You must be having some students with the qualities mentioned here. Identify those students and frame sentences as given in F.11 (B).

(clever, helpful, extrovert, tall, strong, proactive, understanding, punctual, polite, adjusting, co-operative, and more.)

F.12 Read the pairs and tick mark if they are similar in meaning. If not, rewrite the second sentence to make it similar.

(1) Dhanpura is too small as a village for a bank to open its branch here.

Dhanpura is such a small village that any bank will open its branch here.

(2) The maintenance of this bike is low enough to attract more buyers.

This maintenance-free bike doesn't attract any buyers.

(3) She is not fast enough to win the race in Khel Mahakumbh.

Hemangini is such a fast runner that she will win the race in Khel Mahakumbh.

(4) APJ Abdul Kalam had such an effective personality that people still love him.

People still love Dr Kalam for his charismatic personality.

<u>......</u>........................

Writing

W. 1 Describe your favourite cartoon series in about 100 words. You can use these points.

[Name of the show – main character – creator of the show – storyline/theme – why do you like it?]

W. 2 Draw or Paste an image of your favourite Walt Disney cartoon character, and write a note answering these questions.

- When were you introduced to this character?
- Through which medium (book or movies) were you familiarized with this character and who introduced it to you?
- What do you like / dislike about this character?
- Do you find any similarity in traits between that character and yourself or people you know around you? Describe one incident how it is similar.

W.3 Ask Walt a question.

As a newspaper reporter if you want to ask five interview questions to Walt Disney, what would they be?

Example: How old is Mickey Mouse this year?

Activity

A.1 Visit some websites to know more about Disney and his world of imagination. iii (in lab or home)

- **e.g.** (a) http://thewaltdisneycompany.com
 - (b) www. waltdisney.org

Find out interesting things which are not mentioned in Read-1. Present them before the class using powerpoint presentation/chart.

*

UNIT 3



Pre-task

Put a 🗸	on what is true about yourself. Be honest. Give response to all items.

1.	How many times a day do you eat? (Circle one) 1. 2. 3. 4.						
2.	Do you eat healthy	Do you eat healthy food?					
	Yes		No		Sometin	mes	
3.	Do you ever get sto	om <u>ach</u> a	iches?				
	Often		Sometimes		Rarely	Neve	ſ
4.	Do you ever feel no	ervous?					
	Often		Sometimes		Rarely	Neve	c .
5.	How many hours a	night d	lo you sleep?	(Circle	one)		
	4. 5. 6.	7.	8. 9.	9+			
6.	How many hours a	day do	you study? (Circle o	one)		
	Less than one	1-2	2-3		3-4	4-+	
7.	Are you experienci	ng any	academic pre	ssure?	(are you	worried abou	ut your studies?)
	Yes, a lot		No, not muc	h		Some	
8.	Are you feeling any pressures from parents, family or work?						
	Yes, a lot		$\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ $	h		Some	
9.	Do you ever get he	adache	s?				
	Often		Sometimes		Rarely	Neve	·
10.	Do you play any sp	orts or	do any exerci	se?			
	Often		Sometimes		Rarely	Neve	•
						INCVCI	L

Discuss your responses with your friends, teachers and parents.

Read 1

MANAGE YOUR STRESS

Strengthening Mental Flexibility

Mind, emotions and body are all closely interlinked and always work together. It helps you distinguish them more clearly if you try to understand them separately. Your mental capacities are your abilities to concentrate, to take in new information, to remember old and new information and to be in a position to think logically. You need your mental capacity in order to study, to work, to impose a constructive and workable order on your life, and to make rational day-to-day

decisions. For example, if you had the choice of walking to work or taking the car, the fact that it was raining hard and you had a cold could lead you to the decision that it was better to take the car. That would be a rational decision based on the current circumstances.

The mind is the rational, logical part of you that helps you to make unemotional choices, to store and retrieve information and to order and calculate. It is the counterpart to the emotions. A good example of the interaction

between mind and emotions is exam nerves. Your mental capacity has helped you retain what you have revised —you 'know your stuff' but when you enter the exam room and start getting emotional by expecting difficulties and imagining failure, all of a sudden the carefully stored information is no longer available. Your emotions have barred the way to your inner information store. Do you find yourself reacting in any of the following ways?

- You find it difficult to concentrate on things.
- Your memory is letting you down frequently.
- You have lots of different things on your mind but cannot grasp a clear thought.
- You are often undecided these days and this is untypical for you.
- You make longer to do tasks that you were able to complete quite quickly before.
- You start lots of things but don't finish any. If yes, then it gives a sign of mental stress present in you. The better you deal with stress, the less your mental capacity will be affected. The following exercises will help you build better stress resilience and rebalance yourself if your mental capacity has already started to suffer due to stress.

Stop over-thinking

When tasks and pressures start building up, the mind can sometimes go into over thinking and you come to the thought, 'I wish there was a switch in my head that I could flick and turn off all the thoughts going around in my mind!' It is not that easy. There is a technique to help yourself during the problem of over thinking:

• Say to yourself repeatedly during the day: 'I have no expectations and I will deal with whatever happens when it happens.'

When you think about a stressful day that lies in front of you, your thoughts run approximately like this: 'Oh my God, I have

so much to do! I must do X and Y and Z and after that, A and B needs to get sorted out as well! I don't know how I'm going to do it all. I won't even have time to eat!'

Basically, the day hasn't even started but you are already in a tizz. What is happening is that your mind is racing ahead of you and anticipating how tired and stressed you will feel once you have completed all the tasks ahead. These frantic thoughts start weakening your energy and as a result you are entering into a busy day with only half of your normal energy. Then, when you end up shattered at the end of day, you seem to have proved that you were right all along—you had a dreadful day and you feel physically drained.

In order to have the maximum energy available at the start of a busy day, use 'I have no expectations and I will deal with whatever happens when it happens' as a form of mantra. You will notice how your body starts relaxing at the thought of 'no expectations'. This relaxation tells you that you have just stopped yourself from wasting valuable energy. You will feel calmer mentally and emotionally as a consequence.

Self-hypnosis

You can use this self-hypnosis state to relieve mental stress. Try the following exercise. It becomes easier with your eyes closed.

- Settle back in a chair and close your eyes.
- Start counting backwards from 99 to 70. Count slowly to fit in with your breathing.
- Now count down from 69 to 30, while imagining walking down the steps of a beautiful staircase. Feel yourself walking down in time with your breathing. See the beautiful grand staircase stretching ahead of you. Imagine the steps are carpeted so that your progress is as effortless as possible.
- Count down from 29 to 0 while imagining drifting further down in luxurious lift, as

- large as a room, carpeted, with views of landscapes outside. Watch the decreasing steadily in time with your breathing.
- As you arrive at 0, the lift doors open and you enter a room that is furnished just as you would like it. It was all your favourite things in it and it is totally private. Find a comfortable chair in your room and settle back in it.
- Remain there in your imagination until you feel rested and refreshed, then open your eyes again.

The Screen Exercise

When emotions have taken you over, it becomes nearly impossible to think clearly. Then it becomes very easy to make unwise decisions or to agree to something which is not to your advantage. The Screen Exercise shows you how to step back and emotionally detach yourself from your current situation so that you can see more clearly what is going on.

Taking an outsider's point of view and imagining another person in your situation will put a new perspective on your stress problem so you can evaluate more calmly what needs to be done.

- With your eyes closed, think about the situation that is currently causing you stress.
- Imagine projecting the situation onto a screen in your mind as if it were a film you were watching. Include only what has really happened not what you are afraid might happen.
- Replace yourself in the film with someone else of the same gender.

- $\bullet \quad \text{Watch the film as an outside observer.} \\$
 - How do you feel about what is going on in the film?
 - What advice would you give the person who is replacing you on the screen?
- Open your eyes again and act on your own advices.

