

## Warming Up!

## 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 from the above quote.

Write in your own words.

.....

.....

.....

.....

## 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) lives for more than 150 years

(i) swims

(j) learns computing

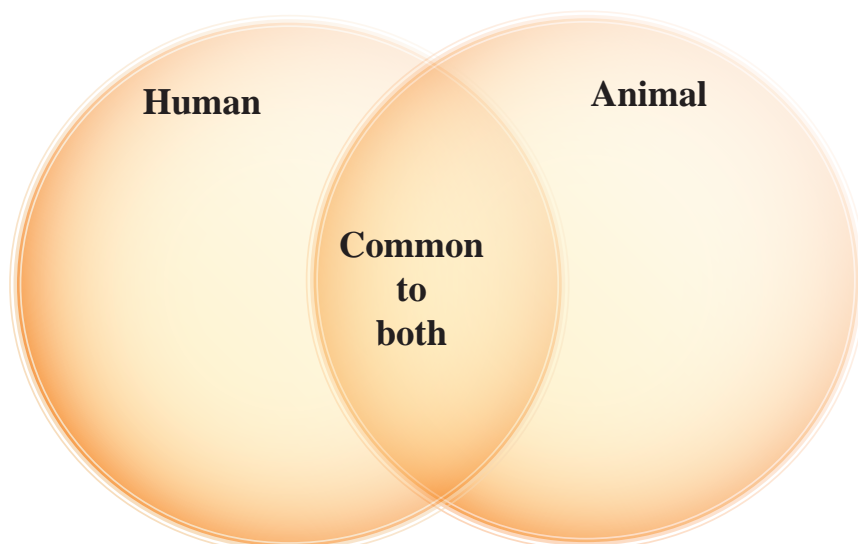
(k) worships god

(l) sleeps in standing position

(m) stands up immediately

(n) brings up children

(o) belongs to various species after birth



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.

I wish I could be a .....

.....

.....

.....

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. One is given for you.

| Amphibians | Mammals | Wild Animals | Acquatic Animals | Pet Animals |
|------------|---------|--------------|------------------|-------------|
| frog       | cow     | lion         | octopus          | cat         |

Encourage students to read/use reference material to complete the activity.



## Animals



**Walt Whitman (1819-1892)** : A major figure in early American poetry. In an age when all poetry was rhymed and metrical, Whitman made a break with tradition and wrote a revolutionary new kind of poetry in free verse. He was a nonconformist in all respects, including his social life.

The poet tells us that he feels more at home with animals than humans, what he finds complicated and false.

- **turn** : here, transform
- **placid** : not easily upset
- **self-contain'd** : self-sufficient
- **make me sick** : disgust me
- **demented** : mad
- **mania** : craze
- **respectable** : here, too happy and satisfied
- **evince** : show
- **tokens** : here, virtues like innocence, simplicity, contentment etc.

- ◆ *What craze do animals never display?*
- ◆ *What could have happened to the tokens of the poet's self?*

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.

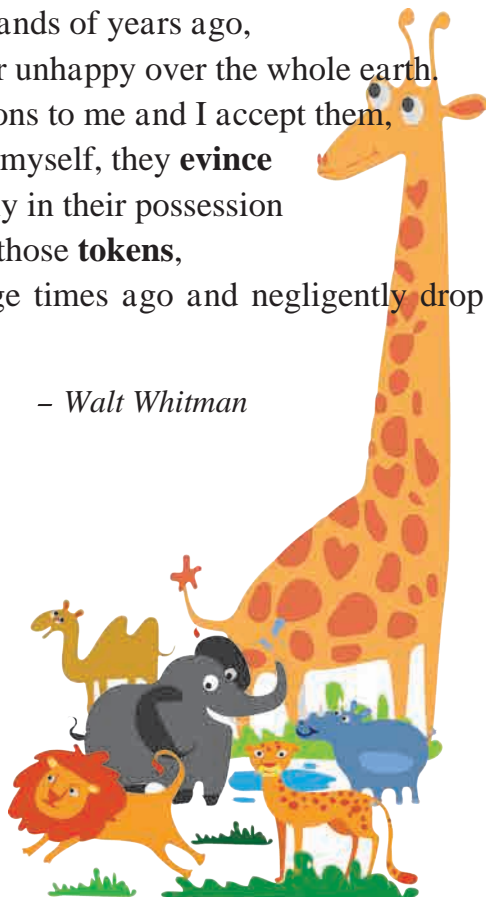
They do not sweat and whine about their condition,  
They do not lie awake in the dark and weep for their sins,  
They do not **make me sick** discussing their duty to God,  
Not one is dissatisfied, not one is **demented** with  
the **mania** of owning things.

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?

– Walt Whitman



## ENGLISH WORKSHOP

1. (A) Match the words given in table A with their meanings in table B.

| No    | A Words   |     | B Meaning                                 |
|-------|-----------|-----|---|
| (i)   | whine     | (a) | an offense against religious or moral law |
| (ii)  | sin       | (b) | complain in an annoying way               |
| (iii) | evin      | (c) | mental illness                            |
| (iv)  | mania     | (d) | failing to take proper care               |
| (v)   | negligent | (e) | show                                      |

(B) Find adjectives from the poem which refer to positive and negative thinking.

| Positive | Negative |
|----------|----------|
| 1. ....  | 1. ....  |
| 2. ....  | 2. ....  |
| 3. ....  | 3. ....  |

2. Complete the following.

- (a) The poet wishes he could .....
- (b) Animals do not complain about .....
- (c) Animals do not merely discuss .....
- (d) Animals are not crazy about .....

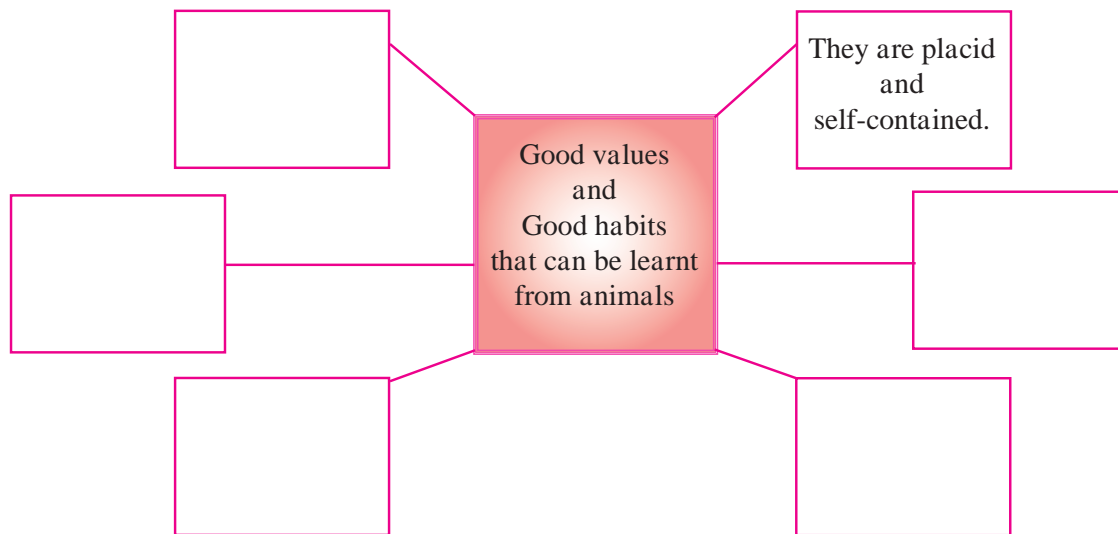
3. State whether the following statements are true or false.

- (a) Animals are self-reliant. ....
- (b) Animals quarrel for their possessions. ....
- (c) Animals do not worship other animals. ....
- (d) Humans have given up many good qualities. ....
- (e) Animals suffer humiliation. ....
- (f) The poet has retained all his natural virtues. ....

4. With the help of the poem find the differences between animals and human beings.

| Human beings  | Animals   |
|---|---|
| <ul style="list-style-type: none"> <li>Always complain about their condition</li> </ul> | <ul style="list-style-type: none"> <li>Never complain about anything</li> </ul> |

5. Read the text again, and complete the web, highlighting the good values/habits which we can learn from animals.



6. Find out lines from the poem that are examples of following Figures of Speech.

| Figures of Speech   | Lines                                  |
|---|--|
| <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Alliteration</li> <li>• Hyperbole</li> </ul> | <p>.....</p> <p>.....</p> <p>.....</p> |

7. Identify the Figures of Speech in the following lines.

(a) I stand and look at them long and long.

.....

(b) They do not sweat and whine about their condition.

.....

(c) They do not make me sick discussing their duty to God.

.....

(d) ..... not one is demented with the mania of owning things.

.....

(e) They bring me tokens of myself.

.....

(f) No one is respectable or unhappy over the whole earth.

.....

8. Read the poem again and write the appreciation of the poem in a paragraph format with the help of given points. (Refer to page no. 5)

9. Divide the class into two groups. One group should offer points in favour of (views) and the other against (counterviews) the topic '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.

Hold a healthy discussion on given topic. Encourage and inculcate the students to accept others opinion with respect.



## 2.2 Three Questions

### Warming Up!

#### 1. Expressions in English 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 truth   |
| (4) Idioms     | (d) | a popular, well-known truth  |
| (5) Slogans    | (e) | established expressions which do not convey exactly the same as individual words |
| (6) One-liners | (f) | words cited from a speech/text of a famous person                                |
| (7) Maxims     | (g) | a lesson derived from a story or experience                                      |
| (8) Proverb    | (h) | a rule to govern one's behaviour   |

#### 2. Read the polite requests/suggestions and complete the gaps in the responses. Make sure they are polite and not repeated.

Could you lend me  
your dictionary ?

Accept (1) .....  
Refuse (2) .....

Can you please  
pass the salad ?

Accept (1) .....  
Accept (2) .....

May I know the  
exact time ?

Accept (1) .....  
Accept (2) .....

Shall we plan a  
class-picnic ?

Agree (1) .....  
Refuse (2) .....

Do you need  
help ?

Accept (1) .....  
Refuse (2) .....

Is it all right if I use  
your laptop ?

Accept (1) .....  
Refuse (2) .....

### 3. Let's see if you remember a nursery rhyme you must have sung, as kids :

**Fill in the missing words :**

'The time to be happy is .....

The ..... to be happy is here.

And the way to be ..... , is to ..... someone  
happy And have a little ..... right here !'

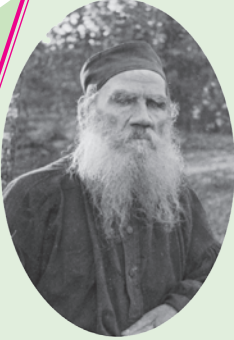
(happy, make, heaven, now, place)

(You can listen to this song on the internet.)





## 2.2 The Three Questions



**Leo Tolstoy (1828-1910)** was a Russian writer who is regarded as one of the greatest authors of all time. He first achieved literary acclaim in his twenties with his semi-autobiographical trilogy *Childhood, Boyhood and Youth*.

A parable is a short story with a moral lesson. A parable usually has human characters. This parable concerns a king who wants to find the answers to what he considers to be the three most important questions in life.

