :

With all your capacity, strength and sagacity

**Ans.** making full use of all your capabilities, power and wisdom.

(3) Find the lines from the extract which mean :

\*extremely poor condition

**Ans.** If neither cold poverty, famish or gaunt.

(4) Name and explain the figure of speech :

(Nov. '20)

With the help of GOD you'll get it!

**Ans. Inversion :**

Poetic order has been changed. The correct order should be – You'll get it with the help of God. **OR**

**Exclamation :**

The sentence makes a statement that conveys strong emotion for poetic effect.

#### APPRECIATION OF THE POEM

Q. Write an appreciation of the poem 'The Will To Win' in paragraph format considering the given points :

*Note : The point format given in Appreciation of poem is for easy understanding. However it is to be written in paragraph format in the examination.*

#### Point Format

(for understanding)

**The title of the poem :** 'The Will To Win'

**The poet :** Berton Braley

**Rhyme scheme :** No specific rhyme scheme, rhymes are used randomly

**Figures of speech :** Repetition, Climax, Tautology, Antithesis, etc.

**The central idea/theme :** What we should do and what we should avoid in order to achieve success.

#### Paragraph Format

Berton Braley has written this inspirational poem, 'The Will To Win'.

The poem has no specific rhyme scheme, but rhymes are used randomly all throughout. The most common type is lines ending with the word 'it'; e.g., 'for it', 'of it', 'of it'; 'without it', 'about it'; 'beget it', 'get it'; 'sweat for it', 'fret for it' and so on. Other examples are 'capacity', 'sagacity', 'tenacity'; 'pain', 'brain'.

The main figure of speech used is Repetition, as seen in the abundance of 'for it' phrases used throughout the poem. The other figures of speech are Climax, Tautology, Antithesis, etc.

The poet gives us a formula for sure success. He tells us what we should do and what we should avoid doing in order to achieve success.

It is an inspirational poem. It motivates one to set targets and achieve goals.

#### WRITING SKILLS

Q Write a short speech on 'How to achieve success'.

**Ans.** **How to Achieve Success**

Friends,

I, Ajai Chitnis, do not hold with those who say, 'Success is only for the privileged few! In my opinion, any and everyone can achieve success. All that is required is belief in one's potential and a few rules of thumb in order to be a winner.

First of all you must have a goal. In order to reach that goal, you must have the necessary education and skills. For this you have to study or train. Then you have to look for opportunities. Life presents choices. You have to make the right choice. Having made the right choice, you must work hard to edge towards your goal. Only after much labour, sacrifice, determination and effort will you finally achieve success. This is my opinion on 'How to achieve success'. Thank you.

#### PROJECT

\* Make a list of Berton Braley's selected collection of poems. You can take the help of your teacher, the library or search on the Internet. Recite one poem of Braley in front of the class.

(Students do this in class.)



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



### 3.5 UNBEATABLE SUPER MOM – MARY KOM

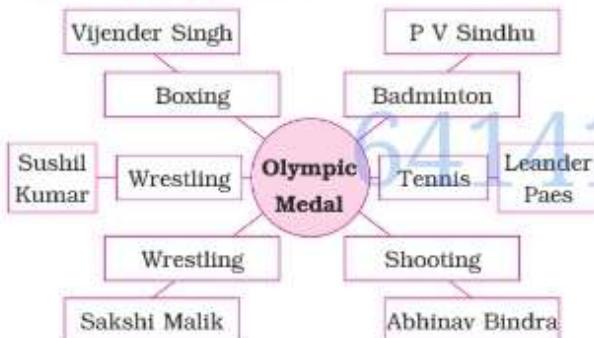
(Textbook page 128)

#### WARMING UP!

- Q. 1.** Discuss and find out the jobs which were done only by men in the past but nowadays women too have started doing them.

**Ans.** HR Manager, Finance Manager, Accountant, Auditor, Budget Analyst, Underwriter, Tax Examiner, Real Estate Agent, Media person, Psychotherapists, Advertising Manager, Event Manager, Social and Community Service Manager, Officer in the Civil Services, Officer in the Armed Forces, Commercial Airline, Pilot, Veterinarian, Autorickshaw driver.

- Q. 2.** Complete the following web of India's winning medals in Olympics.



- Q. 3.** The text is about a famous female boxer, Mary Kom, who has brought laurels to our country by winning many national and international boxing championships. Make a list of famous men and women boxers across the world. You can take the help of the internet or your school library to get this information to complete the table :

Name of boxer	Gender	Country
1. Mary Kom	Female	India
2. Muhammad Ali	Male	US
3. Vijender Singh	Male	India
5. Dolph Lundgren	Male	Sweden
6. Holly Holm	Female	US
7. Natascha Ragosina	Female	Russia
8. Lucia Rijker	Female	The Netherlands
9. Dingko Singh	Male	India

#### READING SKILLS, VOCABULARY AND GRAMMAR

(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)

- Q. 1.** Read the following passage and do the activities :

##### A1 . Simple Factual Activities :

- (1)** Name the following :

(1) According to the writer, the great warrior who conquered the world : Mary Mangte Kom

\*(2) The State in which Mary Kom was born : Manipur

\*(3) The kind of farms in which Mary Kom's parents were working as tenant farmers : Jhum fields

\*(4) The sportsman who inspired many youngsters in Manipur : Dingko Singh

##### \*(2) Complete the following sentences.

(The answers are given directly and underlined.)

(1) Mary Kom helped her parents with farm-related chores.

(2) Kom's parents were tenant farmers who worked in Jhum fields.

(3) Kom was the first Indian woman boxer to qualify and win a bronze medal in the 51 kg flyweight category of Boxing.

(4) The success of Dingko Singh inspired many youngsters in Manipur to try boxing.

(5) Mary Kom made her international debut at the first AIBA Women's World Boxing Championship in the United States.

(6) Mary Kom apologized to the nation for not being able to win gold.

##### (3) Choose the correct alternative : (March '20)

(1) Which state does Mary Kom belong to?

- (a) Mizoram      (b) Manipur  
(c) Gujarat      (d) Assam

(2) Who inspired Mary Kom to choose Boxing as a career?

- (a) Dingko Singh      (b) Sushil Kumar  
(c) Vijendra Singh      (d) Adams

- (3) What were her parents?  
 (a) Teachers (b) Boxers  
 (c) Tenant farmers (d) Horticulturist
- (4) When did Mary Kom make her international debut in Boxing?  
 (a) At 20 (b) At 18 (c) At 48 (d) At 38
- Ans.** (1) (b) Manipur (2) (a) Dingko Singh  
 (3) (c) Tenant farmers (4) (b) At 18

**PASSAGE – 1** (Textbook pages 129 and 130)

There had to be one successful story .....  
 ..... all the sportswomen to look up to.

**Glossary :** **famed** – famous. **tenant farmer** – a person who farms rented land. **jhum** – farming, shifting cultivation. **humble surroundings** – simple and poor conditions. **chores** – routine tasks, especially household ones. **simultaneously** – at the same time. **giving it a try** – attempting it. **reinforced** – strengthened. **a legend** – one who makes history. **an idol** – a person who is greatly admired, loved or respected. **look up to** – to have a great deal of respect for (someone).

**A2. Complex Factual Activities :**

**(1) Complete the following :**

(The answer is given directly.)



**\*(2) What was Mary Kom's exceptional achievement?**

**Ans.** Mary Kom's exceptional achievement was that in the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 kg flyweight category of Boxing.

**\*(3) Find the names of cities / states / countries and their importance in Mary Kom's life.**

**Ans.**

- Kangthei – Mary Kom's birthplace.  
 Manipur – home state of Dingko Singh and Mary Kom

- Bangkok – city that hosted the Asian games of 1998  
 United States – Country that hosted the first AIBA Women's World Boxing Championship

**\*(4) What has added to Mary's greatness as a boxing champion?**

**Ans.** As a boxing champion Mary's greatness is reinforced by the way she apologised to the whole nation for not being able to win the gold.

**(5) What difficulties did Mary Kom face in her childhood? (March '20)**

**Ans.** Mary Kom was born in a small village in rural Manipur. Her family was poor. Her parents were tenant farmers who worked in jhum fields, and her surroundings were humble. She had to help her parents with farm related chores, go to school, initially learn athletics and later boxing, all at the same time.

**A3. Activities based on Vocabulary :**

**\*(1) Find antonyms of the following words from the passage :**

- (a) arrogant \* (b) finally \* (c) disqualify  
 (d) urban (e) failure (f) defeat (g) weakened  
 (h) wealthy

- Ans.** (a) arrogant × humble  
 (b) finally × initially  
 (c) disqualify × qualify  
 (d) urban × rural  
 (e) failure × success  
 (f) defeat × victory  
 (g) weakened × reinforced  
 (h) wealthy × poor

**\*(2) Make sentences using the following words :**

**Ans.** (a) debut – He wanted his daughter to make a debut as a dancer at the prestigious Manipuri Folk Festival.

(b) reinforced – His reputation as a brave soldier was reinforced by the many stories told about him by his comrades who fought alongside him.

(c) humble surroundings : Abraham Lincoln grew up in humble surroundings.

**(3) Pick out from the passage the verb forms of the following words :**

(The answers are given directly.)

- \*(a) qualification – qualify \*(b) birth – born  
 (c) survival – survive (d) recollection – recollect

**(4) Pick out the noun forms from the passage :**

- \*(a) succeed (b) great

**Ans.** (a) succeed – success (b) great – greatness.



blame for her losses upon herself. It was her bad luck that the judges did not press the buttons in her favour during her semi-final against Adams.

**\* (2) What failed to pressurize Mary Kom during the Olympics?**

**Ans.** During the Olympics, the fact that she was the only female representative from India in boxing failed to pressurize Mary Kom.

**(3) How could Mary Kom manage without her coach at the Olympics?**

**Ans.** Mary Kom could manage because they had already done their homework and she was well-prepared.

**A3. Activities based on Vocabulary :**

**(1) Find antonyms of the following words from the passage :**

\*(a) depressed \* (b) diffident \* (c) float (d) gain

**Ans.** (a) depressed  exhilarated

(b) diffident  confident

(c) float  sink

(d) gain  loss

**\* (2) Frame your own sentence using the word 'elation' :**

**Ans.** We received the news of our victory with great elation.

**(3) Write one word for each of the following :**

*(The answers are given directly.)* **Ans.**

(a) a person employed to report for a newspaper

correspondent

(b) a person who wins a medal at an event

medallist

(c) a person who takes an interview of a celebrity

interviewer

(d) a person whose interview is taken

interviewee

**\* (4) Find the verb forms of the following words :**

(a) practice (b) company

**Ans.** (a) practice – practise  
(b) company – accompany

**(5) Find the noun forms of the following words :**

\*(a) represent \* (b) achieve \* (c) prepare (d) decide

**Ans.** (a) represent – representative  
(b) achieve – achievement  
(c) prepare – preparation  
(d) decide – decision

**(6) Find the adjective forms of the following words :**

\*(a) addition \* (b) favour \* (c) female  
(d) confidence (e) tactics

**Ans.** (a) addition – additional

(b) favour – favourite

(c) female – female, feminine

(d) confidence – confident

(e) tactics – tactical

**A4. Activities based on Contextual Grammar :**

**\* (1) Underline the subordinate clause and state its kind :**

The male boxers kindly practised with me whenever I required them.

**Ans.** The male boxers kindly practised with me whenever I required them – Adverb Clause of Time

**(2) Rewrite as an exclamatory sentence :**

I am really happy.

**Ans.** How happy I am!

**(3) Rewrite using 'but' :**

Although she carried power, she wasn't very tactical.

**Ans.** She carried power but she wasn't very tactical.

**A5. Personal Response :**

**\* Complete the diagram by putting different qualities of Mary Kom in the boxes :**

*(The answers are given directly.)*

Qualities of Mary Kom	
→	confident
→	humble
→	fair
→	underplays the faults of others
→	ability to perform under stress
→	willingness to take responsibility for her losses

**Q. 3. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**Fill in the blanks :**

(The answers are given directly and underlined.)

- (a) Mary Kom had to gain 3 kg in order to fight in the 51 kg event.  
(b) In 2012, India won 6 medals in the Olympics.  
(c) Mary Kom usually participated in the 48 kg event.  
(d) Mary Kom had decided to participate in the 51 kg event at the Olympics.

**PASSAGE - 3 (Textbook page 131)**

**Interviewer : India managed just 6 medals .....  
..... rather than bad saturated fats.**

**Glossary :** **proportionate** – correct or suitable in size, amount, or degree when considered in relation to something else. **corporates** – companies or industries. **sponsor** – organization that pays or aids sportsmen or a sports event. **conditioning** – becoming fit. **saturated fats** – unhealthy fats.

**A2. Complex Factual Activities :**

**\*(1) Complete the following :**

(The answers are given directly and underlined.)

- (a) We can get more medals if more and more people take up sports as a full-time career.  
(b) Mary Kom was able to increase her weight by eating the right kind of healthy food rather than bad saturated fats.

**\*(2) What does Mary Kom suggest for India to win more Olympic Gold Medals?**

**Ans.** Mary Kom suggests that more and more people should take up sports as a full-time career, so that India might win more Olympic Gold Medals

**\*(3) What can help Indian sportsmen win more Olympic Medals?**

**Ans.** Mary Kom feels that if more corporates sponsored players, the players would not have any financial pressure and could focus on their games. This would help Indian sportsmen win more Olympic Medals.

**A3. Activities based on Vocabulary :**

**(1) Make sentences of your own using the following words :**

- \*(a) **sponsor** : The college students wanted a sponsor for their fashion show.

**(b) a key factor** : Heavy rain was a key factor to our cancelling the family picnic.

**(2) Find the verb forms of :**

- \*(a) negligence (b) focus (c) requirement (d) weight

**Ans.** (a) negligence – neglect

(b) focus – focus

(c) requirement – require

(d) weight – weigh

**\*(3) Find the noun forms of :**

- (a) change (b) aware

**Ans.** (a) change – change (b) aware – awareness

**(4) Find the adjective forms of :**

- \*(a) proportion, \*(b) nutrition, \*(c) finance,

(d) health.

**Ans.** (a) proportion – proportionate

(b) nutrition – nutritional

(c) finance – financial

(d) health – healthy

**A4. Activity based on Contextual Grammar :**

**\* Underline the subordinate clauses and state their kind :**

(The answers are given directly and underlined.)

- (1) I think that more people should take up sports as a full-time career. – Noun Clause.

- (2) Do you think nutrition is a neglected area in Indian sports? – Noun Clause.

- (3) India managed just 6 medals in the 2012 Olympics even though we are a nation of 1.3 billion people. – Adverb Clause of Concession.

**A5. Personal Response :**

**'Sports are important in our life'. Elaborate.**

**(March '20)**

**Ans.** Sport are certainly important in life. Sports teach us many important values like team work, sportsmanship, humility, etc. Sports teach us how to accept both victory as well as defeat in the right spirit. They help us to reduce stress and provide freedom from tension. We make new friends when we participate in various sports. Sports also help us to keep physically fit.

**Q. 4. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Choose the correct alternative for each question and underline it :**

(The answers are given directly and underlined.)

**\*(a) What did Mary Kom prefer being called?**

- (i) Super Mom (ii) Super Boxer
- (iii) Super Woman (iv) Super Being

**(b) What is the full form of OGQ?**

- (i) Olympic Group Queries
- (ii) Olympic Gold Quest
- (iii) Overseas Guest Qualifications
- (iv) Olympic Golf Qualifications

**\*(2) Is Mary Kom more proud of being a boxer or a mother?**

**Ans.** Mary Kom is more proud of being a mother.

#### **PASSAGE - 4 (Textbook pages 131, 132)**

**Interviewer :** How big a role did OGQ .....  
..... that has ever happened to me.

**Glossary :** OGQ - Olympic Gold Quest. stereotype - a fixed idea held as a common standard.

#### **A2. Complex Factual Activities :**

**\*(1) What did OGQ do for Mary Kom?**

**Ans.** OGQ helped Mary Kom out whenever she needed something. By taking care of everything, it helped her focus on her boxing and kept her stress-free.

**\*(2) Complete the following :**

*(The answers are given directly and underlined.)*

- (a) Mary Kom is good at cooking and other household work too.
- (b) Mary Kom loves to be a mom, acknowledging that it is the best thing that has ever happened to her.

#### **A3. Activities based on Vocabulary :**

**(1) Find antonyms from the passage for the following words :**

- (a) few (b) modern (c) worst (d) indifferent

**Ans.** (a) few  several

(b) modern  traditional

(c) worst  best

(d) indifferent  interested

**(2) Write the adjective forms of the following words :**

- (a) care (b) tradition (c) importance
- (d) difficulty.

**Ans.** (a) care - careful, careless

(b) tradition - traditional

(c) importance - important

(d) difficulty - difficult

#### **A4. Activities based on Contextual Grammar :**

**(1) The future is very bright.**

*(Rewrite as an exclamatory sentence.)*

**Ans.** How bright the future is!

**(2) Underline the determiners :**

You have broken several stereotypes about the women in India.

**Ans.** You have broken several stereotypes about the women in India.

**\*(3) Underline the subordinate clause and state its kind :**

That's the best thing that has happened to me.

**Ans.** That's the best thing that has happened to me. Subordinate Adjective Clause

#### **A5. Personal Response :**

\*'Super Mom' refers to an excellent mother. Give three reasons why 'super' has been added to the word 'mom' as in the title.

**Ans.** (1) The word 'Super' is used to describe a person who aims for the highest standards of excellence. As a boxer Mary Kom aimed for the highest standards. As a result, she achieved success at the Olympics.

(2) When asked if she preferred the title 'Super Mom' to 'Super Boxer', she opted for the former. It was her joy to be a mother. In her words, it was the best thing that ever happened to her.

(3) This title gives us an idea of the priorities in Mary Kom's life. Motherhood is her first preference. Hence the writer uses this word in the title.

#### **ENGLISH WORKSHOP**

**(Based on whole lesson)**

**Rearrange the facts below in their proper order, as in the text :**

(a) Mary Kom made her first appearance at international level.

(b) She sparred with male boxers in Pune.

(c) Mary Kom won the Manipur State Women's Boxing Championship.

(d) She won a bronze medal in the 2012 Olympics.

(e) Mary Kom decided to take up boxing.

**Ans.** (e) Mary Kom decided to take up boxing.

(c) Mary Kom won the Manipur State Women's Boxing Championship.

(b) She sparred with male boxers in Pune.

(a) Mary Kom made her first appearance at international level.

(d) She won a bronze medal in the 2012 Olympics.

## LANGUAGE STUDY ACTIVITIES (Based on Vocabulary and Grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

### (A) A1. Do as directed : (Simple Activities)

(1) Pick out the gerund and make a sentence :  
I am good at cooking.

(2) Spot the errors and rewrite the correct sentence :

I eaten the right kind of food and gains weight.

(3) Write the root words that form the following compound words :

(a) flyweight (b) sportsmen

(4) Punctuate the sentence :

what do you prefer being called super mom or super boxer

(5) Form present participles using the given words : (a) focus (b) spar

(6) Make a meaningful sentence using the phrase : 'all the year round'.

(7) Identify the kind of sentence : Just let their mother box.

(8) Arrange the following words in alphabetical order : where, who, whenever, which

Ans.

(1) Gerund : cooking

Sentence : Though I do not like cooking, I have to do it.

(2) I ate the right kind of food and gained weight.

(3) (a) fly + weight (b) sports + men

(4) "What do you prefer being called – Super Mom or Super Boxer?"

(5) (a) focussing (b) sparring

(6) I receive letters and picture souvenirs from my penpals all the year round.

(7) Imperative Sentence

(8) whenever, where, which, who

### A2. Do as directed (Medium Level Activities) :

(1) Rewrite using the simple future tense :

I had to focus on what to eat.

(2) Rewrite beginning with the underlined part :

OGQ played an important role in my success.

(3) Write a word register for the word 'nutrition'.

(4) Write sentences to show the different meanings of the word 'pretty'.

Ans.

(1) I will have to focus on what to eat.

(2) An important role was played by OGQ in my success.

(3) **nutrition** : diet, nourishment, wholesome, balanced, food, edibles, foodstuff, menu, sustenance.

(4) (a) The little child had a pretty face. (*pleasing or attractive to the eye*)

(b) It has been pretty hot this summer. (*quite, but not extremely*)

### (B) Do as directed (Challenging Activities) :

(1) Change to the comparative degree :

That's the best thing that has happened to me.

(2) Underline the modal auxiliary and state its function :

More and more people should take up sports as a career.

Ans.

(1) That's better than any other thing that has happened to me.

(2) More and more people should take up sports as a career – Obligation

## LANGUAGE STUDY

(based on the complete lesson)

Q. You will find some Acronyms (short forms) in the text. Go to the library or search on the internet to find their full forms. Discuss with your partner : (The answers are given directly.)

(a) OGQ – Olympic Gold Quest

(b) IBN – Indian Broadcasting Network

(c) MTV – Music Television

(d) YPA – Yellow Pages Advertising

(e) AIBA – Association Internationale de Boxe Amateur (International Boxing Association)

(f) CNN – Cable News Network

## WRITING SKILLS

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

### Q. 1. Fill in the factfile of Mary Kom.

Ans.

(a) Full name : Chungneijang Mary Kom Mangte

(b) Native of : Manipur, India

- (c) **Early life and interest :** Athletics, Boxing
- (d) **Special sport taken up :** Boxing
- (e) **Inspired by :** Dingko Singh of Manipur
- (f) **Coach :** Charles Atkinson
- (g) **Early achievements :**
  - Manipur State Women's Boxing Championship
  - Regional championship in West Bengal
- (h) **International achievements :**
  - 2001 : International debut at the first AIBA Women's World Boxing Championship in United States – won the silver medal in the 48 kg category
  - 2012 : Bronze medal at the Olympics, flyweight (51 kg category)
  - five times World Amateur Boxing Champion
- (i) **Her passion :** cooking
- (j) **Future plans :** coaching Indian women

**Q. 2. Mary Kom prepared rigorously to win many championships. Read the text again and make a list of various things done by Kom regarding her preparations.**

**Ans.**

(i) Variety of preparations :	<ul style="list-style-type: none"> <li>• coaching under Charles Atkinson</li> <li>• sparring with male boxers at Pune</li> </ul>
(ii) Diet	<ul style="list-style-type: none"> <li>• eating healthy foods, not saturated fats</li> </ul>
(iii) Focus	<ul style="list-style-type: none"> <li>• on what to eat</li> </ul>

**Q. 3. Imagine that you are the Captain of your team. A famous cricketer is going to visit your school. You are assigned the task to conduct an interview of that famous cricketer. Frame a set of 10 questions that you will ask the cricketer :**

(Use the points given in textbook page 136.)

**Ans. Questions of the Interviewer :**

Sir, welcome to our school. May I ask you a few questions? Thank you.

- (1) Could you tell us something about your early life?
- (2) Which field of sports were you interested in your early life?
- (3) Who was your inspiration?
- (4) Who was your coach and your guide during your early years of training?
- (5) Which aspect of cricket do you prefer – batting, bowling or fielding?
- (6) Just for the record, could you list your achievements and records?
- (7) Surely you must have some future plans. What are they?

- (8) What difficulties did you face when you started your career?

- (9) Who do you think is a model cricketer today?
- (10) What is your advice to youngsters?

**Q. 4. Write a short paragraph describing the life and work of Mary Kom. Take the help of the points given below. You can take the help of the factfile that you have prepared earlier in Q. 1 on the previous page :**

- (a) Early life
- (b) Training
- (c) Achievements
- (d) Future Plans

**Ans.** Mary Kom's full name is Chungneijang Mary Kom Mangte. She hails from a village in Manipur. Her father was an ex-wrestler. Right from an early age, Mary Kom was interested in athletics and boxing. Finally she took up boxing, despite objections from her father. He was worried that boxing would mar her face and that would make it difficult for him to arrange a suitable marriage for her. She trained under Charles Atkinson and sparred with some of the finest male boxers in Pune. Mary Kom has a list of National and International achievements. She won the Manipur State Women's Boxing Championship. Then she won the Regional championship for boxing in West Bengal. She made her International debut in 2001 at the first AIBA Women's World Boxing Championship in the United States. There she won the silver medal in the 48 kg category. In 2012, she won the bronze medal at the Olympics in the flyweight (51 kg category). She has been five times World Amateur Boxing Champion. She plans to take up coaching for women boxers with potential.

**Q. 5. 'What men can do, women can do better.'**

**Divide your class in 2 groups. Let one group offer points 'For the topic' and the other, 'Against the topic'. Note down the points in your notebook and expand the points in two separate writeups, as views and counterviews. Suggest suitable titles for each.**

**Ans. View : Men cannot compare to women**

Women have inherent qualities, not possessed by men, that enable them to do things better than men do. There was a time when certain professions or careers were considered the sole domain of men. In recent years, women have pooh-poohed the very idea.

Women have more patience and endurance than men. Hence when entrusted with any task, they stick it out and see it through. They are painstaking and focus on every detail. They are able to see the overall picture, unlike men who work for short-term benefits and instant solutions.

Women tend to communicate more effectively than men, focussing on how to create a solution that works for the group, talking through issues, and utilize non-verbal cues such as tone, emotion, and empathy whereas men tend to be more task-oriented, less communicative, and more isolated. Men have a more difficult time understanding emotions that are not explicitly verbalized, while women tend to intuit emotions and emotional cues.

Men tend to have a 'fight or flight' response to stress situations while women seem to approach these situations with a 'tend or befriend' strategy.

Hence women do very well as PR Managers, HR Managers, Psychologists, Psychiatrists, Counsellors, etc., – which were previously considered exclusive male-dominated fields of work.

#### **Counterview : Men are the superior species**

With no disrespect or offence intended, when it comes to the job-front, men are superior to women. They have the discipline, the psychological assurance and presence and most important, the time to sit overtime and meet targets.

Women tend to be straightforward, outspoken and curt in their dealings with clients. Men are more polite, patient and considerate, especially with irate customers. This is because they are more hormonally stable and balanced than women. They tend to view things from a long-term viewpoint and are focused on the goals of the establishment they work for.

Men tend to process better in the left hemisphere of the brain while women tend to process equally well between the two hemispheres. This difference explains why men are generally stronger with left-brain activities and approach problem-solving from a task-oriented perspective.

**Q. 6. Two famous proverbs – 'Actions speak louder than words' and 'Fortune favours the brave' are best suited for the personality of Mary Kom. Form two groups in the class. Each group should write a paragraph on one proverb with reference to the life and achievements of Mary Kom.**

#### **Ans. (1) Actions Speak Louder Than Words**

Mary Kom's life and personality exemplify the proverb 'Actions speak louder than words'.

Right from an early age she was interested in athletics and boxing. Her father, a former wrestler, was against her entering the field of boxing for fear of disfigurement, but Mary Kom went ahead, trained rigorously, left her home-state and pursued her goal.

There are many who express desires and ambitions, but limit themselves to highfalutin talks. Mary Kom made her dreams a reality and went on to win a medal at the Olympics for India. Her words always echoed humility. She avoided blaming others for her losses, but took the responsibility upon herself.

Mary Kom's life has been a journey of high-voltage action, despite the fact that she is by nature a shy, soft-spoken girl.

#### **(2) Fortune Favours The Brave**

It is not easy for a girl to enter and participate in a male-dominated field such as boxing. Mary Kom hailed from Manipur, which is a conservative state to say the least.

Mary Kom, however, was brave enough to challenge gender-bias, opposition from her father and the tough rigours of sparring with professional male boxers at Pune.

Her daring and courage were rewarded with awards and national recognition. But the icing on the cake was when she went on to win international events, finally culminating in winning the bronze medal at the 2012 Olympic event.

Lady luck had smiled on her for her persistence, her continual efforts and her unswerving focus on her goals. Indeed, Mary Kom has proved by her life and her achievements that if one has the spirit of challenging odds, one will surely reap rich dividends.



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



### 3.6 THE CONCERT

(Textbook page 138)

**Introduction :** This is a touching true-life story about how a sister makes her terminally ill brother's dream come true.

#### WARMING UP!

**Q. 1. Pair up with your partner and answer the following questions :**

(a) **Do you like music?**

**Ans.** Yes, I do.

(b) **What does a concert mean?**

**Ans.** A concert is a musical programme where musicians and classical singers come together to play different pieces of music.

(c) **Have you ever attended any live concert?**

**Ans.** Yes, I have.

(d) **Have you seen a concert on Television?**

**Ans.** Yes, I have.

(e) **Whose concert would you love to attend?**

**Ans.** I would love to attend the concert of A. R. Rahman.

**Q. 2. Look at the web diagram given below and study the traits (characteristics) of a good concert :**



#### READING SKILLS, VOCABULARY AND GRAMMAR

**(Note :** Some 'Wh'-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Write who said to whom :**

*(The answers are given directly and underlined.)*

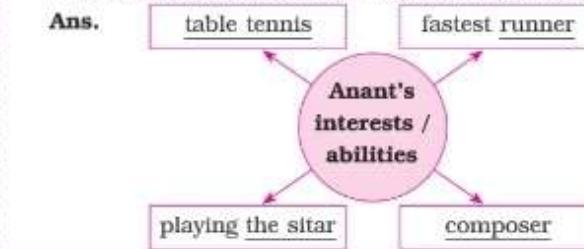
**Ans.**

Statement	Who	To Whom
(a) You'll wake him up.	The mother	To her daughter
(b) "We mustn't miss the chance."	The boy	To his sister and mother

**(2) Complete the following web :**

*(The answers are given directly and underlined.)*

**Ans.**



#### PASSAGE - 1 (Textbook pages 138, 139)

One morning in a small apartment in Bombay ...  
..... at the cancer hospital in the city.

**Glossary :** **maestro** – a distinguished conductor or performer of classical music. **sprang** – moved quickly or suddenly. **murmured** – spoke quietly. **a catch in her throat** – a break in the voice when you are about to cry. **unbidden** – arising without conscious effort. **self-reproach** – blame directed at oneself. **gravely** – to a degree that gives cause for alarm. **astonishment** – great surprise.

## A2. Complex Factual Activities :

\*(1) Write which emotions are revealed in these sentences.

(a) 'Pandit Ravi Shankar's playing tomorrow at Shanmukhananda auditorium.'

**Ans.** excitement

(b) 'It's the chance of a lifetime.'

**Ans.** anticipation, joy, excitement

\*(2) Why was Smita excited?

**Ans.** Smita was excited because she read in the newspaper that Pandit Ravi Shankar was to play the next day at the Shanmukhananda auditorium.

\*(3) What was the chance of a lifetime for Anant?

**Ans.** To be able to hear and see Pandit Ravi Shankar perform was the chance of a lifetime for Anant.

\*(4) Give reasons : Smita became nervous.

**Ans.** Smita became nervous because she remembered that her brother was very ill and that the doctors had given up hope. The truth that Anant was going to die frightened her.

## A3. Activities based on Vocabulary :

\*(1) You will find some words describing a particular speciality of the individuals/personalities in the passage. Explain the meaning of the following words given in the table with reference to the particular personality mentioned in the text :

(The answers are given directly and underlined.)

Speciality	Personality	Explanation
Maestro	Pandit Ravi Shankar	a distinguished performer of classical music
Pandit	Ravi Shankar	a talented musician (used as a respectful title or form of address)

\*(2) Code Mixing : Using words from another language in a write-up is called Code-mixing. Make a list of the Indian words in table A and their meanings in table B.

(The answers are given directly.)

'A' (Indian word)	'B' (Meaning)
(1) Pandit	(a) a talented musician (used as a respectful title or form of address)
(2) sitar	(b) a large, long-necked Indian lute with movable frets, played with a wire pick

(3) Write from the passage antonyms for the following words :

(a) bored (b) forgot (c) worse (d) worst

**Ans.** (a) bored ~~x~~ excited (b) forgot ~~x~~ remembered  
(c) worse ~~x~~ better (d) worst ~~x~~ best

## A4. Activities based on Contextual Grammar :

(1) Choose the appropriate Adverb or Adjective form to fill in the gaps :

(The answers are given directly and underlined.)

\*(a) She spoke in an excited tone. (excited/excitedly)  
(b) I wished the noise would stop. It seemed to go on endlessly. (endless, endlessly)

(2) Add question tags :

(a) You know he needs all the sleep and rest he can get.

(b) You'll wake him up.

(c) His eyes were shining.

(d) We mustn't miss the chance.

**Ans.** (a) You know he needs all the sleep and rest he can get, don't you?

(b) You'll wake him up, won't you?

(c) His eyes were shining, weren't they?

(d) We mustn't miss the chance, must we?

(3) The boy on the bed was not asleep :

(Rewrite without 'not'.)

**Ans.** The boy on the bed was awake.

## A5. Personal Response :

\*(1) Two contradictory pictures are depicted in the passage. Discuss in pairs and describe them in your own words.

**Ans.** The brother and sister seem excited about Pandit Ravi Shankar's upcoming performance. The girl expresses excitement and the boy's eyes are shining. The mother, however, is more worried about the physical condition of her son, who is on oxygen and apparently out of breath. The mother's voice breaks when she speaks and her lips utter unbidden prayers. These are the contradictory images presented in this passage.

(2) How would you feel and react if you came to know that someone closely known to you was suffering from cancer?

**Ans.** If I came to know that someone closely known to me was suffering from cancer, I would feel very bad. I would visit the person, spend time, make the person happy in every way possible and most of all pray to God, to relieve the person from suffering.

**Q. 2. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Write who said to whom :**

(The answers are given directly and underlined.)

**Ans.**

Statement	Who	To Whom
(a) "The chance of a lifetime."	Anant	to his mother
"(b) "This is not the last time they are going to play."	Anant's mother	to Anant
(c) "Your father will take you."	Smita's mother	to Smita
"(d) "A walk in the park will make you feel better."	Aunt Sushila	to Smita

**(2) Say whether the following are True or False :**

(The answers are given directly and underlined.)