Anticipating success

When life becomes too hectic, we can end up feeling mentally tied in knots. Nothing seems easy and positive. Pessimism sets in and we cannot see a way out of our current problems. We can open a source of optimism with the technique of anticipating success.

- Settle back in a chair and close your eyes.
- Experience with all your senses what it feels like to have achieved something and enjoy the resulting feelings of relief and elation.
- Hang on to the positive feelings and bring them back with you into the here and now.
- · Open your eyes again.

Make sure you don't get all tangled up in considerations about how the situation will resolve itself. It will look after itself as long as you keep your aim firmly in mind. If you stay focused on a positive outcome, you can think more clearly and you will make better decisions, which will eventually lead to the desired results.

If there could be a number of different positive outcomes, then simply concentrate on visualising one version today and another version tomorrow. This is not an exercise in correctly predicting the future, but rather a way of clearing negative thoughts from your mind and focusing on a positive state.

Glossary

distinguish differentiate impose enforce rational logical, sensible retrieve regain, get back counterpart equivalent exam nerves nervousness caused by exam retain (here) remember resilience speedy recovery from problems languidly leisurely, slowly hemisphere a half of a sphere, where tizz a state of nervous excitement anticipate foresee, predict frantic agitated,

wild **shattered** upset, tired **dreadful** terrible, horrible **drained** exhausted **consequence** result **self hypnosis** giving suggestion to self that would influence one's own consciousness and thoughts **drifting** descending, dropping **landscape** scenery, surroundings **perspective** viewpoint **hectic** very busy and hurried **pessimism** negative thinking, tendency to expect the worst **optimism** positive thinking, tendency to expect the best **crisis** critical moment, worrying time **elation** great happiness, ecstasy **tangled up** trapped, confused

Comprehension

- **C.1.1** (a) What is your way of reacting? Tick-mark in the list in second para of the read.
 - (b) What are the areas or topics of your over-thinking?
 - (c) Do all the four steps of 'anticipating success' and then share your feeling with your partner.

C.1.2 Peep into your life and fill in the table. Add one incident when you really felt stressed.

Action	Yes/No	How long does that feelings last?	Reason
You are frightened when a cockroach climbs up your leg.			
Your mouth starts watering when you think of lemon being squeezed.			
You shiver in interviews or in elocution competitions.			
	Yes		

C.1.3 Make pairs. Put the appropriate letter in the brackets.

1	Mind	()	A	helps in balancing our brain.
2	Music	()	В	makes you unable to concentrate.
3	Mental abilities	()	С	makes you physically weak and exhausted.
4	Mental stress	()	D	keeps us in position to think logically.
5	Anticipation of happenings	()	Е	starts lot of things but does not finish.
				F	helps you decide against feelings also.

C.1.4 Write three sentences about how these help.

1. Putting worries on paper

- 2. Removing worries of 'Ican't'
- 3. Writing a few lines with the other hand 4.
 - 'No Expectation'

C.1.5 Answer these questions.

- 1. Do you think there are more chances of accidents when you are in a hurry or you have some tension?
- 2. What would you do when you have stress? Which exercise suits you more? Why?
- 3. Why can you not take proper decisions when angry?
- 4. You have a cricket match today. Tomorrow there is a test in the school and you should study now. You are supposed to choose one. Make a decision and say why it is rational.
- 5. Write your experience to support the statement: We don't get tired of work but we get tired of list of pending tasks.
- 6. List the work you can do at these places: in kitchen, in garden, at your papa's work- place, in play ground, in school etc.

C.1.6 Summarize in four-five sentences each.

- 1. Self-hypnosis
- 2. The screen exercise
- 3. Anticipating success

Read 2

STRESS CONTROL EXERCISES

Short meditation-1

- Make yourself comfortable and close your eyes.
- Choose a word that symbolises 'calmness' to you: 'harmony', 'tranquility', 'serenity', 'peace', 'relax'.
- Meditate on your chosen word. Visualise scenes that tie in with the word or build up mental images that illustrate the word. You can also spend some time imagining what it would feel like if you experienced harmony or tranquility inside yourself.
- · Open your eyes again.

Short meditation-2

- Pick a material such as dress fabric, a stone, a piece of wood or anything else that appeals to you.
- With your eyes closed, explore the texture of this material.
- · Spend at least two minutes doing this.

Give your brain oxygen hit

Half the problem with being stressed and unable to concentrate properly is that you don't breathe deeply enough to supply your brain with sufficient oxygen. When we get stressed, we tend to hold our breath or only breathe in a shallow way, using only the top part of our lungs. In order to deepen

your breathing and get oxygen all the way up into the brain again, do the following exercise for two minutes:

- Rub both your hands together for a moment to create energy.
- Place your palms one on top of the other on the area just below your navel.
- Breathe consciously into your belly, making your palms rise every in-breath.
- Imagine breathing oxygen into your brain.

The Crown Pull

When we breathe, there is a microscopic movement of the cranial bones which in turn allows the cerebrospinal fluid to move freely through the spinal column and the skull. When tensed or upset and don't breathe deeply enough, this can result in bones in the skull becoming slightly stuck together so that the fluid cannot circulate properly.

The Crown Pull influences the flow of cerebrospinal fluid in a positive way. It helps calm your nervous system and can also often take away a headache or stressinduced stomach ache, as well as helping you think clearly.

 Place both of your hands with your fingers like combs on top of your head so that your

- little fingers are touching your hairline at the front.
- Firmly press down on to your scalp and pull your fingers away from the midline, combing outwards with each hand.
- Now place your hands in the same way higher up on the midline of the head and repeat the procedure.
- Now place hands even further back on your head, towards the crown, and repeat the procedure.

Mental quick fixes

- Put on some music you like and dance through the room. This creative activity exercises the right side of the brain and helps rebalance your brain.
- Get a fish tank and watch the fish swim around languidly. This allows your mind to calm down.

- Write down all your worries. Putting them on a piece of paper gets them out of your head.
- · Get out into nature and walk.
- Concentrate on what is right now rather than what might happen tomorrow.
- Sing in the bath and use the shampoo bottle as a micro-phone.
- Nobody is perfect and who wants to be nobody? Mistakes are OK.
- Delete the phrase "I can't" from your vocabulary. It isn't constructive and blocks your view of possible solutions.
- Write a few lines with your other hand. This rebalances the two hemispheres of the brain.
- · Expect to be lucky.

Glossary

tranquility calmness serenity peacefulness cranial bones skull bones cerebrospinal fluid fluid of brain spinal column spine, backbone, કરોડરફ્ર stress induced caused by stress scalp skin on top of the head

Comprehension

C 2.1 Here are some words which can make you stress-free. Read their dictionary meanings. Close your eyes and recollect the words and images that occur in your mind. List them in the last column. An example is given. (You can use mother tongue.)

Word	Dictionary meaning	Your word/ image
Calmness	state of mind being free from agitation, excitement, or disturbance	ગુસ્સો, ઉચાટ, ખળભળાટ, ખલેલ વિનાની સ્થિતિ, બંધ આંખ, લીલુછમ મેદાન, soft music
Harmony	internal calmness	
Tranquility	a peaceful, calm state, without noise, violence, worry, etc.	
Peace	freedom from disturbance	
Relaxation	make or become less tense or anxious	

C.2.2 Do step 1, then replace the underlined part in A with B and do it again. Then narrate your experience. (You can use mother tongue.)

Step 1	Step 2	Your physical and mental feeling
Meditate on your favourite word.	favourite idol	
Build up mental images that illustrate the word.	images of your past incidents where people liked you	
Explore the texture of some material with eyes closed.	streets and areas of your city/village	
Put your palm on your belly and feel breath-in.	finger under your nose and feel breath- out	

C 2.3 Answer these questions.