Once a certain king had an idea. If he always knew the right time to begin everything, if he knew who were the right people to listen to and who to avoid the most important thing to do, he would never fail in anything that he would undertake and above all, if he always knew what was the most undertake. Since he was convinced that he was right in thinking this way, he had a proclamation made in his kingdom. He would give a great reward to anyone who would teach him what the right time was for every action, who the most necessary people were, and how he might know the most important thing to do.

Many learned people came to the court but they all gave different answers. In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months and years, and must live strictly according to it. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do that was most essential. Yet others 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.

Equally varied were the answers to the second question. Some said the people the king most needed were his councillors; others the priests; others the doctors while some said the warriors were the most necessary.

◆ *What is the right time according to you?*

◆ *What final suggestion did the last group of learned men offer, regarding the best time?*

To the third question about what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship. The king was convinced by none of these answers and gave the reward to none.


He decided, instead to go to a hermit who was widely renowned for his wisdom. The hermit lived in a small hut in a forest which he never left. He spoke only to common folk. So the king put on simple clothes and approaching the hermit's cell, dismounted his horse and left his bodyguard behind.

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. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said, "Now rest a while and let me work a bit". But the king did not give him the spade and continued to dig.

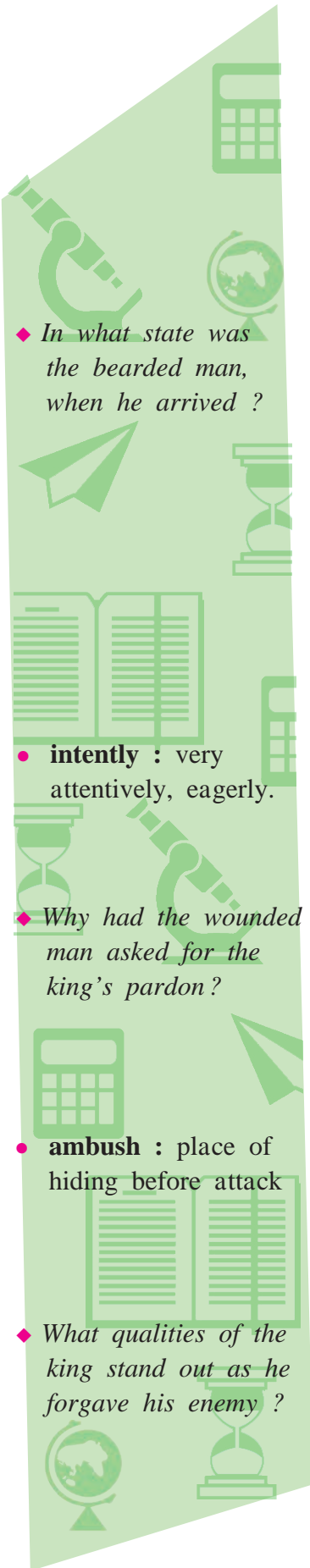
One hour passed and another. The sun began to sink behind the trees and the king at last stuck the spade into the ground and said, "I came to you, wise one, for an answer to my questions. If you can give me none, please say so, and I will go home". "Here comes someone running," said the hermit, "let us see who it is."

The king turned round and saw a bearded man come running out of the forest. The man held his hands



♦ *Why did the king go to the hermit in disguise?*

♦ *How did the hermit respond to the king's questions ?*



◆ *In what state was the bearded man, when he arrived ?*

● **intently** : very attentively, eagerly.

◆ *Why had the wounded man asked for the king's pardon ?*

● **ambush** : place of hiding before attack

◆ *What qualities of the king stand out as he forgave his enemy ?*

pressed against his stomach, and blood was flowing from under them. When he reached the king, he fainted and fell to the ground, moaning feebly. The king and the hermit unfastened the man's clothing. There was a large wound in his stomach. The king washed it as well as he could, and bandaged it with his handkerchief and a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood and washed and rebandaged the wound. When at last the blood stopped flowing, the man revived and asked for something to drink. The king brought some fresh water and gave it to him.

Meanwhile the sun had set and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut. The man lay there quietly with his eyes closed. By now, the king was so tired after his walk and the work he had done, that he lay down himself and also fell asleep. When he awoke in the morning, it took him some time to remember where he was and who was the strange bearded man lying by his side and gazing **intently** at him. "Forgive me!" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him. "I do not know you, and I've nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out of my **ambush** to find you. Your bodyguards recognised me and wounded me. I escaped from them but would have bled to death had you not dressed my wound. I wished to kill you but you have saved my life. Now if I live, and if you wish it, I'll serve you all my life."

The king was very glad to have made peace with an enemy so easily and to have gained him for a friend. He not only forgave him but said he would send his men and his own physician to attend to him. The king then took leave of him and went out of the hut to look for the hermit. Before going away he wished once more to beg for an answer to the questions he had

asked. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

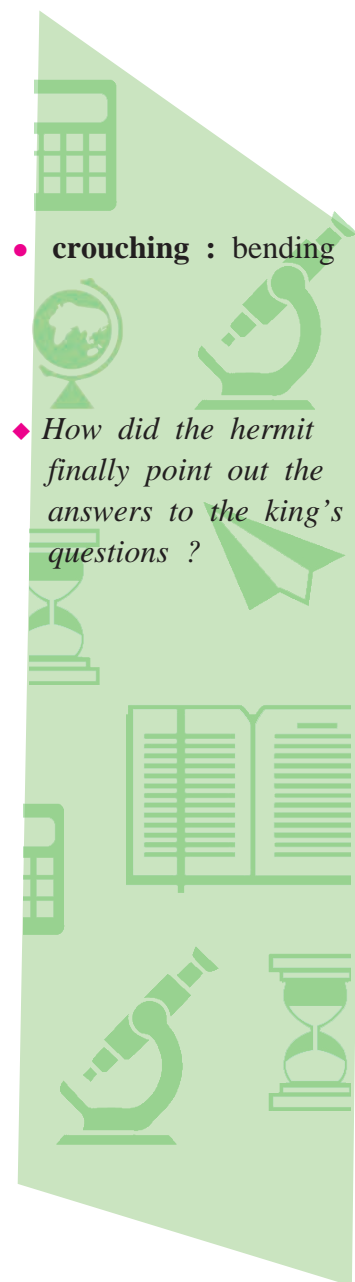
The king approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit still **crouching** on his thin legs and looking up at the king who stood before him.

"What do you mean?" asked the king.

"Do you not see?" replied the hermit. "If you'd not pitied my weakness yesterday and stayed to dig these beds for me, you would have gone back and been killed by that man. So the most important time was when you were digging the beds, and I was the most important man and to do me good was your most important business. Afterwards, the most important time was when you were attending to that man, for if you'd not bound his wounds, he would have died without having made peace with you. So he was the most important man and what you did for him was your most important business. Remember then, there is only one time that is important-now! It is the most important time because it's the only time when we have any power. The most necessary person is the one with whom you are, for you do not know whether you will ever have dealings with anyone else; and the most important thing is to do this person good, because for that purpose alone were you sent into this life!"

— Leo Tolstoy



## ENGLISH WORKSHOP

### 1. Read the story and answer whether the following statements are true or false.

- (a) The people convinced the King to make a proclamation. ....
- (b) The hermit spoke usually to everyone. ....
- (c) The King received all answers from the hermit. ....
- (d) The person the King saved and helped was his enemy. ....
- (e) To do good to people is the purpose of our life. ....

2. Match the titles with the contents of the proper paragraph.

|    |  |   |                                    |
|----|--|---|------------------------------------|
| 1  | Once a certain king . . . important to do.       | a | King gains a friend.               |
| 2  | Many learned people . . . time for everything.   | b | The wounded stranger               |
| 3  | Equally varied . . . gave the reward to none.    | c | 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 | Stranger's vicious intention       |
| 7  | Meanwhile the sun . . . said the King.           | g | Questions remain 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 | King's announcement.               |
| 10 | "Do you not see?" . . . sent into this life!"    | j | The King meets the hermit.         |

(1) ..... (2) ..... (3) ..... (4) .....  
 (5) ..... (6) ..... (7) ..... (8) .....  
 (9) ..... (10) .....

3. The character traits of the king and hermit are mixed up. Sort them out in the right box.

feeble                      helpful                      enlightened  
                                  impatient  
                                  eager to succeed  
                                  patient                      convincing                      wise

KING

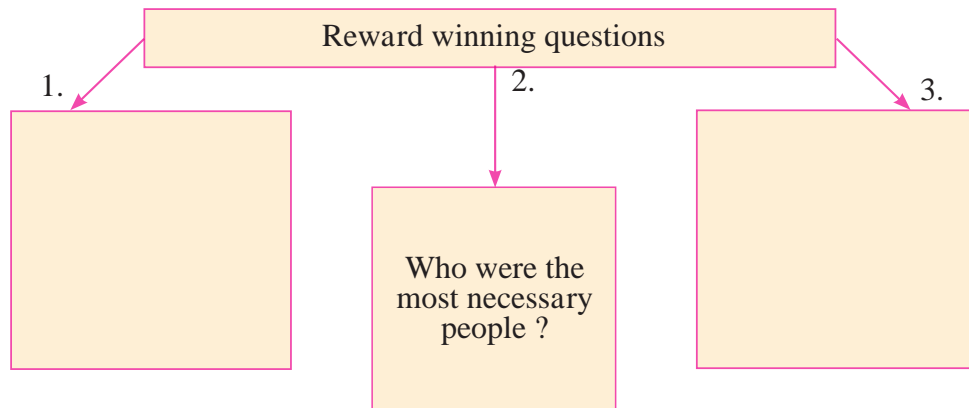
.....  
 .....  
 .....  
 .....  
 .....

HERMIT

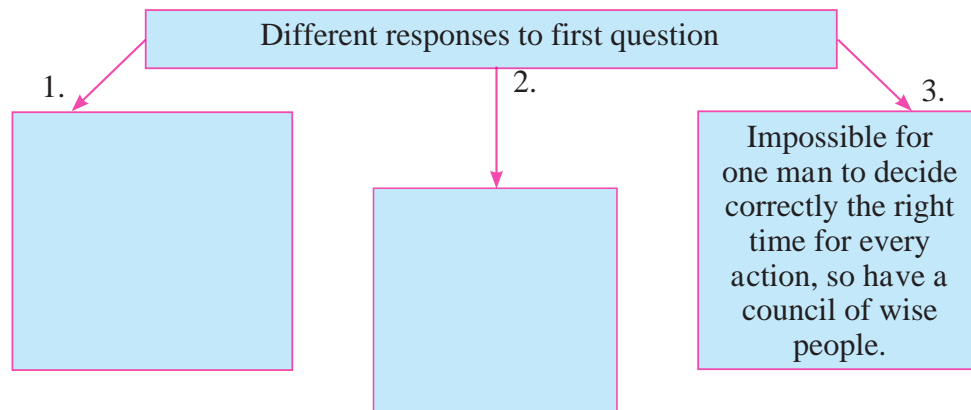
.....  
 .....  
 .....  
 .....  
 .....