**Ans.**

- (a) In Bombay, the family stayed with their aunt. True
- (b) The doctors told the family directly that Anant did not have many days to live. False
- (c) The family voiced their fears to Anant. False
- (d) Anant was well enough to take part in the forthcoming table tennis tournament. False

**PASSAGE - 2 (Textbook pages 139, 140)**

**Whenever they came to Bombay .....  
..... agreed to get the tickets.**

**Glossary :** **high hopes** – a strong feeling that something good will happen or be true. **forthcoming** – about to happen. **indulge** – to allow oneself to enjoy the pleasure of something. **voice their fears** – to express their doubts or worries in words. **choked** – having difficulty in breathing (because of sadness). **midst** – in the middle of, among (them).

**A2. Complex Factual Activities :**

**"(1) Why was everyone from the family trying to keep Anant happy?**

**Ans.** Everyone from the family was trying to keep Anant happy because they knew he did not have many days to live. They did not wish to voice their fears but rather wanted him to be surrounded by whatever made him happy.

**"(2) Why was Smita not ready to go for the concert?**

**Ans.** Smita was not ready to go for the concert because she and her brother, Anant, had always done things together and he could not go now because of his illness.

**(3) Complete the table :**

(The answers are given directly and underlined.)

**Ans.**

Smita's mother tries to	persuade her to go for the concert.
Smita's aunt suggests that	she go for a walk in the park to feel better.
Smita's father agrees	to buy the tickets for the concert.

**A3. Activities based on Vocabulary :**

**(1) Write from the passage phrases that mean :**

**Ans.**

- |   |                           |
|---|---------------------------|
| (a) participate                             | – take part in            |
| (b) feeling that something good will happen | – high hopes              |
| (c) express their worries                   | – voice their fears       |
| (d) a rare opportunity                      | – a chance of a lifetime. |

**(2) Match the columns :**

A	B
(a) choked	(i) exercises
(b) roasted	(ii) thought
(c) yogic	(iii) gram
(d) daring	(iv) voice

**Ans.**

- |             |             |
|-------------|-------------|
| (a) choked  | – voice     |
| (b) roasted | – gram      |
| (c) yogic   | – exercises |
| (d) daring  | – thought   |

**A4. Activities based on Contextual Grammar :**

**"(1) Choose the appropriate Adverb or Adjective form to fill in the gaps :**

(The answers are given directly and underlined.)

- (1) They gave him whatever made him happy.

(*happy/happily*)

- (2) He ran very fast.

(*fast/fastly*)

- (3) He would become a great sitarist some day.  
(*great/greatly*)
- (4) Smita accepted the suggestion gratefully.  
(*grateful/gratefully*)

**(2) Frame Yes-No questions to get the sentences as answer :**

- (a) There's no harm in trying it.  
(b) It would be nice to go to the concert.
- Ans.** (a) Is there any harm in trying it?  
(b) Wouldn't it be nice to go to the concert?

**A5. Personal Response :**

\* Two contradictory pictures are depicted in the story. Describe them in your words.

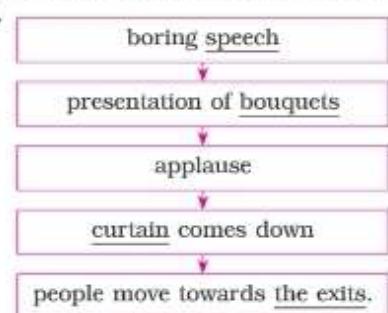
**Ans.** On the one hand, the family is aware that Anant does not have many days to live. They are worried. They have fears but they suppress them. Instead they laugh and smile and talk. They surround Anant with whatever makes him happy. They fulfil his every need and give him whatever he asks for.

**Q. 3. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

- (1) Complete the following flow-chart :**  
(The answers are given directly and underlined.)

**Ans.**



- (2) Write whether the following statements are True or False :**  
(The answers are given directly and underlined.)

- (a) Smita dreamt that she was at the concert.  
\_\_\_\_\_
- (b) Anant had said, 'The chance of a lifetime' the previous evening.  
\_\_\_\_\_
- (c) At the end of the concert, the artistes stood and clapped for the audience.  
\_\_\_\_\_
- (d) A man with a long moustache was one of the artistes.  
\_\_\_\_\_

**Ans.**

False

True

False

False

**PASSAGE - 3 (Textbook page 140)**

The next day as Smita and her father were .....  
..... The people began to move towards the exits.

**Glossary -** **gasps** - short quick breaths of air taken through the mouth, when you are in pain or are surprised. **enchantment** - a feeling of great pleasure, delight. **spellbound** - held with complete attention, as though by magic. **unfolding** - (of events) gradually developing or being revealed. **raga** - a musical mode in Indian classical music. **plaintive** - sounding sad or mournful. **artiste** - a professional entertainer, singer or dancer. **a standing ovation** - a period of prolonged applause during which the crowd or audience rise to their feet. **applause** - approval or praise expressed by clapping.

**A2. Complex Factual Activities :**

- (1) Arrange the following sentences chronologically according to their occurrence in the passage :**

- (a) The first notes came over the air.  
(b) The audience gave the artistes a standing ovation.  
(c) The audience gave the great master a thundering welcome.  
(d) The ragas unfolded.

**Ans.** (c) The audience gave the great master a thundering welcome.

- (a) The first notes came over the air.  
(d) The ragas unfolded.  
(b) The audience gave the artistes a standing ovation.

**\* (2) How did Smita enjoy the concert?**

**Ans.** Smita felt as if the gates of a land of enchantment and wonder were opening. She listened spellbound to the unfolding ragas.

**A3. Activities based on Vocabulary :**

- (1) Give one example of code-mixing (Indian word) from the passage and explain its meaning.**

**Ans.** raga - a musical mode in Indian classical music

- (2) Pick the odd man out from the following based on the passage and give reasons :**

- (a) sitting, thundering, unfolding, twinkling  
(b) slow, boring, plaintive, twinkling

**Ans.** (a) sitting (verb - all the others are adjectives)

- (b) boring (describes the noun 'speech' - all the others describe the 'ragas')

**A4. Activity based on Contextual Grammar :**

**Underline the adverbs :**

- (a) The curtain came down.

(b) The plan she had decided on the evening before remained firmly in her mind.

**Ans.** (a) The curtain came down.

(b) The plan she had decided on the evening before remained firmly in her mind.

#### A5. Personal Response :

\*Have you ever attended any concert? How was your experience there?

**Ans.** Yes, I have attended a concert in which A. R. Rahman was the main performer. When I heard the first few notes being sung, I was thrilled. Never before had I heard such music or singing. I felt as if I were transported to a wonderland where only music reigned. Every beat, every note filled me with delight. I began wondering if I were in heaven!

#### Q. 4. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

###### \*(1) Who said this to whom?

"Tomorrow morning we perform for the boy – Yes?"

**Ans.** Ustad Sahib said this to Pandit Ravi Shankar.

(2) Write whether the following statements are True or False :

(The answers are given directly and underlined.)

**Ans.**

(1) When Smita returned home, Anant was awake. True

(2) Both Ravi Shankar and Ustad Allah Rakha came to Aunt Sushila's house. True

(3) Anant's room was on the ground floor. False

(4) Anant survived the sickness. False

**PASSAGE – 4 (Textbook pages 140, 141)**  
Now was the time. Smita wriggled .....  
..... out of him gently, very gently.

**Glossary :** **wriggled** – twisting or turning the body with quick movements. **wings** – (here) either of the unseen backstage areas on the sides of a stage. **wizard** – (here) someone who is an expert at something. **motioned** – made a sign with the hands. **wad** – a soft compressed lump or mass of something. **pulled up** – (of a car) stops for a short time. **block** – neighbourhood. **life went out of him** – he died.

#### A2. Complex Factual Activities :

###### \*(1) What was Smita's plan?

**Ans.** It was Smita's plan to plead with Pandit Ravi Shankar to come to her aunt's house and play the sitar for her brother, Anant, who was suffering from cancer.

\*(2) Describe the condition of Smita when she was going towards the stage and complete the boxes given below :

(The answers are given directly and underlined.)

##### Smita's condition

- Her heart was beating loudly.
- Her knees felt weak.
- Her tongue was dry.
- She folded her hands and burst out speaking.

###### \*(3) Why were the neighbours surprised?

**Ans.** The neighbours were surprised to see the two great musicians, Pandit Ravi Shankar and Ustad Allah Rakha, getting out of a taxi which pulled up outside their block.

#### A3. Activities based on Vocabulary :

\*(1) You will find some words describing a particular speciality of the individuals/personalities in the text. Explain the meaning of the following words given in the table with reference to the particular personality mentioned in the text.

(The answers are given directly.)

Speciality	Personality	Explanation
Ustad	Allah Rakha	title for an expert tabla player
Moustachioed	Name unknown	someone who sports a prominent bushy moustache

###### (2) Give one word for each of the following :

**Hint :** All words begin with letter 'W'. **Ans.**

- (a) a soft compressed lump – wad
- (b) twist or turn the body with quick movements – wriggle
- (c) an expert at music – wizard
- (d) unseen backstage area on the sides of a stage – wings

(3) Write from the passage words that are examples of code-mixing. Give the meanings of the words :

Ans.

Words	Meanings
Ustad	a highly skilled musician
Pandit	address for a talented classical musician
divan	a long low sofa without a back or arms

#### A4. Activities based on Contextual Grammar :

(1) State the tense of the underlined verbs in the sentences :

- (a) A small crowd had gathered
- (b) Her knees felt weak.
- (c) "Will you come to Aunt Sushila's house?"
- (d) "It's settled then."

Ans. (a) Past Perfect (b) Simple Past (c) Simple Future (d) Simple Present.

(2) Choose the appropriate Adverb or Adjective form to fill in the gaps.

(The answers are given directly and underlined.)

- \*(1) Life went out of him gently. (gentle/gently)
- (2) They knocked softly on the door of the apartment. (soft / softly)
- (3) Smita spoke excitedly to Anant. (excited/excitedly)

#### A5. Personal Response :

\*(1) Which emotions are revealed in these sentences?

- (a) "Did you ... did you hear him?"

Ans. This sentence expresses the boy's innermost curiosity, and his desire to confirm if his sister had indeed heard the performances of the musicians whom he so longed to hear.

- (b) "Is it ... It's not possible?"

Ans. This sentence expresses the emotion of complete surprise and disbelief. Something the neighbours had thought absolutely impossible was indeed a reality.

(c) "Will you come to Aunt Sushila's house and play for him?"

Ans. This sentence expresses the emotion of a sincere plea or entreaty. Smita is practically begging Pandit Ravi Shankar to consider her request.

\*(2) Music can calm the mind. Share your views.

Ans. This is very true. Music has the profound effect of calming the mind, filling the soul of the listener with peace and transporting the devotee to a state of mind that is almost heaven.

#### LANGUAGE STUDY ACTIVITIES (based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

##### (A) A1. Do as directed (Simple Activities) :

(1) Pick out the present participle from the following sentence : (Nov. '20)

this eyes were shining.

(2) Arrange the words in alphabetical order : wooden, word, would, wonder

(3) Make a meaningful sentence by using the phrase : catch the attention of

(4) Write two smaller words hidden in the given word : table-tennis

(5) Identify the kind of sentence : Lucky you!

(6) Spot the errors and correct the sentence : Her knees were felt weak and her tongue being dry.

(7) Write the past participle forms of the given verbs : (1) die (2) stay

(8) Punctuate the sentence :

did you hear him he whispered

Ans.

(1) Present participle : shining

(2) wonder, wooden, word, would

(3) Sentence : One of the girls in the dance caught the attention of the chief guest.

(4) tablet, table (tennis, able)

(5) Exclamatory Sentence

(6) Her knees felt weak and her tongue was dry.

(7) (1) died (2) stayed

(8) "Did you hear him?" he whispered.

##### A2. Do as directed (Medium Level Activities) :

\*(1) Rewrite in indirect speech :

**Note :** In the examination one sentence will be asked.)

(1) Her brother said, "Enjoy yourself." He added, "Lucky you!"

(2) "Please," she begged, "Please come."

(3) He said, "What shall we do, Ustad Sahib?"

(4) "Yes," Panditji replied. "It's settled then. Tomorrow morning we shall perform for the boy."

(2) Write sentences using the word 'rest' with two different meanings.

(3) Rewrite the sentences beginning with the underlined word :

The audience gave the artistes a standing ovation.

(4) Write a word register of 8 words for the word 'concert'.

**Ans.**

(1) (1) Her brother told her to enjoy herself and then added that she was indeed lucky.

(2) She begged him repeatedly to come.

(3) He asked the Ustad Sahib what they should do.

(4) The Panditji replied in the affirmative and added that the matter was then settled. He further added that they would perform for the boy the following morning.

(2) (a) Those who have finished may leave. The rest will please stay back. (the remaining ones)

(b) You may rest in the afternoon. (stop work in order to relax, sleep or gather strength)

(3) The artistes were given a standing ovation (by the audience).

(4) **concert** : programme, stage, audience, music, dance, box office, venue, band, (performance, recital, show, gig)

#### **(B) Do as directed (Challenging Activities) :**

(1) State the kind of sentence and pick out the clause, if any :

They knew then that the boy had not many days to live.

(2) Begin the sentence with "No sooner..." : As soon as the thief escaped, the family informed the police.

**Ans.** (1) Kind of sentence : Complex

Clause : that the boy had not many days to live – Noun clause

(2) No sooner did the thief escape than the family informed the police.

#### **WRITING SKILLS**

**Note :** Some of the textual questions given here may not be part of the activity sheet format. However we have given answers to them for better understanding of the lesson. Some may be useful for Internal evaluation.

**Q. 1. The whole story revolves around Anant. Write a short paragraph on Anant. Take the help of the following points to develop the paragraph.**

1. Health
2. Disease
3. Early interests
4. Intense desire/wish
5. Fulfilment of desire/wish.

**Ans.** Anant was a fifteen-year-old boy, living in a village named Gaganpur with his sister and parents. Very active in his school days, he was a good athlete, the best table-tennis player, could play the sitar very well and had even been composing his own tunes. Suddenly, he was struck with cancer and came to Mumbai for treatment. Then one day, his sister read in the newspaper that Pandit Ravi Shankar would be performing at the Shanmukhananda auditorium. It was his earnest desire to watch the performance, but due to his sickness, his mother forbade him. Finally, his sister, in a very daring move, went to the concert and after the concert had ended, went backstage and requested Pandit Ravi Shankar to come to their home and play for her brother. The great generous maestro along with Ustad Allah Rakha agreed and did exactly that. As the beautiful soulful music wafted around the room where Anant lay, Anant breathed his last.

**Q. 2. The story has three important characters**

**- Anant, Smita and Aunt Sushila. Go through the story again and complete the following table that highlights their special traits of character. You can put X mark if that trait is not mentioned in the text :**

*(The answer is given directly.)*

Special traits	Smita	Anant	Aunt Sushila
Strength	daring	courage	concern, generosity
Weakness	given to emotion	physical health	×
Dreams	that her brother would get cured	that he would hear Pandit Ravi Shankar play	×
Motivation	love for her brother	love for music	love for the children

**Q. 3. The text mentions names of stalwarts like Pandit Ravi Shankar and Ustad Allah Rakha. Both have earned worldwide name and fame for their outstanding contribution to the field of music. Form groups of 5 students each and write a brief note on the stalwarts in this (music) field. You can take help of your school library or research the relevant information on the internet.**

**Take help of the following points :**

1. Name : 2. Field :
3. Specialisation : 4. Guru :
5. Early life : 6. Education :
7. Early success :
8. Contribution to the field and world :
9. Awards :
10. Any special incident occurred in his/her life :

**Ans. Pandit Hariprasad Chaurasia**

Hariprasad Chaurasia is an Indian classical flautist. He plays the bansuri, an Indian bamboo flute in the Hindustani classical tradition.

His Guru was Bholanath Prasanna of Varanasi. He studied with him for eight years. In 1957, he joined the All India Radio, Cuttack, Odisha. He worked as composer and performer. Much later, he received guidance from the reclusive Annapurna Devi, daughter of Baba Allaudin Khan. Legend has it that she agreed to teach him only if he played with the left hand. True or not, up till today, Hariprasad plays the bansuri with the left hand.

Apart from classical music, Hariprasad has collaborated with Shivkumar Sharma, the santoor exponent forming an association called Shiv-Hari. He has collaborated with world musicians, including the fusion group Shakti, in experimental cross-cultural performances.

He is at present the artistic director of the World Music Department at the Rotterdam Music Conservatory in the Netherlands. In 2006, he founded the Vrindavan Gurukul in Mumbai and in 2010, the Vrindavan Gurukul in Bhubaneshwar. Both of these institutes are schools dedicated to training students in bansuri in the Guru-shishya tradition.

He has collaborated with several western musicians, including John McLaughlin, Jan Garbarek, and Ken Lauber, and has composed music for Indian films. Chaurasia also played on The Beatles' 1968 B-side 'The Inner Light', which was written by George Harrison.

**Q. 4. Imagine you are the monitor of your class.**

You are assigned the task to invite a classical singer as chief guest for the Annual Day Programme. Write a letter of invitation to a famous classical singer. Take the help of the points given on textbook page 144.

**Ans.**

Dilip Rane  
Sulochana Devi High School,  
Mahatma Phule Chowk,  
Dhule – 424 001,  
Date : 20 November, 2021

Shri Gangadhan Murkathe,  
Govardhan Society,  
Videhi Nagar,  
Dhule – 424 003.

**Subject :** Invitation as Chief Guest for the Sulochana Devi High School Annual Function

Dear Sir,

As monitor of Std. X A, Sulochana Devi High School, it is my privilege to invite you to our School Annual Day Function on 15th January, 2022 as Chief Guest.

It will be an evening filled with song and dance, and the first person we thought of was you, as you are an eminent classical singer in your own right. Most of us know about you and have heard your songs either on DVD or on FM.

Our students are highly interested in the classical genre and many are under training at various local classes. Your presence will serve as motivation for our budding talent and give us pointers as to future careers in music.

Please confirm your presence; for us it will be an honour.

Yours truly,  
Dilip Rane  
Monitor (Std. X A)



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## 4.1 A THING OF BEAUTY IS A JOY FOR EVER

(Textbook page 145)

**Introduction :** This poem by John Keats is taken from a longer poem 'Endymion' based on Greek Mythology. The poem is about how nature and its wonders mesmerize us and take away all the sorrow that surrounds us from time to time.

## WARMING UP!

**Q. 1. (A) Fill in the acrostic with names of things related to nature.**

**Ans.** Birds

Earth

Animals

Uranus

Trees

Yam

**(B) Make a list of 10 words related to the word 'joy'.**

**Ans.** happiness, pleasure, ecstasy, delight, rapture, jubilation, elation, exultation, glee, euphoria.

**Q. 2. Recollect a picnic or a trip to a spot of natural beauty. Write four beautiful, unforgettable scenes that left a deep impact on you.**

**Ans.** (1) The setting sun disappearing behind the hills.

- (2) The river shining deep down in the valley.
- (3) The early morning mist.
- (4) The rain water trickling down from the leaves.

**Q. 3. Read the poem given on page 145 of the textbook and with any coloured pen/pencil put stress marks, on those syllables that are stressed in the words of the poem.**

Metre is the pattern of stressed and unstressed syllables in a verse, or within the lines of a poem. Stressed syllables are longer, and unstressed ones are shorter. The metre of a poem gives the poem a rhythmic and melodious sound.

*(Students can copy the poem in their notebooks and put the stress marks.)*

**Q. 4. Consonance and Assonance :**

**From the poem given on page 145 of the textbook, pick out examples of consonance and assonance within words/phrases.**

**Ans. (a) Consonance :** (Repetition of consonant sounds within a word, phrase or a short sentences)

- (1) The steadfast coursing of the stars
- (2) The waves that ripple to the shore
- (3) The snow that falls so soft and light
- (4) The rising and the setting sun
- (5) All natural things both live and move.

**(b) Assonance :** (Repetition of vowel sounds within a word/phrase/sentence.)

- (1) The vigorous trees which year by year
- (2) Spread upwards more and more
- (3) The jewel forming in the mine
- (4) Only in our disordered life.

## PARAPHRASE

In this poem the poet, discussing nature, tells us that beautiful things give unending pleasure. Something that is beautiful is eternal; it never fades away but is enhanced with the passage of time. It acts like a pleasant shady place under the trees, helping all living creatures to sleep peacefully, and have good dreams and good health. Every day, we surround ourselves with the beauty of nature to bind us to the earth.

In spite of despair, of the cruel shortage of good people, of gloomy days, of unhealthy and dark things all around, beautiful things inspire us by moving the clouds of gloom and sadness away from our unhappy lives. Some of these beautiful things are the sun, the moon and the trees, young and old, whose shade is a boon for simple animals like sheep. Other beautiful things are the flowers like the daffodils surrounded by greenery, and the clear streams that make a cool shelter for themselves against the hot summers, in which animals can rest. The poet also mentions the ferns in the middle of the forest, made vibrant with beautiful, fragrant and fair musk-rose blooms scattered among them.

In addition to these objects of nature, there are wonderful tales of our legendary heroes, who lived and died heroically, which inspire us with their matchless beauty. These beautiful things are like an endless source of immortal drink that pours down to us from heaven.

We do not feel these qualities for a short time. Just like the trees around a temple become as loved to us as the temple itself, so do the moon, the passionate poetry and infinite glories of nature remain with us continuously till they cheer and inspire us. They remain with us inspiring and motivating us. Whether there is happiness or misery they will be with us until we die.

#### READING FOR UNDERSTANDING AND POETIC DEVICES

(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)

##### Q. 1. Read the following extract and do the activities :

###### A1. Simple Factual Activities :

\*(1) List the things of beauty mentioned in the extract.

**Ans.** The things of beauty include a quiet bower, the heavenly bodies like the sun and the moon, the old and young trees that provide cool shelter to sheep, daffodils with greenery around them, clear streams that make cool thickets for themselves and ferns with musk-roses scattered in between.

\*(2) List the things that cause suffering and pain.

**Ans.** The things that cause suffering and pain are despondence and despair, shortage of noble people, the hot season, gloomy days and the unhealthy and darkened ways of life (trials and difficulties of life).

###### EXTRACT - 1 (Textbook page 147)

A thing of beauty is a joy for ever :  
Its loveliness increases; it will never  
Pass into nothingness; but still will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health and quiet breathing.  
Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth,  
Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching : yes, in spite of all,  
Some shape of beauty moves away the pall  
From our dark spirits. Such the sun, the moon,  
Trees old, and young, sprouting a shady boon  
For simple sheep; and such are daffodils  
With the green world they live in; and clear rills  
That for themselves a cooling covert make  
'Gain the hot season; the mid forest brake,  
Rich with a sprinkling of fair musk-rose blooms :

**Glossary :** **bower** – a pleasant and shady place under the trees. **morrow** – the next day. **wreathing** – encircling or covering. **spite of despondence** – in spite of hopelessness. **dearth** – shortage of something. **noble natures** – people who are superior and with high moral principles. **pall** – a cloud of gloom; a sheet spread over the dead. **sprouting** – developing. **boon** – gift. **rills** – streams. **covert** – a thicket in which game can hide. **brake** – ferns. **musk roses** – a type of fragrant roses.

###### A2. Complex Factual Activity :

\* Explain :

(1) the impact of a beautiful thing on us.

**Ans.** A beautiful thing gives us happiness, relaxation and peace. It inspires us and makes us love life despite troubles and sufferings.

(2) what a thing of beauty keeps in store for us.

**Ans.** A thing of beauty provides shelter and comfort in many ways. It is like a shady place under a tree where we can rest. It helps all living creatures to sleep peacefully, have good dreams and also good health.

(3) how the memory of a beautiful visual scene becomes a joy forever.

**Ans.** The memory of a beautiful visual scene leaves a lasting impression on us. It is a permanent source of joy and inspiration to live our lives despite the trials and tribulations. The pleasure and happiness given by it never fades away but keeps on increasing.

###### A3. Activities based on Poetic Devices :

\* (1) Complete the table :

(The answers are given directly.)

Expressions of Beauty (Joy)	Expressions of Sorrow
1. A bower quiet for us	1. Spite of despondence
2. Are we wreathing a flowery band	2. Of the inhuman dearth of noble natures
3. Sprouting a shady boon	3. Of the gloomy days
4. Daffodils with the green world they live in	4. Of all the unhealthy and o'er-darkened ways
5. Clear rills that for themselves a cooling covert make	5. Our dark spirits
6. Mid forest brake, rich with a sprinkling of fair musk-rose blooms	

\* (2) Pick out and write 5 lines that contain imagery.

- Ans.** (1) we are wreathing a flowery band  
 (2) trees old and young, sprouting a shady boon  
 (3) and such are daffodils with the green world they live in  
 (4) and clear rills that for themselves a cooling covert make  
 (5) the mid forest brake, rich with a sprinkling of fair musk-rose blooms

\* (3) Choose the correct figures of speech that occur in the following lines. Justify your choice.

- (1) ....but still we keep a bower quiet for us....  
 (a) Simile (b) Irony (c) Metaphor

**Ans.** Metaphor – Implicit comparison : bower stands for rest and peace

- (2) Some shape of beauty moves away the pall....  
 (a) Personification (b) Alliteration (c) Hyperbole

**Ans.** Alliteration – Repetition of the sound of the letter 's'.

Personification – beauty is given the human quality of moving away the pall.

- (3) A thing of beauty is a joy forever....  
 (a) Epigram (b) Antithesis (c) Climax

**Ans.** Epigram – the sentence is a short, pithy statement.

- (4) Trees old and young, sprouting a shady boon.  
 (a) Exclamation (b) Personification (c) Antithesis

**Ans.** Antithesis – the use of opposite words, old and young, in the same line.

\* (4) From the poem pick out the words of old English that mean the words given below :

- (The answers are given directly.)  
 (1) gift – boon (2) the next day – morrow  
 (3) a protective spot for animals – covert (4) a cool shady spot under tall trees – bower (5) ferns – brake  
 (6) depression – despondence (7) cover for the dead – pall (8) streams – rills

\* (5) Read the poem and write :

- (a) the rhyme scheme of lines 1 to 8

**Ans.** Rhyme scheme of lines 1 – 8 : aabb, cccc

(b) The number of stressed syllables in the line : A thing of beauty is a joy forever;

**Ans.** 5

\* (6) Pick out the lines from the extract that are examples of the following :

- (a) Consonance :

- Ans.** (1) A flowery band to bind us to the earth  
 (2) For simple sheep; and such are the daffodils  
 (3) With the green world they live in; and clear rills.

- (b) Assonance :

- Ans.** (1) A thing of beauty is a joy forever (2) Pass into nothingness; but still will keep

**Q. 2. Read the following extract and do the activities :**

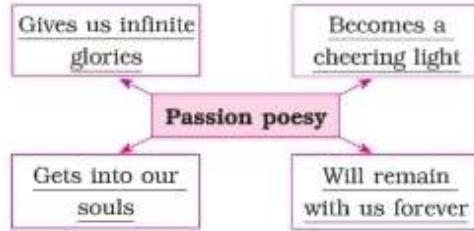
**A1. Simple Factual Activities :**

\* (1) List the things of beauty mentioned in the extract.

**Ans.** The things of beauty mentioned in the extract are : lovely tales of valour, endless fountains, immortal drink, trees that whisper, passionate poetry and cheering light.

\* (2) Fill in the web with what passion poesy can do to you :

(The answers are given directly and underlined.)



**EXTRACT - 2** (Textbook pages 147, 148)

And such too is the grandeur of the dooms  
 We have imagined for the mighty dead:  
 All lovely tales that we have heard or read:  
 An endless fountain of immortal drink  
 Pouring unto us from the heaven's brink.  
 Nor do we merely feel these essences  
 For one short hour; no, even as the trees  
 That whisper round a temple become soon  
 Dear as the temple's self, so does the moon,  
 The passion poesy, glories infinite.  
 Haunt us till they become a cheering light  
 Unto our souls, and bound to us so fast.  
 That, whether there be shine, or gloom o'ercast  
 They always must be with us, or we die.

**Glossary :** dooms - last day of existence; ending days. immortal - (here) never-ending. brink - edge. essences - qualities. poesy - poetry. haunt us - remain with us. o'ercast - spread

**A2. Complex Factual Activities :**

(1) List the things which express sorrow from the extract :

**Ans.** (i) dooms (ii) glooms o'ercast/clouds of gloom (iii) die (iv) dead.

(2) Who are the mighty dead? Why are they attributed with grandeur?

**Ans.** The mighty dead are the brave men who have sacrificed their lives for a purpose. They are an inspiration to all of us because of their innumerable sacrifices. They are attributed with grandeur because of their noble deeds.

**A3. Activities based on Poetic Devices :**

(1) Complete the table :

(The answers are given directly.)

Expressions of Beauty (Joy)	Expressions of Sorrow
1. Grandeur of the dooms	1. Gloom o'ercast
2. All lovely tales that we have heard or read	2. Or we die
3. Endless fountain of immortal drink	
4. The trees that whisper round a temple	
5. The passion poesy, glories infinite	
6. A cheering light	

(2) Pick out and write the lines that contain imagery.

**Ans.** (i) grandeur of the dooms

(ii) An endless fountain of immortal drink

(iii) Pouring onto us from the heaven's brink

(iv) trees that whisper around a temple

(3) From the poem pick out the words of old English that mean the words given below :

(The answers are given directly.)

(1) edge - brink (2) poetry - poesy

(4) Read the poem and write the rhyme scheme of the last stanza/last five lines.

**Ans.** Rhyme scheme of the last stanza : aabbc.

(5) Does the poem retain a steady rhythm throughout?

**Ans.** Yes.

(6) Pick out the lines from the extract that are the examples of the following :

(a) Consonance :

**Ans.** All lovely tales that we have heard or read

(b) Assonance :

**Ans.** (1) And such too is the grandeur of the dooms

(2) That whether there be shine or gloom o'ercast

**APPRECIATION OF POEM**

(g) Read the poem. Write an appreciation of the poem with the help of the following points :

**Note :** The Appreciation of the poem is based on the following points. This has to be written in the form of a paragraph in the examination.

**Point Format  
(for understanding)**

**The title of the poem :** 'A Thing of Beauty is a Joy Forever'

**The poet :** John Keats

**Rhyme scheme :** aabb; rhyming couplets

**Figures of speech :** Epigram, Metaphor, Antithesis, etc.

**Theme/Central idea :** Beautiful things give unending pleasure and can change our lives.

### Paragraph Format

The poem 'A Thing of Beauty is a Joy Forever' by John Keats is taken from a longer poem 'Endymion' based on Greek Mythology.

The rhyme scheme of the poem is aabb; that is, the poem is written in rhyming couplets. There are many figures of speech, like Metaphor, Antithesis, etc. but the one that stands out is Epigram. The line 'A thing of beauty is a joy forever', is a pithy saying expressing the idea of beauty in a clever way.

The important thing that the poet tells us is that beautiful things last forever and give us immense happiness. They give unending pleasure and can change our lives.

### ACTIVITIES/PROJECTS

1. Copy the first 8 lines and mark the stressed syllables using a coloured pen.  
(Students can do this activity in their notebooks.)
2. Collect from various sources proverbs or maxims related to the 'beauty of nature'. Make a chart poster with the same and decorate it with images, drawings and paintings. Put it up by turns in your class.



# 6414132

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## 4.2 THE LUNCHEON

(Textbook page 150)

**Introduction :** This short and humorous story by popular writer William Somerset Maugham shows us not only his sense of humour but also a shrewd understanding of human nature.

### WARMING UP!

**Q. 1. Talk with your partner and discuss the following questions with the help of given points :**

(1) Have you ever been invited for a lunch to any hotel by your friend?

(You can think of the name of the hotel, what you ate there, what you saw there, etc.)

(2) What was the occasion?

(Was it for a birthday, a celebration of some sort, a get-together, etc.)

(3) Did you enjoy the lunch? Why?

(Was the food good/bad, was the service good/bad, was the place clean/unclean/noisy, etc.)

**Q. 2. Discuss in pairs :**

People with foibles are not often conscious of them. Do you agree or disagree? Why?

(Foible—A slight peculiarity or minor weakness in a person's character. An example is given below.)

**Ans.** I agree with this. My grandmother has a foible that we all know about, but she is not conscious of it. When the house is untidy, she gets irritated. She will tuck in the edge of her sari and walk about the house, muttering to herself. She is not even aware of this peculiar behaviour.

**Q. 3. Every country has its own currency. Find out the currency of at least six countries along with their exchange rates in India.**

(One has been done for you.)

Country	Currency	Exchange rate in Indian currency
Switzerland	franc	1 franc=67.00 INR (Approx)

(Students can search the internet for the currencies and exchange rates.)

### READING SKILLS, VOCABULARY AND GRAMMAR

(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)

**Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activities :

**(1) Choose the correct options from the bracket and fill in the blanks :**

(younger, eighty, twenty, interval)

(The answers are given directly and underlined.)

(1) I went over during the interval and sat down beside her.

(2) None of us are getting any younger.

(3) It was twenty years ago.

(4) I had eighty francs to last me the rest of the month.

**(2) Complete the following :**

(The answers are given directly and underlined.)

\*(1) The profession of the narrator : a writer.

\*(2) The lady was free on the following Thursday.

(3) At the time when the writer met the lady, he was living in a tiny apartment in Paris.

(4) The lady wanted to meet the narrator to have a chat with him.

### PASSAGE – 1 (Textbook page 151)

I caught sight.....

..... I could manage well enough.

**Glossary :** addressed (here) – spoke to. luncheon – a formal lunch. modest – small; moderate.

#### A2. Complex Factual Activities :

**\*(1) Who said these words/sentences? Under what circumstances?**

(The answer is given directly.)

Words/ Sentences	Who said?	Under what circumstances?
It's many years since we first met.	The Guest	When she met the writer at a play and called him over during the interval to talk to him.

\*(2) Where and when did they decide to have luncheon?

**Ans.** They decided to have a little luncheon at Foyot's restaurant on the following Thursday.

### A3. Activities based on Vocabulary :

(1) Choose the correct options from the brackets and fill in the blanks :

(pass, caught sight of, overload, modest, addressed, luncheon, interval)

(The answers are given directly and underlined.)

\*(1) The Chief Guest addressed the students.

\*(2) I invited my relatives for luncheon.

(3) The film was so boring that we went home during the interval.

(4) Though it was a modest apartment, it was extremely clean.

(5) The author caught sight of the guest at the play.

\*(6) The author's guest was passing through Paris.