- 1. Which things create stress in you?
- 2. What are the effects of stress on you?
- 3. How do you release stress?
- 4. Which of these techniques is more effective on you?
- 5. How would life be without stress?

Vocabulary

V.1 Circle the word that is different from the other three words.

- 1) Tangled-intertwined- tizz-confused
- 2) tranquility calmness serenity restlessness
- 3) anticipating foresee predict evaluate
- 4) retrieve rescue salvage evade
- 5) crisis crunch deadlock breakthrough

V.2 Each group of four words contains two words that are either synonyms or antonyms. Circle these two words; then circle S if they are synonyms, and A if they are antonyms.

1.	luxurious	frantic	rustic	anxious	S	A
2.	bountiful	lovely	shameful	dreadful	S	A
3.	consequence	outcome	outlook	euphoria	S	A
4.	circuit	hectic	catastrophe	crisis	S	A
5.	elation	corrosion	solution	desolation	S	A
6.	idealism	optimism	pessimism	optimum	S	A
7.	serenity	severity	sincerity	tranquility	S	A

V.3 Choose the best answer in light of the bold word in question.

1) When do you get shattered ?	l ?
---------------------------------------	------------

- a) after the whole day's office work
- b) after watching a funny movie

c) before thinking a lot

- d) while working on a computer
- 2) Which of the following is in reference to the word **half**?
 - a) cranial bones

b) landscape

c) hemisphere

d) cerebrospinal

- 3) When do you feel that your day is **hectic**?
 - a) when you have a lot of leisure time
- b) when you can't relax
- c) when people don't cooperate with you
- d) when you are travelling to a hill station
- 4) Which of the following will you not like to have on your **scalp**?
 - a) tension

b) hair

c) hair-oil

- d) dandruff
- 5) Which of the following processes, if doesn't take place in your mind, **induces** chances of your failing the exam?
 - a) tangling of information

b) flicking of information

c) retrieval of information

d) drifting of information

V.4. Underline the proper word from the bracket and indicate its place in the sentence.

Example: Our fishing lines got all when we were bringing them in. (tangled up, anticipated) **Answer:** Our fishing lines got all ^ when we were bringing them in. (tangled up, anticipated)

- 1) The early death of his business partner due to overwork has given him a new on life. (perspective, flick)
- 2) I sometimes events in the future in my dreams. (resilience, anticipate)
- 3) I could not fix the bug in the programming code so I sent the task to my in America. (hemisphere, counterpart)
- 4) Studies have shown that optimists generally live longer than. (pessimists, hectic)
- 5) Can you the light off when you leave the room? (retrieve, flick)

V.5 Improve each of these sentences by crossing out the phrase in bold and replacing it with a word/phrase given in the list. ₩

(cerebrospinal fluids, irrational, hemisphere, cranial bones, tizz, exam nerves, flick)

Example:

• The United States is in the northern half of the sphere.

The United States is in the northern hemisphere.

- 1) **Butterflies in the stomach** and worrying thoughts are indications of fear that occur before or during test situations.
- 2) He dismissed the secretary with a sudden and quick movement of his fingers.
- 3) The sudden attack with a metal rod broke the **top portion of the skull** of the soldier.
- 4) There are four cavities in the brain which are filled with brain and spinal cord liquid.
- 5) My mind is all in an excited state of agitation.
- 6) I cannot have a well-grounded discussion with my **delusional** aunt.

V.6 Match A with B and frame a sentence using both of these words.

A	В	Make sentences of your own
impose	to	I do not like to impose my ideas upon others.
take	on	
lead	upon	
based	down	
swim	in	
let	around	

Function (Talking about people/places in relation to something/someone)

F.1 Read out this conversation and the passages. Observe the words printed in bold.

(A) Aarushi : Hey Sneha, look at those bangles in that imitation jewellery shop.

Sneha: Wow! They are indeed wonderful.

Aarushi : They have **the same** golden glitter **as** real gold ornaments have. How would they

look on the hands of my mom?

Sneha : Oh...nice. So, are you thinking of your mamma's choice?

Aarushi : You are right, Sneha. **Unlike**_me, my mamma doesn't prefer imitation jewellery.

Sneha : But look at the shape and design as well. They have the same traditional design as

the old ones your mom has. These bangles are in no way different from your

mamma's choice.

Aarushi : That's quite true. Let me buy it for my mom.

Sneha: Surely, she will be happy to have them.

Aarushi: Yes, I agree. Our views are quite alike.

(B) Hello friends,

Let me introduce this chap to you. He is our new classmate. He has taken up **the same** course of study **as** I did. He lives in **the same** house **as** I do. It's of the same size, the same colour, the same look but with a different style. He doesn't like **the same** song **as** I do. Unlike me, he is always much worried about his career. I am a carefree person. He is also the same aggressive and bold person **as** I am. Don't get surprised, we are twin-brothers. Now, clap for Jitesh and Mitesh.

- (C) Let's compare the teachers we know in the school. Mr. Mehta who teaches English is **almost the same** age **as** Mr. Bhatt, the economics teacher. Mr. Mehta's personality is **quite different from** Mr. Bhatt. They are both good teachers and in that respect they are **alike**, but Mr. Mehta participates more in social activities than Mr. Bhatt does. He doesn't work as hard as Mr. Bhatt. Mr. Mehta works **like** a snail. Mr. Shah differs from both of them. Mr. Shah's social interests are **the same as** Mr. Mehta's but he doesn't like to mix with strangers. **Unlike** Mr. Mehta, Mr. Shah avoids attending functions outside town.
- F.2 Notice the use of expressions showing similarities and differences between people and things. From F1 A,B,C analyze and write down similar expressions as shown in these examples.

Examples:(1) Mr. Mehta's personality is quite different from Mr. Bhatt's.

Reading interest of my Sister is quite different from mine.

- But these bangles aren't the same as your mom has.
 Ishan Sharma's batting skill isn't the same as that of Virat Kohli's.
- (1) The teaching skill of Mr. Mehta and Mr. Bhatt are alike.

(2)	Mr. Mehta works like a snail.	

- (3) Unlike Mr. Mehta, Mr.Shah avoids attending functions outside town. Travelling is Mr. Mehta's hobby.
- (4) He lives in the same apartment as I do.

- (5) He is also the same aggressive and bold person as I am.
- F.3 Here is a game of naughts and crosses. Let's play it differently. Make a sentence choosing the adjective and select your sign-either Naught (O) or Cross (X). If the sentence is approved by the teacher, you can put the selected sign in the relevant box. Your partner would do the same. The student who gets three naughts or crosses in a line is the winner. You can make sentences of equal and unequal comparisons observing your classmates and things in class. Best of luck.

the same as	like	almost the same as
unlike	the sameas	differs from
similar to	alike	different from

For example: Rina has the same attitude as her brother has.

F.4 Look at the two pictures given below. Observe the similarities and differences between them. Frame sentences using all expressions mentioned in F1.





For example:

- Both houses are almost alike but the drawing room arrangements differ.

F.5 Make meaningful sentences joining A with B and C.

A	В	C
1. My house is	is almost the same as	to your opinion.
2. Unlike Ankleshwar	matter is similar	from the school as that of your house.
2. My opinion in this	Anand is not	very hard working.
3. Unlike the lazy Mr. Sharma	Mr. Rawal is	an industrial city.
4. The sweetness of Vina's voice	at the same distance	the voice of Lata Mangeshkar.

F.6 Insert "as" at the proper place in these sentences.

- 1. My mother has the same car my father has.
- 2. I think that your sister is the same age that of Monika.
- 3. This is the same bike you bought me.
- 4. Jahid is the same clever little boy his father.
- 5. This is the same dress I wanted to buy last week.
- 6. This is the same computer that one.

F.7 Talk about the general similarities and differences of things which can be seen in your classroom. Make use of the expressions the same as, alike, differ from, different from, almost the same as, etc.