4. Complete the Tree diagrams associated with the happenings in the story.

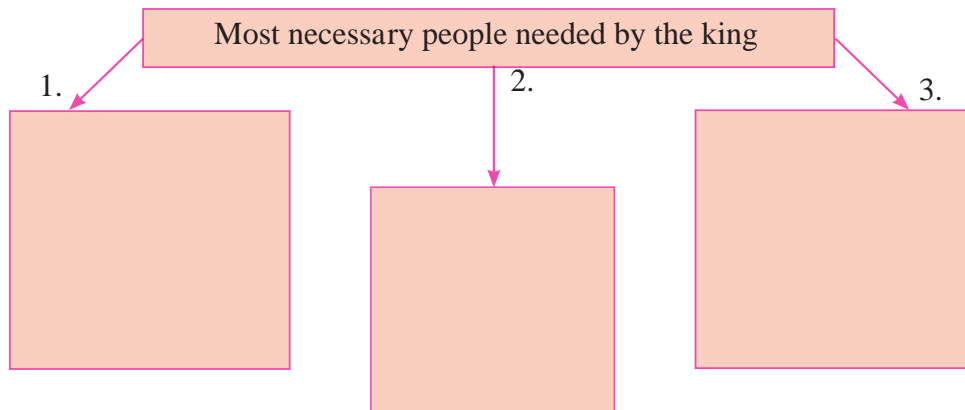
(A)



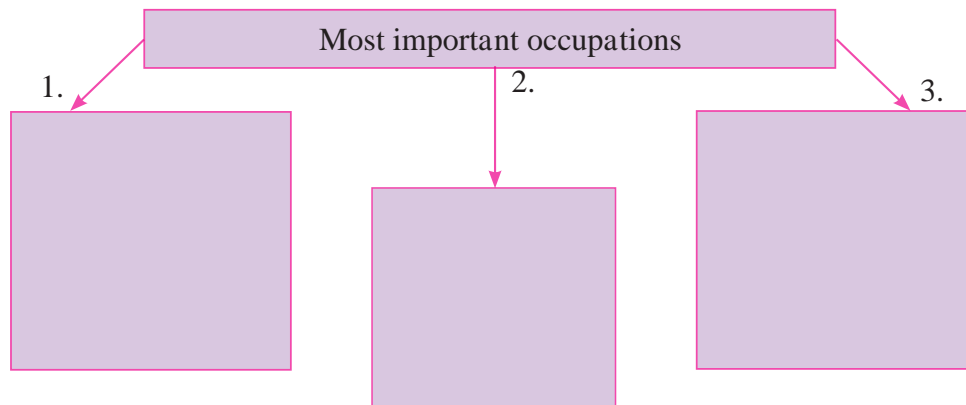
(B)



(C)



(D)



**5. Write down in your notebook two points for each of the following. How do you know . . .**

- (a) the learned advisers who came to the court confused the king.
- (b) the king was humble.
- (c) the king's enemy was repentant.
- (d) the hermit was truly wise.

**6. Choose the correct answer and fill in the blanks.**

- (a) "Varied" (Paragraph-3) means .....
  - (i) different      (ii) unnecessary      (iii) unequal      (iv) unimportant.
- (b) Many learned people came to the court and gave .....
  - (i) The same answers (ii) correct answers (iii) different answers (iv) wrong answers.
- (c) The synonym of 'convinced' is .....
  - (i) persuaded      (ii) happy      (iii) unhappy      (iv) angry.
- (d) The King wanted to know the ..... time to begin everything.
  - (i) right      (ii) exact      (iii) proper      (iv) good.
- (e) "I pray you to answer my question." Here 'pray' means .....
  - (i) plead to God (ii) request      (iii) order      (iv) suggest.
- (f) Choose an adverb that collocates with "breathed" .....
  - (i) hurriedly      (ii) heavily      (iii) hardly      (iv) calmly.

**7. Answer the following questions.**

- (a) The learned people were sometimes divided in their opinions, different persons giving quite different answers; at other times, none of them gave an answer. They all suggested ways to looking for an answer. Can you point out one example of each?
- (b) 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?
- (c) 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?
- (d) 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?
- (e) Do you think the hermit knew, beforehand, not only about the king's arrival but about the ambush by his enemy? Think a little about this and say what you really feel.



8. Consider this list of the different things that happened and rearrange them in the order of time, that is, what happened first, what happened next and so on. Read the related paragraph again if you are uncertain.

- (a) The bearded man resolved to kill the king.
- (b) The king went alone to see the hermit.
- (c) The king executed the bearded man's brother.
- (d) The king spent the night at the hermit's hut.
- (e) The bearded man laid an ambush to kill the king.
- (f) The king's bodyguards recognised and wounded the bearded man.
- (g) The bearded man came out of the ambush.

9. Read the story in your own language, summarize the following aspects of the story in 4 to 5 lines each in your own language. Write it in your notebook.

- (a) King's problem : .....
- (b) Attempts made to find a solution : .....
- (c) Climax : .....
- (d) Solution : .....
- (e) Message : .....

10. (A) The following compound words from the story are spelt in a jumbled order. Rearrange the letters to make them meaningful.

- (1) a r e e t u k d n = .....
- (2) y o n n a e = .....
- (3) s t a p s i e m = .....
- (4) d u b g y r o a d = .....
- (5) f r a w e r a = .....
- (6) h e e d a r f o n b = .....
- (7) h e i l n e w a m = .....
- (8) n e v h i g r e t y = .....

(B) From the story, find the collocations of the following.

- |                      |                    |
|----------------------|--------------------|
| (1) ..... important. | (2) ..... intently |
| (3) frail and .....  | (4) widely .....   |
| (5) ..... time       | (6) ..... blood    |
| (7) simple .....     | (8) ..... closed   |
| (9) ..... asleep     | (10) ..... peace   |

11. Say whether the Verbes underlined in the sentences are finite (limited by the number or person of the subject) or non-finite (not governed by the subject, number or person).

- (1) He decides to go to a hermit.



- (2) I have come to you, wise hermit.
- (3) He gave the reward to none.
- (4) The hermit was digging the ground.
- (5) I pray you, to answer my questions.
- (6) “Forgive me.”
- (7) The sun began to sink.

**12. 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.**

**13. After reading this story, develop a dialogue with 2 of your classmates about the characters in the story. Besides the tactful introduction to the conversation and write 8 to 10 sets of dialogues.**

**14. 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



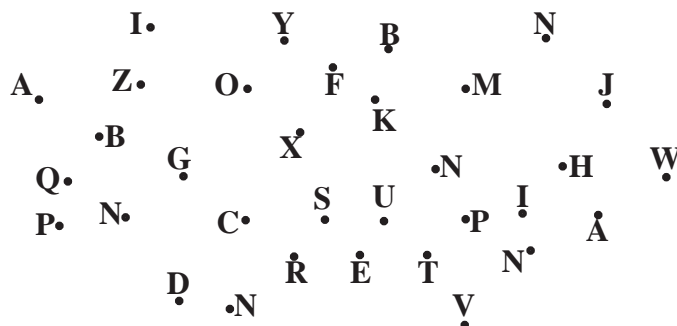
If necessary, the students can read the same story two or three times to understand all the points.



## 2.3 Connecting the Dots

### Warming Up!

1. (A) Connect the dots to get what means a lot to you.



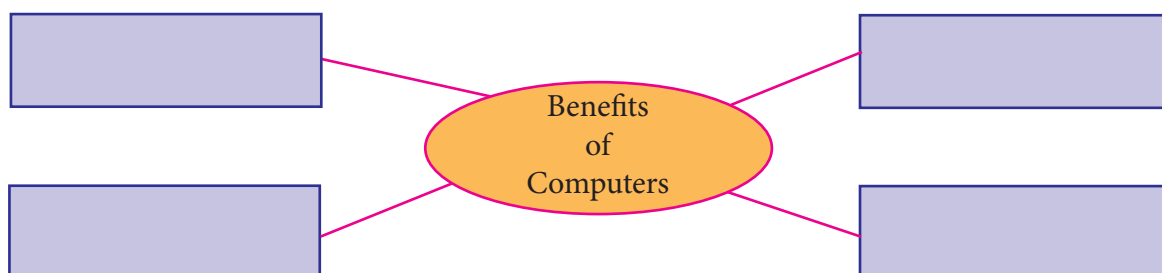
The word is .....

- (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.

2. You are quite familiar with computer, especially the personal computer. Form pairs and make a list of famous computer manufacturing companies. One is given to you.

(a) Apple (b) ..... (c) ..... (d) .....

3. Complete the web by filling the various benefits of computers.



4. (A) Expand the following into their full forms.

(a) that's ..... (b) didn't ..... (c) here's .....  
(d) can't ..... (e) I've .....

- (B) Write the shortened forms of the following.

(a) You have ..... (g) will not .....  
(b) I would ..... (h) shall not .....  
(c) It is ..... (i) are not .....  
(d) You are ..... (j) need not .....  
(e) He will ..... (k) must not .....  
(f) I had ..... (l) ought not .....

## Connecting the Dots



**Steve Jobs (1955-2011)** was an American entrepreneur, business magnet, inventor and industrial designer. He was the Chairman, Chief Executive Officer and co-founder of Apple Inc. He is widely recognized as one of the pioneers of the microcomputer revolution of the 1970s and 1980s.

- **dropped out of** : discontinued, left
- **drop in** : visitor
- ◆ *What did Steve Jobs do for two years after he joined Reed College?*
- **dorm** : dormitory
- **cent** : a coin worth one hundredth of the US Dollar
- ◆ *What hardship did Jobs face?*
- **typography** : the appearance of printed matter
- **Mac** : Macintosh computer
- ◆ *What basic course in Reed College helped while designing the Mac?*
- **connect the dots** : associate one idea (previous to another (next) to find/create a new big picture.

Today I want to tell you three stories from my life. That's it. Just three stories. The first story is about connecting the dots. I **dropped out of** Reed College after the first 6 months, but then stayed around as a **drop-in** for another 18 months before I really quit. Looking back, it was one of the best decisions I ever made. I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

I didn't have a **dorm** room, so I slept on the floor in friends' rooms. I returned Coke bottles for the 5 **cent** deposits to buy food with, and I would walk seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Here's one example : Reed College offered perhaps the best calligraphy instruction in the country. Because I had to take a calligraphy class, I learned about serif and san serif typefaces, about what makes great **typography** great.

Ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the **Mac**. If I had never dropped in on that course in college the Mac would have never had multiple typefaces or for that matter even proportionally spaced fonts.

And since Windows just copied Mac, it's likely no personal computer would have them. Of course it was impossible to **connect the dots** looking forward

when I was in college. But it was very clear looking backwards 10 years later.

You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in some things – your **gut**, destiny, life, *karma*, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss. I found what I loved to do early in life. Woz (Steve Wozniak) and I started Apple when I was 20. In 10 years Apple had grown from just the two of us in a garage into a \$2 billion company. And then **I got fired**. It was **devastating**.

But something slowly **began to dawn on** me – I still loved what I did. And so I decided to start over.