(2) Find out the 'Synonyms' from the passage for the words :

(The answers are given directly and underlined.)

(1) A set of rooms : Apartment

(2) Acknowledged : Recognized

(3) Handle : Manage

(4) Directed a remark : Addressed

### A4. Activities based on Contextual Grammar :

(1) Rewrite the following sentence using the antonym of the underlined word :

We're none of us getting any younger.

**Ans.** We're all of us getting older.

(2) Rewrite the following sentence using 'except' :

The only free moment she had was on the following Thursday.

**Ans.** She had no free moment except on the following Thursday.

(3) I hardly think about it.

(Begin the sentence with 'How ...!')

**Ans.** How little I think about it!

(4) She had read a book of mine.

(Begin the sentence with 'Hadn't ...?')

**Ans.** Hadn't she read a book of mine?

### A5. Personal Response :

If you were in the place of the narrator, how would you have reacted in the given situation?

**Ans.** If I were in the place of the narrator, I would have bluntly told the lady that I was a struggling writer and could not afford to give her a luncheon at Foyot's. I would have suggested some cheaper restaurant that I could afford. I would not try to show off, or spend more than I can afford, just to impress someone.

### Q. 2. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Complete the following :

(The answers are given directly and underlined.)

\*They decided to have luncheon at Foyot's restaurant at half-past twelve on a Thursday.

#### PASSAGE - 2 (Textbook pages 151, 152)

I answered that .....

..... overloading my stomach.

**Glossary :** **imposing** – impressive to look at or making a strong impression. **reassure** – set someone's mind at rest. **salmon** – a large, edible fish. **caviar** – the eggs of various large fish, considered to be a delicacy.

#### A2. Complex Factual Activities :

\*(1) Who said these words/sentences? Under what circumstances?

(The answers are given directly.)

Words/Sentences	Who said?	Under what circumstances?
1. I never eat anything for luncheon.	Guest	When the writer was startled on seeing the prices on the menu.
2. I don't believe in overloading my stomach.	Guest	When the writer ordered a mutton chop for himself.

\*(2) Complete the reason :

(The answer given directly and underlined.)

The writer was startled when the menu was brought because the prices were a great deal higher than what he had thought.

\*(3) What do you think the woman reassured the narrator about?

**Ans.** The woman realized that the narrator was startled when he saw the prices on the menu. So she

indirectly reassured him that he would not have to spend much, for she never ate anything for luncheon.

\* (4) 'I never eat anything for luncheon'. Explain the irony in this line.

**Ans.** The irony is that after informing the author that she never ate anything for luncheon, the lady immediately wanted salmon and caviar, some of the most expensive items available.

\* (5) Complete the table by picking the humorous instances and the particular lines from the passage.

**Ans.**

Humorous instance	Line from the passage
The woman had huge teeth.	She gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose.

(6) From the sentences given below pick out the sentence that indicates that the lady was doing exactly the opposite of what she was saying.

- (1) I think you're unwise to eat meat."
- (2) "I don't believe in overloading my stomach."

**Ans.** "I don't believe in overloading my stomach."

#### A3. Activity based on Vocabulary :

Choose the correct options from the brackets and fill in the blanks :

(pass, startled, overload, imposing, afford, generously, reassured, unwise)

(The answers are given directly and underlined.)

- \*(1) The crow was unwise to sing.
- \*(2) The king decided to distribute his wealth among his subjects generously.
- (3) I was reassured when I saw that I remembered all that I had revised.
- (4) The monument was really very imposing.
- (5) You cannot afford to waste time with friends during exams.
- \*(6) "I never overload my stomach," she said.
- \*(7) I was startled when the menu was brought.

#### A4. Activities based on Contextual Grammar :

(1) Change the voice of the following sentences :

- (1) She reassured me.

- (2) I ordered it for my guest.

**Ans.** (1) I was reassured by her.

- (2) It was ordered for my guest. (by me)

- (2) "You're unwise to eat meat," she said.

(Rewrite in indirect speech)

**Ans.** She told him that he was unwise to eat meat.

#### A5. Personal Response :

Are you careful in your eating habits?

**Ans.** My mother sees that I eat healthily, and I like fruits and salads. However, when I am with friends and we go out, I eat junk food. I know it is important to eat healthy food and I take good care to do so.

#### Q. 3. Read the following passage and do the activities :

##### A1. Simple Factual Activity :

Name the food items mentioned in the passage

.....  
**Ans.** The food items mentioned in the passage are : (1) caviar, (2) mutton chops, (3) salmon, (4) asparagus

**PASSAGE - 3 (Textbook pages 152, 153)**  
**She ate the caviar** .....  
..... **and pay later.**  
**Glossary :** asparagus - a vegetable considered a delicacy. mortifying - very embarrassing.

##### A2. Complex Factual Activities :

\*(1) Explain what the use of the word 'sank' suggests about the narrator's feelings.

**Ans.** The use of the word 'sank' suggests that the narrator was getting unhappy and worried about his guest's desire to eat expensive food.

(2) From the sentences given below, pick out the sentence that indicates that the lady was doing the exact opposite of what she was saying :

- (1) "I see that you're in the habit of eating a heavy luncheon."
- (2) "Why don't you follow my example and just eat one thing."

**Ans.** "Why don't you follow my example and just eat one thing."

\*(3) Complete the table by picking the various humorous instances and the particular lines from the passage.

Ans.

Humorous instance	Line from the passage
1. The author ordered a single mutton chop.	(i) "I see you're in the habit of eating a heavy luncheon." (ii) "Why don't you follow my example and eat just one thing?"
2. The woman wanted to eat asparagus.	(i) "I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without eating some of them." (ii) "I'm not in the least hungry, but if you insist, I don't mind having some asparagus."
3. The writer was afraid that he would not have enough money to pay the bill.	I would put my hand in my pocket and with a dramatic cry, start up and say that it had been picked.

### A3. Activities based on Vocabulary :

(1) Choose the correct options from the brackets and fill in the blanks :

(pass, quite seriously, water, gaily, insist, mortifying, dramatic)

(The answers are given directly and underlined.)

\*(1) Parents always insist that their children should be all-rounders.

(2) The dramatic turn of events shocked all of us.

(3) It was mortifying to apologise to the bully.

(4) My mother waved gaily to me as she went for the hike.

(5) The author's guest took him quite seriously to task.

\*(6) I had seen asparagus in the shops, my mouth often watering at the sight of them.

(2) Fill in the blanks with the words from the brackets :

(task, menu, wondered)

(The answers are given directly and underlined.)

(1) The task to rescue the flood victims was very difficult.

(2) I was thinking about buying a new vehicle and wondered if we had the money.

(3) The restaurant menu seemed to be tempting.

### A4. Activities based on Contextual Grammar :

(1) She ate the caviar and she ate the salmon.

(Begin the sentence with not only ... but also and rewrite the sentence.)

Ans. Not only did she eat the caviar but she also ate the salmon.

(2) Rewrite the following sentence as an affirmative sentence :

I couldn't possibly eat anything more unless they had some of those giant asparagus.

Ans. I could possibly eat something more only if they had some of those giant asparagus.

### A5. Personal Response :

Which food do you prefer to eat-home food or restaurant food. Why?

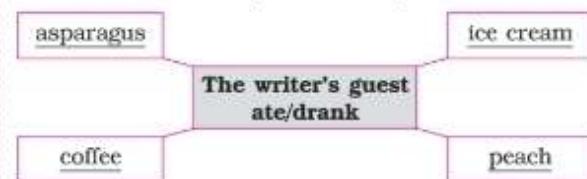
Ans. My mother cooks very tasty food and hence I prefer to eat home food. It is also always fresh. Restaurant food is generally oily, spicy and often prepared under unhygienic conditions. All this is unhealthy. I believe that health is wealth; hence I prefer home food.

### Q. 4. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

\*Complete the web :

(The answers are given directly and underlined.)



#### PASSAGE - 4 (Textbook page 153)

The asparagus appeared .....

..... absent-mindedly took one.

Glossary : absent-mindedly - without paying attention.

#### A2. Complex Factual Activities :

\*(1) Who said these words/sentences? Under what circumstances? (The answer is given directly.)

Words/ Sentences	Who said?	Under what circumstances?
Are you still hungry?	Author	When the guest said that one should get up from a meal feeling that one could eat a little more, and she had already eaten quite a lot.

\* (2) 'Then a terrible thing happened.' Describe the narrator's emotions at this point in the story. Why does he not express this emotion?

**Ans.** At this point in the story, the writer had given up all hopes that he could pay the bill. He was resigned to his fate. He had mentally decided on different methods to save his reputation. He does not express this emotion because the lady had already eaten a lot of expensive food; the damage was already done. Besides, he did not want to look mean in her eyes.

\* (3) Complete the table by picking the various humorous instances and the particular lines from the passage.

**Ans.**

Humorous instance	Line from the story
1. She ate the asparagus greedily.	I watched her thrust them down her throat in large mouthfuls.
2. She had eaten heartily.	(i) One should always get up from a meal feeling one could eat a little more. (ii) "Are you still hungry?" I asked faintly.

### A3. Activities based on Vocabulary :

(1) Match the columns :

'A'	'B'
(1) head	(a) peaches
(2) terrible	(b) mouthfuls
(3) huge	(c) waiter
(4) large	(d) thing

**Ans.** (1) head – waiter (2) terrible – thing  
(3) huge – peaches (4) large – mouthfuls

(2) Complete the table :  
(The answers are given directly and underlined.)

Positive	Comparative	Superlative
(1) hungry	hungrier	hungriest
(2) terrible	more terrible	most terrible

### A4. Activities based on Contextual Grammar :

(1) Rewrite the following in reported speech :

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus."

**Ans.** My guest told me with a sigh that she was not in the least hungry, but that if I insisted, she wouldn't mind having some asparagus.

(2) Pick out the modal auxiliaries from the following sentence and write what they indicate :

"One should always get up from a meal feeling one could eat a little more."

**Ans.** Should – indicates advice. Could – indicates ability.

### A5. Personal Response :

\* 'I was past caring now'. Explain why, in your view, the narrator feels this way.

**Ans.** The writer had been worried from the beginning that he would not be able to pay the bill. To add to that, his guest had ordered some of the most expensive items on the menu. He had now given up all hopes of being able to pay the bill. Hence, he says that he was past caring now.

Q. 5. Read the following passage and do the activities :

### A1. Simple Factual Activity :

Write if the following statements are True or False : (The answers are given directly and underlined.)

**Ans.**

- (1) The writer thought that the lady was mean. False  
 (2) The writer's tip was rather inadequate. True  
 (3) The lady was now like a stone. False  
 (4) The writer planned to have a heavy dinner. False

**PASSAGE - 5** (Textbook pages 153, 154)  
 You see, you've filled .....  
 ..... twenty-one stone.

**Glossary :** inadequate – insufficient; not enough.  
**humorist** – a person who acts, speaks or writes in a humorous way. **vindictive** – revengeful. **stone** – a unit of measuring weight, equal to 6.35 kg.

## A2. Complex Factual Activities :

**\*(1) Who said these words/sentences? Under what circumstances?**

(The answer is given directly.)

Words/ Sentences	Who said?	Under what circumstances?
I'll eat nothing for dinner tonight.	Author	When the luncheon was over and they were leaving the hotel, he knew that he had the whole month before him and he did not have any money for food. That was when he said the words.

**(2) Complete the reasons :**

**(a) The writer planned to 'eat nothing' for dinner that night because....**

**Ans.** The writer had no money left after paying for the luncheon. He also wanted to make his luncheon guest aware of how much she had made him spend. Hence, he said that he planned to 'eat nothing' for dinner that night.

**(b) The lady thought that the writer was mean because.....**

**Ans.** The writer had only three francs left to tip the waiter. His guest did not know this, and seeing this inadequate sum, thought he was mean.

**\*(3) Complete the table by picking the various humorous instances and the particular lines from the passage.**

**Ans.**

Humorous instance	Line from the passage
1. The woman is a voracious eater.	"Follow my example, and never eat more than one thing for luncheon."
2. The writer had no money for dinner.	"I'll do better than that," I retorted, "I'll eat nothing for dinner tonight."
3. The woman had become very fat.	Today she weighs twenty-one stone.

## A3. Activity based on Vocabulary :

**Fill in the blanks with one word from the passage for the following :**

(The answers are given directly and underlined.)

(1) Something that is not enough : inadequate.

(2) A man who is revengeful : a vindictive man.

(3) A person who fills his or her writings with humour : a humorist.

(4) A person who is stingy and does not like to spend money : a mean person.

## A4. Activity based on Contextual Grammar :

**Pick out the verbs from the following sentences and write their tense :**

(1) I've just had a snack and I shall enjoy a peach.

(2) The bill came and when I paid it I found that I had only enough for a quite inadequate tip.

**Ans.** (1) have had – present perfect tense; shall enjoy – simple future tense.

(2) came, paid, found, had – simple past tense.

## A5. Personal Response :

**Do you think that the lady never 'ate more than one thing for luncheon' on a regular basis?**

**Ans.** No, I'm sure she ate a large luncheon every day, but fooled herself into thinking that she was eating only one thing. She seems to be a foolish and thick-skinned woman who believes whatever is convenient to her.

## QUESTIONS BASED ON THE FULL LESSON

### \*Q. 1. Answer in your own words :

**(1) Although the writer was not a vindictive man, he was very happy to see her twenty years later, and he finally had his revenge. What makes him say this? Explain.**

**Ans.** Twenty years earlier, the writer was earning barely enough money to make both ends meet. The lady wanted him to give her a luncheon at *Foyot's*, an expensive restaurant. The writer thought that he could stand her a modest luncheon. The lady reassured him by saying that 'she never ate anything for luncheon'. However, she ended by eating about six different items, some of which were very expensive; yet she insisted till the end that she never ate more than one thing for luncheon and advised him against

'filling his stomach with a lot of meat' when all he had eaten was one small mutton chop – the cheapest item on the menu. The writer was finally left with a whole month before him and no money in his pocket. He could not forget this incident, and when he met her twenty years later, she had become very fat and weighed twenty-one stone. This made the writer feel that though he was not a vindictive man, he had got his revenge.

**(2) There are quite a few places where the writer has used the expressions 'my heart sank', 'panic seized me', etc. What was the reason for this? Explain.**

**Ans.** The writer was living in a tiny apartment in Paris and earning barely enough money to make both ends meet. The lady wanted him to give her a little luncheon at *Foyot's*, an expensive restaurant. When they met, she ordered some of the most expensive dishes available. The writer was terribly worried about whether he had enough money to pay the bill. Hence, he has used the expressions 'my heart sank', 'panic seized me', etc.

**(3) What are the instances which create humour in 'The Luncheon'?**

**Ans.** The instances in the story that create humour are : (i) when the writer sees the woman at *Foyot's*. (ii) when she orders dish after dish, after first saying that she eats nothing for luncheon, and then stretching the irony she insists that she ate only one thing for luncheon. (iii) when she tells the writer, who is eating only a mutton chop – the cheapest item on the menu – that he should not overload his stomach. (iv) when she says that the writer has insisted on her eating asparagus. (v) when the writer imagines what he would do while paying the bill. (vi) when the writer says that he would not eat anything for dinner that night. (vii) when the writer tells us the woman's weight, when he sees her again after twenty years.

**(4) Describe the use of irony and humour in 'The Luncheon'.**

**Ans.** In this story, the writer uses humour and irony to depict the character of the woman. The narrator takes the woman to an expensive restaurant called *Foyot's*. He is startled when he sees the high prices on the menu, but relieved when his guest tells him, "I never eat anything for

luncheon," and "I never eat more than one thing." After stating this, ironically, the woman eats some of the most expensive things available, like salmon and caviar, while the poor author only eats a mutton chop. Looking at it, she takes him to task for eating a 'heavy' luncheon, and tells him that he should follow her example and never eat more than one thing for luncheon. She said that she would eat the asparagus because the writer 'insists', when it was she who had asked for them. In the end, when she repeats once again that he should follow her example and never eat more than one thing for luncheon, the writer retorts that he would do better than that—he would not eat anything for dinner that night!

**\*Q. 2. After reading the story, put the following events in correct order :**

(Page 155 of the textbook.)

(The answer is given directly.)

- (c) Twenty years ago, I lived in Paris and earned just enough money to get by.
- (b) I met her in the theatre after many years and I could hardly recognize her.
- (g) She had read a book of mine.
- (f) I invited her to a famous and expensive restaurant.
- (e) "I never eat anything for luncheon."
- (f) I ordered a mutton chop for myself.
- (h) She ordered asparagus.
- (d) I was really scared what could happen when I would pay the bill.
- (a) She gave me her last kind advice on how to improve my eating habits.
- (j) I didn't have dinner for the rest of the month.

### VOCABULARY

**\*Q. 1. Pick out the words and phrases that indicate that the author was not financially well-off.**

**Ans.**

**Words :** afford, modest, cheapest, borrow, mean.

**Phrases :** beyond my means, earning barely enough money, manage well enough, prices were a great deal higher, horribly expensive, ten francs short, what they cost, inadequate tip, not a penny in my pocket, eat nothing for dinner.

\* Q. 2. 'Irony' is the expression of meaning through the use of language signifying the opposite. Describe the use of irony in 'The Luncheon' and complete the table given below :

(The answers are given directly.)

Ans.

Sentence	Direct Meaning	Irony
(1) I never eat more than one thing.	I am careful and do not eat much; I eat only one thing.	She goes on to eat six expensive items during the luncheon.
(2) I don't believe in overloading my stomach.	I do not eat much, but in limited quantities.	She has a hearty and expensive meal.
(3) If you insist, I don't mind having some asparagus.	I am eating asparagus because you are forcing me to.	The writer had certainly not insisted; she had asked for it.
(4) I'm not in the least hungry.	I am not at all hungry and cannot eat anything.	She thrusts the asparagus down her throat in large mouthfuls.
(5) One thing I thoroughly believe in—one should get up from a meal feeling one could eat a little more.	One should always leave space in the stomach for more food.	She has had a hearty meal and was probably very full.
(6) I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I've just had a snack.	I am a very light eater; I hardly eat anything during the day.	She has had six different items for luncheon.
(7) You've filled your stomach with a lot of meat.	You have eaten a lot.	The writer had just one little miserable mutton chop.
(8) I'll eat nothing for dinner tonight.	I won't have anything for dinner tonight.	The writer had no money left.

\* Q. 3. Classify the following words in the given table appropriately :

(modest, luncheon, generously, sank, restaurant, appearance, large, expensive, watch, coffee, brought, afford, practical, apartment, moment, brightly, started, thoroughly.)

Ans.

Noun	Verb	Adjective	Adverb
luncheon, restaurant, appearance, watch, coffee, apartment, moment	brought, afford, started, sank	modest, large, expensive, practical,	generously, brightly, thoroughly

### GRAMMAR

\* Q. 1. Fill in the blanks with appropriate articles :

(The answers are given directly and underlined.)

- (1) I have just had a snack.
- (2) I have a cup of coffee in the morning.
- (3) I just want an ice cream and coffee.
- (4) The author and his guest gave the order and then waited for the asparagus to be cooked.

\* Q. 2. Identify the different uses of 'could' in the following sentences :

(The answers are given directly and underlined.)

- (1) Lack of rain could cause drought. (ability/possibility)
- (2) Abhi could perform well in his school plays. (suggestion/past ability)
- (3) Instead of playing computer games, you could play real games with friends. (past ability/suggestion)
- (4) Could I use your computer for surfing the net? (possibility/request)
- (5) We could go on an excursion if we didn't have an exam. (suggestion/condition)

\*9. 3. Fill in the blanks with appropriate prepositions to make the passage meaningful :

(The answers are given directly and underlined.)

**Ans.** I waited at the airport in Atlanta. My old school-mate was going to arrive by New Airlines from Mumbai, on the 21<sup>st</sup> of March in the year 2018. We had not met for 40 years, since 1978. She was going to stay for a week with me in Atlanta, from the 21<sup>st</sup> to 27<sup>th</sup> of March, 2018.

My joy knew no bounds when I saw her after 40 years. At home, I introduced her to my family. Then I took her to a big mall for shopping. It was just near my house. We went across the street and climbed up using the elevator near the staircase.

#### LANGUAGE STUDY ACTIVITIES (based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

##### (A) A1. Do as directed (Simple Activities) :

(1) Pick out an infinitive from the lesson and use it in your own sentence.

###### (2) Punctuate :

humorist she cried gaily jumping into a cab you're quite a humorist

(3) Find out five hidden words from the given word : satisfaction

(4) Use the following phrase in your own sentence : the only free moment

(5) Spot the errors and rewrite the correct sentence :

She have read a book of mine and have written to me about it.

###### (6) Identify the type of sentence :

How time does fly!

(7) Write the correct verb + present/past participles from the following :

- |                          |                     |
|--------------------------|---------------------|
| (1) attract – attracting | (2) write – written |
| (3) pass – passing       | (4) bear – bearing  |
| (5) eat – eatten         | (6) meet – meeted   |

(8) Arrange the following in alphabetical order :

table, tumbler, tablespoon, teaspoon

**Ans.**

(1) to eat : I was hungry, and I knew it was time to eat.

(2) "Humorist!" she cried gaily, jumping into a cab. "You're quite a humorist!"

(3) satisfaction : fiction, fission, faint, stint, satin

(4) the only free moment : The Principal was so busy that the only free moment she had was during lunch.

(5) She had read a book of mine and had written to me about it.

(6) Exclamatory sentence

(7) (2) write – written (3) pass – passing

(8) table, tablespoon, teaspoon, tumbler

##### A2. Do as directed (Medium Level Activities) :

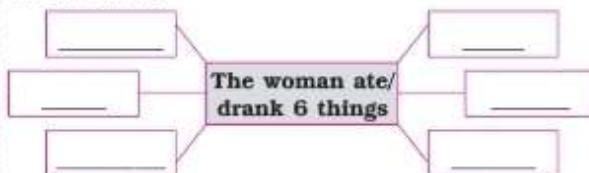
(1) Use the following word and its homograph in two separate sentences : mine

(2) Change the following into indirect speech :

(Nov. '20)

**Ans.** "Are you still hungry?" I asked her. She said, "yes. I am."

(3) Word Register : Complete the web showing the things that the woman ate or drank throughout the luncheon.



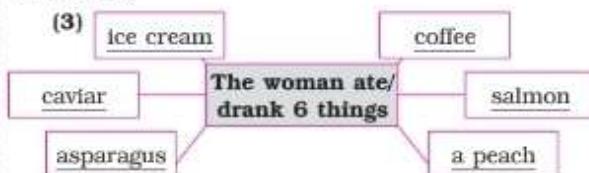
(4) Why don't you follow my example?

(Change the voice beginning Why ....)

**Ans.**

(1) (i) I knew that the book was mine. (ii) Three people entered the coal mine to inspect it.

(2) I asked her if/whether she was still hungry. She replied that she was hungry/she replied in the affirmative.



(4) Why isn't my example followed (by you)?

**(B) Do as directed (Challenging Activities) :**

(1) Use the following word as a verb and a noun in two separate sentences : mind

(2) I chose the cheapest dish on the menu.  
(Rewrite in the positive and comparative forms.)

**Ans.**

(1) (i) "Mind your language, young man," said the shopkeeper angrily. (verb)

(ii) I knew that I had to keep all the instructions in my mind. (noun)

(2) I chose the dish that was cheaper than all the other dishes on the menu. (comparative)

No other dish on the menu was as cheap as the one I chose. (positive)

**WRITING SKILLS**

\* Q. On the occasion of Diwali, write a letter to your friend to invite him/her over for lunch.

Use the following hints :

(a) time and place (b) other friends are also invited (c) special dish is prepared (d) post-lunch fun programmes.

**Ans.**

Manju Mhatre,  
8-B, Tulsi Angan,  
Garodia Nagar,  
Ghatkopar,  
Mumbai – 400 077  
21st October, 2021

Dear Diya,

Hi there! How are you? You seem to have forgotten me completely after joining college! Well, I haven't, and I am writing this letter for a special reason.

This is an invitation for lunch at my place on 4 November on the occasion of Diwali. This will be a sort of house-warming too—you can see from the address above that I have shifted to a new place. I have also called our other badminton friends—Divya, Rajni, Shubha and Kirti. My Mom has promised to prepare traditional Diwali dishes, which I am sure you will enjoy. And after that—well, that's going to be a surprise! But I am sure all of us will enjoy this too.

So do come. Come at about 12.30. Be prepared to be here till 5. Bye.

Your friend,

Manju

**FURTHER READING**

- (a) 'The Phantom Luncheon' by Saki.
- (b) 'The Ant and the Grasshopper' by William Somerset Maugham.

**ACTIVITY**

\* Form four groups of the class. Each group will visit the school library or use the Internet to read both the creations of Saki and W.S. Maugham. After reading them, each group will summarise both the creations and later read them out in the class.

♦ ♦ ♦

Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



### 4.3 WORLD HERITAGE

(Textbook page 157)

**Introduction :** This is an article about World Heritage Sites. It tells us how they are chosen and what the criteria for the choice are.

#### WARMING UP!

**Q. 1. Pair up with your partner and answer the following questions :**

**(1) Do you like to travel?**

*(points – yes, no, sometimes, etc.)*

**(2) Where all have you travelled?**

*(points – discuss the places, the mode of travel, the sights, etc.)*

**(3) Have you heard about the wonders of the world?**

**Ans.** Yes, I have.

**(4) Have you heard about UNESCO? What does it stand for?**

**Ans.** Yes, I have, but not much. UNESCO stands for United Nations Educational, Scientific and Cultural Organization.

**(5) What is meant by 'heritage'?**

**Ans.** Heritage is something that is valued and preserved because of its historical/cultural/natural importance.

**(6) Do you know of any heritage building in your own city?**

*(Students can find out the heritage buildings in their own towns/cities.)*

**Q. 2. Your teacher will explain the Heritage Cycle.**

*(Refer to page 157 of the textbook.)*

**Q. 3. Find out the difference between (a) World Heritage and (b) Cultural Heritage.**

**Ans.** (a) **World heritage** means a global heritage that belongs to everyone.

(b) **Cultural heritage** is the legacy of physical artifacts and intangible attributes of society that are inherited from past generations, maintained in the present and preserved for the benefit of future generations. Cultural heritage includes tangible culture (such as buildings, monuments, landscapes, books, works of art, and artifacts), intangible culture (such as folklore, traditions, language, and knowledge), and natural heritage (including culturally significant landscapes, etc.).

**Q. 4. With the help of your partner, complete the information in the table :**

*(Students can write their own answers.)*

Tourist spot	Favourite	Why?
Park		
Mountain		
Beach		
Sea		
Forest		
Countryside/ Rural site		

**Q. 5. Heritage Sites—Rank these with your partner :**

- Great Barrier Reef
- Mount Fuji
- Grand Canyon
- The Pyramids
- Panda Sanctuaries
- Machu Picchu
- Vatican City
- Great Wall of China.

*(Students can write their own answers after looking up the Internet for information on the sites.)*

#### READING SKILLS, VOCABULARY AND GRAMMAR

*(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)*

**Q. 1. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Choose the correct alternative and complete the given sentences :**

*(The answers are given directly and underlined.)*

- \*(a) Mount Huangshan is situated in China.  
(i) Japan (ii) China (iii) Phillipines
- \*(b) The famous dam situated in Egypt on the River Nile is Aswan High Dam.  
(i) Buzwaa High Dam (ii) Rizwa High Dam  
(iii) Aswan High Dam
- \*(c) The conference based on Human Environment was held at Stockholm, Sweden.  
(i) Athens, Greece (ii) Moscow, Russia  
(iii) Stockholm, Sweden

(d) The project of dismantling and moving the temples in the valley to higher ground cost \$80 million.

(i) \$40 million (ii) \$50 million (iii) \$80 million.

**\*(2) Complete the following :**

(The answers are given directly and underlined.)

(1) A World Heritage Site should have significant cultural or natural importance to humanity.

(2) World Heritage Sites include forests, lakes, monuments, buildings and cities.

They can also be a combination of cultural and natural areas.

(3) The convention concerning the protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

**PASSAGE – 1 (Textbook pages 159, 160)**

**A World Heritage Site .....**

..... on November 16, 1972.

**Glossary :** **heritage** – something that is valued and preserved because of its historical/cultural/natural importance. **characteristics** – distinguishing features or qualities of something. **scores of** – many. **artifacts** – any objects made by human beings. **dismantling** – pulling down into its separate parts. **initiate** – to start or begin something. **convention** – an agreement.

**A2. Complex Factual Activities :**

**\*(1) Complete the table :**

(The answers are given directly.)

Year	Establishment	Role
1954	Egypt starts plans to build Aswan High Dam	Started the momentum for the protection of cultural and natural heritage sites around the world.
1959	International campaign by UNESCO to protect temples and artifacts likely to be destroyed by Aswan High Dam; a draft convention initiated for the same	Protection of natural and cultural sites around the world

Year	Establishment	Role
1965	A White House Conference in the US called for a 'World Heritage Trust'.	To protect not only the historic and cultural sites but also the significant natural and scenic sites around the world.
1968	The International Union for Conservation of Nature	Development of goals similar to those of the White House Conference
1972	Convention concerning the protection of World Cultural and Natural Heritage adopted by UNESCO's General Conference.	To protect not only the historic and cultural sites but also the significant natural and scenic sites around the world.

**\*(2) Give reasons :**

**(a) UNESCO launched an international campaign in 1959.**

**Ans.** In 1954, Egypt started plans to build the Aswan High Dam. The initial plans for the dam's construction would have flooded the valley containing the Abu Simbel Temples and scores of ancient Egyptian artifacts. To protect the temples and artifacts, UNESCO launched an international campaign in 1959, that called for the dismantling and movement of the temples to higher ground.

**(b) A White House Conference in the United States called for a 'World Heritage Trust'.**

**Ans.** A White House Conference in the United States called for a 'World Heritage Trust' to protect the world's historic and cultural sites as well as the significant natural and scenic sites.

**\*(3) Explain what kind of sites are protected and maintained by the International World Heritage Programme.**

**Ans.** Sites which have significant cultural or natural importance to humanity are protected and maintained by the International World Heritage Programme. They may include forests, lakes, monuments, buildings and cities. They can also be a combination of cultural and natural areas.

### A3. Activities based on Vocabulary :

(1) Choose the correct meanings :

\* (a) determine :

- (i) think (ii) decide (iii) ask (iv) look

\* (b) monument :

- (i) statue (ii) pillar  
(iii) memorial (iv) fort

\* (c) significant :

- (i) clever (ii) effective  
(iii) systematic (iv) important

(d) convention :

- (i) typical (ii) agreement  
(iii) old-fashioned (iv) persuade

**Ans.** (a) decide (b) memorial (c) important  
(d) agreement

(2) Pick out 4 adjectives from the passage ending with the suffix '- al'.

**Ans.** educational, cultural, natural, historical.

### A4. Activities based on Contextual Grammar :

\* (1) Use 'not only...but also' in the following sentences :

(1) UNESCO and the International Council on Monuments and Sites initiated a draft convention to create an international organization responsible for protecting cultural heritage.

**Ans.** Not only UNESCO but also the International Council on Monuments and Sites initiated a draft convention to create an international organization responsible for protecting cultural heritage.

(2) World Heritage Sites can also be a combination of both cultural and natural areas.

**Ans.** World Heritage Sites can be a combination of not only cultural but also natural areas.

\* (2) Identify whether the following sentences are Simple, Compound or Complex : **Ans.**

(1) They vary in type but they include forests, mountains, etc.

Compound

(2) The mountain is significant because of its characteristics.

Simple

(3) To protect the temples and artefacts, UNESCO launched an international campaign.

Simple

(4) The project cost about US \$80 million and \$40 million came from 50 different countries.

Compound

### A5. Personal Response :

\* What are our duties towards preservation or conservation of any historical site?

**Ans.** We should see that the historical sites are not in any danger due to pollution, tourism, uncontrolled urbanization, etc. Whenever we visit the site we must maintain the cleanliness and purity of the place. We must obey whatever orders and guidelines are put in place by the authorities. We should motivate others to do so too.

### Q. 2. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Choose the correct alternatives and complete the sentences :

(The answers are given directly and underlined.)

\* (1) The tenure of the World Heritage Committee is six years.

- (i) four (ii) five (iii) six

\* (2) The World Heritage Committee consists of representatives from 21 State Parties.

- (i) 6 (ii) 20 (iii) 21

\* (3) The World Heritage Committee meets once a year.

- (i) once a year

- (ii) twice a year

- (iii) three times a year

\* (4) A nominated site has to be first included in a Tentative List.

- (i) World Heritage List

- (ii) Nomination File

- (iii) Tentative List

#### PASSAGE - 2 (Textbook pages 160, 161)

Today, the World Heritage Committee .....  
..... within the international community.

**Glossary :** territory - region; area. inventory - a detailed or complete list of items. tentative - provisional; not certain or fixed. recommendations - suggestions or proposals for improvement. criteria - specifications. inscribe - to print; (here) to enroll.

### A2. Complex Factual Activities :

\* (1) Explain what the World Heritage Committee is responsible for.

**Ans.** The World Heritage Committee is the main group responsible for establishing which sites will be listed as UNESCO World Heritage Sites.

**\*(2) Who makes recommendations to the World Heritage Committee?**

**Ans.** The recommendations to the World Heritage Committee are made by two Advisory Bodies : the International Council on Monuments and Sites and the World Conservation Union.

**\*(3) Complete the flow-chart to show how any site in any country can become a World Heritage Site. (The answer is given directly.)**

**Ans.**

**Step 1 :** Inclusion of the name of the site for nomination in a tentative list after inventory in country or state.

**Step 2 :** Inclusion of the name of site from tentative list to the nomination file.

**Step 3 :** A review of the included file by the advisory bodies.

**Step 4 :** Decision of the World Heritage Committee after review of the nominated file.

**Step 5 :** Name of the site inscribed on the World Heritage List after meeting the criteria.

**A3. Activities based on Vocabulary :**

**(1) Choose the correct noun forms from those given in the brackets :**

- |                 |                                      |
|-----------------|--------------------------------------|
| (1) inscribed   | ( <i>inscription/inscribtion</i> )   |
| (2) responsible | ( <i>responsive/responsibility</i> ) |
| (3) nominated   | ( <i>nominative/nomination</i> )     |
| (4) included    | ( <i>inclusion/inclusion</i> )       |

**Ans.** (1) inscription (2) responsibility

(3) nomination (4) inclusion.

