UNIT 6

Pre-task

P.1 Recite this poem.

A teacher is a friend
Who tries to give you wings
By teaching English, reading
And fun things.
A teacher is like another parent
So caring, and makes sure
You have no troubles and
For all problems a cure.

P.2 Show your likes or dislikes for these characteristics and behavior of a teacher. Put L (like) or DL(dislike) in the box against each point.

Gives a lot of home work.		Never gets angry.	
Tells interesting stories.		Gets annoyed very often.	
Speaks very loudly.		Helps every student.	
Has a pet student.		Never allows the students to talk.	
Favours some students.		Refuses to teach anything again.	
Speaks softly.		Guides the students.	
Takes care of each student.		Counsels the student or parents.	
Makes you stand in the class		Makes you write home work five times.	

P.3 Do you know how blind people read? They have a special script called Braille-Script. The letters in it are raised on a thick paper with a writing pin. The pin is carefully pressed from the reverse side of the paper so there are raised and unraised marks. Each letter has six marks. The circles mean unraised marks and the dots mean raised marks. Study the alphabet carefully.

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

Now using small and big dots write these sentences.

1. i love you, my teacher.
2. a quick brown fox jumped over the lazy dogs. (This sentence contains all the letters of the English Alphabet.)

Read

I LOVE YOU, TEACHER

(Helen Keller became deaf and blind when she was very young. Since she was deaf, she did not learn to speak. So her parents were extremely worried. Then they found Miss Sullivan, a teacher for the deaf and blind. That changed Helen's life. Here is an account of the turning point in her life in her own words.)

I still remember that morning of the year 1887. I was just seven years of age then. My teacher Anne Sullivan came to our house that day. Next day she led me into her room and gave me a doll.

I played with it for a while. Then Miss Sullivan made some finger movements on my palm. It was an exciting experience. I got interested in that play and started imitating the movements she made with her finger. When I finally succeeded in doing that correctly, I was thrilled. I didn't know that I was spelling d-o-l-l.

Some days later, we were walking in our garden. Suddenly my teacher put my hand under the water tap. As the cool flow of water ran over one hand, she spelt w-a-t-e-r on my other palm. We played this game every day touching different objects. It awakened my soul. I came to know that everything had a name. Now each name gave birth to a new thought. Every object I touched seemed to throb with life. Aha! I was connected with the world through all the words.

Miss Sullivan used to take me to long walks every morning. I had a lot of questions to ask. I would write something on her palm and in turn she would talk into my palm as people talk into a baby's ear. My teacher satisfied my curiosity. Now everything around me was full of life, love and joy.

The second stage of learning was more difficult. It was also based on the sense of touch. Miss Sullivan would speak a word, and ask me to touch her lips and throat slowly. I learnt to speak through the movements of the lips and the vibration in the throat. When I uttered my first word, it gave me boundless delight. Now I started talking with my toys, stones, trees and birds in the garden. I felt amazed and delighted as my sister ran to me when I called her, and my dog obeyed my commands. I was able to speak. It was a miracle!

When I studied seriously, it seemed more like play than work. Whenever anything delighted or interested me, Miss Sullivan would talk about that as if she were a little girl herself. She taught subjects like science by making it so interesting that I remembered everything.

Finally my teacher began teaching me to read. I first read raised letters and later on read with Braille. I learnt to write with both ordinary as well as Braille type writer. I was well on my path to becoming a well – educated person. I was provided all the possible opportunities to develop my abilities and I made the maximum use of them.

I developed great confidence and I even visited the president, Cleveland at the White House.

In 1890, at the age of about ten, I moved to the Perkins Institution. Here my teacher Anne Sullivan continued to teach me. I could make friends with other blind children here. My loneliness began to disappear and my progress of learning improved quite well. I learnt Latin, German and arithmetic.

In 1896, I moved onto the Cambridge School for Young Ladies in Massachusetts. This was really a great achievement for a lady like me who was blind, deaf and could barely produce sounds for communication. I began writing poems and stories. Shortly before my examination, I lost my father. Although

emotionally disturbed, I did my best in the examination. My teacher could not accompany me to the examination hall. There a teacher spelled out the question in my hand and I typed out the answers. When the result was declared, I was so full of joy to hear that I had passed all the subjects.

I remember my first day at The Redcliff college in 1900. I knew there were challenges in my way but I was eager to overcome them. The professors looked far away as if they were speaking through a telephone. The lectures were spelled into my palms as rapidly as possible. I would note down whatever I remembered when I went back home.