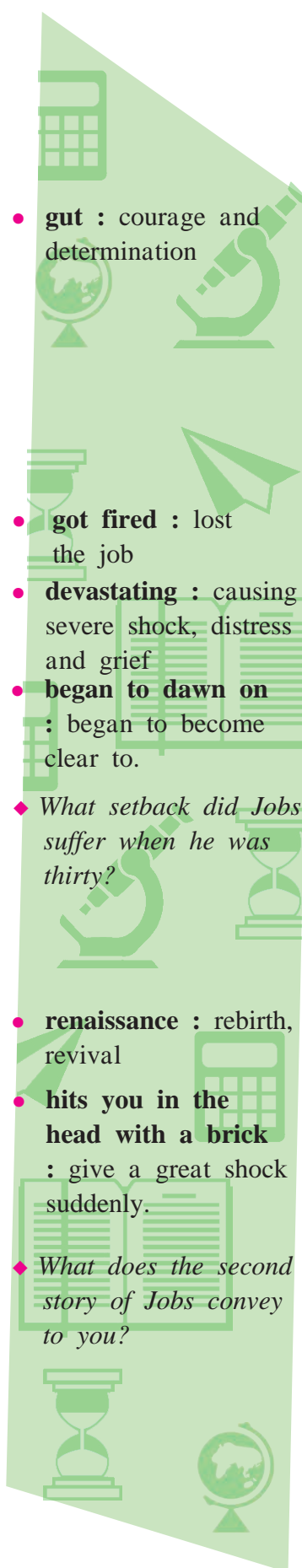
The heaviness of being successful was replaced by the lightness of being a beginner again. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company Next, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar is now the world's most successful animation studio, Apple bought next. I returned to Apple and the technology we developed at Next is at the heart of Apple's current **renaissance**. And Laurene and I have a wonderful family together.

Sometimes life **hits you in the head with a brick**. Don't lose faith. The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.

My third story is about death.

About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctor's code for 'prepare to die'. I lived with that diagnosis all day. Later that evening I had a biopsy. It turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.



- **gut** : courage and determination

- **got fired** : lost the job

- **devastating** : causing severe shock, distress and grief

- **began to dawn on** : began to become clear to.

- ◆ *What setback did Jobs suffer when he was thirty?*

- **renaissance** : rebirth, revival

- **hits you in the head with a brick** : give a great shock suddenly.

- ◆ *What does the second story of Jobs convey to you?*

◆ *What does Jobs warn you about life and dogma?*

● **dogma** : belief or a set of beliefs held by a group or organisation which others are expected to accept without argument.

● **drown out** : be louder than another sound and prevent it being heard.

◆ *How does Jobs close his address to the graduate students?*

● **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.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you : Your time is limited, so don't waste it living someone else's life.

Don't be trapped by **dogma** – which is living with the results of other people's thinking. Don't let the noise of other's opinions **drown out** your own inner voice.

And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become.

When I was young, there was an amazing publication called *The Whole Earth Catalogue*. In the final issue, on the back cover they put a photograph of an early morning country road. Beneath it were the words : Stay Hungry, Stay Foolish. It was their farewell message as they signed off. I have always wished that for myself. And now, as you graduate to begin **anew**, I wish that for you. **Stay Hungry, Stay Foolish.**

– Steve Jobs

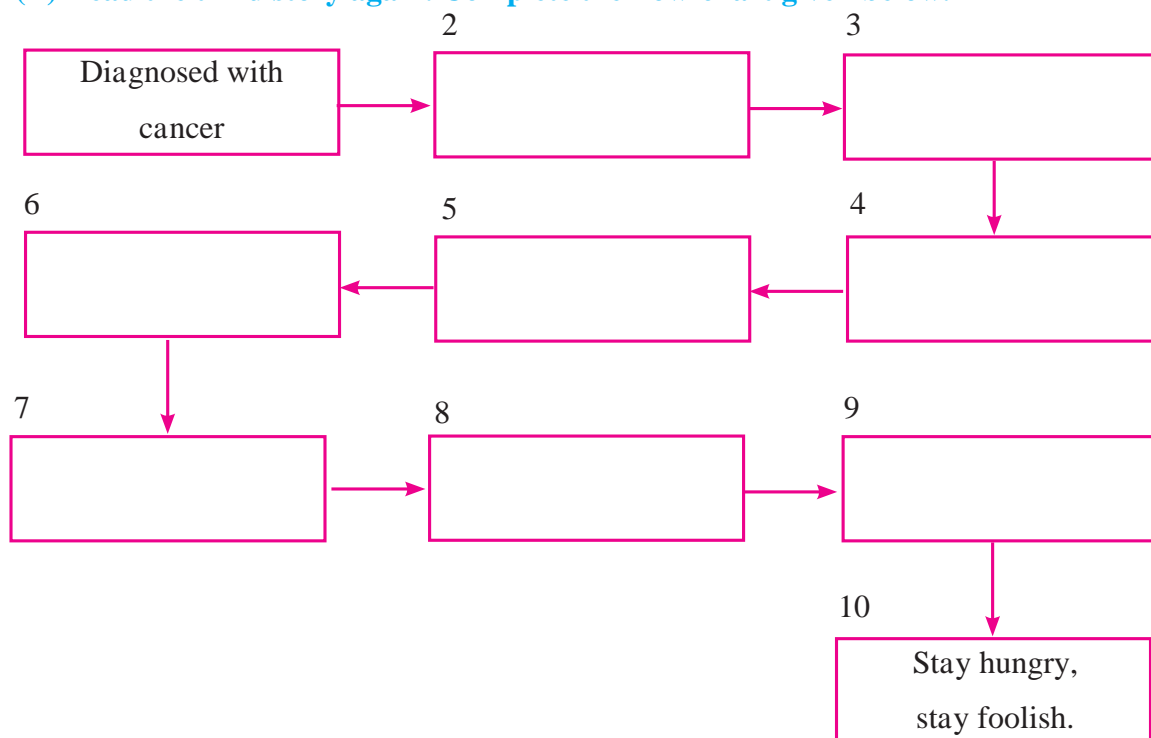
*Here is a list of twenty amazing life lessons we can all learn from Steve Jobs :*

- (1) Don't wait.
- (2) Make your own reality.
- (3) Control everything you can.
- (4) Own your mistakes.
- (5) Know yourself.
- (6) Leave the door open for the fantastic.
- (7) Don't hold back.
- (8) Surround yourself with brilliance.
- (9) Build a team of 'A' players.
- (10) Be yourself.
- (11) Be persuasive.
- (12) Show others the way.
- (13) Trust your instincts.
- (14) Take risks.
- (15) Follow Great with Great.
- (16) Make tough decisions.
- (17) Presentation can make a world of difference.
- (18) Find a way to balance your intensity.
- (19) Live for today.
- (20) Share your wisdom.

**1. (A) Rearrange the incidents in the life of Steve Jobs in chronological order.**

- (a) Steve Jobs started next.
- (b) Jobs underwent a surgery.
- (c) Jobs learned about serif and sans serif type faces.
- (d) Jobs returned to Apple Inc.
- (e) Jobs married Laurene.
- (f) Jobs was diagnosed with cancer.
- (g) Jobs dropped out of Reed College.

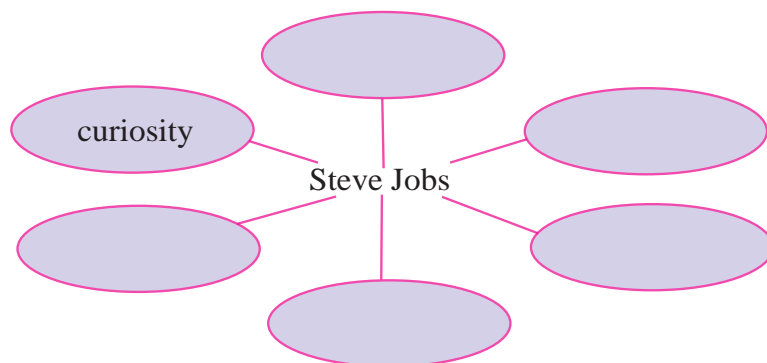
**(B) Read the third story again. Complete the flow-chart given below.**



**2. Read the lesson. Refer to a dictionary and match the words in column 'A' with their meanings in column 'B'.**

| No  | 'A'         |       | 'B'   |
|-----|-------------|-------|---|
| (a) | diagnosis   | (i)   | the power believed to control events                                  |
| (b) | devastating | (ii)  | complete list of items especially in a special order and description. |
| (c) | intuition   | (iii) | act of identifying the nature of a problem or illness.                |
| (d) | calligraphy | (iv)  | power of understanding situations or people's feelings before hand.   |
| (e) | destiny     | (v)   | causing great destruction   |
| (f) | catalogue   | (vi)  | beautiful handwriting done with a special pen or brush.               |

3. Go through all the three stories. Identify some qualities of Steve Jobs and complete the webchart.



4. Complete the following table.

‘The Three stories in the Life of Steve Jobs’

|              | About | Setbacks | Reactions | Achievements and benefits |
|--------------|-------|----------|-----------|---------------------------|
| First story  |       |          |           |                           |
| Second story |       |          |           |                           |
| Third story  |       |          |           |                           |

5. Say **HOW?**

- the calligraphy classes helped Steve Jobs after 10 years.

.....

- You can connect dots.

.....

- Jobs reacted later on, after the shock of being fired from Apple.

.....

- Jobs was cured of a rare cancer.

.....

- Jobs acquired the famous words ‘Stay Hungry. Stay Foolish’

.....

6. Besides those given at the end of the talk by Steve Jobs, pick out other pieces of advice that Jobs gives in his speech.

(a) .....

(b) .....

(c) .....

7. (A) Use the following idioms/phrases in sentences of your own.

- drop it .....

- drop out .....

- stumble on .....

- look backwards .....

- look forward .....

- let (someone) down .....

- sign off .....

- begin a new .....

**(B) Fill in the gaps choosing the appropriate idioms.**

(drown out, hits in the head with a brick, get ones affairs in order, connect the dots, begin to dawn, stay hungry)

- (a) The wealthy landlord made a will ..... before he could die.
- (b) Those who aspire for success should always ..... to learn more.
- (c) If you ..... you will realise that crime ultimately leads to poverty.
- (d) The siren of the ambulance ..... all other traffic noise.
- (e) When the father learned about his son's misdeeds, it .....
- (f) On reading exactly same essays in both answer sheets, it ..... the examiner, that the students had cheated during exams.

**8. (A) Name the Tense of the Verbs underlined to include Time (Past/Present/Future) and Aspect (Simple/Continuous/Perfect/Perfect Continuous)**

- (1) I slept on the floor. ....
- (2) You haven't found it. ....
- (3) We were designing the first Macintosh computer. ....
- (4) It had made all the difference.....
- (5) I am fine, now. ....
- (6) I have been facing death. ....
- (7) I shall be telling you three stories. ....

**(B) Change the Tense as instructed.**

- (1) I got fired. (Future Perfect)  
.....
- (2) Life hits you in the head. (Present Perfect Continuous)  
.....
- (3) The dots will somehow connect. (Past Perfect)  
.....
- (4) I started a company. (Present Continuous)  
.....
- (5) My doctor advised me. (Past Perfect Continuous)  
.....

**9. Read the News item and write an application for a suitable job in the same company. Attach a separate CV/Resume.**

May 19, 2016

**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 upto 4000 jobs - - - -
- (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.  
(Follow all steps of formal letter writing for both the above letters.)