**(2) Complete the following by choosing the correct nouns from the box :**

Bodies	Parties	List	File
(1) Tentative .....	(2) Nomination .....		
(3) Advisory .....	(4) State .....		
(1) <u>Tentative List</u>	(2) <u>Nomination File</u>		
(3) <u>Advisory Bodies</u>	(4) <u>State Parties</u> .		

**A4. Activities based on Contextual Grammar :**

**\*(1) Use 'not only...but also' in the following sentence :**

The State Parties are responsible for identifying and nominating new sites.

**Ans.** The State Parties are responsible for not only identifying but also nominating new sites.

**\*(2) Identify whether the following sentence is Simple, Compound or Complex :** **Ans.**

If the site meets with these criteria, it can be inscribed on the World Heritage List. **- Complex**

**A5. Personal Response :**

**\*What is the role of World Heritage Sites in developing tourism in any country?**

**Ans.** World Heritage Sites are those that are significant culturally and naturally. People are interested in seeing such sites and learning the history behind them; hence they are a major tourist attraction, and they draw tourists to a country, boosting the country's revenue.

**Q. 3. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Choose the correct alternative and complete the given sentences :**

*(The answers are given directly and underlined.)*

**\*(1) The highest number of World Heritage Sites are located in Italy.**

(a) France (b) Italy (c) Germany

**\*(2) World Heritage Committee can delete/exclude a site from the World Heritage List**

- (a) World Heritage Committee  
(b) World Peace Committee  
(c) World Health Committee

**\*(3) There are 890 World Heritage Sites around the World.**

(a) 689 (b) 890 (c) 36

**(4) 36 – sites have been included from India.**  
(a) 176 (b) 44 (c) 36

**(2) Match the places with the countries :**

'A'	'B'
(1) Sydney Opera House	(a) Vienna
(2) Historic Center	(b) Peru
(3) Grand Canyon National Park	(c) Australia
(4) Machu Pichhu	(d) United States

- Ans.** (1) Sydney Opera House – Australia  
 (2) Historic Center—Vienna (3) Grand Canyon National Park – United States (4) Machu Picchu – Peru

**PASSAGE – 3 (Textbook pages 161, 162)**  
**As of 2009** ..... [www.unesco.org](http://www.unesco.org)

**Glossary :** **poaching** – illegal hunting or capturing of wild animals. **urbanization** – the process of making or becoming like a city or town. **allocate** – distribute for a particular purpose.

**A2. Complex Factual Activities :**

**(1) Complete the following :**

(The answers are given directly and underlined.)

\*(1) Peru's Machu Picchu is an example of a mixed site, both cultural as well as natural.

(2) The World Heritage Committee can choose to delete a site from the list if the site loses the characteristics which allowed for it to originally be included on the World Heritage List.

**\*(2) Explain the role of the World Heritage Committee.**

**Ans.** The World Heritage Committee allocates resources from the World Heritage Fund to a World Heritage Site which is in danger due to any reason or in need of protection or restoration. If a site loses the characteristics which allowed for it to originally be included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list.

**\*(3) Complete the following diagram giving the reasons why the World Heritage Sites are in danger :** (The answer is given directly.)

**Ans.**



**A3. Activities based on Vocabulary :**

**(1) Choose the correct meanings :**

**\*(a) disaster :**

(i) problem (ii) incident (iii) calamity (iv) accident

**(b) allocate :**

(i) allow (ii) distribute

(iii) catch (iv) understand

**Ans.** (a) calamity (b) distribute

**(2) Fill in the blanks with the correct words from the passage :**

(The answers are given directly and underlined.)

(a) Many small towns of the previous century have become crowded cities now due to rapid urbanization.

(b) We should be well-prepared for environmental problems like global warming.

**A4. Activities based on Contextual Grammar :**

**\*(1) Use 'not only...but also' in the following sentence :**

The Opera House in Australia and the Historic Center of Vienna in Austria are cultural sites of World Heritage.

**Ans.** Not only the Opera House in Australia but also the Historic Center of Vienna in Austria are cultural sites of World Heritage.

**\*(2) Identify whether the following sentence is Simple, Compound or Complex :**

There are 890 World Heritage Sites that are located in 148 countries.

**Ans.** Complex

**A5. Personal Response :**

**\*Why should we preserve World Heritage Sites?**

**Ans.** World Heritage Sites promote tourism. They are a part of the culture of the world, a part of the past. It is essential to preserve the past in order to learn from it. Natural beauty too should be preserved so that everyone today and in future can enjoy it. Hence, we should preserve World Heritage Sites.

**ENGLISH WORKSHOP**

**\*Q. 1. Match the pairs to define different roles of the World Heritage Sites/Committees :**

<b>'A'</b>	<b>'B'</b>
(1) Identify cultural and natural sites	(a) green, local based, stable and decent.
(2) Identify sites of	(b) of outstanding universal values across countries.

'A'	'B'
(3) Identify sites that represent	(c) preserve outstanding sites and natural resources.
(4) UNESCO seeks to	(d) tourism.
(5) World Heritage Sites should have	(e) an asset for economic development and investment.
(6) World Heritage should	(f) protect these sites.
(7) World Heritage Sites serve as	(g) best examples of world's cultural and/or natural heritage.
(8) World Heritage Site should ensure	(h) special importance for everyone.
(9) It should at large develop	(i) relevant development plan policies.

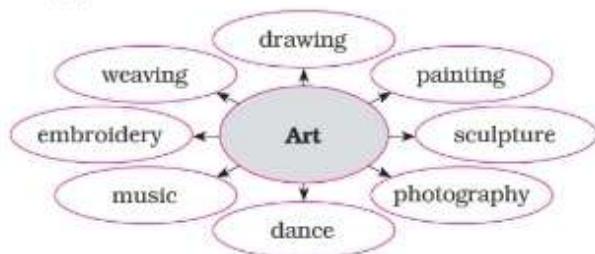
**Ans.**

- (1) Identify cultural and natural sites – of outstanding universal values across countries.
- (2) Identify sites of – special importance for everyone.
- (3) Identify sites that represent – best examples of world's cultural and/or natural heritage.
- (4) UNESCO seeks to – protect these sites.
- (5) World Heritage Sites should have – relevant development plan policies.
- (6) World Heritage should – preserve outstanding sites and natural resources.
- (7) World Heritage Sites serve as – an asset for economic development and investment.
- (8) World Heritage Site should ensure – green, local based, stable and decent.
- (9) It should at large develop – tourism.

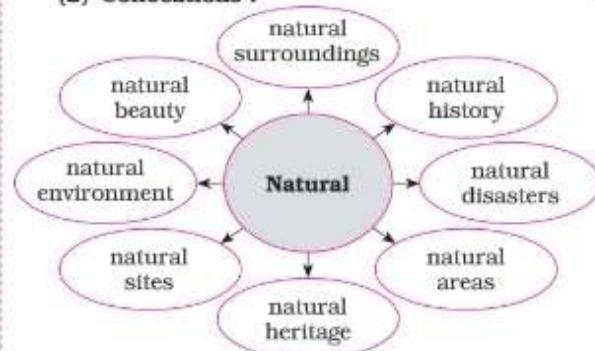
**\*Q. 2. Choose several words from the text. Use a dictionary to build up more associations/collocations of each word.**

**Ans.**

**(1) Associations :**



**(2) Collocations :**



**Q. 3. Complete the following information from the text :**

**(a) Preservation of any historical site (Duties) :**

- (i) International World Heritage Programme
- (ii) UNESCO World Heritage Committee.

**(b) Preserving World Heritage Sites (Reasons) :**

- (i) They have significant cultural and natural importance to humanity.
  - (ii) They promote tourism.
- (c) Promoting tourism (Role) :**
- (i) They attract tourists.
  - (ii) They help one to understand the history of a place.

#### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

**(A) A1. Do as directed (Simple Activities) :**

**(1) Pick out a gerund from the lesson and use it in your own sentence.**

**(2) Find out five hidden words from the given word : international**

**(3) Use the following phrase in your own sentence : a combination of**

**(4) Spot the error/errors and rewrite the correct sentence :**

The State Parties is then responsible for identifying and nominating new sites.

**(5) Identify the type of sentence :**

Get out of my way.

**(6) Punctuate :**

If however a site loses the characteristics which allowed for it to be originally included on the world heritage list the world heritage committee can choose to delete the site from the list

**(7) From the following verbs, pick out the verb which forms its present and past participle by doubling the last letter.**

run, lose, trip, quit

**(8) Arrange the following words in alphabetical order :**

Sydney, Vienna, Austria, Peru, Australia, Egypt, China

**Ans.**

**(1) protecting :** We should think of various ways of protecting our environment.

**(2) international :** national, nation, train, trail, trial.

**(3) The rainbow is a combination of seven colours.**

**(4) The State Parties are then responsible for identifying and nominating new sites.**

**(5) Imperative sentence.**

**(6) If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list.**

**(7) trip :** tripped, tripping.

**(8) Australia, Austria, China, Egypt, Peru, Sydney, Vienna**

**A2. Do as directed (Medium Level Activities) :**

**(1) Use the following word and its homophone in two separate sentences : rain**

**(2) UNESCO** launched an international campaign in 1959. (Rewrite beginning 'An international.....')

**(3) Different plans are put into place.**

(Rewrite using the future perfect tense of the verb.)

\***(4) Find from the text minimum 8 words related to cultural heritage and make a word register. Arrange them in alphabetical order.**

**Ans.**

**(1) (i) There was light rain yesterday evening near my house. (ii) In the past, a country progressed during the reign of good kings.**

**(2) An international campaign was launched by UNESCO in 1959.**

**(3) Different plans will have been put into place.**

**(4) Cultural heritage :** Abu Simbel Temples, artifacts, buildings, cities, Historic Center of Vienna,

Machu Picchu, monuments, Mount Huangshan, Sydney Opera House.

**(B) Do as directed (Challenging Activities) :**

**(1) Italy has the highest number of World Heritage Sites. (Rewrite using the comparative form.)**

**(2) The World Heritage Committee meets once a year to review these recommendations.**

(Rewrite as a compound sentence.)

**Ans.**

**(1) Italy has a higher number of World Heritage Sites than any other country.**

**(2) The World Heritage Committee meets once a year and (it) reviews these recommendations.**

**GRAMMAR****Q. 1. Rewrite the following sentences replacing 'as well as' by 'no sooner than' :**

e.g. As soon as he came, they all gave an applause.

No sooner did he come, than they all gave an applause.

**(1) As soon as the Bill is passed, it will become an Act.**

**Ans.** No sooner is the Bill passed, than it will become an Act.

**(2) As soon as the thief escaped, the family informed the police.**

**Ans.** No sooner did the thief escape, than the family informed the police.

**(3) As soon as you have finished, you can submit your answer papers.**

**Ans.** No sooner do you finish, than you can submit your answer papers.

**(4) As soon as they can manage, they should change their house.**

**Ans.** No sooner can they manage, than they should change their house.

**(5) As soon as the bell will ring, the School Assembly will start.**

**Ans.** No sooner does the bell ring, than the School Assembly will start.

**WRITING SKILLS****Q. 1. Write a report on any tourist place/historical place/World Heritage Site you have recently visited, using the points given below :**

- (1) Title
- (2) Place/Location
- (3) Background/History
- (4) Features/Speciality
- (5) Security policies
- (6) Signboards and discipline
- (7) Overall scenario

**Ans. AJANTA – A MASTERPIECE IN ROCK****– Rani Iyer**

**Mumbai, 12 February :** The Ajanta Caves, situated in the Deccan in Maharashtra and about 110 km from Aurangabad, are a UNESCO World Heritage Site. A visit to the place reveals a large slice of history.

These rock-cut cave temples and monasteries of Buddhists date back to around 2nd century BCE. Since they were in the jungles, cut into a mountainside, the external world did not know about them for a long time. They were discovered only in the 19<sup>th</sup> century. The caves include paintings and rock-cut sculptures described as among the finest surviving examples of ancient Indian art. The paintings are expressive and present emotion through gesture, pose and form. According to UNESCO, these are masterpieces of Buddhist religious art that influenced the Indian art that followed.

Two new visitor centers provide extensive information about the heritage site using audiovisual media. Local staff is employed for security purposes. Though photography is allowed at certain places, with fees for the use of a camera, use of tripods and flash is prohibited. Signboards and brochures/leaflets provide information about the care to be taken to preserve this UNESCO protected heritage site. "The caves are now being looked after by a private company under the Indian government's 'Adopt a Heritage Site' program," said a senior official.

**Q. 2. Write a tourism leaflet on any one of the following :**

- (i) Your home town (ii) A historical place
- (iii) A place of natural beauty (iv) A place of pilgrimage.

**Make use of the following points :**

- (1) How to reach there
  - (2) Accommodation facilities
  - (3) What to see and visit/Attractions of the place
  - (4) Places of interest nearby
  - (5) Best time to visit
  - (6) Shopping attractions
- (Add your own points.)*

**Ans. MATHERAN : 'UNSPOILT NATURE'**

**(1) How to get there :**

**(a) By train :** From Mumbai or Pune to Neral Junction. From Neral to Matheran by narrow-gauge train that depart at fixed times.

**(b) By road :** Shared taxis or minibuses from Neral to MTDC Holiday Camp. Cars and other vehicles not allowed beyond a certain point.

**(2) Accommodation facilities :** Plenty of hotels offering full or half board. MTDC Tourist Camp provides dorm-beds at affordable rates. The 'camp' is near the Dasturti car park. You can eat at one of the many thali joints along MG Road.

**(3) Best Time of the year to visit :** All the year round except the rainy season.

**(4) What to see :** Viewpoints such as Porcupine, Louisa and Echo have the finest views. On a clear day, one can see Mumbai lying afar from 'Hart Point'; perpendicular cliffs plunge into steep ravines; monkeys and squirrels.

**(5) Shopping Attractions :** Locally made chappals, home-made chocolates and chikkis, caps and other items for campers; walking sticks.

**(6) Special features :** Greenery, nature at its best, trekking, horse riding; good for a day's group picnic.

**Q. 3. Write a letter to an expert on the environment.**

*Ask him/her five questions about your concern/doubts about World Heritage Sites. Give him/her 3 ideas on how to protect them.*

**Ans.**

Amit Awte,  
102, Riddhi Vihar,  
R.N. Road,  
Aurangabad-431 001,  
12th November, 2021  
To  
Mr. Avinash Ranade,  
'Nisarg',  
Shastri Marg,  
Aurangabad-431 002.

Sub : Protection of World Heritage Sites

Sir

It was with great interest that I read in our local newspaper about your interest in the protection of World Heritage Sites. I would like to ask you a few questions which have haunted me for some time. They are :

- (1) Does India have enough experts to restore the damage done to our sites by nature/visitors etc.?

(2) Is there enough security to protect the sites from vandalism?

(3) Can there be a restriction on the number of visitors to the sites?

(4) Are the funds allocated to the preservation of the sites by the World Heritage Committee sufficient?

(5) Is there enough information about the sites on tourist websites/ Internet?

I would like to give some suggestions. Can we not impose a limit on the number of tourists visiting these places? We can also have sessions on how to maintain cleanliness and prevent vandalism. Stiff fines must be imposed on all those who break the rules.

I hope to receive a reply from you, as I am also very concerned about the preservation of our heritage sites.

Yours faithfully,

Amit Awte

**Q. 4. Given below are the ways to preserve World Heritage Sites. Transfer these points into a small paragraph.**

- Practical conservation for posterity
- Human/animal trespassing to be prohibited
- Monitored/controlled/restricted access
- Threat of local administrative negligence to be removed

**Ans.**

#### **Ways to Preserve World Heritage Sites**

World Heritage Sites need to be preserved for posterity. The future generations must know about their history and culture. For this purpose, steps have to be taken to preserve these sites. First and foremost, trespassing by either humans or animals should be strictly prohibited. Access to these sites for tourists, vendors, officials and the general public should be restricted or monitored carefully. Another important step is to keep a check on the local administration of the site, so that negligence in the performance of the duties at this level is ruled out.

**\*Q. 5. Read the points given in Column A specifying the 'dos' towards the preservation of any historical site. Write the 'don'ts' in Column B specifying things that should not be done.**

(The answers are given directly.)

**Ans.**

<b>Dos</b>	<b>Don'ts</b>
1. Obey rules and regulations.	1. Don't dirty the surroundings.
2. Maintain discipline and order.	2. Don't write on the walls/trees.
3. Maintain cleanliness.	3. Don't pluck flowers/destroy plants.
4. Use dustbins and garbage bags.	4. Don't smoke/ drink alcohol.
5. Observe silence.	5. Don't play loud music or make a loud noise.
6. Maintain environmental safety.	6. Don't defecate in the open.
7. Protect our country's heritage.	7. Don't trespass.

#### **ACTIVITIES**

**Q. 1. Make a list of sites from our state which are included in the World Heritage Sites. Try to visit one of them. Write the importance of this World Heritage Site and your impression of it in your notebook.**

**Q. 2. Make a poster about World Heritage Sites, specifying some details and specialities about each one of them.**

**Q. 3. Write an article for a magazine about the World Heritage Sites at risk. Include imaginary interviews with people who are trying to save them. Read your article in front of the class.**

#### **FURTHER READING**

**Read : Simon Thurley, Into the future. Our strategy for 2005-2010. In : Conservation Bulletin [English Heritage], 2005 (49).**



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## 4.4 THE HEIGHT OF THE RIDICULOUS

(Textbook page 169)

**Introduction :** This is a humorous poem written for enjoyment, with plenty of funny expressions. The main purpose of the poet is to simply entertain the readers.

### WARMING UP!

**Q. 1. (A) The teacher writes incomplete sentences on the board. He/She asks the students to complete them :**

(The answers are given directly and underlined. Students to write their own responses in their notebooks.)

**Ans.**

(a) Today I am happy because my grandparents are coming for a holiday.

(b) Today after the class, I wish to eat an ice cream.

(c) Tomorrow, I feel that I will go for a movie.

(d) I want to laugh because I am very happy.

(e) Today, the class seems to be cheerful about the forthcoming football match.

**(B) The teacher writes an incomplete sentence and asks the students to complete it in a funny way.**

(See the examples given on textbook page 169 and write sentences in the notebook.)

**(C) Give the words related to :**

(The answers are given directly.)



**Q. 2. Complete the table with words from the box :**

A **syllable** is a unit of spoken language made up of a single uninterrupted sound formed by a vowel and consonants. For example, single syllable – ant; two syllables – water; three syllables – inferno

jump, narrow, cable, live, queen, butter, tree, kitten, van, yellow, dale, happy, night, printer, star, sober, paper, cloud, pearl, within, bike, began, slender

(The answers are given directly.)

### Words with one syllable

jump, live, queen, tree, van, dale, night, star, cloud, pearl, bike

### Words with two syllables

narrow, cable, butter, kitten, yellow, happy, printer, sober, paper, within, began, slender

**Q. 3. Count the syllables and circle the appropriate number in the box :**

(The answers are given directly.)

elephant	mirror	bus	kangaroo	rough
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
insect	telephone	monkey	bucket	biscuit
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

**Q. 4. Write the names of any five of your friends and mention the number of syllables in each name.**

(The answers are given directly.)

Name	Number of syllables
Rohan	2
Namrata	3
Poonam	2
Jai	1
Nilima	3

### PARAPHRASE

Once, when the poet was in a very happy mood, he wrote a few lines. He thought, as usual, people would appreciate them and say that they were very good. The lines were very funny, and even though he was generally a sober man, while reading them he thought that he would die of laughing.

The poet called his servant, a strong man. He remarks that it was kind of the servant to obey a thin man like him. He asked him to take them to the printer, adding lightly that there would be strong reactions to it.

The servant took the paper, and as the poet watched, he saw him look at what was written. He read the first line and started grinning. As he read the next line, the grin grew wider. When he read the third line he started chuckling to himself.

At the fourth line, he started roaring with laughter. When he read the fifth, he laughed so hard that his waistband split; after the sixth, he burst five buttons and went into a laughing fit. The poet watched over the helpless man for ten days and nights without sleeping and never dared to write anything humorous again.

### READING FOR UNDERSTANDING AND POETIC DEVICES

**Note :** Some 'Wh'-questions from the textbook are converted into activity-based questions.)

#### Q. 1. Read the following extract and do the activities :

##### A1. Simple Factual Activities :

###### (1) Choose the correct alternative :

(The answer is given directly and underlined.)

\*The poet was in a very happy mood when he wrote the lines.

(a) tired (b) happy (c) bored (d) wondering

(2) Match the describing words from Column A with Column B : (March '20)

A	B
(1) humorous	(b) jest
(2) trifling	(c) way

**Ans.** (1) humorous – way (2) trifling – jest.

#### EXTRACT - 1 (Textbook page 171)

I wrote some lines once lines on a time  
In wondrous merry mood,  
And thought, as usual, men would say  
They were exceeding good.  
  
They were so queer, so very queer,  
I laughed as I would die;  
Albeit in the general way,  
A sober man am I.  
  
I called my servant, and he came;  
How kind it was of him  
To mind a slender man like me,  
He of the might limb.  
  
"These to the printer," I exclaimed,  
And, in my humorous way,  
I added (as a trifling jest,)  
There'll be the devil to pay.

**Glossary :** **ridiculous** – absurd; foolish but funny. **wondrous** – wonderfully. **albeit** – although. **sober** – serious-minded. **slender** – slim; thin. **mighty limb** – strongly built; muscular. **trifling jest** – a small, simple joke of not much importance. **devil to pay (idiom)** – a lot of trouble.

#### A2. Complex Factual Activities :

###### (1) Explain :

\*(a) the contrast between the poet and his servant.

**Ans.** The poet was a thin and slender man while his servant was strong and muscular.

###### (b) the poet's reaction when he read the lines.

**Ans.** The poet laughed heartily when he read the lines. He laughed so hard he thought he would die.

\*(2) Find out the expression from the extract that indicates funny moments :

**Ans.** 'I laughed as I would die'.

#### A3. Activities based on Poetic Devices :

###### (1) Complete the table of rhyming words :

(The answers are given directly and underlined.)

Words	Rhyming words from the poem	Rhyming words of your own
Way	Pay	Say, ray
Him	Limb	Dim, rim
Die	I	Fly, shy
Mood	Good	Food, wood

###### (2) Match the lines with the figures of speech :

Lines	Figures of Speech
*(1) In wondrous, merry mood	(a) Repetition
*(2) They were so queer, so very queer	(b) Alliteration
(3) A sober man am I	(c) Tautology
(4) To mind a slender man like me	(d) Inversion

**Ans.** (1) In wondrous, merry mood – Tautology  
(2) They were so queer, so very queer – Repetition  
(3) A sober man am I – Inversion  
(4) To mind a slender man like me – Alliteration

#### Q. 2. Read the following extract and do the activities :

##### A1. Simple Factual Activities :

###### (1) Complete the following :

(The answers are given directly and underlined.)

\*(1) There was a grin on the servant's face when he read the first line.

\*(2) The chuckling noise was heard when the servant read the third line.

(2) Match the describing words from Column A with Column B : (March '20)

A	B
(1) broad	(b) noise
(2) chuckling	(c) grin

Ans. (1) broad – grin (2) chuckling – noise

#### EXTRACT – 2 (Textbook pages 171, 172)

He took the paper, and I watched,  
And saw him peep within  
At the first line he read, his face  
Was all upon the grin

He read the next; the grin grew broad  
And shot from ear to ear;  
He read the third; a chuckling noise  
I now began to hear.

The fourth; he broke into a roar;  
The fifth; his waistband split;  
The sixth; he burst five buttons off;  
And tumbled in a fit.

Ten days and nights, with sleepless eye,  
I watched that wretched man,  
and since, I never dare to write  
as funny as I can.

**Glossary :** **grin from ear to ear (idiom)** – to have a broad, enthusiastic smile. **chuckling** – laughing quietly. **broke into (phr)** – suddenly began to do something. **tumbled** – fell. **wretched** – (here) helpless.

#### A2. Complex Factual Activities :

\*(1) Arrange the following reactions in their proper order as per the poem :

- (1) His waistband split
- (2) The grin grew broad
- (3) Sleepless eye
- (4) Was all upon the grin
- (5) He broke into a roar
- (6) He burst five buttons

Ans. (4) Was all upon the grin  
(2) The grin grew broad  
(5) He broke into a roar  
(1) His waistband split  
(6) He burst five buttons  
(3) Sleepless eye

\*(2) Describe the outcome of this experience on the poet.

Ans. After this experience, the poet has never dared to write any more funny poems.

\*(3) Which line suggests that the servant was totally out of control?

Ans. The line 'And tumbled into a fit' suggests that the servant was totally out of control.

\*(4) Find out two lines from the extract that indicate humour : (March '20)

Ans.

- (1) was all upon the grin
- (2) the grin grew broad
- (3) and shot from ear to ear
- (4) He read the third; a chuckling noise
- (5) The fourth; he broke into a roar
- (6) The fifth; his waistband split;
- (7) The sixth; he burst five buttons off;
- (8) And tumbled in a fit. (Any 2)

#### A3. Activities based on Poetic Devices :

\*(1) Complete the table of rhyming words :

(The answers are given directly and underlined.)

Words	Rhyming words from the poem	Rhyming words of your own
Ear	<u>Hear</u>	fear, dear
Within	<u>Grin</u>	sin, bin
Man	<u>Can</u>	fan, ran
Split	<u>Fit</u>	knit, lit

\*(2) Match the lines with the figures of speech :

Lines	Figures of Speech
(1) The grin grew broad	(a) Onomatopoeia
(2) And shot from ear to ear	(b) Hyperbole
(3) He broke into a roar	(c) Transferred Epithet
(4) Ten days and nights with sleepless eye	(d) Alliteration

Ans. (1) The grin grew broad – Alliteration  
(2) And shot from ear to ear – Hyperbole  
(3) He broke into a roar – Onomatopoeia  
(4) Ten days and nights with sleepless eye – Transferred Epithet

(3) Write two pairs of rhyming words from the extract : (March '20)

Ans. (i) ear – hear (ii) split – fit

### APPRECIATION OF POEM

#### \* Q. Read the poem. Write an appreciation of the poem with the help of the following points :

**Note :** The Appreciation of the poem is based on the following points. This has to be written in the form of a paragraph in the examination.

#### Point Format

(for understanding)

**The title of the poem :** 'The Height of the Ridiculous'

**The poet :** Oliver Wendell Holmes

**Rhyme scheme :** abcb.

**Figures of speech :** Transferred Epithet, Hyperbole, Onomatopoeia, Tautology, Alliteration, etc.

**Theme/Central idea :** A funny poem to simply entertain the audience; written for Enjoyment.

#### Paragraph Format

The poem 'The Height of the Ridiculous' is written by Oliver Wendell Holmes.

The rhyme scheme of the poem is abcb. There are many figures of speech, like Hyperbole, Tautology, Onomatopoeia, Alliteration, etc. but the one that stands out is Transferred Epithet. In the line 'Ten days and nights, with sleepless eye', the adjective 'sleepless' should be for the man and not for the eye.

The poem is a humorous one written for enjoyment, with plenty of funny expressions. The main purpose of the poet is to simply entertain the reader.

### ACTIVITIES/ PROJECTS

#### Q. 1. Copy any two stanzas of the poem in your notebooks. Using a coloured pen underline the stressed syllables in each line and put a stress mark over each.

(One stanza is given as an example : Students can do the remaining part of activity in their notebooks.)

I wrote some lines once on a time  
In wondrous merry mood,  
And thought, as usual, men would say  
They were exceeding good.

#### Q. 2. Complete the lines of the poem by choosing the correct words from the box :

run, shocked, gone, night, sought, on, someone, thought, light, unlocked

**Ans.**

We returned home late, one night,  
In the window there glowed a light.

Burglars! Was our very first thought,  
For defence, sticks 'n stones we sought.  
"Let's grab the loot and run."  
Was uttered soft, by someone.

The door we softly unlocked,  
And then we were truly shocked.

Oops! Before outside we'd gone,  
The television had been left on!

#### Q. 3. Form groups and together compose a short humorous poem. Use jokes, experiences, etc. and convert it into a poetic form. Write and decorate it on chart-paper and put it up in turns in your class.

#### Q. 4. Project : Reading a poem :

Arrange a poetry reading competition. Select the poem of your choice.

- \* Read the poem silently.
- \* Repeat the reading of the poem.
- \* Focus on the pauses, stresses, intonation, etc.
- \* Pay attention to the proper pronunciation.



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



## 4.5 THE OLD MAN AND THE SEA : BOOK REVIEW

(Textbook page 174)

**Introduction :** This is a review of the book 'The Old Man and the Sea' by Ernest Hemingway.

### WARMING UP !

#### Q. 1. Pair up with your partner and answer the following questions :

(1) Which animal would you relate to yourself and why?

**Ans.** I would relate to a cat. This is because like a cat, I am lazy. I am also reserved and do not show my emotions easily. I choose my friends carefully and am not friendly with anybody and everybody.

(2) Do you have a hero or a role model to look up to? Who is he/she?

**Ans.** Yes, my role model is my grandmother. Though she has led a very difficult life because she was poor, she is always optimistic and sees the best in people. She is always cheerful and ready to learn new things. She has learnt how to use the computer and surfs the internet regularly. She is even learning a new language with the help of the computer! She is health-conscious and does yoga regularly. I wish to be like her.

(3) Do you have a passion you would fight for? Why?

**Ans.** Yes, my passion is planting trees. Afforestation is the answer to many of the ills plaguing our country, like water shortage and soil erosion. Planting forests will stop this. When I grow up, I plan to fight for a green cover for our planet.

(4) What is meant by a 'Review'?

**Ans.** A 'review' is a critical evaluation of something—a book, a film, a play, etc.

(5) Have you ever read any book review? If yes, which one? If no, when are you going to read one?

**Ans.** Yes, I have read a book review. It was of a Harry Potter book. I read it in a newspaper and it gave me an idea of what to expect in the book, without knowing the details.

#### Q. 2. Make a list of famous novels by Ernest Hemingway.

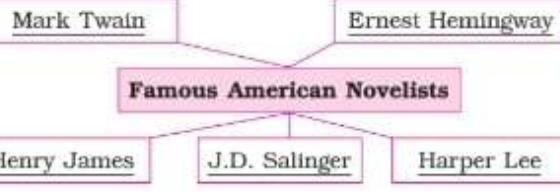
**Ans.**

- (1) A Farewell to Arms.
- (2) For Whom the Bells Toll.

- (3) The Sun Also Rises.
- (4) The Garden of Eden.
- (5) Islands in the Stream.
- (6) To Have and Have Not.
- (7) The Torrents of Spring.

#### Q. 3. Complete the web with the names of famous American novelists :

(The answers are given directly and underlined.)



### READING SKILLS, VOCABULARY AND GRAMMAR

**Note :** Some 'Wh'-questions from the textbook are converted into activity-based questions.)

#### Q. 1. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

(1) Name the following : **Ans.**

\*(1) Young and devoted apprentice – Manolin  
\*(2) The place where Hemingway had experience of fishing – Cuban waters

\*(3) Hemingway was injured by this during the First World War – Shrapnel

##### \*(2) Correct the following sentences using facts from the review :

(1) Manolin's parents insisted on his working with the same old fisherman.

**Ans.** Manolin's parents insisted on his working with another fisherman.

(2) This novel is pure fiction.

**Ans.** This novel is based on real events and draws heavily from incidents in Hemingway's own life.

##### (3) Complete the following sentences using word/words from the passage : (Nov. '20)

(The answers are given directly and underlined.)

**Ans.** (1) Hemingway's novel is based on real events.

- (2) The novel was published in 1952.
- (3) During the First World War, Hemingway worked for the Red Cross.
- (4) Hemingway had experience of fishing in the Cuban Waters.

**PASSAGE - 1** (Textbook pages 175, 176)

An old and experienced .....  
..... a chord with the readers.

**Glossary :** **apprentice** - a person who works for another in order to learn a trade. **marlin** - a type of large fish. **shrapnel** - fragments of a bomb, shell or other object thrown out by an explosion. **wrought** - caused. **struck a chord** - triggered a feeling or memory.

**A2. Complex Factual Activity :**

**Complete :** (Nov. '20)

(The answers are given directly and underlined.)

Two things which Hemingway always talks about :

**Ans.** (1) the need to struggle against defeat or death.

(2) how determination and endurance can help one to win in this struggle.

**A3. Activities based on Vocabulary :**

**\*(1) Find all the words from the passage that are related to 'brave' or 'courage'.**

**Ans.** strong, determination, endurance, triumph, struggle.

**(2) Match the phrases in Column A with their meanings in Column B. After matching their meanings, make sentences of your own :**

'A'	'B'
*(1) run of terrible bad luck	(a) makes use of
*(2) draws heavily on	(b) triggered a feeling or memory
*(3) struck a chord	(c) will be remembered
(4) will live on	(d) a period of time when bad things happen

**Ans.** (1) run of terrible bad luck - a period of time when bad things happen

- (2) draws heavily on - makes use of  
(3) struck a chord - triggered a feeling or memory  
(4) will live on - will be remembered

**Sentences :**

(1) The young actor had a run of terrible bad luck at the beginning of his career.

(2) This painter draws heavily on the old masterpieces.

(3) The girl's sad story immediately struck a chord with the news reporter.

(4) Lata Mangeshkar's songs will live on for a long time.

**\*(3) Write the 'root word' after dropping the prefix or suffix or both :**

- (1) unable (2) heavily (3) determination  
(4) endurance

**Ans.** (1) unable - able (2) heavily - heavy

(3) determination - determine (4) endurance - endure

**(4) Add suffix to make adjectives :** (Nov. '20)

- (1) injury (2) memory

**Ans.** (1) injury - injurious

(2) memory - memorable

**(5) Write the synonyms from the passage for the following words :** (Nov. '20)

- (1) victory (2) tolerance

**Ans.** (1) victory - triumph

(2) tolerance - endurance

**A4. Activities based on Contextual Grammar :**

**\*(1) Rewrite as directed, without changing the meaning :**

- (1) Hemingway's novel is based on real events.