Here, I began to write about my life. I wrote the story both in Braille and on a normal typewriter. The story of my life was edited by John Macy. The writing was published in a magazine in 1903 and I was paid for it.

We the blind, are as indebted to Louis Braille as mankind is to Gutenberg.

On 28th June, 1904, I graduated from the Red Cliff college. I felt proud that I became the first deaf – blind person to earn a Bachelor of Arts degree. I began to feel that I must educate people on ways to help the blind. My prime goal in my life was to spread awareness regarding the poor neglected state of the blind. Their innate abilities and their inspirations, I had to raise funds not only to sustain a living for myself but also to start projects to remove darkness and miseries from the lives of other blind people. I strongly felt that I must give the others what I had gained from my teacher Anne.

Then came a dark cloud in my sky. I was deeply concerned about that . My teacher's eyesight was worsening day by day. As a result she could not see clearly. She was brave enough to fight against her problem. But I was sorry because she did not heed to her problem of her eyes. Instead she continued to help me . At last, my teacher lost her eyesight completely and became blind by the year 1935. She sacrificed her eyesight for me.

What a great sacrifice it was! If she had not supported and encouraged me to learn, I would not have enjoyed the beauty of the world. I cannot think myself apart from her. My heart always speaks: I love you, teacher.

Glossary

deaf *one who cannot hear* ***imitating*** *copying* ***awakened*** *aroused,* જગાડવું ***curiosity*** *eagerness to know* ***uttered*** *spoke* ***boundless****(adj.) limitless, having no boundaries* ***sacrificed*** *gave up something valuable,* બલિદાન આપ્યું ***persuade to*** *convince* ***overcome*** *to win over* ***soul*** *spirit,* આત્મા ***sense*** *feeling* ***delight*** *joy, pleasure* ***amaze*** *surprise, astonish* ***obey*** *follow commands* ***miracle*** *a very amazing event* ચમત્કાર ***ordinary*** *average* ***path*** *way* ***opportunity*** *chance* ***provide*** *to make available* ***ability*** *skill to do something* ***loneliness*** *without company* ***disappear*** *vanish* ***progress*** *to grow up* ***barely*** *hardly, scarcely, rarely* ભાગ્યે જ ***rapidly*** *quickly, fast* ***indebted*** *obliged* ***heed to*** *pay attention to (advice/warning)* ***goal*** *target* ***innate*** *inherent, inborn, natural* જન્મજાત, સહજ, કુદરતી

I feel…

- Make a list of sentences that expresses Helen's love for her teacher.
- Which teacher of your school do you respect the most? Why?
- What qualities, do you think, should a teacher have?
- Visit a school for the blind and try to know how they learn.
- What will you do for the physically challenged pupils, if there are any in your school?
- Narrate your own experience with your favourite teacher.
- How did you feel when you read about Ms Sullivan losing her eye sight?

Vocabulary

V.1 Circle the word having almost similar meaning.

1.	utter	say	speech
2.	awaken	arouse	obey
3.	goal	target	prime
4.	opportunity	ability	chance
5.	common	persuade	ordinary
6.	progress	profit	develop
7.	miseries	sufferings	difficulties

V. 2 Give one word beginning with 's'.

1. in a serious way - s_____
2. give up something valuable - s_____
3. a person who speaks as the representative of another - s_____
4. happen unexpectedly - s_____
5. a physical feeling - s_____
6. a kind of assistance that you get - s_____

V.3 Complete the paragraph by putting the letter for the correct word in the blank.

(a) imitating (b) behind (c) movements (d) finger movements (e) exciting (f) boredom

Last Sunday there was an elocution competition in my school. All the students gathered in the hall. I was sitting _____my friend. My friend was enjoying the programme but I didn't. So I made some _____on his back and I asked him what I had written. He thought for a while but he was not able to understand. So he asked me to do it again. Again I made the same _____ and he started _____ the movements that I had made with my finger. At last he found that I wrote the word _____ on his back. We enjoyed this _____ game.

V. 4 Pair the words similar in meaning.

awaken, average, utter, obey, soul, main, miracle, path, prime, target,
rapidly, win over, separate, arise, goal, speak, amaze, speedily, overcome

_____ : _____ _____ : _____

_____ : _____ _____ : _____

_____ : _____ _____ : _____

V.5 Tick mark the word opposite in meaning and use it in your own sentence.