**10. 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.

**11. Project :**

**Collect more information about Steve Jobs with the help of Internet. Complete it with images into a file.**


**12. Do you remember doing some activities in your childhood that you didn’t like it. 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.**



## 2.4 The Pulley

### Warming Up!

1. Go through the following images and try to link them with our lives. For example, Storm – Hardships that we face in our life.

|   |                   |
|---|-------------------|
|    | Sorrowful moments |
|    | Determination     |
|   | Strength          |
|  | Life              |
|  | Honour            |
|  | Hope              |
|  | Wisdom            |
|  | Beauty            |

## 2. You may have often indulged in talking to yourself audibly.

For example,

- “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.

.....

- You have been waiting long at the city bus-stop.

.....

- Your final exam results are to be declared tomorrow.

.....

- Your mother has been chatting for very long on the telephone.

.....

## 3. ‘The Pulley’ is a mechanical device.

Try and write down places where it can be used, and for what purpose.

.....

.....

.....

.....



## The Pulley

**George Herbert (1593-1633)** was a Welsh poet. He was a priest by profession. He wrote religious poems with a lot of imagery and conceits. The poem exhibits a strange but two way relationship between God and his worshippers. Though He has showered/bestowed His worshipper with all his blessings, somewhere He holds them up with a pulley drawn, to be grateful to Him in all our endeavour.

God gives so many precious gifts to the devotee but at the same time God also expects something in return! What does He expect? Why does He withhold?

“The Pulley” shows how God lifts man towards Himself with the pulley of restlessness. What is distinctly metaphysical about the poem is that a religious notion is conveyed through a secular scientific image.

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 worlds **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.  
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.

– George Herbert

- **riches** : wealth bounties
- **dispersed** : scattered
- **contract** : collect together
- **span** : small space
- **perceiving** : noticing, becoming conscious of
- **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

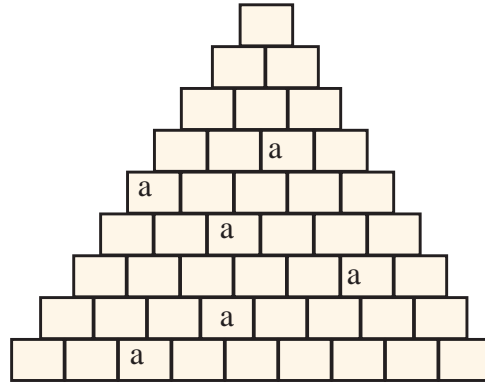
◆ What did God’s glass of blessings contain?

◆ What would the human being do if God gifted him with ‘Rest’?

## ENGLISH WORKSHOP

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 valuables
- (i) restlessness and discontent



2. Choose the correct alternative from the following.

- (a) Herbert's poem 'The Pulley' displays . . . . . 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 summary of the poem 'The Pulley' is . . . . .  
 (Find two correct statements from the given alternatives.)
  - (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.
- (c) 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.
- (d) . . . . . 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
- (e) . . . . . 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 at first made man.
- (f) . . . . . 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.
- (g) . . . . . is an example of Alliteration from the poem.
  - (i) made a way
  - (ii) bottom lay.
  - (iii) repining restlessness
  - (iv) keep the rest.
- (h) . . . . . 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.
- (i) The rhyme scheme of the poem is . . . . .
  - (i) a a b b c
  - (ii) a b c b c
  - (iii) a b c c b
  - (iv) a b a b a

**3. Discuss and answer in your own words, and write in your notebook.**

- (a) The poet has used the word REST thrice in the poem. Write what the word implies in each of the three lines it occurs.
- (b) What does God want in return from man, for the gift he has bestowed upon him?
- (c) Why did God withhold the gift of 'Rest' from man?
- (d) Besides those given in the poem, what other gifts has God blessed mankind with above his other creations? Enlist them.

- (e) When does man generally turn to God? Give one example to support your response.

**4. (A) Discuss with your group and justify the title of the poem ‘The Pulley’ in your own words.**

.....

.....

.....

.....

.....

**(B) Pick out 3 lines that contain Monologues of God.**

.....

.....

.....

**5. (A) Pick out two lines that contain the following figures of speech.**

- (a) Antithesis      1. ....
2. ....
- (b) Alliteration      1. ....
2. ....
- (c) Inversion        1. ....
2. ....

**(B) Explain the Figures of Speech in the following lines.**

- (a) Rest in the bottom lay – PUN because

.....

- (b) Bestow this jewel also on my creature – METAPHOR because

.....

- (c) And rest in nature, not the God of Nature – REPETITION because

.....

**6. Write Critical Appreciation of the poem in a paragraph format.**

**(Refer to page no. 5)**

**7. ‘Pun’ can be defined as 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.**

8. Write a paragraph on the points in each block given below to get a summary on each of the four stanzas of the poem.

I

God

↓

Created man

↓

Best creations

↓

Offered Blessings/Gifts

.....

.....

.....

.....

II

God gifted man

↓

Beauty, wisdom, honour, etc.

↓

Did not give 'Rest'

.....

.....

.....

III

Man

↓

If happy/contented

↓

Forgets God

↓

Instead worships Gifts

.....

.....

.....

.....

IV

Man needs to be reminded  
of the giver

↓

God made his life  
discontented

↓

So man is lifted with a  
Pulley  
towards HIM.

.....

.....

.....





## 2.5 Let's March

### Warming Up!

#### 1. Observe the pictures and answer.



- (a) Main difference between the two images .....
- (b) Change required .....
- (c) Your contribution as a student to help and make a difference to needy children.  
.....

#### 2. Put a ☐ or ☐

A good speech delivered requires the following characteristics.

- (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.

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

3. Read the expressions and insert them in the proper columns. Put the proper expression numbers in the right column.

| Greeting/<br>Salutation | Introduction | Body of the<br>Speech | Conclusion | Thanking the<br>Audience |
|-------------------------|--------------|-----------------------|------------|--------------------------|
|                         |              |                       |            |                          |

### Expressions

- (1) Imagine ! After ten years, what will happen?
- (2) Let me begin, today, by sharing my own experience.
- (3) Honourable Chief Guest ..... , eminent dignitaries, ladies and gentlemen.
- (4) I don't understand why we accept this issue so passively.
- (5) I am Adarsh Birajdar, (designation) standing before you .....
- (6) A renowned personality (name) says "....."
- (7) Good morning, to one and all present today.
- (8) I express my deep gratitude to the organisers of this event/function .....
- (9) Let me give you an example .....
- (10) Thank you all for a patient listening and your interest in my talk.
- (11) You must have noticed that .....
- (12) Before I conclude, I would like you to think over the fact that .....

4. With the help of your teacher and classmates make a list of as many Indian Nobel Laureates as you can. (You can use Internet or school library.)

| Name  | Nobel Prize for |
|-------|-----------------|
| ..... | .....           |
| ..... | .....           |
| ..... | .....           |
| ..... | .....           |



## Let's March



**Kailash Satyarthi (1954)** is an Indian children's rights and education advocate and an activist against child labour. He founded the *Bachpan Bachao Andolan* in 1980 and has acted to protect the rights of more than 83,000 children across 144 countries.

He is honoured with many awards including 'Nobel Peace Prize' of 2014. He had addressed this speech on the eve of Nobel Prize distribution ceremony.

● **aspiration** : an ardent wish or desire

### Part I

*My dear children of the world ... Your Majesties, Your Royal Highnesses, Excellencies, distinguished members of the Norwegian Nobel Committee, dear brother Tom Harkin, brothers and sisters, and my dear daughter Malala.*

From this podium of peace and humanity, I am deeply honoured to recite a mantra from the ancient texts of wisdom, Vedas. This mantra carries a prayer, an **aspiration** and a resolve that has the potential to liberate humanity from all man-made crises.

Let's walk together. In the pursuit of global progress, not a single person should be left out or left behind in any corner of the world, from East to West, from South to North.

Let's speak together, let our minds come together! Learning from the experiences of our ancestors, let us together create knowledge for all that benefits all.

I bow to my late parents, to my motherland India, and to the mother earth.

With a warm heart I recall how thousands of times, I have been liberated, each time I have freed a child from slavery. In the first smile of freedom on their beautiful faces, I see the Gods smiling.

I give the biggest credit of this honour to my movement's Kaalu Kumar, Dhoom Das and Adarsh Kishore from India and Iqbal Masih from Pakistan who made the supreme sacrifice for protecting the

freedom and **dignity** of children. I humbly accept this award on behalf of all such martyrs, my fellow activists across the world and my countrymen.

My journey from the great land of Lord Buddha, Guru Nanak and Mahatma Gandhi; India to Norway is a connect between the two centres of global peace and brotherhood, ancient and modern.

Friends, the Nobel Committee has generously invited me to present a “lecture.” Respectfully, I am unable to do that. Because, I am representing here - **the sound of silence**. The cry of innocence. And, the **face of invisibility**. I represent millions of those children who are left behind and that’s why I have kept an empty chair here as a reminder.

I have come here only to share the voices and dreams of our children – because they are all our children – (gesture to everyone in the audience). I have looked into their frightened and exhausted eyes. I have held their injured bodies and felt their broken spirits.

Twenty years ago, in the foothills of the Himalayas, I met a small, skinny child labourer. He asked me: “Is the world so poor that it cannot give me a toy and a book, instead of forcing me to take a gun or a tool?”

I met with a Sudanese child-soldier. He was kidnapped by an extremist militia. As his first training lesson, he was forced to kill his friends and family. He asked me: “What is my fault?”

Friends, all the great religions teach us to care for our children. Jesus said: “Let the children come to me; do not hinder them, for the kingdom of God belongs to them.” The Holy Quran says: “Kill not your children because of poverty.”

Friends! There is no greater violence than to deny the dreams of our children. Therefore ... I refuse to accept that all the temples and mosques and churches and prayer houses have no place for the dreams of our children.

I refuse to accept that the world is so poor, when just one week of global military expenditure can bring

- **dignity** : self- respect

- **the sound of silence** : unheard plea of the deprived
- **face of invisibility** : unnoticed suffering of the poor and innocent

♦ *What does Satyarthi refuse to accept?*

● **shackles** : chains that bind

◆ *What is the only aim in life for Kailash Satyarthi?*

all the children to classrooms.

I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.

I refuse to accept that the **shackles** of slavery can ever be stronger than the quest for freedom. I **REFUSE TO ACCEPT** here.

My only aim in life is that every child is free to be a child,

- free to grow and develop,
- free to eat, sleep, and see daylight,
- free to laugh and cry,
- free to play and learn,
- free to go to school, and above all,
- free to dream.

I have the privilege of working with many courageous people who have the same aim. We have never given up against any threat or attack and we never will.

We have made progress in the last couple of decades. We have reduced the number of out-of-school children by half. We have reduced the number of child labourers by a third. We have reduced child mortality and malnutrition, and we have prevented millions of child deaths.

But, let us make no mistake, great challenges still remain.

Friends! The biggest challenge or biggest crisis knocking on the doors of humankind is fear and intolerance.

We have utterly failed our children in imparting an education. An education that gives the meaning and objective of life. An education that gives a sense of global citizenship among the youth.

I am afraid that the day is not very far away when the cumulative result of this failure, will culminate in an unprecedented violence, and that will be suicidal for humankind.

Rights, security, hope can only be restored through education.

Young people like Malala ... I've started calling her my daughter Malala not just Malala ... So my daughter Malala and other daughters including Kayanat.. in fact.. two Kayanats, and Shazia, and the daughters from Africa, and from all over the world. They are rising up and choosing peace over violence, tolerance over extremism, and courage over fear.