For example: - Two pens - My pen is different from Aarif's.

Things: Two blackboards, Chairs, desks, walls, windows, doors, notebooks, etc.

- F.8 Choose any one of these and write a description based on the points given in which one thing or person is compared to the other.
 - 1. The school at present and the school you attended last year
 - building (big-small)
- number of students (more-less)
- size of playground (small-large)
- distance from your home (far-near)
- 2. Find out similarities and differences between the appearances of you and someone in your class with respect to the following features.
 - height strength weight
- carefulness
- complexion punctuality
- -color/type of hair-friendliness

- color/size of eyes

- -determination
- 3. Write a short paragraph pointing out the similarities between:
 - (A) a man and a tree
- (B) an earthmover and an elephant
- (C) a mobile phone and a TV

Writing

W.1 We all feel stressed nowadays but the reasons are different. Think about the reasons that give you stress

I got stressed because...

- 1. I woke up late yesterday and I could not reach my school on time.
- 2.
- 3.
- 4.
- 5.
- W. 2 There is an elocution competition on 'Benefits of Positive Attitude' in your school. Prepare a speech for it.
- **W.3** Your brother got stressed due to approaching examination of class ten. Write a letter advising him on stress management using the points in the poster.



Activities

- **A.1** Do meditation for 15 minutes before you go to sleep. Note down what change you felt in the quality of your sleep.
- **A.2** List the situations in which you felt stress during the last week.

Project

Talk to your parents/guardians. Find out the reasons behind their stress. anxieties and tensions. Try to know what they do to get over their stress, anxieties and tensions.

UNIT 4



Pre-task

You have your grandparents/elderly relatives. Fill in the details in the following table.

	Maternal Grandparents/relative				Paternal Grandparents/relative			
No.	Grandmother/elderly female relative		Grandfather/elderly male relative		Grandmother elderly female relative		Grandfather/elderly male relative	
	likes	dislikes	likes	dislikes	likes	dislikes	likes	dislikes

Read 1

THE ADJUSTMENT

- Gulzar

It was a mistake not to take Nana, our grandfather, to the funeral of our grandmother, our Nani.

'Go, take her away ... whisper into her ears that I too am on the way, not far behind; tell her I will see her in the beyond.'

With heavy hearts we hoisted Nani's bier over our shoulders. I turned to look, just once, and found Nana stepping away from the balcony into the room, pulling the door shut after him. He had lived with Nani for over half a century, seen her radiant face every day of those years.

He must have been what, about eighty-five, and yet he would find something to grumble at everything Nani did. He would keep quibbling with her, as if they were two people who had just married in the first flush of love and were still discovering each other. At times a petty quarrel would push them into long silence. They would stop talking to each other for days together. When we would try to intervene, all Nana would quip, 'It happens, son; it happens ... it takes time to adjust to each other.'

It was fun listening to him talk. Mother would always reprimand us, 'You people provoke him and my mother has to bear the brunt.' Her mother, means our Nani. And Nani would whoosh out a few words together from her toothless mouth, 'Be grateful that I gave you two grandsons ... now for the love of God, just shut up!'

My brother and I were at a very young, impressionable age when our father married a second time. He would often arrogantly parade into the house with his new wife. Mother was helpless. There was nothing she could do about it, but Nani fought with her, and scooped the two of us into her arms and brought us into her house, saying, 'You want to rot here, do so ... But I am not letting my grandchildren stay here to get thrashed by their stepmother.'

If anyone got her way with Nana, it was Nani. She would tell it to his face, 'You will regret it the day I die. You don't speak with the mother of these two children. They are also not going to talk to you. You will sit all by yourself in the



balcony and bathe in the sun and your own loneliness.'

Nana would say, barely audibly, 'I am older than you. You just wait and watch who's going to go first, you or I?'

She would simply say, 'Yes, you will see. Just watch!'

And Nani really did leave before him. Nana became all the more irritable now - as if he had lost a wager. For a few days he took out his anger on his food. He would push away his plate and say, 'Tell her I don't want to eat!'

He imprisoned himself in the bedroom. We removed a few of Nani's belongings to make the room liveable for Nana but he did not let us cart away Nani's bed. In a dry, hollow coarse voice, he said, 'Let it be ... where else is she going to sleep?'

The day we had to take Nani's ashes away for immersion, that day too Nana stayed locked in the room. When I went in, I found him sitting on her bed. He just touched the urn and said, 'Take him away ... all my life he just kept fighting with me.'

The shift was gradual. I did not pay much heed to it that first day but later it became more evident.

Another day I caught him taking Nani's cough syrup. He was measuring it by the capful, exactly the way Nani used to. I asked him, 'What's that you are doing?'

'What am I supposed to do then ... this damn cough just doesn't let up!'

Exactly the same turn of phrase that Nani would have used.

He paused, threw me a look and said, 'When this bottle gets over, get me anew one.'

I was a little taken aback. I had never heard him coughing. But this was nothing compared to the shock he gave me a few days later.

I told him, 'Nana, let's go to a salon. You need a haircut.'

I insisted, 'If you don't want to go, then I will call a barber home.'

He did not even bother to look at me this time. He began to shake his head, 'No, no, he will kill me. He does not like my hair cut short ... he will never approve!'

His intonation was nasal, exactly like Nani's. It seemed as if it was Nani who was speaking. I moved back, a little worried.

I had a friend, Dr K.D. Kamble, a psychiatrist. I called him over.

He talked to Nana at length - for hours. Most of the time, Nana kept quiet. He did not answer most of Dr Kamble's queries. But when he did, he spoke like Nana normally did and in his own voice. Something else became evident too: to one of the numerous questions that Dr Kamble asked him, he said, 'This only she can answer. I will ask her when she comes.'

Dr Kamble shot back, 'Where has she gone?'

The ends of his lips curled up a little in a smile, 'Oh ... she doesn't really ever tell me her whereabouts.'

When Nana left, Dr Kamble said, 'He does not perceive your Nani as dead. He has begun to live a double life. In fact there's more of her and less of him. He has begun to think of himself as Nani. Whatever happens, it happens to her. She is the one who needs to be fed. She is the one who feels thirsty. She is the one who feels the pain. And it is he who takes

the medicines. He only swallows the pills on her behalf.'

I drove the good doctor back to his home. He said that Nana was suffering from a sort of dissociative personality disorder. The condition was little understood, he said, and there was no sure cure for it. He said, 'We will keep at it, do our best. But at your Nana's age, that kind of recovery is nearly impossible.'

As I was about to leave, he asked me, 'Tell me one thing - how does it make any difference to you whether he is Nana or thinks himself to be Nani? How does it change anything whether he eats raita by staying your Nana or

refuses to eat raita by morphing into your Nani? Let him live his life any way he wants to.'

I was late coming back home, but I did feel quite unburdened and a lot less worried by what Dr Kamble had said. I thought the way Nana had made his adjustments with Nani, we too should make adjustments with him.

I reached home. When I walked into Nana's room to wake him up, I found him sleeping in Nani's bed. I lifted the blanket to wake him up. I was stunned. He was sleeping in Nani's *dhoti* and blouse.

Glossary

funeral ceremony held immediately before burial or cremation whisper speak softly see her in the beyond meet her after death bier a wooden frame on which the corpse is kept radiant glowing, bright quibbling arguing or raising objections about an insignificant matter flush a reddening of the face caused by intense emotion, turn red petty insignificant, trivial intervene mediate, get involved to resolve conflict quip make a witty remark reprimand scold bear the brunt tolerate whoosh out making a soft sound like a wind impressionable easily influenced provoke cause anger parade walk proudly scoop embrace someone to protect and express warmth thrash beat to get one's way with make others do as one wishes, and thread barely audible too soft a voice to be heard wager bet belongings possessions, things cart away take away immersion releasing of something into water pay heed to pay attention to damn bad (used for cursing) taken aback shocked, surprised intonation rise and fall in pitch curled up rounded dissociative personality a mental irregularity in a person's thoughts, memories, feelings, actions or sense of identity morphing transforming from one image to another unburdened relieved stunned shocked dhoti saree (in Punjabi)

Comprehension

C.1.1 Answer the questions.