1.	**ordinary :**	☐ general	☐ common	☐ average	☐ extraordinary
2.	**connect :**	☐ join	☐ disconnect	☐ deconnect	☐ joint
3.	**rapidly :**	☐ quick	☐ fast	☐ quickly	☐ slowly
4.	**ability :**	☐ disable	☐ accurate	☐ disability	☐ skilful
5.	**disappear :**	☐ vanish	☐ appear	☐ appearance	☐ seen

V.6 Pair the sentences focusing on the meaning of the underlined words. Put the letter in the box.

	A	B
☐	1. Helen got interested in the play and started **imitating** the movements.	a. The soldiers follow the commander's order.
☐	2. It was also based on the **sense** of touch.	b. My main target is passing the PSI exam.
☐	3. Helen was **connected** to the world through the words.	c. Jelin joined her job last week.
☐	4. The dog **obeyed** Helen's command.	d. My friend was copying in the examination.
☐	5. Helen's prime **goal** was to help the blind.	e. Do you have any feeling for animals?

V. 7 Match the words with their meanings. Write the number in the box and frame sentences using the words.

	Meanings	Words		
1.	to follow orders	apart from	☐	_____
2.	unable to see	miracle	☐	_____
3.	except for	progress	☐	_____
4.	unable to hear	blind	☐	_____
5.	having no boundaries	sacrifice	☐	_____
6.	skill to do something	deaf	☐	_____
7.	give up something valuable	boundless	☐	_____
8.	to develop to a higher stage	provide	☐	_____
9.	a very amazing event	obey	☐	_____
10.	to make available	ability	☐	_____

Comprehension

C.1 Describe the learning process of Helen. You can use phrases or full sentences from the text.

Begin this way... I/she started making finger movements.

_____

_____

_____

_____

_____

_____

C.2 List the phrases/ sentences describing the effect of her teacher Miss Sullivan on Helen's development in learning. Read them out in the class. Begin this way... I/ Helen learnt to spell words. _____

_____

_____

_____

_____

C.3 Rewrite the text by replacing the underlined words with those given in the box.

words, to throb with life, touch, touching, idea, birth, walking in, her garden, hand, water, palm, directing, name, object

Some days, later Helen was moving about in the school compound. Suddenly her teacher put her thumb under the water tap. As cool flow of air ran over her hand, the teacher spelt w-a-t-e-r on her other foot. They both played the game everyday pointing to different objects. It awakened her soul. She came to know that everything had a name. Now each object gave a delight to new thought. Every object she sensed seemed very delighted. Ah! she was connected with the world through all the sounds.

C.4 Tick mark True(T) or False(F). If they are False, correct them.

1. Helen used to go to her teacher's house to study. T F

_____

2. Miss Anne Sullivan gave Helen a puppet to play with. T F

_____

3. Helen always felt very close to her teacher. T F

_____

4. At the Redcliffe College, Helen could note down all the lectures very rapidly. T F

_____

5. Miss Sullivan would always be very serious while teaching Helen. T F

_____

6. She could not perform better in her examination due to her father's death. T F

_____

7. Miss Sullivan sacrificed her eyesight for her student Helen. T F

_____

8. Helen was deeply worried about her worsening health. T F

_____

C.5 Read the text and find out the incidents that took place in Helen's life in the years mentioned.

Year	Age	Incidents
1887		
1890		
1896		
1900		
1903		
1904		
1935		

C.6 Tick mark the correct option.

1. What did Helen do after getting a doll from her teacher?
   (a) played with the teacher for some time.
   (b) played with it for sometime.
   (c) played games with her teacher.
   (d) talked to the 'doll'.
2. When was Helen thrilled?
   (a) when she started playing with her teacher.
   (b) when she uttered the word 'doll'.
   (c) when she started following her teacher's movement.
   (d) when her teacher wrote with her finger on her palm.
3. What awakened Helen's soul?
   (a) Miss Sullivan's help.
   (b) Helen's new thoughts.
   (c) Her teacher's method of teaching new words.
   (d) 'Touch' and 'play' game.
4. According to Helen, every object appeared_____
   (a) with a new name.
   (b) teeming with life.
   (c) to be full of joy.
   (d) to give birth to a new idea.
5. Which of the following statements says that Helen was very curious?
   (a) We used to go for long walks.
   (b) My teacher talked into my palm.
   (c) I had a lot of questions to ask.
   (d) Everything around me was full of life, love and joy.
6. Why did Helen say, 'I had a lot of questions to ask.'?
   (a) Nobody had answered her questions before.
   (b) The teacher had ability to answer all her questions.
   (c) She had a keen desire to know about the world around.
   (d) She wanted to ask the questions but could not utter them.
7. 'She would talk into my palm' means _____
   (a) Miss Anne Sullivan would make signals with her fingers.
   (b) Miss Anne would write the answer in Helen's palm.
   (c) Miss Anne would talk into Helen's ear.
   (d) Miss Anne would take her palm in her hand while talking to her.
8. What was Helen worried about?
   (a) her teacher's weakness.
   (b) her teacher's weakening eyes.
   (c) her teacher's illness.
   (d) her teacher's helplessness.