The solutions are emerging. But these solutions cannot be found in the deliberations in conferences alone, and cannot be found in prescriptions from a distance.

They lie in small groups and local organisations and individuals, who are **confronting** with the problem every day. Even if they remain unacknowledged, unrecognised and unknown to the world the solution are with them.

## Part II

We can do it ...

You may ask that – what can one person do? I would recall a story of my childhood: A heavy fire had broken out in the forest. All the animals were running away, including lion, the king of the forest. Suddenly, then he saw a tiny bird rushing towards the fire. He asked the bird, “What are you doing?” To the lion’s surprise, the bird replied “I am going to extinguish the fire.” The lion laughed and said, “How can you do it keeping just one drop of water, in your beak?” The bird was adamant, and she said, “I am doing my bit.”

Eighteen years ago, millions of individuals marched across the globe. And demanded a new international law for the abolition of worst form of child labour, and it has happened, we did it, millions of individuals did it.

Friends! We live in an age of rapid globalisation. We are connected through high-speed Internet. We

♦ **confronting** : facing and attacking

♦ *What did millions of individuals demand eighteen years ago?*



- **compassion** : pity and concern for those suffering
- **inculcate** : develop by instructing

♦ *What matters according to Satyarthi?*

- **intergenerational** : involving several generations

♦ *What was Mr.Satyarthi's vision as a child?*

♦ *What does Satyarthi challenge?*

♦ *Why does the eight year old girl's question shake Mr.Satyarthi?*

- **passivity** : no action taken
- **neutrality** : not supporting or helping

exchange our goods and services in one single global market. Thousands of flights every day connect us from one corner to another corner of the globe. But there is one serious disconnect and there is a lack of **compassion**. Let us **inculcate** and transform these individuals' compassion into a global compassion. Let us globalise compassion.

Mahatma Gandhi said, "If we are to teach real peace in this world... we shall have to begin with the children." I humbly add, let us unite the world through the compassion for our children.

I ask – Whose children are they who stitch footballs, yet never played with one?

Whose children are they who harvest cocoa, yet have never tasted chocolate?

Whose children are they who are dying of Ebola?

Whose children are they who are kidnapped and held hostage?

They are all our children.

I remember an eight-year-old girl we rescued from **intergenerational** forced labour from stone quarries. When she was sitting in my car right after her rescue, she asked me: "Why did you not come earlier?"

Her angry question still shakes me – and has the power to shake the whole world. Her question is for all of us. What are we doing? What are we waiting for? How many girls will we allow to go without rescue?

Children are questioning our inaction and watching our actions.

We need collective actions with a sense of urgency.

Every single minute matters, every single child matters, every single childhood matters.

Therefore, I challenge the **passivity** and pessimism surrounding our children. I challenge this culture of silence and this culture of passivity, this culture of **neutrality**.

### Part III

I call upon all the governments, intergovernmental agencies, businesses, faith leaders, workers, teachers and NGOs, and each one of us, to put an end to all forms of violence against children. Slavery, trafficking, child marriages, child labour, sexual abuse, and illiteracy these things have no place in any civilised society.

Friends, we can do this. Governments must make child-friendly policies, and invest in education and young people. Businesses must be more responsible, accountable and open to **innovative** partnerships. Intergovernmental agencies must work together to accelerate action. Global civil society must rise above the business-as-usual and **fragmented agendas**. Faith leaders and institutions, and all of us must stand with our children.

We must be bold, we must be ambitious, and we must have the will. We must keep our promises.

Over fifty years ago, on the first day of my school, I met a cobbler boy my age sitting outside the gate of my school. I asked my teachers: "Why is he working outside? Why is he not with us in the school?" My teachers had no answer. One day, I gathered the courage to ask the boys' father. He said: "Sir, I have never thought about it. We are born to work."

His answer made me angry. It still makes me angry.

As a child, I had a vision of tomorrow. A vision of that cobbler boy sitting with me in my classroom.

Now, that tomorrow has become TODAY.

I am TODAY, and you are TODAY. TODAY it is time for every child to have a right to life, right to freedom, right to health, right to education, right to safety, right to dignity, right to equality, and right to peace.

TODAY, beyond the darkness, I see the smiling faces of our children in the blinking stars. TODAY, in every wave of every ocean, I see my children are playing and dancing. TODAY, in every plant, in

- **innovative** : having new advanced ideas or methods
- **fragmented**: split up or disunified
- **agenda**: a plan of things to be done to solve a problem
- ♦ *What was the response of the boy's father? What was Satyarthi's reaction to it?*
- ♦ *What is your vision of tomorrow?*
- ♦ *What rights should every child have, in our times?*



♦ What does Mr. Satyarthi request the listeners?

♦ According to Mr. Satyarthi, who are calling for us?

• **democratise** : make democratic

• **exploitation** : take undue advantage of

every tree, and mountain, I see our children growing freely with dignity.

Friends, I want you to see and feel this TODAY inside you.

My dear sisters and brothers, as I said many interesting things are happening today. May I please request you to put your hand close to your heart – close your eyes and feel the child inside you?

I am sure you can – Now, listen to that child. Listen please.

Today, I see thousands of Mahatma Gandhis, Nelson Mandelas and Martin Luther Kings calling on us.

Let us **democratise** knowledge. Let us universalise justice. Together, let us globalise compassion!

I call upon you in this room, and all across the world. I call for a march from **exploitation** to education, I call for a march from poverty to shared prosperity, a march from slavery to liberty, and a march from violence to peace.

Let us march from ignorance to awakening. Let us march from darkness to light. Let us march from mortality to divinity.

Let us march!

- (Nobel Acceptance Speech by Kailash Satyarthi)

## ENGLISH WORKSHOP

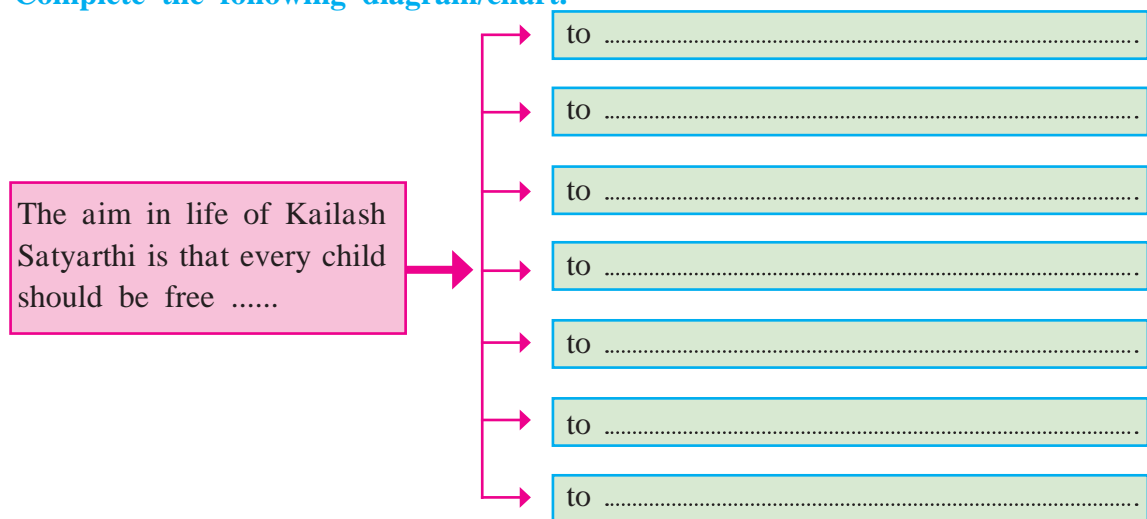
### 1. Name the following.

- (a) The persons to whom Kailash Satyarthi gives the highest credit of his honour –
- (b) The greatest personalities from the land of Buddha –
- (c) So called daughters of Kailash Satyarthi –
- (d) The foreign activists of equal rights, mentioned in the speech –

### 2. Mention the social issues highlighted by Kailash Satyarthi in his speech. One social issue is given for you.

- (a) Child labour
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....

3. Complete the following diagram/chart.



4. Complete the following web-chart.



5. Think and give your own response.

- How can education help the deprived children and child labourers?
- Name any other social activist who has worked/is working earnestly for child-welfare. Write about his/her activities.
- What message does the little bird story of the forest fire convey to us? Explain.
- Besides the political freedom that our nation enjoys, what other freedom should it strive for? Say why.
- What is your impression of the acceptance speech given by Kailash Satyarthi, when he received the Nobel Prize? Write in 3 to 4 sentences.

6. Choose the correct option and write in front of the given word, to convey the exact meaning.

- divinity : .....  
(i) goodness (ii) godliness (iii) god-fearing
- extremist : .....  
(i) militant (ii) robber (iii) spy
- culminate : .....  
(i) destroy (ii) succeed (iii) rise to a peak
- exploitation : .....  
(i) explosion (ii) misuse (iii) employment
- mortality : .....  
(i) death (ii) virtues (iii) starvation
- dignity : .....  
(i) self-pride (ii) self-support (iii) self-esteem

7. Pick out from the lesson the–

(A) Noun forms of the following words–

- |                     |                  |
|---------------------|------------------|
| (a) dignified ..... | (b) pacify ..... |
| (c) pursue .....    | (d) ignore ..... |
| (e) poor .....      | (f) divine ..... |

(B) Verb forms of–

- |                     |                      |
|---------------------|----------------------|
| (a) democracy ..... | (b) global .....     |
| (c) hindrance ..... | (d) resolution ..... |
| (e) liberty .....   | (f) service .....    |

8. (A) Use the following words as a noun as well as a verb and make meaningful sentences with each set, in your notebook.

march, honour, credit, stitch

(B) Write minimum 4 hidden words of more than 4 letters from - intergovernmental

(C) Make meaningful sentences by using the following phrases, in your notebook.

- |                       |                  |             |
|-----------------------|------------------|-------------|
| (a) in the pursuit of | (b) be afraid of | (c) give up |
|-----------------------|------------------|-------------|

(D) Pick from the lesson the antonyms of

- |                      |                       |
|----------------------|-----------------------|
| • ignorance × .....  | • immortality × ..... |
| • deny × .....       | • violence × .....    |
| • well-known × ..... | • slavery × .....     |

9. (A) What will you do in the following situations?

- (a) If you see a child working in a restaurant.  
.....
- (b) If you find a child working on a construction site.  
.....
- (c) If you find a child working on a brickwork site.  
.....
- (d) If you come across a beggar child.  
.....

(B) Write any 2 efforts that you can make to enrol deprived children/ out of school children into a school. One is given for you.

- (a) I will persuade parents of such children to send them to school.
- (b) .....
- (c) .....

10.(A) Types of Sentence

A sentence is a group of words that expresses a complete idea. Sentences can be classified in various ways. The following is a classification of sentences.

- (i) **Statement** : A sentence that makes a statement or assertion is a sentence.  
For example, 'There are many villages in India.'
- (ii) **Interrogative sentence** : It is a sentence that asks a question. It is of two sub-types.

**Yes/no interrogative sentence** : It generally begins with a verb and can be answered by saying 'Yes' or 'No'. For example, 'Are you

coming with us?’