- 1. Do you think Nana had gone really mad/insane?
- 2. Who do you like more, Nana or Nani? Why?
- 3. Find and read out three sentences which have touched your feelings most?
- 4. Who tells this story to us?

C.1.2	State true or:	false.	Correct the	false sta	itements	M
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Nani brought the grandchildren home.	
When Nani passed away, Nana was around 85 and their married life was aroun	d 60 years.
One of the grand children took Nana to the doctor.	•

C.1.3	Arrange these events in chronological order	r. Write	the numbe	r in the box. 🎁							
	1. Nana's son-in-law got remarried.										
	2. Nani brought the grand children to her home.										
	3. Nana started developing mental disorder.										
	4. Nani died.										
	5. Nana behaved as if he were Nani.										
	6. They consulted a doctor.										
C.1.4	Write the letter of suitable theme in the box.	iti									
	Themes:										
	A. The narrator's social life	В	. Nana and N	Iani had small fights	S						
	C. Nana is trying to adjust himself in Nani's abs	ence. D	. Other.								
	They would stop talking to each other f	or days t	ogether.								
	He has even begun to sleep in her bed.	•									
	He must have been not more than twent	y-five w	hen they got	married.							
	He would keep quibbling with her.	•	, ,								
	Our father married a second time.										
	He had now spent nearly sixty years wi	th her.									
	He imprisoned himself in the bedroom.										
	His entire constitution had begun to morph.										
	Nani would whoosh out a few words together from her toothless mouth.										
	He only swallows the pills on her behalf.										
	Nani fought with her.										
C.1.5	Complete the table.										
	What is said	Who	Whom	When/Situation	n						
	I am not letting my grandchildren stay here to get thrashed by their stepmother.										
	Tell her I don't want to eat!										
	You will sit all by yourself in the balcony and bathe in the sun and your own loneliness.										
	He does not perceive your Nani as dead.										
	Even Nana has gone off to sleep without eating anything.										
C.1.6	Here are some adjustments. Number them according to intensity of your feelings. Nana tried to adjust with Nani.										
	Nana tried to adjust himself in the absence	ofNani									
	Nani tried to adjust the social life of the gra			ging them to her.							
	Dr Kamble said to the family members to		-	, 5							
		<i>3</i>	·								

C.1.7 Answer these questions.

- 1. 'The shift was gradual.' Which shift is mentioned here?
- 2. 'No, no, he will kill me. He does not like my hair cut short...he will never approve!' Who is referred to as 'he' here?
- 3. List the sentences where Nana thinks of himself as Nani.

as the sun-

or

- 4. When was the mother shocked?
- 5. Why did the narrator feel a little relieved after coming from Dr Kamble's?

BLIND, DEAF FISH Read 2 - Ananda Acharya In humming a dark cave a song. flows But a dark river, the blind. And on deaf Its stony bank fish there sits that swim a man, in Old the stream

older, yarn

Weaving nor man,
a yarn Nor hear
of his
rainbow everlasting
and song.

See

neither

Glossary

stony rocky bank shore weaving knitting humming buzzing yarn thread, fibre everlasting eternal, unending

Comprehension

α	17011	• 41	11 1	
C.2.1	HILM	in th	Δh	lanks.
V. 4				alins.

A dark		flow	s from	Its banks a	reAn	is
sitting	on its	bank. He	e is	ing	He is	ing a
	But the fish does not			yarn or	It does not h	near old men's
	SC	ong	she is	and	·	

C.2.2	Complete	e the table. Write	e a detailed description	on a	and its impo	rtance.	
	cave						
	river						
	bank						
	man						
	fish						
	song						
C.2.3	1. The ri	_		†			
	Ex. The seems m on the ro	river: There is a daysterious. That cancels.	deep cave where the save is the source of a	rive	er. The water	is streamin	
	The fish						
C.2.4	They are	e insensitive to bea ou a fish? Do you	ole to enjoy the world auty, colours, life etc." a absorb your world w a detail considering the	The ⁄ith	ey are just bus all your sens	sy in routin	e and food.
	•		-What do you miss?		•	ld you like	to see/enjoy?
C.2.5		•	d the deeper meaning			J	3 2
	\mathbf{A}	В	1	9	1		
	• cave	• the	e creator				
	• raibow	• ma	an				
	• fish	• ins	sensitive, routine				
	• old man	n • be	auty				
	• river	• da	rk				
	• blind-d	leaf • m	ystery				
C.2.6	Tick ma	ark the sentence	with the nearest me	ani	ing.		
1.	Tell her	I will see her in t	the beyond.				
	a) Nana	will meet Nani a	fter death.				
	•	will meet Nana is					
	•		t she was not departir	ng f	forever.		
	•		nd then Nana will.	-			

- 2. The shift was gradual.
 - a) Step by step Nana moved away from himself.
 - b) Very slowly Nana got transformed as Nani.
 - c) Nana started making adjustment in the family.
 - d) Gradually Nana learned to imitate Nani.
- 3. In fact there is more of her and less of him.
 - a) Nana was mostly overpowered by the personality of Nani.
 - b) Nana liked Nani more than he liked himself.
 - c) Actually the family remembers Nani more than Nana does.
 - d) In this story Nani's role is more than Nana's role.
- 4. Let him live his life any way he wants to.
 - a) Nana's likings should be fulfilled by the family members.
 - b) Let us allow Nana to live rest of life.
 - c) Nana should be free to live or die.
 - d) The family should not worry if Nana wants to behave as Nani.

Vocabulary

V.1 Replace the underlined word/phrase in List A with a word/phrase in List B indicating suggestive meaning. Write the number of the sentence in the bracket.

List A		List B		
1. We hired the trucks to shift our household belongings	[] intervene	
2. The basketball player was removed from the game when he did not give attention to the referee's warning.	[] curled up	
3. The manager was injured when he tried to get into a fight between two customers.	[1] cart away	
4. She <u>rolled on</u> the couch and fell asleep.	[] pay heed to	
5. Doyle smiled at him and made a witty remark	[] taken aback	
6. I was shocked at his rudeness.	[] whoosh out	
7. The train sped to the station with a sudden fast movement.	[] quipped	

	6. I was shocked at his rudeness.	[] wl	hoosh	out			
	7. The train sped to the station with a suc	[] qu	iipped	[
V.2	Tick mark the most logical response fro	m the bracket to complete ea	ch o	ftheso	e sent	ences.		
	1) Did the policemanthe	e old man? (reprimand/ yelled))					
	2) Tom wasby his mas	eter for telling a lie. (thrashed/h	it)					
	3) Her grandfather's ashes were	into the Ganga. (drown	into the Ganga. (drowned/immersed)					
	4) They are only concerned with their own	interests. (m	interests. (minor/ petty)					
	5) The little princess made.(grumbled/complained)	to her maid that	her	bed	was	badly		
	6) Helen got up this morning like a	fairy. (bright/ radiant)						
	7) Jackson's expression	from irritated to amused. (from irritated to amused. (morphed / altered					

V.3 Join words with phrases. Write the numbers in the brackets.