C.7 Answer these questions.

1. What was Anne Sullivan? _____
2. Which was the first word that connected Helen with the world? _____
3. Where did the teacher take Helen on the first day? _____
4. What happened to Ms Sullivan in the year 1935? _____
5. What did John Mackay do for Helen? _____

C.8 Answer these questions in three to four sentences each.

1. What was Helen's first exciting experience?
2. Why was Helen worried about her teacher?
3. How did the sense of touch help Helen in learning words?
4. What did Helen start doing after uttering her first word?
5. How did her sister and dog delight Helen?
6. What was Helen's advice to her teacher?

C.9 Write short notes.

1. Helen – a gifted learner 2. Anne Sullivan – a wonderful teacher

C.10 Reflect and give your ideas on these. You may use your mother tongue.

* Why should we respect our teachers?
* What should a teacher do for his/her students?
* Ask your mother/father/uncle/teacher to tell you about the best teacher they had.
* What would you do for your students if you were a teacher?

Language Practice

Function: Reporting Events 1

L.1 Read the sentences in A and B carefully. Underline the differences. Some are already done.

A	B
Coastguard: "Come out of the water. Swimming **is** not allowed **here**."	Coastguard **asked** the boy to come out of the water. He said that swimming **was** not allowed **there**.
Boy: "I am not swimming. But **I am** drowning."	The boy said that **he was** not swimming but he **was** drowning.
She said, "What **were you** doing out there in the rain?"	She **asked** what he **had been doing** out there in the rain.
He said, "**I was** getting wet, Mom."	He replied to his mom that he had been getting wet.
Mummy: "Naresh, **have you been** fighting again? You have lost your two incisors."	Mummy asked Naresh if he had been fighting again. She added that he **had lost** his two incisors.
Boy: "No, **I haven't**, Mummy. They **are** in my pocket."	Boy replied to his mummy that he had not lost them and added that they were in his pocket.

Patient: "Doctor, lots of my hair **fell** out while I was **brushing** it this morning. Have you got anything for it?" Doctor: "Yes, **I have** got a box."	Patient told the doctor that lots of his hair had fallen out while he **had been brushing** it **that** morning. He further asked if he had anything for it. The doctor replied affirmatively that he had got a box.
Rohan: "It **was** my grandmother's birthday yesterday."	Rohan said that it had been his grandmother's birthday the previous day.
Rohan: "Well, by the time **we** lit the last candle on her birthday cake, the first one **had gone** out."	Rohan said that by the time they had lit the last candle on her birthday cake, the first one had gone out.
Wife: "**I want** to see the world!" Husband: "**I will** give **you** an atlas for the next birthday gift."	Wife told her husband that she wanted to see the world. Husband replied that he would give her an atlas for the next birthday as a gift.

L.2 Mihir moves to a new city due to his transfer. This is what the members of his family say about a new house.

"We have moved into our new flat. But I don't like it nearly as much as our last one," said Pratiksha (Mihir's wife).

"The parking area is not ready yet and there isn't any shopping complex nearby," she said.

"We have a lift but very often it doesn't work," Smitaben (Mihir's mom) said.

"There isn't a temple nearby," Manojbhai (Mihir's father) said.

"If I press my ear against the wall, I can hear what the people in the next flat are saying," Samarth (Mihir's son) said.

Mihir reports these complaints to his colleague. Underline the changes made in the report.

Pratiksha said that they had moved into their new flat and added that she didn't like it nearly as much as their previous one. She also added that the parking area was not ready yet and there wasn't any shopping complex nearby.