**Wh-interrogative sentence** : It begins with a wh- word, such as ‘who’ and ‘why’ and cannot be answered by saying ‘yes’ or ‘no’. For example, ‘What is the time?’

(iii) **Imperative sentence** : It expresses commands, requests etc. It generally begins with a verb. For example, ‘Open your books’.

(iv) **Exclamatory sentence** : It expresses a strong feeling.

For example, ‘How wonderful the river looks !’ ‘What a shame !’

**(B) Say whether the following sentences are Assertive (Statements), Imperative (Commands, Requests, etc.), Interrogative (Questions) or Exclamatory (Exclamations).**

- (1) The Mantra carries a prayer. ....
- (2) Is the world so poor? .....
- (3) Kill not your children because of poverty. ....
- (4) Let's walk together. ....
- (5) What can one person do? .....
- (6) We have made progress. ....
- (7) How utterly we have failed our children! .....
- (8) What a big challenge it is! .....

**(C) Rewrite the following sentences as Assertive (statements).**

- (1) Why didn't you come earlier? .....
- (2) How frightened their eyes look! .....
- (3) How angry it makes me! .....
- (4) Should I accept such shackles of slavery? .....
- (5) What can one person do? .....

**11. (A) Observe the following underlined phrases. Here ‘have/has’ are followed by the past participle form of the verb. This construction indicates the present perfect tense. Find more such sentences from the text.**

- (1) We have made progress in the last couple of decades.
- (2) We have prevented millions of child deaths.
- (3) It has happened.
- (4) .....
- (5) .....

**(B) In the following sentences the underlined words are called infinitives. Find such examples from the speech and underline the infinitives.**

- (1) Every child is free to grow.
- (2) I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.
- (3) .....
- (4) .....
- (5) .....

**(C) Complete the following sentences with the help of the sentence given below.**

**(a) The biggest challenge knocking on the doors of human kind is fear and intolerance.**

(i) No other challenge knocking .....  
as big as .....

(ii) Fear and intolerance are bigger .....

**(b) The Nobel Prize is one of the greatest honours in the world.**

(i) Very few honours .....

(ii) The Nobel Prize is greater than .....

**12. (A) Match the sentences given in part ‘A’ with the sentences given in part ‘B’.**  
**Note the differences in structure.**

| ‘A’ Part   | ‘B’ Part  |
|--|---|
| (1) He was kidnapped by an extremist militia.            | (a) They forced the child to kill his friends and family. |
| (2) The child was forced to kill his friends and family. | (b) This can be done by them.                             |
| (3) We can do this.                                      | (c) An extremist militia kidnapped him.                   |

**(B) You might have observed that –**

**The sentences in Part A are in the passive voice while the sentences in Part B are in the active voice. Now change the following sentences into passive voice.**

1. We can do it. ....
2. Her angry question still shakes me. ....
3. Governments must make child-friendly policies. ....
4. His answer made me angry. ....

**13. 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 Internet or your school library. While drafting a speech the following points 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.



## 2.6 Science and Spirituality

### Warming Up!

1. Get into pairs/groups and match the columns :

| 'A'              | 'B'   |
|------------------|---|
| (1) Science      | The study of the basic nature of knowledge, reality and existence, especially as an academic subject.   |
| (2) Religion     | The study of nature of God and religious belief.  |
| (3) Spirituality | The intellectual and practical activities in a systematic study of structure and behaviour of the natural world through experiment and observation. |
| (4) Philosophy   | The belief in and worship of a superhuman controlling power God.  |
| (5) Theology     | The quality of being more concerned with the human spirit as opposed to material or physical things.  |

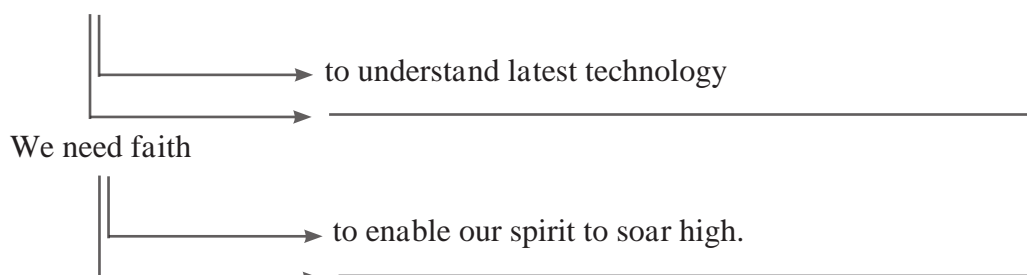
2. Given below are some incomplete Quotes. Complete them choosing from the words **SCIENCE/RELIGION/SPIRITUAL** and make them meaningful :

- ..... without religion is lame; ..... without science is blind.
- ..... has outrun our ..... power, we have guided missiles, but misguided man.
- On a ..... journey, we all have the same destination.
- ..... is meant to awaken man's love for his Source – God !
- ..... provides a means of with the Creator of Heaven and Earth, in the language of your heart and soul.
- ..... is a beautiful gift to humanity; we should not distort it.

3. What's the difference between science and technology ? Discuss in pairs and tell your answer to the class.

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.

5. We need science



6. Refer to a dictionary to find out the meanings of the following words.

Spirit – a person's mind or feelings or soul.

- Spiritual
- Spirituality
- Spiritualism
- Spiritualist

## Science and Spirituality

### Part I

We often witness conflict between two groups of people – one that believes in science and the other that believes in religion.

Dr Kalam was a great scientist – this is indisputable. But he was also convinced that fact and faith can, together, create a better planet. He once told me, ‘Science and faith *must* coexist for the human good. Science provides focus – focus helps us solve questions, discover the truth and conceive inventions. Faith provides **perspective** – **perspective** helps us see how our creations and discoveries go on to impact a combination vital for the success of societies. Science accelerates progress and faith **curbs** it within reasonable limitations. If the two function true to their roles, they will work together for the betterment of humanity.’

Dr Kalam’s own life was nourished by multiple faiths.

His father, a boatman, also served as an *imam* at their local mosque, and his two best friends were from two different religions – one was a Hindu and the other was a Christian. Pakshi Lakshmana Shastrigal was the head priest of the famous Rameswara temple and a Vedic scholar, and the Reverend Father Bodal had built the first church on Rameswara Island. Dr Kalam recalled how ‘All three of them, in the unique attire of their religion, used to sit and discuss the community’s problems and find solutions. Throughout the nation and the world, the need to have a frank dialogue among cultures, religions and civilizations is felt now more than ever.’

When asked where he got his humility from Dr Kalam would always attribute it to his father. In him, he saw how simplicity and divinity could go together. Even though his father was a boatman and Dr Kalam went on to become the President of India, they shared the same values in life. Both believed that if one leads a spiritual life then that spirituality can lift them out of any kind of confusion misery or failure.

- ◆ **perspective** : view, particular attitude towards something

- ◆ **curbs** : controls keeps something in within limit

- ◆ *Why do science and faith have to go hand in hand ?*



## Part II

In the 1960, when Dr Kalam joined ISRO, it was just a **fledgling** organization. His interactions with the great scientist Professor Vikram Sarabhai and the Reverend Peter Bernard Pereira, shaped his thoughts on religion. It was here that he learnt about the true meaning of religious service. Professor Sarabhai and his team had selected a site in Thumba, Kerala, to set up their space research facility. It was an ideal site due to its proximity to the magnetic equator. But there was a major roadblock in getting possession of the site as it was the fishing grounds of Thumba's fishermen. Moreover, it had an old church of St Mary Magdalene, a bishop's house and a school, which was under the administration of the church. Government officials predicted that it would be impossible to relocate so many people from the site and destroy religious institutions for the sake of a space research centre.

But upon Dr Sarabhai's persistence, it was suggested that they approach the only person who could help them in this situation – Father Pereira, the then bishop of the region.

Dr Sarabhai and Dr Kalam approached Father Pereira on a Saturday evening. The Reverend said, 'Oh Vikram, you are asking me for my children's abode, for my abode, and for God's abode. How is it possible?' Father Pereira then invited the party to visit the church on a Sunday morning. Dr Sarabhai, his team, and the forever-inquisitive disciple, Dr Kalam, took up the offer.

At church the next Sunday, the Reverend invited Dr Sarabhai up to the dais after the prayer service. Turning to everyone present, he said, 'Dear children, here is a scientist, Dr Vikram Sarabhai. What does science do for us? We benefit from the devices that science has developed to light up our homes. I am able to talk to you using this **mic**, thanks to technological advancement. Medical science allows doctors to diagnose and treat patients. Science and technology enhance the overall comfort and quality of human life. And what do I do as a preacher? I pray for you, for your well-being, and for your peace. In short, Vikram and I are doing the same job. Both science and spirituality seek the Almighty's blessings for the prosperity of the human

• **fledgling** : new and inexperienced

♦ *Why was the site in Thumba selected for building the space research centre?*

♦ *What shaped Dr Kalam's thoughts on religion?*

♦ *What was the major obstacle in getting possession of the site?*

• **mic** : microphone, mike

♦ *Who helped to solve the problem of acquiring the site?*



◆ *How did the people respond to the appeal made by Rev. Pereria? Would you have given the same response?*

● **reverberated** : echoed loudly

◆ *How can we lead a pure life?*

● **obscuring** : making unclear

◆ *Whose philosophy actually had an impact on the writer?*

● **resonated** : echoed, resounded

◆ *What advice did Dr Kalam give the narrator after his graduation?*

mind and body.

‘Dear children, Dr Vikram says that, within a year, he wants to build scientific facilities near the sea coast, replacing all the settlements that now stand there. Now, can you give up your abode? Can I give up my abode? Can we give up God’s abode for such a great scientific mission?’ Dr Kalam recalled how he witnessed ‘a pin-drop silence for a long moment’. Then everyone got up, and the whole church **reverberated** with the deafening noise of a collective ‘amen’.

And so work on the research centre was soon under way. But not without alternate accomodation being offered to the affected fishermen, the church and the Reverend Pereira.

### Part III

A few years later, in the early 1980s, Professor Satish Dhawan, the Director of ISRO, under whom Dr Kalam had made his first unsuccessful launch in 1970 and then a successful one in 1980, had provided him with more soul-shaping wisdom.

One day in 2012, we were discussing the number of PhDs Dr Kalam had received. He said to me, ‘Srijan, Professor Dhawan had so many master’s degrees – all from the best institutions, no less – so I asked him how one can become so academically accomplished. He responded saying that academic brilliance is no different from the brilliance of a mirror, which can be diminished by a coating of dust. Only when the dust is removed, does the mirror shine and the reflection becomes clear. We can remove the impurities **obscuring** our souls by living pure and ethical lives, and by serving humanity. And then God will shine through us.’ These words took me back to my meeting with Dr Kalam after my graduation from IIMA, in 2009. At the time, he had advised me to use my degree and gold medal to transform the society I lived in. Back in the present moment, it suddenly struck me that Dr Kalam’s advice had, in fact, directly **resonated** from Professor Dhawan’s beliefs. The more I lived and worked with Dr Kalam, the more I realized that though his words of wisdom I was getting to learn from countless great minds.