(Convert the underlined adjective into an adjectival clause.)

**Ans.** Hemingway's novel is based on events which are real.

(2) He hooks a marlin but the marlin is too strong for him. (Rewrite beginning with 'Although...')

**Ans.** Although he hooks a marlin, the marlin is too strong for him.

(3) Being strong, the marlin starts pulling the boat. (Rewrite inserting 'and' as a coordinator.)

**Ans.** The marlin is strong and starts pulling the boat.

**(2) Do as directed :** (Nov. '20)

- (1) Ultimately his story becomes one of triumph. (Rewrite the present perfect tense.)

(2) He was injured during the First World War.

(Frame a Wh-question to get the underlined part as the answer.)

**Ans.** (1) Ultimately, his story has become one of triumph.

(2) When was he injured?

#### A5. Personal Response :

Would you prefer reading a book or watching an animated film? Justify your answer. (Nov. '20)

**Ans.** I would prefer reading a book. While reading, I can imagine the events in the book in whatever way I wish to. In an animated film, the answer is given to me, all ready. I cannot use my imagination. Besides, watching TV makes my eyes tired, which reading does not.

#### Q. 2. Read the following passage and do the activities :

##### A1. Simple Factual Activities :

(1) Name the following : **Ans.**

\*(1) Language of the novel : simple and pithy

\*(2) In his first reading,

the reviewer was left : unimpressed

(3) After recent reading

the reviewer was left : moved and impressed

(4) It fights for its life

desperately : the marlin

##### \*(2) Correct the following sentences using facts from the review :

(1) Hemingway's style of writing does not unfold hidden meaning.

**Ans.** Hemingway's style of writing is such that a reader can read his work again and again and find new layers of meaning every time.

(2) The relationship between the old man and Manolin is coarse.

**Ans.** The relationship between the old man and Manolin is heart-warming.

#### PASSAGE - 2 (Textbook page 176)

Hemingway's language ..... against destruction.

**Glossary :** **pithy** – brief and full of vigour, **vivid** – clear and strong, **formidable** – (here) awe inspiring, awesome, **empathetic** – showing an ability to understand the feelings of another.

#### A2. Complex Factual Activities :

##### (1) Explain in one or two sentences :

(1) 'Hemingway practises an extreme economy in his use of words'. What does this mean?

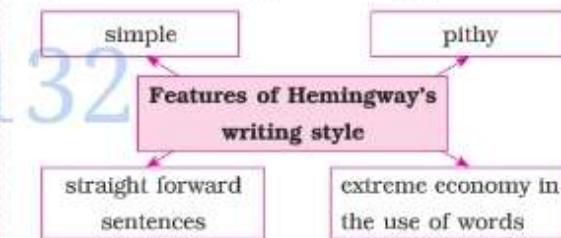
**Ans.** It means he uses very few words to express his thoughts and ideas.

(2) What are the ideals that the old man and the marlin both stand for?

**Ans.** The old man and the marlin both stand for the same ideals, that is, a noble struggle against destruction.

##### (2) Complete the following web :

(The answers are given directly.)



#### A3. Activities based on Vocabulary :

\*(1) Find all the words from the passage that are related to 'brave' or 'courage'.

**Ans.** strength, formidable.

(2) Match the phrases in Column A with their meanings in Column B. After matching their meanings, make sentences of your own :

'A'	'B'
*(1) in spite of	(a) represent
*(2) holding on	(b) repeatedly
(3) again and again	(c) without being affected by a particular factor
(4) stand for	(d) enduring in difficult circumstances

**Ans.** (1) in spite of – without being affected by a particular factor

(2) holding on – enduring in difficult circumstances

(3) again and again – repeatedly

(4) stand for – represent

**Sentences :**

(1) Hussain was ill; in spite of this, he stood first in the test.

(2) I could see the new rider holding on to the reins desperately.

(3) The little boy looked longingly at the puppy again and again.

(4) The symbol of a white dove stands for peace.

**\*(3) Write the 'root word' after dropping the prefix or suffix or both :**

(1) unimpressed (2) relationship (3) inseparably

(4) empathetic (5) beautiful (6) simplicity

**Ans.** (1) unimpressed – impress

(2) relationship – relate

(3) inseparably – separate

(4) empathetic – empathy

(5) beautiful – beauty

(6) simplicity – simple

**(4) Find the synonyms for the following from the passage :**

(i) Brief : pithy

(ii) Likely to make someone believe something that is not true : deceptive

**A4. Activity based on Contextual Grammar :**

**\*Rewrite as directed, without changing the meaning :**

(1) The reader can read his work again and again and find new layers of meaning.

*(Begin the sentence with 'On reading....')*

**Ans.** On reading his work again and again, the reader can find new layers of meaning.

(2) As the novel progresses, the old man and the marlin are inseparably linked.

*(Rewrite using 'progress' as a noun.)*

**Ans.** In the course of the progress of the novel, the old man and the marlin are inseparably linked.

(3) When I first read this novel, I was unimpressed.

*(Rewrite using 'but' as a coordinator.)*

**Ans.** I had read this novel before but I was unimpressed at that time.

**A5. Personal Response :**

**Write four to five sentences about your favourite writer.**

**Ans.** My favourite writer is Arthur Conan Doyle, the creator of Sherlock Holmes. Every story written by Doyle is different and holds my interest right till the end. The stories are so gripping that one cannot put the book down easily. I borrow the books from the library to read during the vacation.

**VOCABULARY**

**\*Q. Complete the following sentences using the given expressions :**

*(The answers are given directly and underlined.)*

(1) In my opinion every hardworking person achieves success in life.

(2) I strongly feel that there should be a complete ban on tobacco.

(3) I wish I could go to the moon.

(4) As far as I know, you have never taken part in a debate.

(5) I think they know what they are doing.

**LANGUAGE STUDY ACTIVITIES**

**(based on vocabulary and grammar)**

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

**(A) A1. Do as directed (Simple Activities) :**

(1) Write down two compound words from the passage.

(2) Pick out an infinitive from the lesson and use it in your own sentence.

(3) Find out five hidden words from the given word : endurance

(4) Use the following phrase in your own sentence : even after his death

(5) Spot the error/errors and rewrite the correct sentence : The novel was publishing in 1952

(6) Identify the type of sentence : I first read this novel years ago, when I did not understand it at all.

(7) Hemingway always talks about the need to struggle. *(Replace the infinitive with a gerund.)*

(8) From the following verbs, pick out the verb which forms its present and past participle by doubling the last letter : run, write, swim, fan.

(9) Complete the word chain of adjectives :  
(Nov. '20)

small, ...., ....

**Ans.** (1) fisherman, baseball

(2) to catch : The fielder tried to catch the ball.

(3) endurance : endure, dance, under, crane, creed.

(4) even after his death : People remembered the great leader with love and respect even after his death.

(5) The novel was published in 1952

(6) Assertive (negative)

(7) Hemingway always talks about the need for struggling.

(8) fan – fanning, fanned.

(9) small, lovely, young, graceful, little.

#### A2. Do as directed (Medium Level Activities) :

(1) Use the following word and its homophone in two separate sentences : sail

(2) He worked for the Red Cross.

(Rewrite using the past progressive tense of the verb.)

(3) A reader can read his work again and again.  
(Change the voice beginning 'His work ....)

**Ans.** (1) (i) The sail of the huge boat fluttered in the breeze. (ii) The old woman loves shopping wherever there is a sale.

(2) He was working for the Red Cross.

(3) His work can be read again and again (by a reader).

#### (B) Do as directed (Challenging Activities) :

(1) Use the given two words in one meaningful sentence : formidable, beautiful.

(2) Recently, I read this book again and was extremely moved. (Rewrite as a complex sentence.)

**Ans.** (1) It was a formidable job to make the dilapidated old house beautiful again.

(2) I was extremely moved when I recently read the book again.

#### WRITING SKILLS

\*Q. 1. The review mentions the struggles of both the writer Ernest Hemingway and the old man.

Fill the incidents of the struggles of Hemingway in Table A and that of the old man in Table B :

(The answer is given directly.)

Table A Ernest Hemingway	Table B Old man
(1) injured by shrapnel during the First World War	(1) has a run of terrible bad luck
(2) faces the destruction caused by the two World Wars	(2) unable to catch fish for 84 days
	(3) his apprentice, Manolin leaves him
	(4) the marlin he hooks is too strong for him
	(5) battles with sharks
	(6) very near death

(Note : The following questions are not in the activity sheet format. However they may be useful to you for speaking about a book for internal Evaluation.)

\*Q. 2. Write a book review on any book of your choice with the help of following points :

(1) Story Line (2) Social/Historical Context

(3) Writing Style (4) My Thoughts.

**Ans.** Pride and Prejudice : Book review.

#### Story Line :

'Pride and Prejudice' is a romantic novel written by Jane Austen and first published in 1813. The book follows the life of Elizabeth Bennet, a headstrong, intelligent woman. It takes place in the early 1800s and is about the emotional development of the main character.

Elizabeth has four sisters and no brother. According to the succession rights, none of the girls can inherit the property, and Mrs. Bennet (Elizabeth's mother) thinks that good marriages are the only way for them to lead a good life. Her main ambition in life is to see that her daughters marry wealthy men. However, the novel emphasizes that one should marry for love and not only for money. Mr. Bennet tolerates his wife's behaviour and is dryly sarcastic when she is silly. There are villainous characters like George Wickham and comic ones like Mr. Collins.

#### Social/Historical Context :

In Pride and Prejudice, the Bennets are members of the educated upper middle class. At that time, a man's income was always reported as a 'number of pounds per year'. Mr Bingley has 'four or five thousand a year' while Darcy's income is a very impressive 10,000 a year. Thus, Darcy is considered to possess a fortune, and hence a very eligible bachelor.

The formal manners of behaviour are obvious in the custom of paying visits and leaving calling cards, the necessity of giving formal introductions, etc. Marriage was considered to be the only acceptable role for any woman, and getting married was high on the list of priorities. The clothes and customs all reflect the time. The French revolution was in progress during the time of the writing of this novel. Though it is difficult to relate to such customs and such priorities today, the novel still holds our interest.

#### **Writing Style :**

Jane Austen has portrayed her characters well, and given good character sketches of all, whether it is the silly, materialistic Mrs. Bennet as the mother or Elizabeth as the strong-willed daughter. Jane Austen's writing is sharp, with plenty of sarcasm and irony. Many times it is a bit too detailed; but that was the style of writing at that time. She wrote about ordinary

people and their ordinary lives in an exceptional way. She recognized the flaws in society, especially as far as marriage is concerned. The opening words of her novel, 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.', are unforgettable and are still quoted.

#### **My Thoughts :**

When I first read it, it was out of compulsion; it was a part of our school activity, and I disliked it. I was too small to appreciate the undertones. I found too many unnecessary details. However, when I read it a few years later, I had already read many other books based in that time period. Hence, I could appreciate their customs, their dresses and their way of talking. I had also seen a film based on it, and things became clearer. I plan to read it again and see if I can find new meaning in it now.

**\* Q. 3. You know the essential points required for a book review. Find the essential points required for a play review and a film review. You can take the help of your teacher, the library or the Internet.**

**Ans.**

<b>Book Review</b>	<b>Review of a play</b>	<b>Review of a film</b>
(1) Story Line	(1) Story Line, Theme and Climax	(1) Story Line
(2) Social/Historical Context	(2) Actors/Actresses and their Presentations	(2) Acting
(3) Writing Style	(3) Use of lights, music and special effects	(3) Direction
(4) My Thoughts.	(4) Use of Sets, Costumes and Make-up	(4) Editing
	(5) My Thoughts and rating.	(5) Cinematography
		(6) Music and sound effects
		(7) Special effects
		(8) My thoughts and rating

#### **ACTIVITY/PROJECT**

##### **\*Classroom Library :**

Ask all your classmates to donate a book each to the class. In this way everyone will have a book of his/her own to read. Read the book in a week or two. After reading it, exchange the book with your classmate. Keep exchanging and reading different books throughout the year. Every fortnight, give the book review of the book you have read recently in the form of a presentation.



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this **QR Code** for the test and its model answers.



## 4.6 THE GIFT OF THE MAGI

(Textbook page 180)

**Introduction :** This is a simple, sweet and heart-warming story by O.Henry about a young couple and how they express their love for each other. There is a strong message conveyed about the joy of giving.

### WARMING UP!

- Q. 1. Complete the web with the feelings you experience the moment you hear the word 'gift'.**  
(The answer is given directly.)



- Q. 2. Gifts can be abstract yet priceless. Think of and list down such unforgettable gifts given to you by :**

(The answers are given directly.)

- (1) **Parents/grandparents** : love, kindness, etc.
- (2) **Siblings/relatives** : support, empathy, etc.
- (3) **Friends** : loyalty, sympathy, etc.
- (4) **Strangers** : courtesy, help, etc.

(Students can add to their own lists.)

- Q. 3. Write whether the underlined words are infinitives, participles or gerunds :**

- (1) The athletes wanted to take part in the running race.

**Ans.** (a) to take – infinitive; (b) running – participle

- (2) Would you like to eat at the dining table?

**Ans.** (a) to eat – infinitive; (b) dining – participle

- (3) Reading is good for the mind and soul. So take up reading books.

**Ans.** (a) Reading – gerund; (b) reading – gerund

- (4) I like to eat fruits rather than eating sweets.

**Ans.** (a) to eat – infinitive; (b) eating – gerund

- (5) Listening and speaking sharpen your language skills.

**Ans.** (a) Listening – gerund; (b) speaking – gerund

### READING SKILLS, VOCABULARY AND GRAMMAR

*(Note : Some 'Wh'-questions from the textbook are converted into activity-based questions.)*

- Q. 1. Read the following passage and do the activities :**

#### A1. Simple Factual Activity :

\*Complete the following :

(The answers are given directly and underlined.)

(1) Della had saved one dollar and eighty-seven cents.

(2) The current family income was \$20 per week.

(3) Jim had added Dillingham as his middle name during a former period of prosperity, when he was earning \$30 per week.

#### PASSAGE – 1 (Textbook page 180)

One dollar and eighty-seven ..... Which is all very good.

**Glossary :** **cent** – a monetary unit in various countries, equal to one hundredth of a dollar. **bulldozing** – using insensitive force when dealing with people. **cheeks burned** (*idiom*) – felt humiliated, embarrassed. **silent imputation of parsimony** – silently accusing someone of being unwilling to spend money. **flop down** – to fall or sit down suddenly. **instigates** – initiates, starts. **beggar description** – to be too extreme or shocking to describe. **mendicancy squad** – police who arrested beggars and homeless people. **coax** – persuade. **appertaining** – relating to. **unassuming** – humble, modest.

#### A2. Complex Factual Activities :

- \*(1) How much did Della save for Christmas?  
What does it show?

**Ans.** Della saved one dollar and eighty-seven cents for Christmas. It shows that she was very poor and penny-pinching.

- \*(2) List the signs that indicate that Della was very poor.

**Ans.** The following things show us that Della was very poor :

- (i) The house was a poorly furnished flat at \$8 per week.

(ii) The couch was small and shabby.  
(iii) In the vestibule below was a letter-box and an electric bell, both of which were not functioning.

(iv) The current family income was \$20 per week.  
(v) After a lot of bargaining and penny-pinching, Della had saved only one dollar and eighty-seven cents for Christmas.

\*(3) Pick out from the passage and rewrite the exact sentences which indirectly imply the following :

(a) Della was not too happy about bargaining for grocery, etc.

**Ans.** Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned.

(b) The flat was in a dilapidated condition.

**Ans.** It did not actually beggar description, but certainly had that word on the look out for the mendicancy squad.

(c) The weekly income amount does not matter.

**Ans.** Whenever Mr. James Dillingham Young came home and reached his flat above he was called 'Jim' and greatly hugged by Mrs. James Dillingham Young.

### A3. Activities based on Vocabulary :

(1) Pick out from the passage words that mean the following, and state if it is a Noun, Verb or Adjective :

(The answers are given directly and underlined.)

Phrase	Word From the passage	Part of Speech
*(1) Reluctance to spend money	<u>parsimony</u>	<u>Noun</u>
*(2) Relating to	<u>appertaining</u>	<u>Verb</u>
*(3) Urge	<u>coax</u>	<u>Verb</u>
(4) provokes	<u>instigates</u>	<u>Verb</u>

(2) Rearrange the letters to form sensible words : (i) stedom (ii) eilpmid (iii) teccircle (iv) ectubrh.

**Ans.** (i) stedom—modest (ii) teccircle—electric (iii) eilpmid—implied (iv) ectubrh—butcher

### A4. Activities based on Contextual Grammar :

\*(1) Frame 'Wh'-questions to get the underlined parts as the answers :

(1) Life is made up of sobs, sniffls and smiles.

**Ans.** What is life made up of?

(2) Many a happy hour she had spent planning something nice for him.

**Ans.** Who had spent many a happy hour planning something nice for him?

\*(2) Add the appropriate Question Tag :

There was clearly nothing to do, ..... ?

**Ans.** There was clearly nothing to do, was there?

### A5. Personal Response :

\* Della counted the money thrice. Explain what you think the reason for this may be.

**Ans.** Della had struggled and bargained a lot to save money. She had hoped that she had saved enough money to buy Jim a proper Christmas present. She could not believe that it was only 1 dollar and 87 cents. She probably counted the money thrice in the hope that it was actually more than that.

### Q. 2. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

Write whether the following statements are True or False :

(The answers are given directly and underlined.)  
**Ans.**

*(1) Della wanted to buy a Christmas present for Jim.	<u>True</u>
(2) There was a pier glass between the windows of the room.	<u>True</u>
(3) Jim now earned \$30 per week.	<u>False</u>
(4) It was Christmas Eve.	<u>True</u>

#### PASSAGE - 2 (Textbook page 181)

Della finished her cry .....

..... to its full length.

**Glossary :** **sterling** – excellent, valuable. **pier-glass** – a large mirror, used originally to fill wall space between windows. **accurate conception** – correct idea.

#### A2. Complex Factual Activity :

\* Explain the cause of Della's disturbed mind.  
OR

What troubled Della on Christmas Eve?

**Ans.** The next day was Christmas Day and Della had only one dollar and eighty-seven cents with which to buy Jim a present. She had spent a lot of time thinking about a good present for him, but with the money she had saved she would not get anything worthy of him. Hence, she was feeling disturbed.

### A3. Activities based on Vocabulary :

(1) Write the part of speech of each of the words given below :

- (i) fairly accurate conception.
- (ii) very agile person.

**Ans.** (i) fairly-adverb  
                  accurate-adjjective  
                  conception-noun  
(ii) very-adverb  
                  agile-adjjective  
                  person-noun

(2) Find from the passage the antonyms of the following words :

- (1) common (2) slow (3) spending (4) dully

**Ans.** (1) common × rare (2) slow × agile  
(3) spending × saving (4) dully × brilliantly

### A4. Activities based on Contextual Grammar :

(1) Rewrite the following sentence as an interrogative sentence :

Twenty dollars a week doesn't go far.

**Ans.** Does twenty dollars a week go far?

(2) Rewrite the following sentence beginning 'Though.....' :

Her eyes were shining brilliantly, but her face had lost its colour.

**Ans.** Though her eyes were shining brilliantly, her face had lost its colour.

### A5. Personal Response :

\*What would you do if you ran short of money to buy a gift for one of your parents/siblings?

**Ans.** If I ran short of money to buy a gift for one of my parents/siblings, I would borrow from someone else close to me. For example, if I wanted to buy a bag for my sister and fell short of money, I would ask my mother to lend it to me. If I wanted to buy something for Mom and did not have the money for it, I would borrow from dad.

### Q. 3. Read the following passage and do the activities :

#### A1. Simple Factual Activity :

\*Complete the following :

(The answers are given directly and underlined.)

(1) The couple's prized possessions were Jim's gold watch and Della's beautiful hair.

(2) Della's beautiful hair fell about her rippling and shining like a cascade of brown waters.

(3) Della's beautiful hair could have outshone the Queen of Sheba's jewels.

(4) Della sold her lovely long hair to get money to buy a Christmas present for Jim.

(5) Della felt sad on losing her hair because it was very beautiful and her prized possession.

(6) A tear or two dropped on the old red carpet when Della made up her mind to cut off her beautiful hair.

### PASSAGE - 3 (Textbook pages 181, 182)

Now there were two .....  
..... to me quick," said Della.

**Glossary :** **airshaft** - a straight passage admitting air into a building. **depreciate** - diminish in value over a period of time. **basement** - the area of a building that is partly or entirely below ground level. **cascade** - a small waterfall. **garment** - an item of clothing. **fluttered** - moved with an irregular or trembling motion.

### A2. Complex Factual Activities :

\*(1) Why and how did Della sell her hair?  
Do you think she did it willingly?

**Ans.** Della sold her lovely long hair to get money to buy a Christmas present for Jim. She sold it to a woman who dealt in hair goods of all kinds. Yes, she did it willingly even though it was her prized possession.

\*(2) Pick out and rewrite the exact sentence which indirectly implies the following :

King Solomon would express his jealousy of Jim.

**Ans.** Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard with envy.

### A3. Activities based on Vocabulary :

\*(1) Pick out from the passage the word that means the following, and state if it is a Noun, Verb or Adjective :

reduce in value -

**Ans.** reduce in value - depreciate (Verb)

(2) Write the adjective forms of the following words and pick out those that are participles :

- (1) possessions (2) treasures (3) envy (4) sparkle

**Ans.** (1) possessions - possessive

(2) treasures - treasured (past participle)

(3) envy - envious (4) sparkle - sparkling (present participle)

#### A4. Activities based on Contextual Grammar :

\*(1) Frame a 'Wh'-question to get the underlined part as the answer :

Her hair reached below her knee.

**Ans.** Where did her hair reach?

\*(2) Add a question tag.

Give it to me quick, ..... ?

**Ans.** Give it to me quick, won't you?

#### A5. Personal Response :

\*Gifts that you buy have fixed prices. Explain how the buyer can increase the value of a gift bought for someone very dear in the family.

**Ans.** The buyer can increase the value of a gift bought for someone very dear in the family by giving it with words of love and gratitude. He/She can also write something loving on a card and attach it to the gift.

#### Q. 4. Read the following passage and do the activities :

##### A1. Simple Factual Activity :

Complete the following :

(The answers are given directly and underlined.)

\*(1) The cost of the fob chain was twenty-one dollars.

\*(2) Della went through the goods in the stores when she was searching for a suitable present for Jim.

\*(3) Jim avoided checking the time on his gold watch in a public place because the leather strap he used in place of a chain was old.

(4) The gift Della bought for Jim was a platinum fob chain.

#### PASSAGE - 4 (Textbook pages 182, 183)

Oh, and the next two hours .....

..... and eighty-seven cents?"

**Glossary :** tripped by on rosy wings (phr) - passed by happily. hashed metaphor - stale or overused comparison. ransacking - searching thoroughly. platinum - a precious silvery-white metal. fob chain - a short watch chain worn with a watch. chaste - simple and plain. meretricious - something that seems attractive but has no real value. ornamentation - decoration that makes somebody or something attractive. gave way (phr) - yielded. prudence - wisdom. mammoth - huge. a truant schoolboy - a schoolboy who is out of school without permission.

#### A2. Complex Factual Activities :

\*(1) Explain why Della looked at her reflection critically.

**Ans.** Della had cut off her beautiful hair, which Jim had loved. She was worried about his reaction to her short hair, and to make it look better she had curled her newly-cut hair. She looked at her reflection critically hoping that Jim would like it.

\*(2) Pick out and rewrite the exact sentence which indirectly implies the following :

Della spent a joyful time for two hours.

**Ans.** The next two hours tripped by on rosy wings.

#### A3. Activities based on Vocabulary :

\*(1) Pick out from the story words that mean the following, and state if it is a Noun, Verb or Adjective :

(The answers are given directly and underlined.)

Phrase	Word From the passage	Part of Speech
(1) wisdom	<u>prudence</u>	<u>Noun</u>
(2) very huge	<u>mammoth</u>	<u>Adjective</u>

(2) Pick out 4 adverbs of manner from the passage.

**Ans.** properly, wonderfully, carefully, critically.

#### A4. Activities based on Contextual Grammar :

\*(1) Frame a Wh-question to get the underlined part as the answer :

She was ransacking the store for Jim's present.

**Ans.** Why was she ransacking the store?

(2) Rewrite the following sentence using 'No sooner.. than..' :

As soon as she saw it she knew that it must be Jim's.

**Ans.** No sooner did she see it, than she knew that it must be Jim's.

#### A5. Personal Response :

\*How beautiful was the watch chain? Would you have liked to own it?

**Ans.** The watch chain was very beautiful. It was made of platinum, and simple and chaste in design. No, I would not have liked to own it, because I do not carry a watch that needs a chain. It is old-fashioned.

**Q. 5. Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**\*Complete the following :**

*(The answers are given directly and underlined.)*

(1) Della had the good habit of saying a little silent prayer about the simplest everyday things.

(2) Jim stared at Della because she had cut off her hair.

(3) Della took pride in the beauty of her hair because Jim thought that she was pretty because of her hair.

(4) Della was a bit apprehensive after she had sold her hair because she was afraid of Jim's reaction.

(5) Della said a silent prayer to God when she heard Jim's step on the stairway down on the first flight.

**PASSAGE – 5 (Textbook page 183)**

**At 7 o'clock .....**

..... I've got for you."

**Glossary :** setter – a type of dog. quail – a bird. as immovable as a setter at the scent of quail (idim) – standing as silently as a setter (a type of hunting dog) that goes all quiet when it gets the scent of a bird. disapproval – displeasure, dissatisfaction.

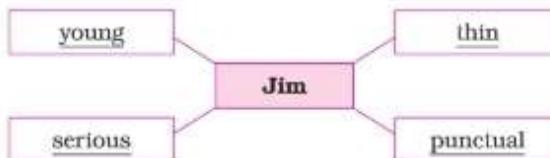
**A2. Complex Factual Activities :**

**\*(1) Explain what sent Jim into a trance, on his return.**

**Ans.** Jim saw that Della had cut off her beautiful hair. It was seeing this that sent him into a trance.

**(2) Complete the web with words to describe Jim.**

*(The answers are given directly and underlined.)*



**A3. Activities based on Vocabulary :**

**(1) Pick out two words from the passage formed by using prefixes :**

**Ans.** immovable, disapproval.

**(2) Match the adjectives in column 'A' with the nouns in column 'B' :**

'A'	'B'
(1) new	(a) prayer
(2) silent	(b) overcoat
(3) first	(c) expression
(4) peculiar	(d) flight

**Ans.** (1) new – overcoat (2) silent – prayer

(3) first – flight (4) peculiar – expression

**A4. Activities based on Contextual Grammar :**

**\*(1) Frame a Wh-question to get the underlined part as the answer :**

At 7 o'clock the coffee was made.

**Ans.** When was the coffee made?

**\*(2) Add appropriate question tags :**

(1) I just had to do it, ....?

(2) I am still pretty, ....?

(3) She had the habit of saying a little silent prayer, ....?

**Ans.** (1) I just had to do it, didn't I?

(2) I am still pretty, aren't I?

(3) She had the habit of saying a little silent prayer, didn't she?

**A5. Personal Response :**

**Give your opinion :** It is important to give gifts.

**Ans.** Yes, it is. When you give gifts, you show your love and affection for the person. You also show that you have remembered the occasion—maybe a birthday or an anniversary. However, the gift should be thoughtfully chosen, keeping the likes and dislikes of the receiver in mind.

**Q. 6. Read the following passage and do the activities :**

**A1. Simple Factual Activities :**

**(1) Put the following statements in the correct order of occurrence :**

(1) "If you'll unwrap that package you may see why you had me going a while at first."

(2) "It's Christmas Eve, boy."

(3) "Don't you like me just as well, anyhow?"

(4) "It's sold, I tell you."

**Ans.** (3) "Don't you like me just as well, anyhow?"

(4) "It's sold, I tell you."

(2) "It's Christmas Eve, boy."

(1) "If you'll unwrap that package you may see why you had me going a while at first."

\* (2) **What did Jim bring out from his coat?**

**Ans.** Jim brought out a package from his coat.

#### **PASSAGE – 6 (Textbook pages 183, 184)**

"You've cut off .....  
..... a while at first."

**Glossary :** **patent** – apparent, obvious. **curiously** – (here) in an eager but confused manner. **idiocy** – stupidity, foolishness. **trance** – daze, half-conscious state. **inconsequential** – unimportant.

#### **A2. Complex Factual Activity :**

**Describe Jim's behaviour when he saw Della's short hair.**

**Ans.** Jim could not believe that Della had cut off her hair. He went into a trance, just repeating what Della was saying. He had an air of idiocy. He then slowly came out of his trance and gave Della a package.

#### **A3. Activities based on Vocabulary :**

\* (1) **Pick out from the story the word that means the following, and state if it is a Noun, Verb or Adjective :**

foolishness

**Ans.** foolishness – idiocy (Noun)

(2) **Complete the following table :**

(The answers are given directly and underlined.)

<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
(1) <u>labour</u>	<u>laborious</u>	<u>laboriously</u>
(2) <u>idiocy</u>	<u>idiotic</u>	<u>idiotically</u>
(3) <u>discretion</u>	<u>discreet</u>	<u>discreetly</u>
(4) <u>curiosity</u>	<u>curious</u>	<u>curiously</u>

#### **A4. Activities based on Contextual Grammar :**

**Do as Directed :**

(1) Jim drew a package from his overcoat pocket and threw it upon the table.

(Rewrite beginning 'Drawing....'.)

(2) The magi brought valuable gifts, but that was not among them. (Rewrite beginning 'Though....'.)

**Ans.** (1) Drawing a package from his overcoat pocket, Jim threw it upon the table.

(2) Though the magi brought valuable gifts, that was not among them.

#### **A5. Personal Response :**

\* When did the narrator try to divert the reader's attention, for ten seconds, at least?

**Ans.** Jim realized that Della was afraid of his reaction to her short hair. In order to console her, he probably hugged her and the narrator tries to divert our attention to something else, to give them privacy. It could also mean that the narrator is asking us to think about the importance of riches—how important is it to happiness.

#### **Q. 7. Read the following passage and do the activities :**

#### **A1. Simple Factual Activity :**

\* Complete the following :

(The answers are given directly and underlined.)

(1) The gift Jim had brought for Della was a set of beautiful, pure tortoise shell combs, with jewelled rims.

(2) The beautiful present flashed with a reflection of Della's bright and ardent spirit.

(3) Jim and Della wanted to present the gifts because it was Christmas Eve, a time for giving gifts.

#### **PASSAGE – 7 (Textbook pages 184, 185)**

White fingers and nimble .....

..... They are the Magi.

**Glossary :** **nimble** – agile. **ecstatic** – thrilled, very happy. **hysterical** – uncontrolled. **coveted** – longed for. **singed** – slightly burnt. **dandy** – an excellent thing. **the Magi** – the wise men who visited Jesus after his birth, bearing gifts of gold, frankincense and myrrh. **chronicle** – (here) story.

#### **A2. Complex Factual Activities :**

\* (1) **Pick out and rewrite the exact sentences which indirectly imply the following :**

(1) Della's elated mood underwent a change as she opened her gift.

**Ans.** An ecstatic scream of joy; and then alas! A quick feminine change to hysterical tears and wails.

(2) Jim wanted to put the Christmas presents away and get back to daily life.

**Ans.** And now, suppose you put the chops on.

\* (2) **Describe the scene when Della opened the package that Jim gave her.**

**Ans.** Della opened the package that Jim had given her with nimble fingers. She first gave an ecstatic scream of joy, which soon changed to hysterical tears and wails. Jim had to immediately comfort and

soothe her. However, she hugged the gift lovingly to her bosom.

**\*(3) Explain :**

**(1) why Della's scream of joy changed to loud wails.**

**Ans.** Jim's gift to Della was the set of tortoise shell combs that she had adored. She had craved and yearned for them, so that they could adorn her beautiful hair. When she opened the package and saw them, she was first ecstatic with joy that she had got what she had coveted; but her scream of joy turned to wails when she remembered that the beautiful hair they would have adorned was now cut off. The gift was hence useless.

**(2) why Jim sold his gold watch. Do you think he did it willingly?**

**Ans.** Jim sold his gold watch to buy a Christmas gift for Della. Yes, he did it willingly, even though it was his prized possession.

**(3) why Jim and Della are referred to as the Magi.**

**Ans.** Jim and Della are referred to as the Magi because first each willingly sacrificed his/her prized possession for the sake of the loved one. Then they wisely realized that unselfish love is the greatest of all gifts.

**(4) why, in the end, Jim asked Della to put the chops on.**

**Ans.** Jim knew that neither of them could use their Christmas gifts for the time being. Hence, he wanted to put them away and keep them for some time. He wanted to get back to daily life. Hence, he asked Della to put the chops on.

**\*(4) What situation is the climax of the story?**

**How does it end up as an anti-climax?**

**Ans.** The climax should have been the happiness and joy on the faces of Jim and Della when they see their gifts. It ends up as an anti-climax because though they had got what they coveted, neither of them could now use the gifts.

**\*(5) How did the Magi want to celebrate their Christmas?** **OR**

**Who were the first people to give Christmas gifts?**

**Ans.** The Magi wanted to celebrate their Christmas by exchanging gifts. They were the first people to give Christmas gifts.

**\*(6) What had inspired the Magi to give gifts?**

**Ans.** The Magi visited Jesus after his birth to give gifts to honour him.

**A3. Activities based on Vocabulary :**

**\*(1) Pick out from the story the word that means the following, and state if it is a Noun, Verb or Adjective :**

sought after

**Ans.** sought after – coveted (Adjective)

**(2) Fill in the blanks with words from the passage that are the opposites of the underlined words :**

*(The answers are given directly and underlined.)*

(1) Something that is not cheap is expensive.

(2) Something that is not bright is dull.

(3) Men who are not foolish are wise.

(4) Something that is not hated is worshipped.

**A4. Activities based on Contextual Grammar :**

**\*(1) Frame a Wh-question to get the underlined answer :**

The Magi were wise men.

**Ans.** Who were the Magi?

**\*(2) Add the appropriate Question Tags :**

(1) Della leaped up, ..... ?

(2) You'll have to look at the time, ..... ?