Smitaben (Mihir's mom) said that they had a lift but very often it didn't work.

Manojbhai (Mihir's Papa) said that there wasn't a temple nearby.

Even Samarth said that if he pressed his ear against the wall, he could hear what the people in the next flat were saying.

L.3 Milan read an interesting passage on Javed Habib's (famous hairstylist) life. Now Milan narrates the same to his younger brother Mrinal. Circle the words that you find changed from the original passage.

I read an interesting article on Javed Habib, the famous hairstylist…..

My father worked as a hair stylist at the Oberoi in Delhi, the city in which I grew up. We had a Rajdoot bike and would ride on it to the movies every Tuesday.	His father had worked as a hair stylist at the Oberoi in Delhi, the city in which he had grown up. They had a Rajdoot bike and would ride on it to the movies every Tuesday.

In my teenage years I was a quiet and shy boy. I was always reluctant to enter a place with too many people. I had no sense of humour. I wasn't the best student in school days. I wasn't bright and barely managed to pass my exams. It was my final year of M.A. in French that brought a twist into my tale. My father got me admitted to London for a nine-month course in hair-dressing. That changed my life. I became expressive and outspoken. Now, I am sure of myself. -- Javed Habib	In his teenage years he had been a quiet and shy boy. He had always been reluctant to enter a place with too many people. He had no sense of humour. He had not been the best student in school days. He had not been bright and had barely managed to pass his exams. That had been his final year of M.A. in French that had brought a twist into his tale. His father had got him admitted to London for a nine-month course in hair-dressing. That had changed his life. He had become expressive and outspoken. Then, he was sure of himself.

Read L.2 and L.3 texts once again. You will find that certain words (related to person, action, place and time) get changed in reports. Write down these words in the table.

Words related to person		Words related to action		Words related to place		Words related to time	
I	She	worked	had worked	here	there	yesterday	the day before/ the previous day

L.4 Use the sentences/clues given below the paragraph and fill in the gaps numbered 1 to 9 Write appropriate reported speech forms to complete the news report. Number 1 and 6 are done for you.

In search of a thief

A thief, who robbed seven times last year in the state, is proving difficult to catch. An eye witness said that the thief stopped a taxi outside the Lord's Hotel in the evening yesterday and (1) Giving the driver a hundred rupees tip, he told him (2). He walked into the private gallery and asked the value of Picasso's painting. He seemed very civilized until he pulled out his gun. He told them that (3). He looked like an art student with long hair. He asked the lady assistant in the Gallery (4). But the lady assistant told him that (5). The thief also asked the lady (6). Surprisingly, the lady said (7). At last the thief (8).The whole operation took only 15 minutes. The taxi man who saw him the last said (9).

1. Take the taxi to the Rareview Gallery in Rajkot.
2. Do not go anywhere.
3. I want this painting.
4. Take the painting off the wall.
5. I cannot.
6. Show me the most precious piece in the gallery.
7. He kept on looking at it without uttering a word.
8. Pull the painting from the wall and run away
9. I dropped him at the airport.

Sample: took the taxi to the Rareview Gallery in the Rajkot.

Sample: to show him the most precious piece in the gallery.

L.5 Shri Rambhai had helped Devayat financially in his higher studies. After four years Devayat wrote a letter to his teacher.

Dear sir,

I am thankful that you supported me in my higher education. I would not have been able to complete my studies without your help.

I know, I haven't been able to return your money yet. But I will surely pay you back by next month.

You will be happy to know that last week I passed my final year exams. And I also got a job as an accountant in a private firm yesterday. They have agreed to pay me Rs. 12000/- per month for the first year. The manager of the firm has promised to increase the salary after a year.

Regards,

Devayat

Shri Rambhai is now reporting this letter to his wife. There are 10 errors in this reported version. Identify the errors and correct them.

Devayat said that he was thankful that I have supported him in his higher education. He added that he would not have been able to complete her studies without his help.

He said that he know he have not been able to return his money yet. But he promised that he would surely pay me back by the following month.

He said that I will be happy to know that the previous week he passed his final year exams. He added that he also have got a job as an accountant in a private firm the previous day. They have agreed to pay him Rs. 12000/- per month for the first year. The manager of the firm had promised him to increase the salary after a year.

L.6 Read the messages and report them as shown in the sample.

Sample: Message: Ketan said to Sunil, "I have something to show you."
Reporting: Ketan told Sunil that he had something to show him.