	Words	Phrases
1	quibbling	() a sudden rush of intense emotion.
2	intervene	() come between so as to prevent or alter a result or course of events
3	quip	() a movable frame on which a corpse is placed before burial or cremation
4	flush	() a sudden movement accompanied by a rushing sound.
5	provoke	() argue or complain about small, unimportant things
6	bier	() to give careful attention
7	cart away	() a clever remark
8	pay heed to	() deliberately make (someone) annoyed or angry.
9	whoosh out	() take away by means of a vehicle

V.4 While reading the passage, you have come across the synonyms of these words. Find out the actual words from the read.

unimportant	rebuke	inflame	astonished	dispute	baggage	submersion	gamble	redden

V.5 Read the sentence and tick mark the option that best conveys its meaning more appropriately.

Example: You people provoke and my mother has to bear the brunt.

- a) My mother has to suffer the pain when she is pushed by people. $(\sqrt{})$
- b) My mother has to surrender when she is instigated by people.
- c) My mother has to tolerate when she is annoyed by people.
- d) My mother has to give up when she is irritated by people.
- 1) He would arrogantly parade into the house with his new wife.
 - a) When moving in with his newly wed wife into the house, he looked humble.
 - b) When entering with his newly wed wife into the house, he looked haughty.
 - c) When walking with his newly wed wife into the house, he looked shameless.
 - d) When marching with his newly wed wife into the house, he looked proud.
- 2) He would keep quibbling with her all the time.
 - a) He kept on opposing her all the time.
 - b) He kept on fighting with her all the time.
 - c) He kept on objecting over petty issues all the time.
 - d) He kept on worrying about her all the time.
- 3) Nani would whoosh out a few words together from her toothless mouth.
 - a) Nani would blurt out a few words quickly from her toothless mouth.
 - b) Nani would speak out a few words softly from her toothless mouth.

- c) Nani would utter a few words with a hissing sound from her toothless mouth.
- d) Nani would articulate a few words with a loud sound from her toothless mouth.
- 4) I do not want my grandchildren to be thrashed by their stepmother.
 - a) I do not want my grandchildren to be pampered by their stepmother.
 - b) I do not desire my grandchildren to be advised by their stepmother.
 - c) I do not wish my grandchildren to be beaten by their stepmother.
 - d) I do not expect my grandchildren to be whipped by their stepmother.
- 5) At times a petty quarrel would push them into long silence.
 - a) It is bad that small fights harm communication.
 - b) It is bad that a trifling quarrel results from serious provocation.
 - c) It is bad that an insignificant fight would result in long arguments.
 - d) It is bad that a small quarrel ends up in long discussions.

V.6 Underline the proper word from the bracket and mark its proper place by the sign . **††**

Example: I went to Haridwar for the ^ of the ashes of my grandfather. (immersion/impression)

- 1) I was by her assumption that I knew all about her domestic misfortune. (taken aback/scooped)
- 2) She received a strong when she lost her mother's diamond necklace. (flush/reprimand)
- 3) Her frustrated despair into mockery.(quipped/morphed)

Example: Gulliver – ship – hit – stony – sink

- 4) For a moment Lisa was too to say anything. (stunned/curled up)
- 5) Nicholas looked into the eyes that were gazing at him, and continued to turn over the pages and read. (flush/radiant)
- 6) Your constant quarrels are making things unpleasant for the others in the office. (petty/unburdened)

V.7 Frame sentences using all the words. You may change the forms of the words if needed.

Gulliver's ship hit the stony seashore and sank down.

1) she-sit-garden-quiet-humming-song
2) my friend-not speak-deaf
3) fishing-bank-river
4) grandmother-weave-sweater

V.8 Tick mark the words nearest in meaning.

1. stony critical rocky musical musical stunning

l. stony	critical	rocky		musicalstunning
2. bank	shore	account	money	river
3. humming [rushing	hurling	hammering	buzzing
4. yarn	yawn	wool	sheet	cover

Function [Expressing the manner of action and making supposition about it]

F.1 Here is a description of Khushvant Singh's grandmother by the writer himself. Read the following passage and observe the underlined words.

My grandmother, <u>like</u> everybody's grandmother, was an old woman. She often told us the games she used to play <u>as</u> a child. They seem quite absurd and undignified on her part and we treated it <u>like</u> the fables of the prophets she used to tell us. My grandfather's portrait hung above the masterpiece in the drawing room. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren.

F.2	Observing the underlined words in F1, say whether these sentences are True or False. - Writer's grandmother was a young one unlike everybody's grandmother. - The grandfather of the writer looked like an ordinary social man. - The grandmother in her childhood used to play games of children. - The writer considered those games as they were real ones.
F.3	Read aloud these sentences and try to understand the expression. Write down A for an advice and S for a supposition (a condition which is unreal, imagined or supposed).
	1. If I were you, I would study more. () 2. I wouldn't do that if I were you. () 3. If he were taller, he could be selected in team. () 4. If I were not in debt, I would quit my job. () 5. If I were sick, I wouldn't be here. ()
F.4	Here are some chits. Find out the role assigned to you in it. Perform it before the classmates. Tell one of the classmates to describe the performance using 'as if', 'as', 'like'. walk-soldier eat-Bhim enter-Shivaji dance-Michel Jackson act-Amitabh Bachchan speak-political leader Example: walk-soldier Description: 1. Paresh is walking like a soldier. 2. Paresh walks as if he were a soldier. 3. Paresh is walking as a soldier walks.
F.5	Join these sentences using expression 'as if' and 'like'. †† Example: He walks in style of a king. Virsinh is not a king. Virsinh is walking as if he were a king. 1. The rabbit sat still. It is not a toy. 2. Her eyes are blazing. They are tongues of fire. 3. They met after a long time. They were strangers. 4. He looked very stubborn. He didn't care at all. 5. The shadow was approaching. It was a tiny dark cloud. 6. Nana would keep quibbling with Nani. They were two people who had just married in the first flush of love.

F.6 Match A with B and make meaningful sentences.

A	В
If I were a millionaire	I would reduce the tax
I would have travelled all the seas	If I were very handsome
I would have become a Bollywood hero	If I were a kite
I would fly across the Himalaya	I would give a lot to charity
If I were the president	If I were a dolphin
I would catch the clouds	If I were an eagle

7. Nana became all the more irritable now. He had lost a wager. _____

F.7 Match the A, B and C with relevant expressions and frame sentences using 'as' and 'like'.

A B C
Rucha twinkled lion
Tarzen climbed stars

They <u>singing</u> lightening

Eyes runs <u>Sunidhi Chauhan</u> Usain Bolt roared mountaineers

Example: Rucha is singing as Sunidhi Chauhan sings.

Writing

W. 1 Write a paragraph on 'My Grandparent'.

Name of grand parent-age-health-how much time you pass together-do you eat together? breakfast, lunch, dinner-visit places like temple, river, garden etc. with them-what you learn from him/her-how you express your love-what care you take of them-how they express their love to you- what care they take of you.

- W. 2 You visited an old-age home in your city last week. Prepare a short report on it. **†**Name-place-date-how many old persons living-what is their daily life-their problems-how you pass your day with them-what you learnt.
- W.3 Write a story of a movie which shows family bonding specially with grandparents like Bagban in your words. ♠

Activity

- **A.1** Divide the students into groups of four. Each group will write ten peculiar things about their parents/grandparents. Then each group reads its observations aloud in the class. Prepare a list of observations that are common in almost all the student groups.
- **A.2** Sit with your parents and discuss your plans for the future. Talk about your apprehensions and mental blocks that hinder you from fulfilling your dreams.
- **A.3** You may have to make a lot of adjustments in your daily life with your parents regarding choice of food, clothes, movies, internet usage, career choice, selection of friends, social gatherings, choice of music, family customs & traditions etc. Prepare a list of social, psychological, familial and cultural adjustments you have been making in your day to day life. Then share your experiences with your classmates.

Project

Prepare a questionnaire consisting of varied aspects of life including choice of food, garments, music, friends, habits, sports, vehicle, places etc and visit five families in your area. Ask all the family members – young and old of the house to fill the questionnaire. Then prepare a list of choices of members of both the groups – young and old, compare them and find out the similarities and differences between the two sets of members.