(3) They were expensive combs, ..... ?

(4) My hair grows so fast, ..... ?

(5) Let's put our Christmas presents away, ..... ?

**Ans.** (1) Della leaped up, didn't she ?

(2) You'll have to look at the time, won't you?

(3) They were expensive combs, weren't they?

(4) My hair grows so fast, doesn't it?

(5) Let's put our Christmas presents away, shall we?

**A5. Personal Response :**

**\*(1) What is the moral of the story?**

**Ans.** The moral of the story is that unselfish love is the greatest of all gifts, and those who realize this fact are the wisest.

**\*(2) Think of two alternatives that could have prevented Della as well as Jim from selling their most precious possessions.**

**Ans.** Both knew that they were poor and couldn't afford expensive gifts. So they could have just given each other small token gifts of flowers or cards. This would have prevented them from selling their most precious possessions.

**\*(3) Justify the title of the story, 'The Gift of the Magi'.**

**Ans.** The Magi were three wise men who brought gifts for baby Jesus during Christmas. They knew how to give and gave unique gifts with special emphasis. In the same way, Della and Jim gave each other unique gifts. The author compares their giving to the gifts the Magi gave to baby Jesus. He calls them the 'Magi' because of their wisdom in realizing that unselfish love is the greatest of all gifts.

**\*(4) If you shared this story with some friends in a junior class, how would they react in the end?**

**Ans.** They would probably just feel that all the sacrifice was wasted. They would not have realized the deeper meaning of the story.

**\*(5) In the footnote of the story, O.Henry remarks that of all who give gifts, Della and Jim were the wisest. Think and explain this paradoxical remark.**

**Ans.** Jim and Della were initially foolish enough to believe that they needed to give material gifts in order to show their love for one another and that they had to sacrifice their most precious possessions to do so. However, they were also wise enough to know later that unselfish love is the greatest of all gifts.

#### VOCABULARY

**\*Q. 1. Fill in each set of blanks with the correct word from the word list. The boxed letters will spell out something that Della receives.**

(agile instigate chronicle subside cascade  
prudence inconsequential gobbling coveted  
assertion predominating)

**Ans.**

(1) Stand under this	CASCADE
(2) You wished greedily for something	COVETED
(3) This describes something important	PREDOMINATING
(4) You hope a loud siren will do this	SUBSIDE
(5) Troublemakers do this	INSTIGATE

**Ans.** COMBS

#### GRAMMAR

**Q. 1. Supply short answers (Pronoun + Auxiliary verb) :**

**Ans.**

- (1) Don't you like me? Yes, I do.  
(2) Have you cut off your hair? Yes, I have.

- (3) Shall I put on the chops? Yes, you shall/can.  
(4) Isn't it a dandy? Yes, it is.  
(5) Does it make a difference? No, it doesn't.  
(6) Will you buy my hair? No, I won't.  
(7) Can you afford it? No, I can't.  
(8) Are you fooling me? No, I'm not.

**Q. 2. Pick out the infinitives/gerunds/participles from the following sentences and state what each one is :**

**Ans.**

- (1) I want to see how it looks. to see - infinitive  
(2) I don't like frightening stories. frightening - participle  
(3) We decided to settle in Pune. to settle - infinitive  
(4) Playing the sitar is Arjun's hobby. playing - gerund  
(5) It was a horrifying experience for all of us. horrifying - participle

#### LANGUAGE STUDY ACTIVITIES

(based on vocabulary and grammar)

**Note :** As per the latest activity sheet format, 5 simple activities, 3 medium level activities and 2 challenging activities will be asked. Students are expected to attempt any 4 simple activities, any 2 medium level activities and any 1 challenging activity. However, we have given more activities for better study of language study section.

**(A) A1. Do as directed (Simple Activities) :**

**(1)** Pick out two compound words from the lesson.

**(2)** Pick out a gerund from the lesson and use it in your own sentence.

**(3) Punctuate :**

you've cut off your hair asked Jim laboriously

**(4) Find out five hidden words from the given word :**

ornamentation

**(5) Use the following phrase in your own sentence :**

on the corner of the table

**(6) Spot the error and rewrite the correct sentence :**

Jim be never late.

**(7) Identify the type of sentence :** Isn't it a dandy, Jim?

- (8) Arrange the following in alphabetical order :  
Christmas, cheeks, chaste, chain, chops, coveted  
(9) Complete the word chain of animal names :  
duck, k....., o....., h....., e.....

**Ans.** (1) backyard, letter-box

(2) saying : He had the habit of saying cruel things with a smile on his face.

(3) "You've cut off your hair?" asked Jim, laboriously.

(4) **ornamentation** : ornament, remain, mentor, meant, rotate

(5) The little boy sat on the corner of the table.

(6) Jim was never late.

(7) Interrogative and negative.

(8) chain, chaste, checks, chops, Christmas, coveted

(9) duck, kangaroo, ostrich, hare, elephant.

#### **A2. Do as directed (Medium Level Activities) :**

(1) "You say your hair is gone?" he said, with an air almost of idiocy. (*Rewrite in reported speech.*)

(2) She was ransacking the stores for Jim's present. (*Rewrite using the present perfect continuous tense of the verb.*)

(3) At seven o'clock the coffee was made.

(Change the voice beginning 'She ....)

**Ans.**

(1) He asked her, with an air of almost idiocy, whether she said that her hair was gone.

(2) She has been ransacking the stores for Jim's present.

(3) She made the coffee at seven o'clock.

#### **(B) Do as directed (Challenging Activities) :**

(1) Use the following word as a verb and a noun in two separate sentences : look

(2) Use the given two words in a single sentence of your own : reflection, terrified

**Ans.**

(1) (i) "Look to your left and right before crossing the road," said the policeman. (verb)

(ii) The woman gave the shopkeeper an angry look. (noun)

(2) The lion was terrified when it saw its reflection in the water.

#### **WRITING SKILLS**

- \***Q. 1. Map the problems and solutions from the story on the diagram below.**

**Ans.** (The answer is given directly.)

**Problem :** Della doesn't have enough money to buy Jim a present for Christmas.

**Problem :** Jim doesn't have enough money to buy a Christmas gift for Della.

**1. Her solution :** She sells her hair and buys a fob chain for Jim.

**2. His solution :** He sells his watch and buys tortoise shell combs for Della.

**3. Their new problem :** Della doesn't have long hair to use the combs. Jim doesn't have a watch for the fob chain.

**4. Their new solution :** They put away their Christmas presents for a while and continue with their normal life.

- \***Q. 2. Complete the chart given below to explain the situational irony in the story.**

(The answer is given directly.)

#### **SITUATIONAL IRONY**

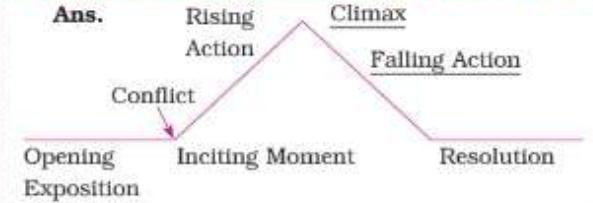
**What Della plans :** To give Jim a wonderful Christmas gift in the form of a fob chain.

**What actually happens :** Jim cannot use Della's gift of a fob chain for his watch because he has sold his watch to get her gift.

**What Jim plans :** To give Della a wonderful Christmas gift in the form of a set of tortoise shell combs.

**What actually happens :** Della cannot use Jim's gift of combs because she has cut and sold her hair to get him his gift.

- Q. 3. Complete the following basic plot diagram :**



Did you study the lesson/chapter from the **Navneet Digest**? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.



## LANGUAGE STUDY

**Language Study** includes activities based on grammar and vocabulary, which are different from the activities given in questions A3/B3 and A4/B4 of textual and non-textual passages.

**Language Study** forms Q.1. of the Activity Sheet, and carries 10 marks (4 marks for simple activities, 4 marks for medium level activities and 2 marks for challenging activities). Definitions, rules and terms will not be asked directly in the Activity Sheet.

### 1. Simple Activities (4 Marks)

**Any 5 simple activities based on the following topics will be asked in A1 of Q. 1. (A) in the Activity Sheet. You have to attempt any 4.**  
(Each activity carries 1 mark.)

#### 1. COMPOUND WORDS

When two words are used together to form a third meaningful word, the new word thus formed is known as a **Compound Word**. This new word does the work of a noun, an adjective, or some other part of speech.

##### • How to form Compound Words :

Compound words can be formed by joining two words. Sometimes, the two words are written separately; sometimes they are treated as one word. In some cases, you may need to put a hyphen (-) between the two words. Generally, if the compound word is one which is used very often, then the two words are treated as one.

**e.g.** (1) door + way = doorway  
(2) moon + light = moonlight  
(3) easy + going = easy-going  
(4) well + oiled = well-oiled  
(5) oil + rich = oil rich  
(6) clock + tower = clock tower

#### 2. NON-FINITE VERBS – INFINITIVES, PARTICIPLES, GERUNDS

**1. A Finite Verb** is one which changes its form with a change in the subject or tense.

**e.g.**

- (1) We play cricket every day.
- (2) Rohan plays cricket every day.
- (3) Rohan and I played cricket for a long time this morning.
- (4) We shall play a cricket match next week.

The verb 'play' changes its form with the change in the subject or the tense.

**2. A Non-Finite Verb** does not change its form with a change in the subject or tense of a verb.

**e.g.**

- (1) We love to play cricket every day.
  - (2) Rohan loved to play cricket in his childhood.
- Here, the verb 'to play' does not change its form with a change in the subject or tense of a verb.
- (3) My friend loves playing.
  - (4) The children loved playing.

Here, the gerund 'playing' does not change its form with a change in the subject or tense.

##### 3. Non-finite Verbs can be :

- (a) Infinitives
- (b) Participles (Present and Past)
- (c) Gerunds

###### (a) Infinitives

Simply put, the **Infinitive** is the 'to -' form of the verb. It does not change its form with a change in the subject or tense.

- (1) The boys like to walk in the park every day.
- (2) My sister likes to walk before dinner every day.
- (3) We always liked to walk by the river in our childhood.

Though the word 'to' is generally used with the infinitive, it is not used after certain finite verbs like *bid, let, make, need, dare, see, hear*. Such infinitives, without the 'to', are called **bare infinitives**.

*(The underlined words in the following sentences are the **infinitives**, while the words in italics are the **finite verbs**.)*

- (1) *Bid* the children sit there.
- (2) *Let* us march from ignorance to awakening.
- (3) I heard the old lady beg for food.

###### (b) Participles

###### (i) Present Participles :

A **present participle** is also a non-finite verb which does the work of a verb as well as that of an adjective. Present participles always end in '-ing':

e.g.

(1) I had no friends, believing that friends were more trouble than help.

(2) I gave him my most appealing smile.

(3) Anil was sleeping peacefully.

The Present participle of the verb is formed by adding '- ing' to the base form of the verb

(base form + '- ing').

e.g. stealing, walking, feeling

Sometimes the last letter of the verb is doubled before adding '- ing'.

e.g. plan – planning; rob – robbing; quit – quitting; hop – hopping; hit – hitting.

#### (ii) Past Participles :

A **past participle** is also a non-finite verb which, like the present participle, does the work of a verb as well as that of an adjective. Most past participles end in '- ed' or '- en'.

e.g.

(1) We have prevented millions of child deaths.

(2) I had forgotten about them in the excitement of the theft.

(3) The coveted ornaments were gone.

The Past participle of the verb is formed by adding '- d', '- ed' or '- en' to the base form of the verb. However, it is also formed in various other ways for irregular verbs.

e.g. The spoilt child was disliked by everyone.

Sometimes the last letter of the verb is doubled before adding '- ed'.

e.g. plan – planned; rob – robbed; hop – hopped; drop – dropped; regret – regretted.

#### (c) Gerunds

A **gerund** is a non-finite verb which does the work of a verb as well as that of a noun. Gerunds always end in '- ing'.

1. The State parties are responsible for identifying new sites.

2. Playing the sitar is Arjun's hobby.

#### Examples of Present Participles and Gerunds :

Present Participle	Gerund
(1) They spent a lot of time in the <u>swimming</u> pool.	(1) <u>Swimming</u> is the best exercise for children.
(2) The girl was <u>dancing</u> gracefully.	(2) Lata's favourite hobby is <u>dancing</u> .

### 3. PUNCTUATION

**Punctuation** is the art of putting correct marks at the appropriate places while writing. Some important marks of punctuation are :

No.	Name	Punctuation Mark	Used	Examples
1.	Capital Letter		(1) to begin a sentence (2) for Proper nouns. (3) for words like 'I' and pronouns referring to God.	(1) He kept worrying about his next cheque. (2) Mary Kom, Manipur, Godavari. (3) I said that God will do what He thinks is best.
2.	Full Stop	(.)	(1) at the end of Assertive and Imperative sentences. (2) after abbreviations and initials.	(1) She ate the salmon. (2) Let us march. (3) B.A. (Bachelor of Arts) Ms. P.N. Prabhu
3.	Comma	(,)	(1) to mark off a quotation from the rest of the sentence, in direct speech. (2) to separate coordinate clauses in a sentence.	(1) I asked, "Can you feed me?" (2) I met the man, but he wasn't the person I had come to meet.

			(3) to separate words in a list.  (4) to separate nouns or names used to address someone, from the rest of the sentence.  (5) to show the omission of a word.	(3) (a) The box had bangles, chains and bracelets. (b) The shop sold bread, biscuits, sweets, etc.  (4) Sheela, the acrobat, has fractured her leg.  (5) The man is a musician; his wife, a dancer. (The man is a musician; his wife is a dancer.)
4.	Exclamation mark	(!)	(1) after an exclamation or interjection  (2) at the end of an exclamatory sentence.	(1) Whew! You're as mad as she is.  (2) You must be out of your mind!
5.	Question Mark	(?)	(1) at the end of a direct question.  (2) at the end of a Question Tag.	(1) Did you hear him?  (2) We are going out, aren't we?
6.	Quotation Marks	(1) ("....")  (2) ('....')	(1) to point out the words said by someone in direct speech  (2) to name or highlight something specially.	(1) "Yes, just an ice cream and coffee," she answered.  (2) This poem is from his Nobel Prize winning anthology 'Gitanjali'.
7.	Apostrophe	(')	(1) to show possession.  (2) to indicate that a letter or letters have been omitted.	(1) Anil's money, a soldier's armour  (2) We've (We have); doesn't (does not)

#### 4. FINDING HIDDEN WORDS FROM THE GIVEN WORD

This is a vocabulary exercise in which you have to form **shorter** words from **long** words, using only the letters in the long word. Each letter in the long word can be used only once. However, if a letter is repeated in the long word, it can be repeated in the short word too.

**e.g. repeated**—repeat, deep, peat, tree, drape (here the letter 'e' is repeated three times in the long word; it can be repeated three times in the short word too, if possible.)

Generally, there should be at least four letters in each of the new words.

**e.g. (1) monumental**—monument, moment, mental, meant, mount.

**(2) spirituality**—spiritual, spirit, ritual, spiral, plait

**(3) international**—national, nation, intent, train, learn

(4) **conference**— confer, fence, force, enforce, encore

(5) **information**—inform, formation, nation, format, train

#### 5. MAKING MEANINGFUL SENTENCES USING GIVEN PHRASES

You may be given certain phrases which you have to use to make meaningful sentences.

**e.g. to show off** : A person who shows off is not liked by others.

Sometimes, the phrases may be idiomatic phrases. Then, typically, its meaning is not obvious from the meanings of the individual words themselves.

**e.g. to look down on** : Chintan has always looked down on his brother.

Here, it doesn't mean that Chintan is looking down from a higher place at his brother; it means that Chintan thinks that he is better than his brother.

### Some more Examples:

- (1) **put the fire out** : Seeing trouble brewing, the minister advised his team to put the fire out before it spread everywhere.
- (2) **be known for** : Benaras is known for its beautiful silk sarees.
- (3) **be held up** : The marriage party was held up by dacoits at gunpoint.
- (4) **to break out** : An epidemic of plague broke out in the rat-infested village.
- (5) **look forward to** : I look forward to meeting you soon.

## 6. SPOTTING THE ERROR AND REWRITING THE CORRECT SENTENCES

This activity involves spotting the error in the use of the verb in the sentence / in the subject – verb agreement. You have to identify the error and rewrite the correct sentence.

### Subject-Verb Agreement

1. Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular (verb ending in 's' or 'es' in case the subject is third person singular.); if a subject is plural, its verb must also be plural (base form of the verb).

- e.g. (1) Mohan plays football well.  
(singular subject, singular verb)
- (2) The boys play football daily.  
(plural subject, plural verb)

2. The subject-verb agreement rules apply to all personal pronouns except **I** and **you**, which, although singular, require plural forms of verbs.

- e.g. (1) I play football daily.  
(singular subject, plural verb)
- (2) You play football daily, don't you, Rohan?  
(singular subject, plural verb)

3. Two or more singular (or plural) subjects joined by 'and' take a plural verb.

- e.g. (1) Hansel and Gretel are brother and sister.  
(plural verb)
- (2) The birds and the bees fly about merrily at dawn. (plural verb)

But if the two nouns are considered as a unit, it takes a singular verb.

- e.g. Rice and dal is our regular food.  
(singular verb – 'rice and dal' is considered a unit)

4. Two or more singular subjects joined by or (or nor) take a singular verb.

- e.g. Either the girl or her mother plays the piano. (singular verb)

5. Two or more plural subjects joined by or (or nor) take a plural verb.

- e.g. Neither the girls nor their mothers play the piano. (plural verb)

6. Scissors, pants, shoes are plural, unless they are referred to as 'a pair.'

- e.g. (1) Where are my pants? (plural verb)  
(2) A pair of shoes from this shop is expensive. (singular verb)

7. News, economics, physics, mathematics are treated as singular nouns and so are followed by singular verbs.

- e.g. (1) Mathematics is my favourite subject. (singular verb)

- (2) The news is true. (singular verb)

8. Sometimes the subject is separated from the verb by such words as *along with*, *as well as*, *besides*, *not*, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

- e.g. The actress, as well as her team, is expected shortly. (singular verb)

9. When the subject is a noun phrase like 'one of us' or 'one of my friends', the verb should agree with 'one' and hence must be singular.

- e.g. One of my friends is an actor. (singular verb)

10. Collective nouns can be either singular or plural depending upon their meaning in individual sentences. If we refer to the group as a whole and, therefore, as a single unit, we consider the noun singular. In this case, we use a singular verb. If, however, we are referring to the individuals within the group, then we consider the noun plural. In this case, we use a plural verb.

- e.g.  
(1) The jury is giving its verdict today. (singular verb – the jury is considered as a single unit)

- (2) The jury were divided on the verdict. (plural verb – the jury are considered as individual members)

- (3) Our team is playing against Don Bosco today. (Team is considered as singular unit and hence singular verb)

(4) Our team are wearing blue T-shirts today.  
(team members are referred to individually, hence plural verb)

#### Some more Examples :

##### Spot the error and correct the sentences :

(1) Neither Govinda nor Ramu were present.

**Ans.** Neither Govinda nor Ramu was present.

(2) Many types of food was served at the party.

**Ans.** Many types of food were served at the party.

(3) Birds eats grain.

**Ans.** Birds eat grain.

(4) One of the cricket players were badly injured.

**Ans.** One of the cricket players was badly injured.

(5) Either he or she are mistaken.

**Ans.** Either he or she is mistaken.

(4) Don't you want to come for the picnic?  
(Negative)

4. An **Exclamatory Sentence** expresses sudden or strong feelings. It always ends with an exclamation mark.

**e.g.** (1) Ouch! That was a bad twist in my ankle!  
(Affirmative)

(2) How time does fly! (Affirmative)

(3) Alas! We will never make it to the peak!  
(Negative)

## 8. WORD CHAINS OF NOUNS/VERBS/ ADJECTIVES

'Word chain' is a word game in which players come up with words that begin with the letter that the previous word ended with. A category of words is usually chosen and words may not be repeated in the same example. In this question, students will form word chains of nouns/verbs/adjectives. (4 words)

**e.g.**

(1) Prepare a word chain using the following nouns :

Denmark, France, Austria, England, Korea, Alaska. (Begin with France.....)

**Ans.** France, England, Denmark, Korea, Austria, Alaska.

(2) Complete the word chain with adjectives from the box:

short, wild, tender, endless, delicate, entire

w ..... d ..... e

c ..... c ..... s

s ..... t ..... r

**Ans.** wild – delicate – entire – endless – short – tender

(3) Complete the word chain with verbs of your own. (Begin with write....)

write, c.....,.....

**Ans.** write, enter, remember, report, think, know.

## 9. WORDS IN ALPHABETICAL ORDER

In this question, you are expected to arrange the given words in alphabetical order, as they appear in a dictionary. You may also be asked to identify a word in a particular place.

e.g. (1) Arrange the words alphabetically and underline the second word :

either, entirely, excited, error

Ans. either, entirely, error, excited

(2) Arrange the words alphabetically and underline the third word :

perhaps, perfume, perfect, perform

Ans. perfect, perform, perfume, perhaps

(3) Arrange the words alphabetically and underline the fourth word :

happiness, wealth, beauty, sincerity, wisdom

Ans. beauty, happiness, sincerity, wealth, wisdom

## 2. Medium Level Activities (4 Marks)

Any 3 medium level activities based on the following topics will be asked in A2 of Q. 1. (A) in the Activity Sheet. You have to attempt any 2. (Each activity carries 2 marks.)

### 1. HOMONYMS, HOMOGRAPHS AND HOMOPHONES

**Homonyms** are words that have the same spelling, same pronunciation but different meanings.

e.g.

1. **Lock** : (1) There was a lock of hair on the table.

(2) The lock and the key were both golden in colour.

2. **Plant** : (1) We must plant more trees to stop soil erosion.

(2) A new chemical plant would increase pollution levels in the state.

3. **Present** : (1) There were very few people present in the auditorium when the play began.

(2) I was not sure what present to give the bride.

**Homographs** are words that have the same spelling, but different pronunciation and different meanings.

e.g.

1. **Tear** : (1) There was a tear in the eye of the old lady.

(2) "Do not tear your book," said the teacher to the little boy.

2. **Minute** : (1) "I'll be back in a minute," said Usha.

(2) There was a minute crack in the glass.

3. **Bow** : (1) The baby had a pretty pink bow in her hair.

(2) The woman did not want to bow down to the proud man.

**Homophones** are words that have different spellings and different meanings but are pronounced in the same way.

e.g.

1. **sail/sale** : The fisherman bought a sail for his boat during the monthly sale at the shop.

2. **accept/except** : "I will not accept anything except a complete replacement of the goods," said the angry woman.

3. **knew/new** : The old man knew that new shoes would be expensive.

### 2. DIRECT AND INDIRECT SPEECH

(Any kind of sentence from Direct to Indirect will be given.)

**A.** The words that are actually spoken by a speaker and quoted within quotation marks (" ") are said to be in **Direct Speech**.

e.g. (1) Sheetal said, "I am tired."

(2) The judge said, "The accused is guilty of the crime."

**B.** When the words that are spoken by a speaker are reported **without quoting the exact words**, they are said to be in **Indirect Speech**.

e.g. (1) Sheetal said that she was tired.

(2) The judge said that the accused was guilty of the crime.

### C. Rules for changing from Direct to Indirect Speech :

1. **Inverted commas** are used in Direct Speech; they are omitted from Indirect Speech.

e.g. Sheetal said, "I am tired." (Direct Speech)

Sheetal said that she was tired. (Indirect Speech)

2. In Direct Speech, the **actual words** of the speaker in inverted commas are separated from the rest of the sentence by a **comma**. The **comma** is omitted in Indirect Speech.

e.g. Sheetal said, "I am tired." (Direct Speech)

Sheetal said that she was tired. (Indirect Speech)

**3. For assertive sentences**, the Indirect Speech Clause is introduced by the conjunction '**that**'.

**e.g.** The teacher said, " Siddharth is writing a letter." *(Direct Speech)*

The teacher said that Siddharth was writing a letter. *(Indirect Speech)*

**4. Pronouns** in Indirect Speech are always in the **third person**.

**e.g.** Sheetal said, "I am tired." *(Direct Speech)*

Sheetal said that she was tired. *(Indirect Speech)*

**5. Verbs** in **Indirect Speech** are usually in the **past tense**.

Direct Speech	Indirect Speech
(1) Simple Present <b>e.g.</b> Navin said, "The dog <u>is</u> clever."	Simple Past <b>e.g.</b> Navin said that the dog <u>was</u> clever.
(2) Present Continuous <b>e.g.</b> Benny said, "Liz <u>is writing</u> letters."	Past Continuous <b>e.g.</b> Benny said that Liz <u>was writing</u> letters.
(3) Present Perfect <b>e.g.</b> Sachin said, "I <u>have eaten</u> a banana."	Past Perfect <b>e.g.</b> Sachin said that he <u>had eaten</u> a banana.
(4) Present Perfect Continuous <b>e.g.</b> The boys said, "We <u>have been playing</u> ."	Past Perfect Continuous <b>e.g.</b> The boys said that they <u>had been playing</u> .
(5) Simple Past <b>e.g.</b> Smita said, "I <u>wrote</u> a poem."	Past Perfect <b>e.g.</b> Smita said that she <u>had written</u> a poem.
(6) Future (will/shall) <b>e.g.</b> Rita said, "The judge <u>will come</u> ."	would/should <b>e.g.</b> Rita said that the judge <u>would come</u> .

However, if the Direct Speech expresses a **universal truth** or a **habitual fact**, the tense in the Indirect Speech is **not** changed.

**e.g.** He said, "The sun rises in the east."  
*(Direct Speech)*

He said that the sun rises (not rose) in the east.  
*(Indirect Speech.)*

**6. When changing from the **Question** form to the **Assertive** form, the subject is placed before the verb.**

**e.g.** Priti asked, "Who is that child?"  
*(Direct Speech)*

Priti asked who that child was. *(Indirect Speech)*

**7. Adverbs or words that show **nearness** in Direct Speech are changed to words that show **distance** in Indirect Speech.**

now – then	this – that
these – those	here – there
ago – before	today – that day
tonight – that night	
last night – the previous night	
tomorrow – the next day	
yesterday – the previous day	
next week/month/year – the following week/month/year	

### 3. TENSES

The time shown by a verb is called the **Tense** of the verb.

#### The Different Tenses :

Present	Past	Future
Simple Present	Simple Past	Simple Future
Present Continuous (Progressive)	Past Continuous (Progressive)	Future Continuous (Progressive)
Present Perfect	Past Perfect	Future Perfect
Present Perfect Continuous (Progressive)	Past Perfect Continuous (Progressive)	Future Perfect Continuous (Progressive)

#### THE PRESENT TENSES

##### 1. The **Simple Present Tense** is used:

(a) To express habitual action :

**e.g.** Aditya exercises for an hour every morning.

(b) To express general truths :

**e.g.** The earth revolves round the sun.

(c) During commentaries or vivid narratives :

**e.g.** The batsman hits the ball hard and it crosses the boundary!

(d) To indicate some future event that has already been planned :

**e.g.** The Mehtas leave for England next week.

##### 2. The **Present Continuous (Progressive) Tense** is used :

(a) To indicate an action that is going on at the time of speaking :

**e.g.** Glen is writing at this moment.

(b) For an action that has been planned for the near future :

**e.g.** The children are going for a picnic tomorrow.

### 3. The Present Perfect Tense is used:

(a) To show that an action is just over at the time of speaking :

e.g. Mummy has just finished cooking.

(b) To indicate an action beginning at some time in the past and continuing up to the moment of speaking :

e.g. Our English teacher has taught in this school for the past ten years.

### 4. The Present Perfect Continuous Tense is used :

For an action that began at some time in the past and is still continuing :

e.g. Charu has been studying since morning.

## THE PAST TENSES

### 1. The Simple Past Tense is used :

(a) To indicate an action that has already been completed in the past : e.g. Mohini sang very well yesterday.

(b) To show past habits : e.g. The young lady always drove to work.

### 2. The Past Continuous (Progressive) Tense is used :

To denote an action going on at some time in the past : e.g. The ladies were chatting all evening.

### 3. The Past Perfect Tense is used :

(a) To describe an action completed before a particular moment in the past :

e.g. My mother scolded me because I had reached home late.

(b) When two actions happen in the past, and it is necessary to show which action happened earlier than the other :

e.g. The minister's plane had landed before his supporters reached the airport.

### 4. The Past Perfect Continuous Tense is used :

To describe an action that began in the past and continued up to a certain point of time in the past :

e.g. Mrs. Joshi's children had been studying for five hours before she told them to stop.

## THE FUTURE TENSES

### 1. The Simple Future Tense is used:

To show actions that will happen in the future :

e.g. I shall study the poem later.

### 2. The Future Continuous (Progressive) Tense is used :

To describe an action that will be continuing at some given time in the future :

e.g. We shall be travelling to Japan at this time tomorrow.

### 3. The Future Perfect Tense is used:

To describe an action that will be completed at a given time in the future :

e.g. The tailor will have finished his work by 7 p.m.

### 4. The Future Perfect Continuous Tense is used :

To describe an action that was in progress over a period of time and will end sometime in the future :

e.g. By the end of this year, we shall have been studying in this college for four years.

## 4. VOICE

A sentence in which the subject *does* the action is said to be in the **Active Voice**.

e.g. The boy ate an apple. (The subject 'The boy' is doing the action.)

A sentence in which the subject is not the *doer* but the *receiver* of the action is said to be in the **Passive Voice**.

e.g. An apple was eaten by the boy. (The subject 'An apple' is not the doer of the action, but is passive.)

**Formation of the Passive Voice :** Only Transitive verbs, i.e. verbs having an object, can be changed into the Passive form. There are three steps involved:

**Step 1.** The **subject** and the **object** have to be interchanged.

e.g. The boy ate an apple. (Active)

An apple was eaten by the boy. (Passive)

**Step 2.** The **Passive** form of the **verb** has to be used.

The boy ate an apple. (Active)

An apple was eaten by the boy. (Passive)

**Step 3.** The **number** of the verb is changed according to the **number** and **person** of the **subject**.

e.g. Priti likes me. (Active)

I am liked by Priti. (Passive)

In the first sentence in the Active Voice, the verb 'likes' agreed with 'Priti'; but in the Passive Voice, 'T' becomes the subject, and the verb is changed to 'am liked' to agree with 'T'.

Sometimes, the 'by' phrase is understood and left out of the sentence.

e.g. The thief was caught. (by the police)

The injured should be helped. (by us)

• **Passive Voice forms of Verbs :**

**I. Present Tense**

	<b>Active Voice</b>	<b>Passive Voice</b>
1. Simple Present	I <u>eat</u> an orange daily.	An orange <u>is eaten</u> by me daily
2. Present Continuous	I <u>am eating</u> an orange.	An orange <u>is being eaten</u> by me.
3. Present Perfect	I <u>have eaten</u> an orange.	An orange <u>has been eaten</u> by me.
4. Present Perfect Continuous	I <u>have been eating</u> an orange.	

**II. Past Tense**

	<b>Active Voice</b>	<b>Passive Voice</b>
1. Simple Past	I <u>ate</u> an orange yesterday.	An orange <u>was eaten</u> by me yesterday.
2. Past Continuous	I <u>was eating</u> an orange.	An orange <u>was being eaten</u> by me.
3. Past Perfect	I <u>had eaten</u> an orange.	An orange <u>had been eaten</u> by me.
4. Past Perfect Continuous	I <u>had been eating</u> an orange earlier.	

**III. Future Tense**

	<b>Active Voice</b>	<b>Passive Voice</b>
1. Simple Future	I <u>shall eat</u> an orange.	An orange <u>will be eaten</u> by me.
2. Future Continuous	I <u>shall be eating</u> an orange.	
3. Future Perfect	I <u>shall have eaten</u> an orange.	An orange <u>will have been eaten</u> by me.
4. Future Perfect Continuous	I <u>shall have been eating</u> an orange.	

• **Interrogative Sentences :**

<b>Active</b>	<b>Passive</b>
1. Did you <u>break</u> this glass?	Was this glass <u>broken</u> by you?
2. Have you <u>eaten</u> the custard?	Has the custard <u>been eaten</u> by you?
3. Who <u>killed</u> the rat?	By whom <u>was the rat killed</u> ?
4. Will you <u>write</u> a story?	Will a story <u>be written</u> by you?

• **Imperative Sentences :**

<b>Active</b>	<b>Passive</b>
1. Drop it immediately.	Let it <u>be dropped</u> immediately.
2. Clean the table.	Let the table <u>be cleaned</u> ./ You are requested to <u>clean</u> the table.
3. Do not touch the switch.	Let the switch not <u>be touched</u> ./You are advised not to <u>touch</u> the switch.

**5. WORD REGISTER**

A **Word Register** comprises of a list of words that are connected to a particular thing. You are required to write 4 words related to the given subject.

e.g. (1) **city** – streets, buildings, gardens, roads, bridges, footpaths, lanes, signals, etc.

(2) **body** – hand, leg, ankle, wrist, thigh, knee, hand, arm, etc.

(3) **computer** – monitor, printer, keyboard, mouse, program, file, etc.

(4) **hospital** – bed, doctor, operation, surgery, nurse, medicines, patient, ambulance, etc.

(5) **musical instruments** – tabla, violin, piano, guitar, sitar, veena, flute, harmonium, etc.

### 3. Challenging Activities (2 Marks)

Any 2 challenging activities based on the following topics will be asked in Q.1 (B) in the Activity sheet. You have to attempt any 1.

(Each activity carries 2 marks.)

#### 1. USING A WORD AS A NOUN AS WELL AS A VERB

Words in the English language belong to any one of the 8 different parts of speech. Sometimes, however, the same word can be used as different parts of speech. For example, the word 'hand' can be used both as a noun as well as a verb.