In April 2009, Dr Kalam was invited to attend

the 102nd birthday celebrations of His Holiness Dr Sri Sri Shivakumara Mahaswamiji in the Tumkur district of Karnataka. Mahaswamiji is a remarkable person, who has dedicated his life to the service of humanity. His greatest contribution is the establishment of a free residential education system for more than nine thousand children in the *ashram*. The most astonishing aspect of the entire event of his birthday was that the 102 year old Swamiji stood on his feet without any support! He looked as steady and alert as any other youngster present there. This display of inner strength touched Dr Kalam deeply.

A couple of days later, we were discussing this unusual birthday party. I said to him, 'Sir, do you know, only four out of 1 lakh people cross the age of 100?' I had googled the subject beforehand. He replied, 'But how many of these four would be able to stand tall for half an hour, give a wise **discourse**, and then go on to feed thousands of children?' Of course nobody could know the exact answer to his question but the question itself led to many other relevant **queries**. 'I wonder what powers Mahaswamiji possesses that keep him so strong at such an advanced age? Maybe it's a balanced diet and a healthy lifestyle, or perhaps it's **genetics**?' I asked.

Dr Kalam sat contemplating deeply.

He recollected the **tenet** of goodness of action from Pramukh Swamiji. Then, perhaps swimming in silence to the shores of Mahapragyaji, he gathered the sands of conscience to be our guide, our best friend. Deeper down in the space-time of memory, he must have heard Professor Brahma Prakash's words about the need of living a pure and ethical life, and Father Pereira's and Dr Sarabhai's lesson of selflessness in service. Eventually his thoughts would have settled on Swami Sivananda of Rishikesh, in whom he saw great **tranquility**, and finally they must have come full circle with the memory of the life of simplicity of his father, who always **espoused** the value of giving back.

At long last, he spoke. 'It is the very spirit of What Can I Give.' He elaborated, 'Mahaswamiji lives with the beliefs and **ethos** of our mission. He gives and gives – education to famished minds, food to famished bodies. In giving so much, he becomes strong. His

◆ *What was Mahaswamiji's tremendous contribution ?*

◆ *What was unique about Mahaswamiji ?*

- **discourse** : a formal talk including a debate.
- **queries** : questions

**Guess the meaning of :**  
**genetics**

◆ *What was the secret of Mahaswamiji's fitness even at the age of 102 years ?*

- **tenet** : a principle or belief

- **tranquility** : peace, calmness

- **espoused** : gave support to

- **ethos** : characteristic spirit of a culture or era

• **munificence** : generosity

• **circumspectly** : cautiously

◆ *What makes society corrupt and unfair?*

• **inequity** : injustice

◆ *Which question inspires humanitarianism?*

• **astounding** : amazing, surprisingly impressive

**munificence** fuels his strength. That is what keeps him standing tall and active in life. The essence of a happy life and a peaceful society lies in one sentence - *What can I give?*

‘Turning to me, he asked, ‘What is the reverse of “what can I give?”

**Circumspectly** I replied, ‘What can I...take?’

‘Yes,’ he said, ‘and that is the thought which is responsible for all the wrong we see around us. We think that we can take from the environment and destroy it indiscriminately; we think of what we can take from other humans, leading us to corruption and **inequity**. This attitude of taking and taking even destroys families. 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”.

The gravity of the message struck me. This challenge became my silent motivation.

Three years later, in 2012, this idea became a reality as our What Can I Give movement, through which Dr Kalam tried to combat corruption, environmental degradation and social evils.

It is important that we ask ourselves this question for in the answer lies the truth of humanity. So go ahead and question yourself.

What can I give?

The answers will be **astounding**.

– Adapted from the ‘What Can I Give’ by Srijan Pal Singh

## ENGLISH WORKSHOP

1. (A) Read ‘Part I’ and match the words in Column ‘A’ with associating words given in Column ‘B’.

| No    | 'A'                       |     | 'B'   |
|-------|---------------------------|-----|---|
| (i)   | Science and faith         | (a) | Created by fact and faith                             |
| (ii)  | Science                   | (b) | Success of societies                                  |
| (iii) | Better Planet             | (c) | Betterment of humanity                                |
| (iv)  | Creations and Discoveries | (d) | Believers of science and religions                    |
| (v)   | Conflict                  | (e) | Solves questions, discover truth, conceive inventions |

(i) ..... (ii) ..... (iii) ..... (iv) ..... (v) .....

**(B) Read 'Part II'. Go through the given statements and say whether you agree or disagree to each of them.**

- (a) The Space Research set up facility was planned at Allapi, Kerala - .....
- (b) The person who could help and can be co-ordinated was the Bishop - .....
- (c) It was quite easy to relocate so many people and destroy religious institutions for space-research centre - .....
- (d) Dr. Kalam joined ISRO in 1970 - .....
- (e) Science and spirituality seeks prosperity of the human life .....

**(C) Go through 'Part III' and complete the following statements.**

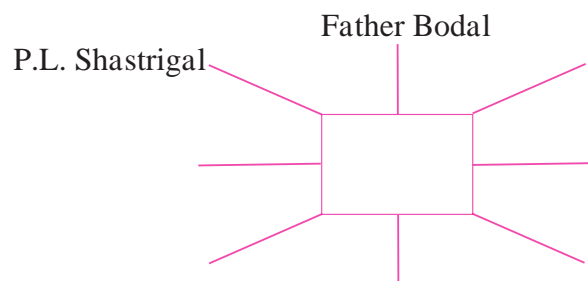
- (a) The essence of a happy life and a peaceful society lies in one sentence - .....
- (b) To keep this planet liveable and the human race thriving, we have to .....
- (c) Mahaswamiji's greatest contribution is the .....
- (d) We can remove the impurities obscuring our souls by .....
- (e) The narrator, Srijan, realised that through Dr. Kalam's words of wisdom .....
- (f) Mahaswamiji possesses powers that kept him so strong were ..... or .....

**2. Choose the correct alternative from the given statements.**

- (A) Dr. Kalam's father was an .....
  - (a) teacher
  - (b) scientist
  - (c) farmer
  - (d) imam.
- (B) Dr. Kalam's friends discussed on .....
  - (a) science and technology
  - (b) discoveries and inventions.
  - (c) Science and spirituality
  - (d) Community's problems and solutions.
- (C) According to Dr. Kalam, what is felt more than ever is .....
  - (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.
- (D) Dr. Kalam's father was a symbol of .....
  - (a) trust and faith.
  - (b) simplicity and divinity
  - (c) teacher and disciple.
  - (d) father and friend.
- (E) Spirituality takes care of .....
  - (a) education, teaching and learning.
  - (b) science, technology and sci-fi.

- (c) confusion, misery or failure.
- (d) crime, illiteracy and child labour.
- (F) How academic brilliance can diminish ?
  - (a) by disturbance and frustration.
  - (b) by going offtrack
  - (c) by a coating of dust.
  - (d) by losing focus and seriousness.
- (G) What was most astonishing about 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 teachnology.
  - (d) He looked as steady and alert as any other youngster.
- (H) What Dr. Kalam gathered while swimming in silence at the shores of Mahapragyaji ?
  - (a) beautiful sea shores
  - (b) tree lined beaches
  - (c) sands of conscience
  - (d) beautiful sun-set.

**3. Among the three parts, there are people who touched and influenced the life of Dr. A. P. J. Kalam in one or the other ways. Complete the webchart by writing the names of such people.**



**4. Write the significance of the following years, as given in the text.**

- 1960 .....
- 1970 .....
- 1980 .....
- 2009 .....
- 2012 .....

**5. Who said to whom and when?**

- (a) “Can we give up God’s abode for such a great scientific mission?”  
.....
- (b) “And then God will shine through us.”  
.....
- (c) “I wonder what power Mahaswamiji possesses, that keeps him so strong.”  
.....

**6. Answer the following in your own words, and write in your notebook.**

- (a) What makes Dr Kalam a humble personality?
- (b) How were different virtues inculcated in Dr Kalam ?
- (c) How did the Reverend relate and compare the work that he and Dr Sarabhai did for people?
- (d) What was so remarkable about Dr Sri Sri Shivakumar Mahaswamiji?
- (e) Why is there an urgent need to replace 'What can I take' with 'What can I give'?

**7. In your notebook, write a short paragraph on each of the following covering up their profession and personality traits with examples.**

- (a) Rev. Peter Bernard Pereira
- (b) Dr Sri Sri Shivakumar Mahaswamiji
- (c) Dr A. P. J. Abdul Kalam

**8. Write in your own simple words what the following expressions convey in the context they occur in the text.**

- (a) Faith and fact can, together, create a better planet. ....
- (b) Dr Kalam's own life was nourished by multiple faiths. ....
- (c) But there was a major roadblock. ....
- (d) Only when the dust is removed, does the mirror shine and the reflection becomes clear. ....
- (e) Through his (Kalam's) words of wisdom, I was getting to learn from countless great minds. ....
- (f) He gathered the sands of conscience to be our guide, our best friend. ....
- (g) 'What can I take?' is the thought which is responsible for all the wrong, see around us. ....

**9. (A) From the lesson, pick out one word for each of the following.**

- (a) increase the speed .....
- (b) point of view .....
- (c) nearness in space .....
- (d) a place of residence .....
- (e) eager to know everything .....
- (f) echoed loudly .....
- (g) giving away much to needy .....
- (h) without making a difference .....

**(B) Arrange the following words in the alphabetical order.**

inventions, indisputable, interactions, inequity, institutions, inquisitive, indiscriminately

**(C) Find from the lesson the noun forms of -**

- |                  |                   |
|------------------|-------------------|
| 1. combine ..... | 5. advance .....  |
| 2. solve .....   | 6. tranquil ..... |
| 3. simple .....  | 7. liveable ..... |
| 4. divine .....  | 8. strong .....   |

**10. Match the word 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.  | religions        | (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) | occomodation |
| 20. | space-research   | (t) | discipline   |

**11. Simple sentence : subject + verb + object/complement/adverbial: Analysing a simple sentence is done by seperating the subject and predicate. The predicate is further analysed into -**

- (1) verb + object as in 'A doctor treats patients.' / 'He greeted the teacher.'
- (2) verb + complement as in 'They are very tired.' / 'I have a cold.'



(3) verb + adverbial as in (He walks slowly. / Raj arrived late. / The thief is hiding there.)

- **Say whether the predicates in the following sentences have an object/ a complement/an adverbial.**

- (1) There was silence. ....
- (2) Alexander Bell invented the telephone. ....
- (3) They have a holiday. ....
- (4) The dancer danced gracefully. ....
- (5) The milkman comes daily. ....
- (6) The hostess served tea. ....
- (7) The kite soared upwards. ....

**12. (A) Punctuate the following sentences to make them meaningful.**

- (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

**(B) Copy the first paragraph on page 92 in your notebook, carefully. Encircle all the punctuation marks with a coloured pencil/pen.**

“Dear children ..... ‘amen’.

**13. Project :**

Read Dr. A.P.J. Abdul Kalam’s ‘Wings of Fire’; and ‘Ignited Minds’, very renowned books and find the following :

- (a) Subject of the book
- (b) Special features of the book.
- (c) Teachings/learnings/moral/message from the book.
- (d) Your own opinion/idea/comment on the book.

**14. (A) 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.**

**Write it with the appropriate steps in your notebook.**

**(B) Divide your class in two groups and have a Debate on the topic ‘Science and Spirituality can go hand in hand’.**