UNIT 5

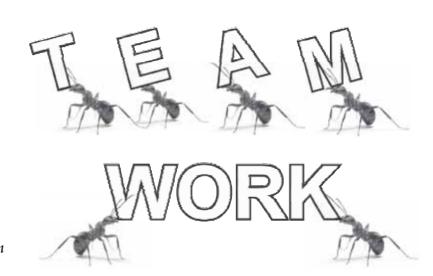


Pre-task

1. Read this poem about ants. Make a list of qualities of ants as mentioned in the poem.

Working Ants
In a straight line we walk
A lot of work without talk
Under leaves and over rocks
Heavy lifts to keep our stocks
We work within an almost
sacrificial love for one another
This love so strong that
permeates our bodies willingly
Carries many times its weight
freely.

As we find a freedom in a devotion As we build a great life together.



2. What do you know about ants? Put a cross (X) on what you think is not true about ants.

- Ants are tiny and weak creatures.
- Ants work as a crowd not as a team.
- They are harmless and nonviolent.
- They have to collect food.
- They cannot grow food like farmers.
- Ants can eat a huge elephant in a few minutes.
- Ants are food for other creatures.
- Ants are hunters.
- Ants are so tiny that they cannot rule over other creatures.
- Ants have a social life like human beings.

Read 1 ANTS

The following behaviour was noticed by a scientist who was making a study of ants. A number of ants were down in a pit, where they had killed some flies and other insects for food. The ants began fetching the small bits of these insects up to their anthill. This was arduous work for them. The sides of the pit were steep and, considering the size of the ants, the loads they were carrying were very heavy. It was as if a group of men were carrying a weight of two hundred pounds each, and climbing a cliff at the same time.

The ants immediately organised the work in this way: while some were carrying up the bits of insects, the others went in front and cleared away any sand or small stone that obstructed the way. At some points where it was difficult to get a foothold, these other ants would position themselves in such a way that the ants carrying the loads could easily climb over them.

Near the top of the pit, however, there was a small part of the way which was completely

smooth and steep. Here there were no footholds. The ants came up to these points and there their progress stopped. It seemed that, after all, they had been defeated. Of the many ants which tried to climb this part, only one reached the top. This one was immediately met by a number of ants from the anthill, to whom it conveyed a message. And now an amazing thing happened. The ants at the top began climbing down into the pit backward, each holding the tail end of another ant in front. In this way an ant-chain was soon formed which slowly dropped down the steep side. When it reached the ants waiting with their loads, they easily climbed up the chain and came out at the top.

Such behaviour, showing the adeptness of ants, has been noticed and studied by many. Now science has discovered some things about ant life which seem to show that the intelligence of these tiny creatures is very close to human intelligence. Not all scientists concede to this view, but you may look at some of these facts and form your own opinion.

These are ants that do 'farming'. You may know that it was a big leap for human progress when man gave up being a full-time hunter and took to farming. Seemingly, the umbrella ants of South America have taken the same step in their small way! They are called by that name because they are often seen carrying large pieces of leaf over their heads like umbrellas. They take these pieces of leaf to their nests, where they chew them up nicely. Afterwards they make beds of these chewed -up leaves. On these beds grows a kind of fungus, which is the food of ants.

Then there are ants that domesticate 'cows' and 'milk' them! What we have called 'cow' are a kind of greenfly. These are found on rose leaves and on the leaves of beans. They give out a sweet, honey-like liquid which the ants relish a lot. So the ants take these greenflies to their nests and keep them there. They feed

them, protect them from their enemies; and they 'milk' them, pressing their sides gently and making them give out their honey.

Ants, we are told, play games, nurse their sick and bury their dead. They see that each one in the nest does its share of the work, and that no one is allowed to be indolent. All this suggests that ants have a highly developed social sense and perhaps some system of government.

There are ants that keep other ants as slaves. One such type is a powerful red ant which is found in Europe. Their slaves are taken from a type of black ant which is smaller in size. When the red ants want slaves, they ambush the nests of the black ants and abduct some of their eggs. When these eggs hatch in the red ants' nests, the black ants which come out are treated as slaves. From their birth they are taught to obey. They are compelled to drudgery – they have even to carry about their masters on their backs. How surprisingly human!

The most ferocious kind of ants are the 'driver' ants of Africa. They have no fixed home but are always on the move. They are completely blind, but they march in long lines, many millions along, and they devour any animal that happens to be in their path. Even large animals like tigers and elephants live in fear of them. Often if a python, unable to move after swallowing his dinner, happens to be in the path of the marching lines, then these creatures eat both the python and the animal in its stomach. The villagers of Africa tell stories about babies who have been eaten by ants and these stories may well be true. When an army of the driver ants enters a house, the people flee into the forest and stay there until the ants have passed. When the people come back, they find that every insect and spider in the house has been cleared away!

Glossary

pit hole, ditch bits pieces anthill mound (heap of clay) made by ants, rest arduous difficult, laborious steep sharp vertical slope cliff steep rock clear away to remove (something) from an area foothold area of rock where one can safely put one's foot while climbing amazing surprising, astonishing creature living being chewed up crushed ferocious merciless, barbarous swallow gulp down took to started, began domesticate tame indolent lazy relish enjoy, savour ambush attack abduct carry off compelled forced drudgery labour work on the move wandering devour eat, consume flee run away from a place of danger, escape

Comprehension

Underline three senten	ces and three phra	ses that gave you a sense	e of wonder. 🙀
	•	e v	
Ants are misera	ble.	They work as a grou	ıp.
Ants do not wor	k in winter.	They follow their m	aster's order.
There are differ	ent types of ants thr	oughout the world.	
Ants can climb	the Everest too.	Ants are afraid of fli	es
Different ants h	ave different chara	cteristics.	
Some ants are b	lind.	Some ants live life o	of slaves.
Ants are similar to hun	nan beings becaus	e	
1.			
2.			
3. They can accomplish	a difficult task with	mutual co-operation.	
4.			
5.			
Classify phrases from	the text according	to the roles they play. 🎁	Ť
games, nurse their babie	s, share work, carry		
Ants as organizers	Ants as farmer	Ants as social beings	Ants as masters/slaves
	Ants are misera Ants do not wor There are differ Ants can climb Different ants h Some ants are b Ants are similar to hun 1. 2. 3. They can accomplish 4. 5. Classify phrases from to (they keep slaves, systet games, nurse their babie leaves, fungus is grown)	Ants are miserable. Ants do not work in winter. There are different types of ants three and different types of ants three are different ants have different characters. Different ants have different characters are similar to human beings because 1. 2. 3. They can accomplish a difficult task with 4. 5. Classify phrases from the text according (they keep slaves, system like government games, nurse their babies, share work, carry leaves, fungus is grown)	Ants do not work in winter. They follow their m There are different types of ants throughout the world. Ants can climb the Everest too. Ants are afraid of fli Different ants have different characteristics. Some ants live life of the series in the se

C.1.5 Match A with B.

A

	1. South American ants	a. slave ants
	2. Cow ants	b. love to eat honey like liquid
	3. Red ants	c. driver ants
	4. Black ants	d. king ants
	5. African ants	e. umbrella ants
C.1.6	Describe the behaviour of	ants in these situations as mentioned in the read.
	1. Situation : Ants have to	carry heavy load and the sides of pit are steep.
	Behaviour:	
	2. Situation : The way to re	each the top of the pit is very smooth, steep and without footholds
	Behaviour:	
	3. Situation : Ants have to	grow their food.
	Behaviour:	
	4. Situation : Ants like to h	
	Behaviour:	
	5. Situation : Some ants ne	ed followers to work for them.

В

C.1.7 Write reasons to support these statements. **†**

Behaviour:

No	Statements		Reasons	
1.	. Ants are clever			
2.	Ants have a system like government			
3.	Driver ants are dangerous			

C.1.8 Answer these questions.