(1) Give your father a helping hand. (used as a noun)

(2) Hand me the luggage, please. (used as a verb)

**More examples:**

(1) **touch** :

(i) The old lady would wake up at the slightest touch. (noun)

(ii) "Can you touch the sky, Papa?" asked the little girl. (verb)

(2) **work** :

(i) I read his work again and again. (noun)

(ii) Many servants work in that house. (verb)

(3) **stand** :

(i) We must take a firm stand against corruption. (noun)

(ii) "Stand in a straight line," ordered the teacher. (verb)

(4) **fight** :

(i) The fight between the two armies was never-ending. (noun)

(ii) Those boys always fight among themselves. (verb)

(5) **sleep** :

(i) Anil tossed and turned in his sleep. (noun)

(ii) My mother said, "Sleep well before the exam." (verb)

#### 2. DEGREES OF COMPARISON

Adjectives can change in form to show comparison. There are three degrees of comparison—**Positive**, **Comparative** and **Superlative**.

1. Some examples of the three degrees of comparison of Regular Adjectives :

Positive degree	Comparative degree	Superlative degree
as tall as	taller than	the tallest
as brave as	braver than	the bravest
as big as	bigger than	the biggest
as merry as	merrier than	the merriest
as important as	more important than	the most important

2. **Changing the degrees of comparison** : You can change sentences in one degree to sentences in another, without changing the meaning.

e.g.

(1)

(a) Neelam was the cleverest student in the class. (Superlative)

(b) Neelam was cleverer than all the other students in the class. (Comparative)

(c) No other student in the class was as clever as Neelam. (Positive)

(2)

(a) Lata is one of the cleverest students in the class. (Superlative)

(b) Lata is cleverer than most of the other students in the class. (Comparative)

(c) Very few students in the class are as clever as Lata. (Positive)

(3)

(a) No other challenge knocking on the doors of humankind is as big as fear and intolerance. (Positive)

(b) Fear and intolerance are bigger than any other challenge knocking on the doors of humankind. (Comparative)

(c) The biggest challenge knocking on the doors of humankind is fear and intolerance. (Superlative)

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(Each activity carries 2 marks.)

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(1) Give your father a helping hand. (used as a noun)

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**More examples:**

(1) **touch** :

(i) The old lady would wake up at the slightest touch. (noun)

(ii) "Can you touch the sky, Papa?" asked the little girl. (verb)

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(i) We must take a firm stand against corruption. (noun)

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(4) **fight** :

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(ii) Those boys always fight among themselves. (verb)

(5) **sleep** :

(i) Anil tossed and turned in his sleep. (noun)

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(3)

(a) No other challenge knocking on the doors of humankind is as big as fear and intolerance. (Positive)

(b) Fear and intolerance are bigger than any other challenge knocking on the doors of humankind. (Comparative)

(c) The biggest challenge knocking on the doors of humankind is fear and intolerance. (Superlative)

### 3. MODAL AUXILIARIES

An **Auxiliary** is a helping verb. A **Modal Auxiliary** is a helper verb that helps the main verb express some meaning like ability, possibility, obligation, etc. The Modal Auxiliaries – or **Modals** – do not change their form according to the number or person of the subject.

Some of the Modal Auxiliaries are : could, can, may, might, should, shall, would, will, must, ought to and used to.

**e.g.**

- (1) Can I leave the room now? (*Permission*)
- (2) Could we go for a drive in your car?  
(*Permission*)
- (3) Now, I can speak German fluently. (*Ability*)
- (4) May I borrow your umbrella? (*Permission*)
- (5) The water may flood the road. (*Possibility*)
- (6) The plane might land before time. (*Possibility*)
- (7) We should take good care of our health.  
(*Advice*)
- (8) I shall see that they complete the work soon.  
(*Ability*)
- (9) My parents would go for a jog every morning in Bangalore. (*Past habit*)
- (10) We will become the greatest power in the world some day. (*Determination*)
- (11) You must separate the wet and dry waste.  
(*Compulsion*)
- (12) You must respect your elders. (*Obligation*)
- (13) We ought to look after our parents in their old age. (*Obligation*)
- (14) My sister used to eat a lot of sweets when she was young. (*Past habit*)

### 4. CLAUSES

A **Clause** is a group of words that has a subject and a predicate. There are two kinds of clauses:

**(1) Independent or Main Clause**

**(2) Dependent or Subordinate Clause.**

**(1) Independent or Main Clause :** An Independent Clause is a group of words that has a subject and a predicate. It expresses a complete thought and does not depend on anything else for its meaning. It has a finite verb.

**e.g.** Jack built this house. (finite verb – built)

This clause has a finite verb and makes complete sense by itself.

**e.g.** The signal turned red and the car stopped  
(finite verbs – turned, stopped)

The two independent clauses are :

- (1) The signal turned red
- (2) the car stopped.

These two independent clauses are joined by the coordinating conjunction 'and'. Hence they can also be called **coordinate clauses**.

**e.g.** The teacher saw that the clock had stopped  
(finite verbs – saw, had stopped)

In the sentence given above, the independent clause is 'The teacher saw.' The other clause, 'that the clock had stopped' is a dependent clause.

**(2) Dependent or Subordinate Clause :** This clause also has a finite verb but does not make complete sense by itself. It needs to be attached to a main clause to make complete sense.

**e.g.**

If you do not hurry you will miss the plane. (finite verbs – do hurry, will miss)

The book which has a torn cover is yours. (finite verbs – has, is)

In the sentences given above, the clauses (1)'If you do not hurry' and (2) 'which has a torn cover' are dependent/subordinate clauses. The subordinate clauses have to be attached to the main clause if they have to make complete sense.

**\* Types of Subordinate Clauses :**

**Subordinate Clauses** are of three kinds : **Noun Clauses, Adjective Clauses and Adverb Clauses.**

**(A) Noun Clauses :** A Subordinate Clause that does the work of a **noun** in a sentence is known as a **Noun Clause**.

**e.g.** (1) What he said was the truth.

(2) My feeling is that he will pass the exam.

**(B) Adjective Clauses :** A Subordinate Clause that does the work of an **adjective** in a sentence and qualifies a noun or pronoun is known as an **Adjective Clause**.

**e.g.** (1) The person who looks after the jewellery must be honest.

(2) The student, whose mother is a lawyer, has arrived.

**(C) Adverb Clauses :** A Subordinate Clause that does the work of an **adverb** in a sentence and modifies a verb, an adverb or an adjective is known as an **Adverb Clause**.

#### \* Types of Adverb Clauses :

Adverb Clauses tell us **when**, **where**, **why**, **with what purpose** or under **what condition** an action was done. They can accordingly be classified into **Adverb Clauses of Time, Place, Purpose, Reason, Condition, Result, Manner or Concession**.

- (1) Clean your house before the guests arrive.   
(Time)
- (2) The stray dog goes wherever it pleases. (Place)
- (3) We eat good food so that we may become strong. (Purpose)
- (4) Pranav went home because he was feeling tired. (Reason)
- (5) If you like it, I shall give it to you. (Condition)
- (6) Priya is so exhausted that she cannot talk. (Result)
- (7) You may do as you please. (Manner)
- (8) Though he is sick, he is alert. (Concession)

#### 5. ANALYSIS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX)

'Analysis' of Simple, Compound and Complex sentences means identifying the clauses in the given sentence.

##### Simple Sentences

A sentence that has only one subject, one predicate and one finite verb is called a **Simple Sentence**.

e.g.

- (1) The boy in the blue shirt is my friend.  
(subject – The boy in the blue shirt) (verb – is)  
(predicate – is my friend)
- (2) I love my grandparents.  
(subject – I) (verb – love) (predicate – love my grandparents)

##### Compound Sentences

A **Compound Sentence** is made of two or more **Coordinate Clauses**, joined by

**Coordinating Conjunctions** like and, but, or, either...or, neither...nor, not only...but also, etc. Each Clause here can stand by itself independently and thus can also be called the **Main Clause**.

e.g.

- (1) [Keep still] or [I shall punish you].
- (2) [We tickled him] and [(We) made him laugh.]

#### Complex Sentences

A sentence made of one **Main Clause** and one or more **Subordinate Clauses** is called a **Complex Sentence**.

e.g. (1) If you do not tell me the truth, I shall punish you.

(2) He cried because I shouted at him.

(3) This is the house which my aunt decorated.

In each of the sentences, the underlined clauses cannot stand by themselves independently; hence they are **Dependent Clauses** or **Subordinate Clauses**. The **Subordinating Conjunctions** *if*, *because* and *which* are used to begin such clauses.

#### 6. SYNTHESIS OF SENTENCES

'**Synthesis**' means 'joining' or 'combining'. Synthesis of sentences is the process by which a number of simple sentences are combined into one new sentence, which can be a Simple, Compound or Complex sentence.

##### 1. To combine two Simple Sentences into a Simple Sentence :

This can be done by using infinitives, participles, nouns / noun phrases or adverbs / adverb phrases.

e.g.

- (1) I shall go to the market. I shall buy bangles there.  
I shall go to the market to buy bangles.  
(infinitive)
- (2) The cat heard a noise. The cat jumped.  
Hearing a noise, the cat jumped. (participle)
- (3) I consulted Dr. Shah. He is a famous surgeon.  
I consulted Dr. Shah, a famous surgeon. (noun phrase)
- (4) The lawyer reached the court. He was punctual.  
The lawyer reached the court punctually.  
(adverb)

##### 2. To combine two Simple Sentences into a Compound Sentence :

This can be done by the use of Coordinate conjunctions.

e.g.

- (1) She is a teacher. She is an actress.
- (2) She is a teacher as well as an actress.

- (3) She is a teacher and an actress.  
 (4) She is not only a teacher but also an actress.

### 3. To combine two Simple Sentences into a Complex Sentence :

This can be done by the use of subordinate clauses. (Noun, Adjective or Adverb Clauses.)

e.g.

- (1) Good communication skills are very important.  
 He knows this.  
 He knows that good communication skills are very important. (*Noun Clause*)
- (2) The old man had to work in a factory. The factory was very dirty.  
 The old man had to work in a factory which was very dirty. (*Adjective Clause*)
- (3) He worked hard. He did not like it.  
 Though he worked hard, he did not like it.  
 (*Adverb Clause*)

## 7. TRANSFORMATION OF SENTENCES

Transformation of sentences means changing or converting the word or form of a sentence without changing its meaning.

### \* Different ways of Transformation :

#### 1. Changing of words :

##### (a) Interchange of the adverb 'too' with 'so that' :

- e.g. Shyam is *too* smart to be easily cheated.  
 Shyam is *so* smart *that* he cannot be easily cheated.

##### (b) Interchange of 'as soon as' with 'no sooner than' :

- e.g. *As soon as* he opened the door, he started crying.  
*No sooner* did he open the door, *than* he started crying.

##### (c) Interchange of the degree of comparison :

- e.g. No other city in India is *as rich as* Mumbai.  
 (*Positive*)  
 Mumbai is *richer than* any other city in India.  
 (*Comparative*)  
 Mumbai is *the richest* city in India.  
 (*Superlative*)

### (d) Interchange of Parts of Speech :

- e.g. (1) Akbar showed *generosity* even to his enemies. (*Noun*)  
 Akbar was *generous* even to his enemies. (*Adjective*)
- (2) He *read* the agreement *carefully*.  
 (*Adverb*)  
 He read the agreement with *care*. (*Noun*)
- (3) This book *costs* ₹ 300. (*Verb*)  
 The cost of this book is ₹ 300. (*Noun*)

### 2. Changing the form of the sentence :

#### (a) Affirmative and Negative sentences :

- e.g. (1) The knife was *blunt*. (*Affirmative*)  
 The knife was not *sharp*. (*Negative*)
- (2) The king was not always *wise*.  
 (*Negative*)  
 The king was sometimes *foolish*.  
 (*Affirmative*)

#### (b) Exclamatory and Assertive sentences :

- e.g. (1) How *beautiful* this *painting* is !  
 (*Exclamatory*)  
 This painting is *very beautiful*. (*Assertive*)
- (2) Man is a *fine piece of work*. (*Assertive*)  
 What a *fine piece of work* man is !  
 (*Exclamatory*)

#### (c) Interrogative and Assertive sentences :

- e.g. (1) Who would not like to be a millionaire ?  
 (*Interrogative*)  
 Everyone would like to be a millionaire.  
 (*Assertive*)
- (2) The man was a *monster* to commit that crime. (*Assertive*)  
 Wasn't the man a *monster* to commit that crime ? (*Interrogative*)

### 3. Adding Question Tags :

**Question tags are short questions at the end of statements.** We use them when we want to clarify or confirm that something is true or not, or simply to involve the listener in a more interactive way.

To make a question tag, use the auxiliary first. If there is no auxiliary, use do, does or did. A **positive** statement is followed by a **negative** question tag.

- e.g. (1) Neha is *selfish*, isn't she ?  
 (2) Your wife can speak English, can't she ?

(3) There is a lake near the building. isn't there ?

A **negative** statement is followed by a **positive** question tag.

(1) The balloon hasn't come down, has it ?

(2) They didn't eat the pudding, did they ?

The word 'Let's' has the tag 'shall'.

Let's go, shall we ?

#### 8. USE OF GIVEN TWO WORDS IN ONE MEANINGFUL SENTENCE

In this exercise, two words will be given to you. You have to use both the words in one meaningful sentence.

e.g. (1) **reflection, terrified** : The lion was terrified when it saw its own reflection in the water.

(2) **struggle, description** : The writer's description of the struggle between the two men was superb.

(3) **allocate, danger** : The government decided to allocate money to repair the buildings which were in danger of collapsing.

(4) **education, ambitions** : A good education will help us to achieve our ambitions.

(5) **environmental, indiscriminately** : The use of natural resources indiscriminately will lead to environmental degradation.

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## NON-TEXTUAL PASSAGES

### [For Comprehension Q. 4 (A) : 10 Marks and Summary Q. 4 (B) 5 marks]

A Non-textual passage is an unseen passage : that is a passage which is not from the Std. X Kumarbharati textbook. This passage will be approximately the same length as the textual passage (about 250-300 words). The **comprehension** activity types in Q. 4 (A) will be similar to those in the textual passages. The passage carries 10 marks.

In Q. 4 (B) the **summary** of the comprehension passage given in Q. 4 (A) is to be written. In the summary only the main points from the passage are to be written. Details and examples are to be avoided.

#### Non-Textual Passage 1

##### (A) Read the following passage and do the activities :

###### A1. Simple Factual Activity :

State whether the statements are True or False :

(The answers are given directly and underline.)

Ans.

- |  |       |
|--|-------|
| (i) The narrator writes comics.              | False |
| (ii) Sudhir qualified as a friend.           | True  |
| (iii) The narrator met Sudhir in Dehra.      | True  |
| (iv) Friendship is all about disintegration. | False |

Friendship is all about doing things together. It may be climbing a mountain, fishing in a mountain stream, cycling along a country road, camping in a forest clearing or simply travelling together and sharing the experiences that a new place can bring.

On at least two of these counts, Sudhir qualified as a friend, albeit a troublesome one, given to involving me in his adolescent escapades.

I met him in Dehra soon after my return from England. He turned up at my room, saying he'd heard I was a writer and did I have any comics to lend him?

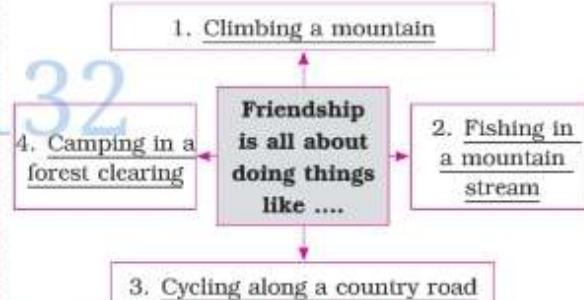
"I don't write comics", I said; but there were some comics lying around, left over from my own boyhood collection. So I gave these to the lanky youth who stood smiling in the doorway, and he thanked me and said he'd bring them back. From my window, I saw him cycling off in the general direction of Dalanwala.

He turned up again a few days later and dumped a large pile of new-looking comics on my desk. "Here are all the latest", he announced. "You can keep them for me. I'm not allowed to read comics at home".

###### A2. Complex Factual Activity :

Complete the web chart with the information from the passage :

(The answers are given directly and underlined.)



###### A3. Activity based on Vocabulary :

Write four compound words from the passage :

- Ans. (1) Boyhood (2) New-looking (3) Doorway  
(4) Troublesome

###### A4. Activity based on Contextual Grammar :

Do as directed :

- (1) I am not allowed to read comics at home.

(Pick out the infinitive.)

Ans. to read

- (2) From my window, I saw him cycling.

(Use 'when' and rewrite the sentence.)

Ans. I saw him cycling when I was near the window. OR

I saw him from my window, when he was cycling.

###### A5. Personal Response :

According to you, what are the qualities of a good friend?

**Ans.** A good friend is someone who is willing to share experiences with me. He/She should be supportive of me and helpful. He/She should be loyal and defend me if others criticize me. He/She should also have a good sense of humour.

**(B) Read the passage given above and write its summary. Suggest a suitable title :**

**Ans. The Meaning of Friendship**

Friendship is all about sharing a variety of experiences. The narrator's friend Sudhir was a troublesome friend. On hearing that the narrator was a writer, he wanted to borrow comics from him. Though the narrator did not write comics, he had some old ones from his boyhood collection, which he gave to Sudhir. However, Sudhir returned a few days later and gave the narrator some new-looking comics, adding that he could keep them, for he, Sudhir was not allowed to read comics at home.

♦ ♦ ♦

**Non-textual Passage 2**

**(A) Read the following passage and do the activities :**

**A1. Simple Factual Activity :**

**List the diseases that are caused by houseflies.**

- (1) Typhoid      (2) Cholera      (3) Dysentery  
(4) Leprosy      (5) Anthrax      (Any 4)

When you think of the most dangerous pests, the housefly probably isn't one of the first that comes to mind. Instead, you probably think of a pest that stings, like a wasp or bee.

It is true that flies rarely bite or sting, but their danger lies in the fact that they often land on dead animals, rotten food, manure and trash. Because they frequent those places, they pick up and spread diseases that are harmful to humans.

You get typhoid fever when you eat or drink *Salmonella typhi* bacteria in contaminated food.

Cholera is an intestinal infection, and you get it when you ingest bacteria called *Vibrio cholera*.

Dysentery is one of the more common diseases you might catch from the bacteria spread by a housefly.

It gets worse - houseflies can also carry and spread leprosy and anthrax. They even transmit the eggs of parasitic worms!

Fortunately, there are several methods you can use to keep houseflies away. So you and your loved ones can avoid catching any of the diseases transmitted by the tiny pests.

A yard full of animal waste, grass clippings and other debris will keep you from getting rid of your housefly problem. So, take the time to keep your yards clean. You should cut the lawns.

Flies love to hang out around rotting food, so make sure all trash cans are sealed tightly. Make sure all of your food is covered, and if you have fresh produce, keep it in a bag or sealed container. Also, avoid leaving dirty dishes in your sink. The scent of food leftovers could easily attract houseflies.

**A2. Complex Factual Activity :**

**Write how you can get rid of houseflies using the given clues :**

- (1) Avoid .....  
(2) Keep fresh produce .....  
(3) Cut .....  
(4) Take time to .....

**Ans.** (1) Avoid - leaving dirty dishes in your sink.  
(2) Keep fresh produce - in a bag or sealed container

- (3) Cut - the lawns  
(4) Take time to - keep your yards clean

**A3. Activity based on Vocabulary :**

**Using the below given prefixes make antonyms for the given words :** dis, im, un, in, mis

**Ans.**

- (1) Probable      × Improbable  
(2) Clean      × Unclean  
(3) Infect      × Disinfect  
(4) Human      × Inhuman

**A4. Activity based on Contextual Grammar :**

**It is true that flies rarely bite or sting. (Pick out the subordinate clause and state its kind)**

**Ans.** That flies rarely bite or sting - subordinate noun clause.

#### A5. Personal Response :

How do you keep yourself away from any disease?

Ans. I eat fresh and nutritious food prepared at home every day. I also play games regularly. I keep myself and my surroundings clean. In this way, I try to protect myself from diseases.

#### (B) Write a summary of the above passage.

Suggest a suitable title :

Ans. A Dangerous Pest

Though houseflies rarely bite or sting, they spread a variety of diseases that are harmful to human beings. However, we can protect ourselves and our loved ones from many diseases by keeping houseflies away. We can do this by keeping our surroundings clean and preventing the accumulation of rotting food. Fresh food should always be covered or sealed tightly. Leftovers should be disposed immediately.

♦ ♦ ♦

#### Non-textual Passage 3

#### (A) Read the following passage and do the activities :

##### A1. Fill up the boxes with virtues of dogs :

(The answers are given directly and underlined.)

- |                     |                           |
|---------------------|---------------------------|
| (1) <u>loyalty</u>  | (2) <u>faithfulness</u>   |
| (3) <u>devotion</u> | (4) <u>protectiveness</u> |

Human and dogs are inseparable for thousands of years and they are dependent on each other for protection and survival. Relationship between humans and dogs is often characterized by strong emotional bonds which run both way. Dogs are very popular as pets and companions. Dog is the 'Man's Best Friend' and family member. The dog is one of the most loyal, faithful and devoted animal. In earlier days dogs were kept mainly for hunting and guarding; now they are kept for companionship, protection and showmanship.

There are millions of people all over the world who are dog lovers. Puppies need more attention at their early age. As much as possible try many

methods of socialization, such as playing with them, taking them for a walk, expose them to crowds, make them to obey the orders, etc.

#### A2. Methods of socialization of puppies are :

(The answers are given directly and underlined.)

- (1) playing with them
- (2) taking them for walks
- (3) exposing them to crowds
- (4) making them obey orders

#### A3. Cross out the odd man :

(The answers are given directly.)

- (i) Inseparable, dependent, ~~protection~~, popular.
- (ii) Hunting, guarding, playing, ~~petting~~.
- (iii) Earlier, human, relationship, family.
- (iv) Often, mainly, now, ~~emotional~~.

#### A4. Activities based on Contextual Grammar :

- (1) There are millions of people all over the world.  
(Pick out the determiners and write them.)

Ans. all, the

- (2) Puppies need more attention.

(Rewrite the sentence without changing its meaning beginning with : Puppies don't .....)

Ans. Puppies don't need less attention.

#### A5. Personal Response :

Should we ban keeping pets? Justify.

Ans. We should not ban the keeping of pets, but there must be some sort of control over it. All pets must be registered with some government agency. The pet owners must have a licence and the health of the pets should be monitored by local vets. People should be educated about the care to be taken, especially in the cities. Love for animals should be instilled in children so that they take good care of their pets.

#### (B) Write a short summary of the passage given above and suggest a suitable title :

Ans. Man's Best Friend

Humans and dogs depend on each other for protection and survival, and there are strong emotional bonds between them. Dogs have many virtues and make excellent pets, and humans have a variety of valid reasons for keeping them. There are millions of dog lovers all over the world. Puppies need more attention and there are many methods for their socialization.

♦ ♦ ♦

#### Non-textual Passage 4

##### (A) Read the following passage and complete the activities :

###### A1. Simple Factual Activity :

###### Write if the statements are True or False :

(The answers are given directly and underlined.)

Ans.

- |  |              |
|--|--------------|
| (1) The Tsimane lifestyle varies considerably from that of modern society. | <u>True</u>  |
| (2) The Tsimane diet is high in saturated fats.                            | <u>False</u> |
| (3) People in the U.S. have healthier hearts than the Tsimane.             | <u>False</u> |
| (4) The modern lifestyle poses a risk factor for heart diseases.           | <u>True</u>  |

Modern life really does kill. A remote tribe living deep in the Amazon was found to have the healthiest arteries ever studied. A new study estimates that an 80-year-old from the Tsimane has the same vascular age as an American in his mid-fifties. Heart rate, blood pressure, cholesterol and blood glucose were also much lower, probably as a result of the tribe's lifestyle, according to researchers.

The indigenous Tsimane people, who live in the Bolivian Amazon, have the lowest reported levels of vascular aging for any population. Hardening of the arteries, known as coronary atherosclerosis, which leads to coronary heart disease and angina, is five times less common than in the US, according to the research published in the Lancet. Unlike people in the first world, the Tsimane survive on a diet low in saturated fats and high in non-processed foods. The researchers suggest that the loss of subsistence diets, and the lifestyles in modern society could be classed as a new risk factor for heart disease.

Although the Tsimane lifestyle is very different from that of modern society, researchers suggest that some elements of it are 'transferable' and could help to reduce the risk of heart disease.

###### A2. Complex Factual Activity :

###### Complete the following :

(The answers are given directly and underlined.)

As compared to an 80-year-old from Tsimane, an

American in his mid-fifties, has higher :

- (1) heart rate (2) blood pressure (3) cholesterol
- (4) blood glucose.

###### A3. Activities based on Vocabulary :

(1) Pick out two adjectives in the superlative from the passage.

(2) Pick out two past participles used as adjectives from the passage.

Ans. (1) healthiest, lowest (2) saturated, reported

###### A4. Activity based on Contextual Grammar :

(1) Modern life really does kill.

(Rewrite as a rhetorical question.)

Ans. Doesn't modern life really kill?

(2) Researchers suggest that some elements of it are transferable. (Rewrite using the noun form of the underlined word.)

Ans. The suggestion of researchers is that some elements of it are transferable.

###### A5. Personal Response :

**Do you think that 'junk' food and 'fast' food should be banned in schools?**

Ans. Yes, I think so. School children are attracted to these foods and do not realize the harmful effects. They often quarrel with their parents in order to eat such foods. Schools should provide healthy and tasty alternatives and also educate their students about the negative effects of such food.

###### (B) Read the passage given above and write its summary. Suggest a suitable title :

Ans. **World's Healthiest Hearts Found!**

The Tsimane people, a remote tribe of the Bolivian Amazon, have the healthiest arteries ever studied. Coronary atherosclerosis in the Tsimane is five times less common than in the US. An 80-year-old from the Tsimane has the same vascular age as an American in his mid-fifties. This is probably because the Tsimane survive on a diet low in saturated fats and high in non-processed foods. Modern lifestyles as well as loss of subsistence diets are new risk factors for heart disease. However, modern society can learn from the Tsimane people and reduce the risk of heart disease.

♦ ♦ ♦

## WRITING SKILLS

### 1. LETTER WRITING

A1. Formal Letters OR A2. Informal Letters  
[Q. 5. : 5 Marks]

The **block format** must be used while writing a letter. In this format, all the components of the letter are aligned to the left margin of the page. The body of the letter is single spaced but paragraphs are separated by double line space. (While writing on ruled paper, a line can be left between paragraphs, to indicate the beginning of a new paragraph.)

#### 1. FORMAL LETTERS

Formal letters are addressed to officials, authorities, would-be employers, newspaper editors and the like. Such letters require specific and formal wording. They are brief and to-the-point. However, emotions and opinions should be expressed through proper words.

Write the sender's name and the addresses as mentioned in the activity sheet. If the receiver's address is not mentioned, write the address considering the subject and theme of the letter. In addition to the other components, the name and address of the recipient and the subject of the letter and the reference (if any) have also to be mentioned.

#### General Format and Marking Scheme for a Formal Letter :

- |   |         |
|---|---------|
| (1) Sender's Name & Address   | ½ Mark  |
| (2) Pin Code  |         |
| (3) Date  |         |
| (4) Name, Designation and Address of the recipient                            | ½ Mark  |
| (5) Subject (a phrase about the general content of the letter)                |         |
| (6) Reference (referring to a letter previously received/advertisement, etc.) |         |
| (7) Salutation (Dear Sir/Madam or simply Sir/Madam)                           |         |
| (8) Body of the letter (in 3 or 4 paragraphs)                                 | 2 Marks |

- |   |        |
|---|--------|
| (9) Subscription (Complimentary Close like Yours faithfully, Yours truly, etc.) | ½ Mark |
| (10) Name of the sender   |        |
| • Proper use of grammar   | 1 Mark |

#### 2. INFORMAL LETTERS

Informal letters are written to people whom you know well or are close to you. They include letters to parents, brothers and sisters, cousins, nieces and nephews, uncles and aunts, grandparents, friends and acquaintances. The style of these letters is casual, as if you are conversing with them. Hence, you must use simple vocabulary. Emotions and opinions should be expressed through proper words.

While writing the letters, the sender's name and address, and other names, should be written as mentioned in the activity sheet. There is no punctuation at the end of each line in the address. Punctuation may be **within** the address if there are any abbreviations (e.g. Cooperative Housing Society—C.H.S.) or after the name of the place (e.g. Mumbai, 400 001). The comma in the date is after you mention the month. (e.g. 3 September, 2020). There is a comma or a colon after the salutation. (e.g. Dear Reena, / Dear Reena:) At the end, there is a comma in the complimentary close (e.g. Yours faithfully./Your loving daughter.).

#### General Format and Marking Scheme for an Informal Letter :

- |   |        |
|---|--------|
| (1) Sender's Name & Address                   | ½ Mark |
| (2) Pin Code                                  |        |
| (3) Date                                      |        |
| (4) Salutation (My dear...., Dear .... etc.)  | ½ Mark |
| (5) Body of the letter (in 3 or 4 paragraphs) |        |

- |   |        |
|---|--------|
| (6) Subscription (Complimentary Close)<br>like Yours affectionately, Yours<br>lovingly, Your loving friend, etc.) | ½ Mark |
| (7) Sender's name as mentioned  |        |
| • Proper use of grammar   |        |

Generally, common guidelines will be given to you in the activity sheet. Based on those guidelines, you have the option of writing either a formal or an informal letter.

**Specimen :**

**Q. Read the information given below :**

**Unhealthy Choice?**

On its employee resources site, an organisation says that fast food is high in calories, fat, sugar, nitrates and salt. It may put people at risk of becoming obese. Pre-packaged snack foods, canned foods, bakery items, frozen dinners, canned and packaged meats should be avoided. Home-made food is always a better option to keep oneself fit and healthy.

You are Karan/Kirti Shirke, staying at B/12, Sai Sadan, Sita Bardi, M.G. Road, Nagpur. Write any one of the following letters (A1 or A2) :

**A1. Formal Letter :** Write a letter to the editor of a local newspaper requesting him/her to spread awareness among the readers about the side effects of junk food.

**OR A2. Informal Letter :** Your close friend, Akshay/Akshaya is in the habit of eating junk food. Write a letter to him/her with the help of the points given in the above snippet. You may add your own points to support your subject.

**Ans. A1**

Karan Shirke  
B/12 Sai Sadan  
Sita Bardi  
M.G.Road  
Nagpur-440 012  
2 January, 2020 *(Note : Comma after the month.)*

**Subject : The ill-effects of fast food**

Sir, *(Note : Comma after the name.)*  
I recently read on a site that fast food is not at all good for health. The site gave details of its ill effects. Food like frozen dinners, canned and packaged meats, and bakery items contains ingredients that makes people obese and prone to illnesses like diabetes and hypertension. These foods are high in preservatives, calories, nitrates, fat, sugar and salt. Hence, they should be avoided.

*(Note : Sentences aligned to the left margin.)*

However, fast foods are becoming very popular among the youth. The ads in the electronic and print media too encourage such foods. This will be very harmful to the youth in the long run. Home-made food is always, better; it keeps one fit and healthy. I request you, through your newspaper, to spread awareness among the readers about the side effects of junk food.

*(Note : Paragraphs are separated by double line space.)*

Thanking you,

Yours truly,  
Karan Shirke

*(Note : Comma after the complimentary close.)*

**OR**

**Ans. A2**

B/12 Sai Sadan  
Sita Bardi  
M.G. Road  
Nagpur-440 012  
2 January, 2020

Dear Akshay,

Hi there! How are you? Thanks for showing me

around Nagpur, I really liked your city; it is much better than my small town. The food you treated me to, was also lovely, though most of it was fast food. However, I recently read on a site the fast food is not at all good for health. Of course, I knew it before, but the site gave details of its ill effects. Food like frozen dinners, canned and packaged meats, and bakery items contains ingredients that makes people obese and prone to illnesses like diabetes and hypertension. These foods are high in preservatives, calories, nitrates, fat, sugar and salt. Hence, they should be avoided.

Dear Akshay, I request you to listen to your Mom and regularly carry a tiffin of home-made food to school and to your classes. It will keep you fit and healthy. You may call me old-fashioned; however, where health is concerned, it is better to be old-fashioned!

I will stop now before you call me a bore! Bye for now, but please keep in mind what I have written.

Your loving friend,  
Karan

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**2. INFORMATION TRANSFER**  
**A1. NON-VERBAL TO VERBAL OR A2. VERBAL TO NON-VERBAL**  
**[Q. 6. (A) : 5 Marks]**

Information Transfer is the rewriting of information provided to you in one form, into another form.

**A1. NON-VERBAL TO VERBAL**

In this question, you will be given brief information (non-verbal) in the form of a tree-diagram, table, points, graph, pie-chart, dos and don'ts, etc. You have to convert this information into a short paragraph. All the points must be included. You have to give a suitable title, if no title is already given.

The main aim of information transfer is to enable the students to interpret any information that he/she comes across in his/her day-to-day life. For example, if he/she visits a railway station, he/she should be able to interpret the given timetable and express it in a particular format when it is to be conveyed. While transferring the information, the following points must be kept in mind :

(1) Read the non-verbal information (tree-diagram, table, points, graph, pie-chart, dos and don'ts, etc.) carefully.

(2) Write it in the form of a paragraph.

(3) Do not add your own points to the given information unless it is mentioned in the instructions.



**The True Spirit of Sportsmanship**

**Ans.** The main quality required for true sportsmanship is putting in one's best into the game. Besides being a skilled player, he or she should enjoy the game. A true sportsperson plays with a spirit of competition, not rivalry. He or she should respect the opponent. If it is a team game, the sportsperson should possess team spirit. When the sportsperson is victorious, he or she should be humble about it. In the event of defeat, he or she should accept it cheerfully. All these qualities are the marks of the true spirit of sportsmanship that every sportsperson should display.

**A2. VERBAL TO NON-VERBAL**

**Marking Scheme :**

• Title	01 Mark
• Use of given points	02 Marks
• Grammar	01 Mark
• Appropriate language and conclusion	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

**To be a good sportsman, one needs to develop sportsmanship. Some qualities of true sportsmanship have been given in the web below. Write a paragraph using the points. You may use the points in any order that you choose :**

For this kind of Information Transfer, you will be given a paragraph (verbal information) and you will have to convert it into Non-Verbal Information (tree-diagram, table, points, graph, pie-chart, etc.) All the points must be included. You have to give a suitable title, if no title is already given. While transferring the information, the following points must be kept in mind :

- (1) Read the given paragraph carefully.
- (2) Identify the important points.
- (3) Study the given non-verbal format.
- (4) Write the points in the given format.
- (5) Use a pencil to draw but use a pen to write the answer.
- (6) Avoid adding your own points to the given information.