1. Amit said, "My wife has just been appointed a judge."
2. The workers said, "We like working on Sundays because we get double pay.'
3. Tushar said to Ayushi, "I am quite a good cook and I do all my own washing and mending too."
4. Juhi said to me, "I am going to clean the room."
5. Rahul said to Ketul, "We need new shoes."
6. Binny said to Shiksha, " The train didn't arrive on time."
7. Kandarp said to Shyam, "I will not be able to come to school tomorrow."
8. Roshan said to his sister, "I think we will win the final."
9. The teacher said to the children, "I have never been to Shillong."
10. Pritam said to his friend, "I could not meet you yesterday as I was away from town."

L.7 Rewrite the actual words as direct speech and not as reported by someone. Make necessary changes. (For practice only)

Sample: *She said that she would never forget it.*
She said, "I will never forget it."

1. He said that he had found an old Roman coin in the backyard the previous day.

2. She told him that she had written to him two days earlier.

3. The old man said that they should put a speed breaker there, otherwise there would be more accidents.

4. The boy said that he hadn't been able to get into the house because he had lost his key, so he had to break a window.

5. He said to me that if I left home at six, I should be there by nine.

L.8 1) Think of three things about yourself. Two should be true and the other should be untrue. Tell the student next to you that information and listen to theirs.

2) Pair up with a different person, and report the information you heard about your first partner.

(**Hint:** go swimming, help in cooking, visited ……, go jogging, brush teeth twice a day, help father in business, play kabaddi in the evening)

Sample: *Sarika said that she had participated in a talent show for a TV channel. She also said that she had met Akshay Kumar, and that she would start a music class soon.*

Writing

W.1 Read this dialogue.

Gajendrabhai: What's your name?
Sherly: Sir, I am Sherly.
Gajendrabhai: Did you participate as a teacher in the Teacher's Day Celebration held in your school?
Sherly: Yes, Sir. I did. I taught English.
Gajendrabhai: What was your topic? How did you prepare?
Sherly: I took up the topic 'Reporting an event' and prepared well. I tried to make my students use sentences for reporting.
Gajendrabhai: Did the student co-operate you in class?
Sherly: Initially they thought me to be a little girl and tried to make fun. But gradually they started enjoying my teaching and then they all co-operated well.
Gajendrabhai: Could you answer all the questions asked by the students?
Sherly: Yes, Sir. I tried my best to satisfy their curiosity. Some students laughed at some of my answers. Anyway, I enjoyed my class.

Gajendrabhai: What about the practice work?

Sherly: I didn't forget that. There was practice work in pair for ten minutes.

Gajendrabhai: Well done, Sherly. I wish you all the best for becoming an ideal teacher in future.

Sherly: Thank you very much, sir. Your blessings mean a lot to me.

In the evening Gajendrabhai was talking to the Principal. He told him what Sherly did as a teacher on the Teachers' Day. Complete the passage.

Gajendrabhai: Sherly participated as a teacher of English on Teachers' Day. She selected 'reporting an event' as her topic.

_____

_____

_____

_____

_____

_____

_____

_____

_____She touched my feet and was happy to receive my blessings.

W.2 Write a paragraph on Sarvapalli Radhakrishnan– a great teacher, a renowned philosopher and the second President of India. Use the details:

Birth	: 5th September, 1888 at Tirutani near Madras [Chennai]
Education	: Graduated from Madras Christian College
Teaching Career	: Taught Philosophy at Madras, Mysore and Calcutta Universities, Professor at Oxford in1936
Service to nation	: Indian Ambassador to the USSR in 1949, Vice-President of India in 1952 President of India from 1962 to 1967
Works	: 'The Hindu Way of Life', 'The Indian Philosophy', 'Eastern Religion and Thought' are among his famous works
Death	: In 1975

W.3 Write a report on the celebration of 'Teachers' Day' in your school. Answer these questions to write the report.

- When? – Where? – Who participated? – Who took up the role of the Principal? – How did they teach? – Who taught best? – Was there any function afterwards? – What did you like the most that day?

W.4 You have been a student for the last ten years. Many teachers have taught you. Think of a teacher who inspired you and whom you always remember fondly. Write a paragraph about that particular teacher in about 100 words. You may use these points.

introduction – the name of the teacher whom you remember fondly – his / her appearance – nature – habits – teaching style – relationship with students - the particular reason why you like him / her most – his / her role in motivating you - momorable event

*