- 1. What did the ants do to carry heavy food?
- 2. Suppose you are playing a role of South American ants, how will you play your role?
- 3. Why do some ants protect green flies?
- 4. Which ants are called master ants and slave ants?
- 5. Which ants are called cow ants? Why?
- 6. Do you have sympathy towards servant ants? How are they treated by their masters?
- 7. Are people afraid of driver ants? Why?
- 8. How would you know that an army of ants has passed from this place?
- 9. What should we learn from ants?

NO MEN ARE FOREIGN

- James Kirkup

Remember, no men are strange, no countries foreign Beneath all uniforms, a single body breathes Like ours: the land our brothers walk upon Is earth like this, in which we all shall lie. They, too, aware of sun and air and water, Are fed by peaceful harvests, by war's long winter starv'd. Their hands are ours, and in their lines we read A labour not different from our own. Remember they have eyes like ours that wake Or sleep, and strength that can be won By love. In every land is common life That all can recognise and understand. Let us remember, whenever we are told To hate our brothers, it is ourselves That we shall dispossess, betray, condemn. Remember, we who take arms against each other It is the human earth that we defile. Our hells of fire and dust outrage the innocence Of air that is everywhere our own. Remember, no men are foreign, and no countries strange.

Glossary

beneath under, below harvest produce, fruitage starved suffering recognize identify somebody dispossess deprive betray be disloyal condemn criticize defile spoil, taint outrage violate

Comprehension

1	Here are some words/phrases Expressin (HO). Write EO or HO in the box.	ig Oneness (EO)	and words Harming One
	single body		no men are strange
	arms against each other		hate our brothers
	not different from		eyes like ours
	hells of fire		common life
	everywhere our own		no men are foreign
	our brothers		•

C.2.2 Words have literal meaning (denotation) and suggestive meaning (connotation). Fill in the missing parts in the table. **††**

Words/Phrases	Connotation	Denotation
single body	similar body	same type of human beings
harvest		prosperity
starved	go hungry	
labour		toil
recognize	identify	make out
betray		let down
defile	pollute	
outrage	anger	
dispossess		deprive
condemn	censure	

C.2.3	Write whether	these sentences	are T(True)	or F(False).
-------	---------------	-----------------	-------------	--------------

1. The poem is about universal brotherhood and establishment of peace.	
2. We should take arms against each other in times of war.	
3. Every land is strange and it is difficult to understand their people.	
4. The kind of labour people do varies from country to country.	
5. We can achieve strength by means of love and understanding.	
6. When a war breaks out between nations, it is our mother Earth that we pollute.	

C.2.4 Answer these questions.

- 1. How does the poet suggest that all people on the earth are same?
- 2. Find five ways in which all are alike. Pick out the words which convey this.
- 3. "...whenever we are told to hate our brothers..." When do you think this happens? Why?
- 4. How is the theme of humanity highlighted in the poem?
- 5. "Beneath all uniforms..." What uniforms do you think the poet is speaking about?
- 6. What is the message of the poem?

Vocabulary

V.1. Circle the letter of each correct answer. There may be one to four correct answers.

1)	Which behaviour of ants sh	nows their adeptnes	s?	
	(a) farming fungus	(b) conceding to vi	lews	
	(c) carrying load	(d) helping one and	other in carrying	load
2)	The ants relished			
	(a) helping each other	(b) tasty food		
	(c) farming	(d) attacking the no	est of black ants	
3)	The driver ants are known	as the most	amongst all the	ants.
	(a) fierce	(b) violent	(c) intelligent	(d) amicable

	4) The construction which	is a habitation of the	he ants is called	
	(a) antelope	(b) ambush	(c) anthill	(d) anthouse
	5) The ants are used to	work.		
	(a) compelled	(b) amazing	(c) domestic	(d) arduous
V.2.	Make a list of the sentence	s from Read 1 whe	erein the synony	ms of these words are used. 🛱
	(assault, precipice	e, crumb, hard labo	our, incredible, di	tch, precipitous)
	1)			
	2)			
	3)			
	4)			
	5)			
	6)			
	7)			

V.3. Replace the underlined words with the words that have opposite meaning from the bracket. (liquid, abduct, relish, indolent, fled, ferocious, arduous)

Example: This detergent is available in <u>solid</u> or powder form.

Answer: This detergent is available in **liquid** or powder form.

- 1) Ten million people **stood their ground** from East to West Germany between 1945 and 1991.
- 2) Lion is a **gentle** animal.
- 3) Rajul ate the meal with **dislike**, and asked for the meal again.
- 4) He served on the most comfortable stations, and avoided the more **easy** work of the navy.
- 5) The boy was <u>released</u> by his father and taken out of the country without his mother's permission.
- 6) Although Ankit can be **industrious** on his days off, he gives one hundred percent at work.

V.4. The word 'anthill' is a compound word made from 'ant' and 'hill'. Match 'A' with 'B' to form compound words and use them in your sentences. **††**

A	В	Compound word and your Sentences
ant	time	Example: Valmiki was covered by an anthill.
life	rocket	
eye	break	
check	table	
sky	fast	
side	hill	
break	out	
time	ball	
foot	dose	
over	line	
out	sight	
super	dance	55

V.5	Replace the underlined word with the most appropriate one from the bracket.	M
V .	replace the underfined word with the most appropriate one from the bracket.	# 11

(crushed, maybe, believe, domesticated, shadowy, creature, trapped, forced, lawn, thought, amazing, unexpectedly, almost, thriving)

It was the most <u>astonishing</u> kite in the world, a <u>tame</u> living being always wagging its tail, shaking its ears, sitting down on the tops of houses, getting stuck in trees, entangled in hedges, flopping down on ponds, or lying flat on the <u>grass</u> and mostly <u>chewed up</u> at the end. I have often <u>wondered</u> who its father and mother were. <u>Perhaps</u> they were very poor people, just made of newspaper and little bits of common string knotted together, <u>compelled</u> to fly day and night for a living, and never being able to give any time to their children or to bring them up properly. The kite <u>stuck</u> itself on a roof one day, a common red roof with a broken chimney and three tiles missing. It stuck itself there, and it would not move; the children tugged and pulled but still it would not move. At last they brought a ladder, and had <u>nearly</u> reached it when <u>suddenly</u> the kite started and flew away, right away over the field and over the heath, and over the far far woods, and it never came back again-never -never.

Dear, that is all. But I <u>think</u> sometimes that perhaps beyond the <u>dark</u> pines and the <u>roaring</u> sea the kite is flying still, on and on, farther and farther away, forever and forever.

V.6. Frame meaningful sentences using all the words given in the set.

- 1. steep cliff amazing
- 2. love ferocious creature domesticate
- 3. success take to arduous relish
- 4. compelled devour
- 5. ambush clear away terrorist
- 6. work interest drudgery

V.7 Choose the correct form of the word given in brackets.

	All people a	are(ess	ential) the same.	Underneath any	colour of any so	ldier's uniform		
	belonging to any nation, another human being (breathe)the same air just like							
	person. All walk on the same kind of land and will be (bury) in it. All are							
	(feed) by the harvest and the harvests are (ruin) by war. All do the same kind of w							
	sleep and walk on their own native soil. In times of war or peace, even the international for							
	(force) to undergo the same trials. All people are (feed) abundantly							
(prosper) of agriculture and farming. Love is something that								
	all the peop							
V.8	Find words from the poem indicating the meaning of the words given below. Then use							
	them in sentences of your own.							
	Example: y	rield – harvest						
To <u>harvest</u> their crops, they need equipment and suitable storage facilities.								
	• identify:			• under	•			
	•work :_			• cheat	•			
				• vigour	•			
	•taint :_			• criticize	•			