**Marking Scheme :**

• Title	01 Mark
• Covering all points	02 Marks
• Appropriate graphic/layout	01 Mark
• Overall Presentation	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

**Q. Here is some information about the gulmohar and banyan trees. Write the information in tabular form :**

The gulmohar tree is of medium size. It has a modest height. It has compound leaves that have a feathery appearance. They are bright green in colour. Its flowers are bright orange, red and yellow. However, it bears no fruits. It has leguminous roots that have nitrogen-fixing properties. The banyan tree, on the

other hand, is large and tall. Its leaves too are large. They are glossy green in colour and elliptical in shape. The banyan tree has no flowers, but it does bear the fig fruit. The banyan tree is specially noticeable for its aerial roots.

	<b>Gulmohar</b>	<b>Banyan</b>
<b>Size</b>	medium	large
<b>Height</b>	modest	tall
<b>Leaves</b>	compound leaves with feathery appearance, bright green	large, glossy, green, elliptical
<b>Flowers</b>	bright orange, red and yellow	none
<b>Fruits</b>	none	figs
<b>Roots</b>	leguminous, nitrogen-fixing properties	aerial roots

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### 3. B1. VIEW-COUNTERVIEW OR B2. SPEECH WRITING

[Q. 6. (B) : 5 Marks]

#### B1. VIEW- COUNTERVIEW

In this question, a topic or slogan is given to you, which expresses a certain viewpoint. You are expected to write a paragraph or two expressing an opinion opposite to that given to you. The points in your counterview should be firm, decided and convincing. The language you use should be formal. You can use exclamations and rhetorical questions. Give a title to your answer.

The objective of including View and Counterview in the activity sheet is to enable the student to think logically and express his/her views and counterviews about the given subject politely, firmly and convincingly.

#### Marking Scheme :

- Proper beginning and conclusion 01 Mark
- Appropriate vocabulary and grammar 01 Mark
- Expressing his opinion in good and lucid language with logical order 02 Marks
- Appealing and convincing in his thoughts 01 Mark

<b>Total</b>	<b>05 Marks</b>
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#### Specimen :

**Q. Read the View expressed in the following conversation and write the counterview for it :**

##### View

##### Mobile phones should be banned in schools.

**Mother A :** My daughter wants a mobile phone, but I am not going to give her one.

**Mother B :** Neither am I. Our daughters are too young for them and may use them mainly to play games or chat all the time.

**Mother A :** Yes, we managed well enough during our school days without any phones at all.

**Mother B :** I will try to persuade their school to ban mobile phones.

**Ans. Counterview :** In this modern era, when electronic gadgets form such an integral part of our lives, it is foolish, and even cruel to say that mobile

phones should be banned in schools. I do agree that students may and do make unnecessary use of the mobile for social networking and to play video games. However, the mobile is a very important means of communication. What if there is a sudden crisis? What if a student has no means of getting transport to reach home because of rains or some other reason? What if a student faces some difficulty or problem on the way home or in school and needs to get in touch with his or her family immediately? What if some stranger harasses a student on the way home? There are many occasions when the mobile becomes an important accessory to possess. There can be a rule enforced that students must keep their mobiles switched off during school hours. This will ensure that the mobile is not misused during learning periods. However, banning the mobile completely would leave the student completely cut off from his or her family or friends during times when the student is facing a serious problem. Hence, I completely disagree with the suggestion that mobiles should be banned in schools.

#### B2. SPEECH WRITING

This is a written form of a speech. You should begin the speech with an address to the audience and end off with a proper salutation such as 'Thank you' or 'Jai Hind'. Your statements must be directly addressed to the audience. The speech should be as if you are actually talking to the audience and can contain rhetorical questions. An autobiographical speech is when you talk about your own life's experiences.

The objective of a speech is to express and convey your opinions, views, knowledge and thoughts to an audience. It also helps to enhance one's oratory skills. While drafting a speech, the following points must be kept in mind :

- (1) Determine the topic for speaking. Understand the general purpose of the speech.
- (2) Prepare the speech to captivate the audience.
- (3) Begin and end properly.

**Marking Scheme :**

• Appropriate beginning/conclusion	01 Mark
• Body – Use of given points and additional points, appropriate use of language	02 Marks
• Appropriate sequence and flow of language	01 Mark
• Use of Appropriate grammatical structure	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

**Q. Using the points given in the box below draft a speech on 'The Scientific Attitude', to be delivered on 'Science Day' in your school. You may add your own points too.**

*a boon clear thinking reasoning power  
problem solving superstitions positive effect*

**Ans. The Scientific Attitude**

Respected teachers and my dear friends,

Good morning! Today, our school is celebrating 'Science Day', and on this occasion J. Rahul Menon, would like to say a few words about science and the scientific attitude.

Science, as we all know, is a boon and makes life easy and comfortable for all of us. There is no doubt about this. But what exactly is this 'scientific attitude'? Briefly, the scientific attitude is the ability to think clearly and logically. It is the capability of solving problems sensibly and practically, and the skill of being able to reason things out. It helps one to get practical knowledge about day-to-day things and has a positive effect on society. A person who has the scientific attitude will not get swayed by blind superstitions or believe in outdated rituals and customs. In a country like India, it is very essential that people try to develop the scientific attitude. It will be a large step towards progress.

In conclusion, I repeat that the scientific attitude is a boon to society, and I request all those present here to not only try to develop the scientific attitude, but to help others to develop it too.

Thank you!

#### 4. EXPAND THE THEME

A1. Expansion of Proverbs/Maxims/Quotations/Slogans OR

A2. News Report Based on The Given Headline

[Q. 7. (A) : 5 Marks]

#### A1. EXPANSION OF PROVERBS/MAXIMS/ QUOTATIONS/SLOGANS

**'Expansion of Proverbs/Maxims/Quotations/Slogans'** means that you are expected to take the subject or idea contained in a proverb, a quotation, a saying, a slogan, a maxim, etc. and elaborate on it. You have to only expand the topic given in the question briefly, with the help of a short explanation and examples.

The 'Expansion of a Theme' should have a proper beginning and an ending. The ideas should have coherency. You may write down your thoughts in 2 or 3 paragraphs or as instructed.

##### Marking Scheme :

Expansion of Proverbs/Maxims/Quotations/ Slogans :	
• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
<b>Total</b>	<b>05 Marks</b>

#### Expansion of a proverb

##### Specimen :

**Q. Expand the given proverb in 2 – 3 paragraphs.**

**Ans. Cut your coat according to your cloth**

If you give a piece of cloth to a tailor to make a coat, the tailor will first measure the cloth and then decide what kind of coat has to be made out of it. He will not be able to make a coat that requires more material than the cloth provided. The same is the case with our income and expenditure. Our expenses should always be within the limits of our income. Otherwise, we are sure to land in debt and difficulties. The proverb thus tells us not to spend more than what we earn, i.e. to live within our means.

This proverb applies not only to individuals but also to business establishments. Of course, a company may raise a loan to expand or diversify its business.

But it must do so judiciously; otherwise it can even go bankrupt. Even the government of a country has to keep in mind its total resources while spending. If it does not do so and goes on borrowing recklessly from banks and foreign countries, it could result in severe economic problems for the country.

Hence the saying is of great practical value. Applying it in life makes one happy and contented.

**(Glossary :** **live within your means** – to spend less money than you receive as income. **diversify** – (of a business) to make new products or offer new services. **judiciously** – in a way that shows good judgement in making decisions. **resources** – useful or valuable possessions of a country, organization or person. **recklessly** – in a manner that does not care about the risks and the possible results.)

#### Expansion of a maxim

##### Specimen :

**Q. Expand the maxim 'Actions speak louder than words' in about 80 – 100 words. (Nov. '20)**

**Ans. Actions speak louder than words**

All of us are born preachers. But when it comes to practising what we preach, we find excuses. Just telling someone what to do or how to behave is not enough. Behaving in the way that one wants others to behave has a more powerful effect. Telling others what to do and not doing it oneself is absolute hypocrisy.

Children are keen observers. They quickly observe the gulf between the speech of adults and their actual behaviour, between their words and deeds, between their preaching and the practice. They are influenced more by the actions of their elders than by their words. They imitate their actions and inculcate their habits.

Gandhiji wanted to impress upon the villagers the importance of cleanliness. Whenever he visited a village, he would take a broom in his hand and sweep the streets. His action had more effect than any speech he might have given. A father who smokes cannot scold his child when he finds him (the child) smoking. If he wants his child never to start the habit of smoking, he should first give up smoking himself. If parents want

their children to pick up good manners, they should themselves be models of good behaviour. In short, we should ourselves do what we want others to do. This is because actions speak louder than words. An ounce of example is worth much more than a ton of precept.

(**Glossary** : **hypocrisy** – the practice of pretending to be different from what one really is, because one wishes to appear to be a better person. **keen** – here, very good. **gulf** – here, a large gap. **inculcate** – to fix a belief or an idea in someone's mind. **precept** – a rule or guide, especially for behaviour.)

### Expansion of a quotation

#### Specimen :

**Q.** Read the following quotation 'A thing of beauty is a joy forever'. Expand it in about 2 – 3 paragraphs.

**Ans.** **A thing of beauty is a joy forever**

Life presents us with many beautiful things. This may be a beautiful scene or a flower or a lonely night walk on a beach or a beautiful picture that fills us with peace. We must preserve these pretty memories in our minds. When we are not feeling so good, or are lonely or depressed we should recall these beautiful sights or experiences. This will make us happy.

William Wordsworth has illustrated this idea beautifully in his poem 'Daffodils'. Once he saw a sight of beautiful golden daffodils. This sight remained with him throughout his life. In later years, whenever he was in a vacant or pensive mood, he recollects the scene of the daffodils. This filled him with a great sense of peace and his heart warmed with pleasure.

Life is full of simple, beautiful things. It is for us to use them to our advantage. We don't have to spend money on luxurious holidays and expensive pastimes to find happiness. We can do so with simple memories that we have collected during the good times of our lives, when we have experienced beautiful things. Because such experiences will never be erased from our memories.

(**Glossary** : **pensive** – thinking in a quiet way, often with a serious expression on your face. **solitude** – here, peace and calm.)

### Expansion of a slogan

#### Specimen :

**Q.** You read the slogan 'Green City; Clean City' in an appeal of a municipal corporation. Explain it in 2 – 3 paragraphs.

### Ans. **Green city; Clean city**

A green city is a clean city. This is because nature has its own way of keeping the environment clean. A green city implies plenty of trees and greenery. This keeps the environment clean and fresh. Also the leaves take in excess carbon dioxide from the surroundings, emitted by the heavy traffic, and give out refreshing oxygen.

Besides trees on the sidewalks, a city should have a good number of parks and gardens. This brings pollution levels down to a minimum. It also reduces the risk of people suffering from respiratory diseases.

Man is a part of nature, not apart from nature. If there is a variety of vegetation in the locality, several animals and birds, that brighten up the atmosphere, will be found. Thus man's state of mind is also brightened. Stress levels are reduced. Indeed there is no doubt that the more greenery there is in the local habitat, the better the conditions of living are for the inhabitants there.

(**Glossary** : **sidewalk** – pavement. **habitat** – the natural surroundings in which a person lives.)

### A2. NEWS REPORT BASED ON THE GIVEN HEADLINE

Report Writing is writing an account of something you have heard, seen or done. It is written for others to read. Thus, you may be asked to prepare or write reports to be put up on the noticeboard, to be published in the school magazine or for newspapers. You will be given the headline and you may have to expand on it. While writing a report, the following points must be kept in mind :

**(1) Components** – A report should have a headline, date line (place and date), by-line (by whom it has been written), introductory paragraph and body.

**(2) Lead line** – This is in the introductory paragraph. It is based on the given headline, and states what has happened, when and where, and its outcome.

**(3) Body of the report** – This will give a description of the situation. The report should be written in the third person, with Passive Voice constructions.

**(4) Conclusion** – This can include a remark made by an important personality or a reference/comparison to the past or future event of the same kind.

**Marking Scheme :**

• Title/Headline/Dateline	01 Mark
• Logical Sequence of events	02 Marks
• Use of appropriate grammar and vocabulary	01 Mark
• Conclusion and layout	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

**Q. Write a newspaper report based on the following headline : 6 KILLED, 20 INJURED IN BUILDING COLLAPSE**

**Ans.**

**6 KILLED, 20 INJURED IN BUILDING COLLAPSE**

**- Nasreen Shaikh**

**Mumbra, August 18 :** Six people, including two children, were killed and about 20 injured when Noor

Apartments on M.S. Road collapsed last night. The incident occurred at about eleven o'clock, when most of the residents were indoors.

Relief operations were hampered as the narrow lanes prevented fire engines and medical personnel from getting to the site of the disaster. People from the neighbouring buildings rushed to lend a helping hand. It was only after midnight the fire engines managed to reach the spot. The search for the victims buried under the debris is still on. Those who escaped with minor injuries are being treated at the nearby Goodwill Hospital. Victims with major injuries have been rushed to hospitals in nearby Thane and Mumbai.

"Major renovation work carried out on the ground floor recently might have weakened the pillars," said a senior engineer from the municipal corporation.

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**5. B1. DEVELOPING A STORY WITH THE GIVEN BEGINNING/END OR  
B2. NARRATING AN EXPERIENCE RELATED TO THE GIVEN BEGINNING/END**  
**[Q. 7. (B) : 5 MARKS]**

**B1. DEVELOPING A STORY WITH THE GIVEN BEGINNING OR END**

A story is a piece of narration, based on a plot. It has characters and dialogues. It is a creative piece of composition.

For this question, you may be given a beginning or end of the story or you may be given a situation or a title upon which you can develop your story.

The sequence of events in the story should flow naturally and easily in their order of occurrence. The names of characters, events, situations, dates, times of occurrence, etc. must be included in your story. The story should be short and well-organized. Don't forget to give your story a title.

**Marking Scheme :**

• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

Develop a story with the following beginning : Once in the court of Emperor Akbar ...

**Ans**      Artificial or Natural?

Once in the court of Emperor Akbar, when all the courtiers, including Birbal, were present, Akbar posed a challenge before them. He had two flowers in his hand. Both were similar in every way. Akbar announced that one of the flowers was real and the other was artificial. He asked the courtiers if they could determine which was the natural flower.

The flowers were passed through the hands of all the courtiers, but they were so ingeniously similar that no one could tell the difference. Even the fragrance of both was the same. Birbal too handled the flowers, but there was an expression of doubt on his face. After some thought, Birbal quietly asked the guards to open the windows of the Darbar. There was complete silence for some time. All the courtiers were puzzled at

Birbal's action. Then suddenly from the court garden, a bee buzzed in through one of the windows. It flew about here and there for some time. Finally it came to one of the flowers and settled upon it.

"That, Jahanpanah," said Birbal, "is the real flower. The other one is artificial."

As usual, Birbal was right. Akbar was greatly pleased at Birbal's ingenuity. He praised Birbal for his understanding of the ways of nature and for his quick, clever, conclusion.

(**Glossary** : **ingeniously** – in a very clever or skillful way. **ingenuity** – cleverness or skill.)

**B2. NARRATING AN EXPERIENCE RELATED TO THE GIVEN BEGINNING/END**

For this question, you may be given a **starting or concluding sentence** on which to base the story. You will have to give a title if it is not already given.

**Marking Scheme :**

• Title and Beginning	01 Mark
• Vocabulary and Grammar	01 Mark
• Appropriate Points	01 Mark
• Logical Order	01 Mark
• Conclusion	01 Mark
<b>Total</b>	<b>05 Marks</b>

**Specimen :**

**Q. 1. The sentence given below is the beginning of an incident. Imagine and narrate the story.**

One night, my sleep was suddenly disturbed by some strange noises coming from the direction of the drawing room...

**Ans.**      **To Catch a Thief**

One night, my sleep was suddenly disturbed by some strange noises coming from the direction of the drawing room. It was dark and I took a look at the radium dial on my watch. It was 3:30 a.m. Who could that be in the drawing room?

I got up from my bed and taking the torch near my bedside, tiptoed softly into the room. What I saw there gave me the shock of my life. I could see

a shadow busily engaged in ransacking the place. I could make out that it was a tall burly man. He had a sack into which he was putting in articles of the house, hurriedly, one after the other – our laptop, the alarm clock, our DVD player amongst other things.

I was afraid and didn't know what to do. There was no way I could tackle this thief single-handedly. I had to get help, so I went to my parents' bedroom. I shook my father awake and whispered, "Papa, there's a thief in the house." Quickly he got up, looked around and found a walking cane. The two of us went barefoot into the drawing room.

The thief was too busy to notice us. Father went softly to the main door of our house and unlatched it without making any noise. Then father began shouting, "Chor, chor, chor!" The thief turned around in alarm and made for the door, but father blocked his way. I too was shouting at the top of my voice. There was a brief tussle between father and the thief. Within moments, however, neighbours had come to our rescue and the thief was quickly overpowered.

We called in the police and the thief was arrested. It seems he was a notorious criminal and the police had been on the lookout for him for sometime. They praised our efforts at apprehending a man who was wanted by the police.

**Q. 2. Narrate an experience when you became the laughing stock of your friends, with the following ending. Give it a suitable title.**

..... I was so relieved that the situation was not as serious as I had imagined.

#### Just for Fun!

It was the first of April and I was late for school. In my hurry, I hadn't realized the significance of the date. My teacher looked at me sternly as I entered the class, but didn't say anything. I knew that she was angry with me because of what had happened the previous day in class. Teacher had gone out of class

for a while and Shubha had pinched me, just for fun. I retaliated by tickling her. She started laughing loudly and begged me to stop. Just then the teacher walked in and gave both of us a good piece of her mind. She even threatened to report us to the headmaster.

During lunch break, the head girl of the class came up to me and said, "Sumita, the headmaster wants to see you in the office right away."

I was panic-stricken. Would he ask me to call for my parents? Would he suspend me from school? I was terrified.

Trembling with fear, I went to the office and knocked.

"Come in," I heard the sharp voice of the headmaster.

I walked in diffidently. "Yes, Sir," I said, my voice shaking nervously, "You called for me."

"You're Sumita, aren't you?" I nodded my head. "No, I didn't call you. Whoever gave you that idea?"

"But ... but ... Aarti, the head girl told me ..."

"Child," his voice rose in anger, "Don't you know that today is April Fool's Day? You've been made a fool of. I have good mind to call in Aarti and tell her to keep her April Fool jokes out of my office."

"Sorry, Sir," I said and walked out, embarrassed and angry. All my friends were waiting down the hall and laughing uproariously. "April Fool, April Fool," they shouted. For a while, I was angry, but then suddenly I saw the humour of the situation and began laughing too. I was so relieved that the situation was not as serious as I had imagined.

**(Glossary :** retaliated – here, reacted. give someone a piece of one's mind – to speak angrily to someone about something they have done wrong. panic-stricken – very frightened and anxious about a situation. diffidently – here, nervously and showing lack of confidence. embarrassed – feeling anxious or uncomfortable or ashamed. uproariously – in a noisy manner.)



## BOARD'S ACTIVITY SHEET : MARCH 2020

Time : 3 Hours]

[Marks : 80]

### SECTION – I : LANGUAGE STUDY

#### Q. 1. (A) A1. Do as directed : (Any 4)

[4 Marks]

(1) Write two compound words of your own. (1)

(2) Pick out the gerund from the following sentence : (1)

This attitude of taking destroys families.

(3) Punctuate the following sentence : (1)

after all he doesn't pay me

(4) Form two present participles in which the last letter is doubled. (1)

(5) Complete the following word chain of verbs : (1)

Examine, e .....

#### A2. Do as directed : (Any 2)

[4 Marks]

(1) Change the following sentences into indirect speech : (2)

Robert asked, "Joan, how old are you?" "I am 13 years old," she replied.

(2) Make sentences of your own to show the difference in homophones : (2)

feet :

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feat :

(3) Rewrite the sentence in present perfect tense : (2)

I had been working for Anil for almost a month.

#### Q. 1. (B) Do as directed : (Any 1)

[2 Marks]

(1) Begin the sentence with "No sooner .....": (2)

As soon as the thief escaped, the family informed the police.

(2) Change the following sentence into positive and comparative degree : (2)

It is one of the best decisions I have ever made.

### SECTION – II : TEXTUAL PASSAGES

(Reading Skills, Vocabulary and Grammar)

#### Q. 2. (A) Read the following passage and do the activities : (10 Marks)

A1. Relate the following actions with the king and the hermit : (2)

[Lesson 2.2, Passage 2, A1 (3)]

digging

learning things

breathe  
heavily

asking  
questions

King

(1)

### Hermit

(1)

When the king arrived, the hermit was digging the ground in front of his hut. He greeted the king but went on digging. The hermit was frail and weak, and each time he struck the ground with the spade and turned over a little earth, he breathed heavily. The king went up to him and said. "I have come to you, wise hermit, to ask you to answer three questions – How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay most attention? And what affairs are the most important and need my first attention?"

The hermit listened to the king but said nothing. He just spat on his hand and resumed digging. The king watched in silence for a while. Then, feeling sorry for the hermit, he said, "You are tired, let me take the spade and work a while for you." The hermit silently handed over the spade and sat down on the ground. When he had dug two beds, the king stopped and repeated his questions.

**A2.** State whether you agree/disagree with the following statements :

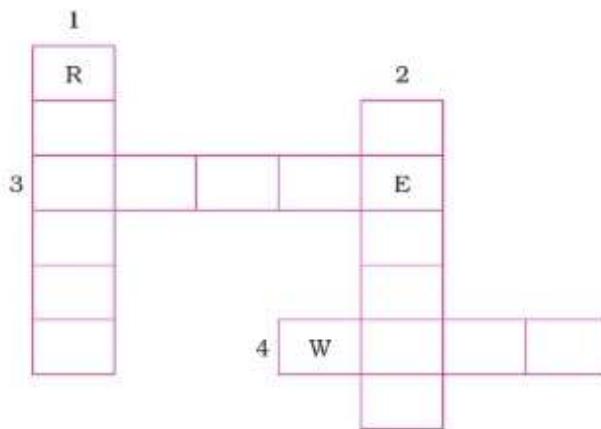
(2)

[Lesson 2.2, Passage 2, A2 (3), Passage 3, A2 (3)]

- (i) The hermit was strong and agile.
  - (ii) The king came to the hermit to ask three questions.
  - (iii) The hermit handed over the spade and sat down.
  - (iv) The king wasn't feeling sorry for the hermit.

**A3.** Solve the crossword puzzle using words from the passage referring to the clues given :

[Lesson 2.2, Passage 2, A3 (3)] (2)



Down

- (1) Restart/Start again
  - (2) Sage

### Across

- (3) A tool for digging
  - (4) Intelligent

**A4.** Do as directed : [Lesson 2.2, Passage 2, A4 (2)]

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(1) When the king arrived the hermit was digging the ground.

(Name and identify the subordinate clause.)

(2) The hermit listened to the king but said nothing.

(Rewrite the sentence and begin it with "Though .....")

**A5.** Whom do you consider your guide when you are in difficulty? Why?

[Lesson 2.2, Passage 4, A5] (2)

**Q. 2. (B)** Read the following passage and complete the activities :

[10 Marks]

**B1. Choose the correct alternative : [Lesson 3.5, Passage 1, A1 (3)]**

(2)

(i) Which state does Mary Kom belong to?

(a) Mizoram (b) Manipur

(c) Gujarat (d) Assam

(ii) Who inspired Mary Kom to choose Boxing as a career?

(a) Dingko Singh (b) Sushil Kumar

(c) Vijendra Singh (d) Adams

(iii) What were her parents?

(a) Teachers (b) Boxers

(c) Tenant farmers **A** (d) Horticulturist

(iv) When did Mary Kom make her international debut in Boxing?

(a) At 20 (b) At 18

(c) At 48 (d) At 38

• 15 • 35 • 36 • 37 •

Kom was born in Kangnei village, Moirang Lamkhal in Chirachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mange Tonpa Kom and Mange Akham Kom were tenant farmers who worked in jhum fields. Kom grew up in humble surroundings, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh, a fellow Manipuri returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom's career started in 2000 after her victory in the Manipur State women's boxing championship and the regional championship in West Bengal. In 2001, she started competing at international level. She was only 18 years old when she made her international debut at the first AIBA Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is reinforced by the way she apologized to the whole nation for not being able to win the Gold. She is a legend for sure and an idol for all the sportswomen to look up to.

**B2.** What difficulties did Mary Kom face in her childhood? [Lesson 3.5, Passage 1, A2 (5)] (2)

**B3. Find out one word for the following from the passage :** [Lesson 3.5, Passage 1, A3 (5)] (2)

- (i) Shifting cultivation
- (ii) Strengthened
- (iii) First public appearance
- (iv) One who makes history

**B4. Do as directed :** [Lesson 3.5, Passage 1, A4 (4)] (2)

(i) Rewrite the sentence using an infinitive :  
She started competing at international level.

(ii) Rewrite as an exclamatory sentence :  
Her father was a keen wrestler.

**B5.** "Sports are important in our life." Elaborate. [Lesson 3.5, Passage 3, A5] (2)

### SECTION – III : POETRY

**Q. 3. (A) Read the following extract and do the given activities :** [5 Marks]

**A1. Match the describing words from the Cloud 'A' with Cloud 'B' :**

[Poem 4.4, Extract 1, A1 (2), Extract 2, A1 (2)] (2)

- (1) broad
- (2) humorous
- (3) chuckling
- (4) trifling

- (a) noise
- (b) jest
- (c) way
- (d) grin

"These to the printer," I exclaimed,  
And, in my humorous way,  
I added (as a trifling jest.)  
"There'll be the devil to pay.  
He took the paper, and I watched,  
And saw him peep within  
At the first line he read, his face  
Was all upon the grin  
He read the next; the grin grew broad  
And short from ear to ear;  
He read the third; a chuckling noise  
I now began to hear.  
The fourth; he broke into a roar;  
The fifth; his waistband split;  
The sixth; he burst five buttons off  
And tumbled in a fit.

**A2.** Pick out two lines from the extract that indicate humour.

[Poem 4.4, A2 (4)] (2)

**A3.** Write two pairs of rhyming words from the extract.

[Poem 4.4, A3 (3)] (1)

**Q. 3. (B) Read the following poem and write an appreciation of it with the help of the given points in a paragraph format :**

[Poem 1.4] [5 Marks]

### All the World's a Stage

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first, the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths and brearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slippered pantaloon,  
With spectacles on nose and pouch on side;  
His youthful hose, well saved, a world too wide  
For his shrunk shank, and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.

— William Shakespeare

#### Points :

- The title and the poet of the poem (1)
- Rhyme scheme (1)
- Figure of speech (1)
- Central Idea/Theme (2)

+

**SECTION – IV : NON-TEXTUAL PASSAGES**  
**(Reading Skills, Vocabulary, Grammar and Summary)**

**Q. 4. (A) Read the following passage and complete the activities :**

[10 Marks]

**A1. State whether the following statements are True or False :**

(2)

- (i) Time is the most valueless resource.
- (ii) The importance of time management is self-evident.
- (iii) Allow the time to flow and pass away.
- (iv) Time's nature is clear.

Time is the most valuable resource available to every individual.

Time is a resource to measure quantitatively but its nature is unclear. Time is a fleeting, limited and intangible human resource which is always calculated and used accordingly. The time of the day is as shown on clock or announced on the media like radio, television constantly guide us in carrying out days activities, distribution of time for work, rest, entertainment and checking the progress during the day.

The secret of time management lies in successfully identifying and eliminating time wasting activities with effective and efficient utilization of time. In order to be a good time manager, grab the time, utilize it properly and invest it into productive work. Do not allow the time to flow and pass away without offering any result.

The importance of time management is self evident. Every individual has twenty four hours a day to use. One must be aware of the available time and time needed to complete the daily routine. Everyone must remember that time cares only for those who take care of time. So, for the achievement of goals, proper planning and utilization of time is very important which is definitely possible only by time management.

**A2. What are the secrets of a good time manager?**

(2)

**A3. (i) Pick out two adverbs from the given passage.**

(1)

**(ii) Write the root word for the following :**

(1)

- (a) utilization    (b) entertainment

**A4. Do as directed :**

(2)

**(1) Rewrite the sentence using 'Not only ... but also' :**

For the achievement of goals, proper planning and utilization of time is important.

**(2) Do not allow the time to flow. (Make the sentence assertive.)**

**A5. "Time once lost, is lost forever." Justify.**

(2)

**Q. 4. (B) Summary Writing :**

**Read the passage given in Q. 4. (A) and write a summary of it in a paragraph. Suggest a suitable title.**

[5 Marks]

## SECTION – V : WRITING SKILLS



### Q. 5. Letter Writing :

[5 Marks]

Imagine you are Rohan/Rima residing at 225, Veerchakra Colony, Kolhapur – 416002.

Read the headline given below :

"Hima Das the India Sprinter won 5 Golds in one month"

#### A1. Formal Letter :

Write a letter to the Education Officer, Kolhapur appealing to him to inculcate the importance of sports by providing basic sports facilities to schools.

OR

#### A2. Informal Letter :

Write a letter to your friend Minu/ Mohit making him/her aware of the importance of Sports in one's life.

### Q. 6. (A) Information Transfer :

[5 Marks]

#### A1. Verbal to Non-Verbal :

Read the following information and complete the following table below it :

Chandrayaan-2, India's second mission to the Moon will, for the first time, unravel secrets around the Moon's South Pole. Chandrayaan-2 is a three-part spacecraft – an orbiter, a lander and a rover. The lander is named Vikram after Vikram Sarabhai, the founder of the India space programme. The rover is named Pragyan, meaning 'wisdom'.

Chandrayaan-2 was launched on 22 July atop ISRO's GSLV Mk-III at 2:43 p.m. from the Satish Dhawan Space Centre at Sriharikota. Performing as expected, the rocket released Chandrayaan-2 in a highly elliptic orbit around Earth about 17 minutes later. In fact, it was released 6,000 km higher than planned. The solar arrays on Chandrayaan-2 developed smoothly as the probe began its journey.

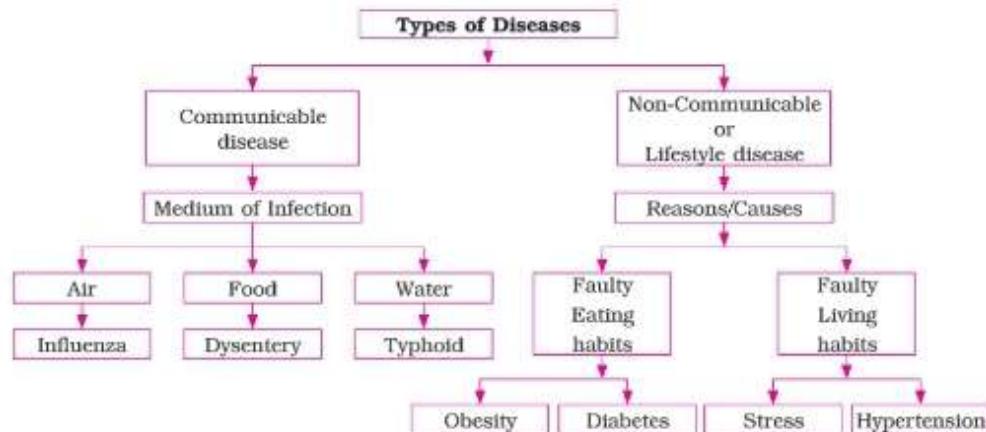
Table	Information
(1) Name of the Mission	
(2) Date of Launch	
(3) Centre of Launch	
(4) Name of the Rover	
(5) Founder of Indian Space Programme	

OR

**A2. Non-Verbal to Verbal :**

Transfer the information into a paragraph :

Observe the tree diagram of types of disease and write a paragraph on it. Suggest a suitable title.

**Q. 6. (B) Drafting a speech OR View-Counterview :****[5 Marks]****B1. Prepare a speech to be delivered on (15th October) "Reading Inspiration Day" in your school assembly :**

- increases knowledge
- keeps one updated
- ideal way to keep occupied
- develops your vocabulary
- develops the power of expression

**OR****B2. Write your counterview on the topic "Internet will soon replace books" :****Points :**

- easily accessible
- time saving
- economical
- authentic
- storehouse of information

**SECTION – VI : CREATIVE WRITING****Q. 7. (A) Do any one of the following :****[5 Marks]****A1. Expand the theme :**

Expand the idea into 100 words : "Be the change you want to see"

**OR****A2. News Report :**

Prepare a news report based on the following :

"Sweeper's daughter/son scores 96% in Class XII."

**Q. 7. (B) Developing a story OR Narrating experience :****[5 Marks]****B1. Develop a story in about 80 – 100 words with the following beginning. Give a suitable title :**

He boarded the train happily and he searched his pocket for the tickets and found .....

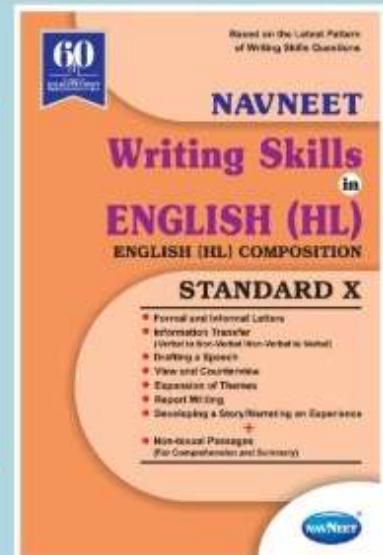
**OR****B2. Narrate an experience in about 80 – 100 words with the following ending. Give a suitable title :**

..... I promise myself to work hard in order to achieve success.



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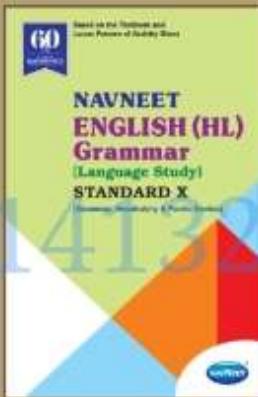
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