

ENGLISH

(Second Language)

Standard 10



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks
‘Vidyayan’, Sector 10-A, Gandhinagar-382010

© Gujarat State Board of School Textbooks, Gandhinagar

Copyright of this book is reserved by Gujarat State Board of School Textbook.
No reproduction of this book in whole or in part, in any form is permitted without written permission of the Director, Gujarat State Board of School Textbooks.

Subject Advisor

Dr. Rajendrasinh Jadeja

Writers

Dr. Mahendra Chotalia (Convenor)

Mr. Dinesh Patel

Mr. Varahmihir Patel

Dr. Surendrasinh Gohil

Dr. Kiran Chauhan

Mr. Mehul Bhal

Mr. Jarjis Kazi

Mr. Dipak Joshi

Mr. Kishor Vaghela

Reviewers

Dr. Tejal Pandit

Mr. Narendra Rathod

Mr. Mayur Unadkat

Mr. Kiran Joshi

Mr. Kanubhai Khant

Mr. Devang Mehta

Mr. Sunil Aparnathi

Mrs. Bhairavi Dave

Mrs. Dharmistha Mehta

Mr. Dilip Padhiyar

Language Correction

Dr. Indira Nityanand

Designing

Lajja Communications

Vallabh Vidyanagar

Co-ordinator

Dr. Krishna Dave

(Subject Co-ordinator: English)

Preparation and Planning

Dr. Kamlesh Parmar

(Dy. Director : Academic)

Lay-out and Planning

Shri Hareish S. Limbachiya

(Dy. Director : Production)

PREFACE

Gujarat State Board of School Textbooks has prepared a new textbook as per the new curriculum developed by the Gujarat State Secondary and Higher Secondary Education Board which has been sanctioned by the Education Department of the Government of Gujarat. The textbooks of Standard - 1 to 12 are in accordance with the guidelines of N.C.F. (National Curriculum Framework) and N.C.E.R.T.

A panel of experts from Universities/ Colleges, Teachers Training Colleges and Schools have helped in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and filter out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

This is the **English (Second Language)** Textbook for **Standard 10**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

Some of the Reads have been adapted to suit the level of the students. The Textbook Board is thankful to all those who have helped in preparing this textbook. However, we welcome suggestions in improving the quality of the text book.

H.N. Chavda

Director

Date : 08-02-2017

Dr. Nitin Pethani

Executive President

Gandhinagar

First Edition : 2017

Published by : H. N. Chavda, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidyayan', Sector 10-A, Gandhinagar

Printed by :

FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India :*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement ;
- (k) to provide opportunities for education by the parent or the guardian to his child or ward between age of 6 to 14 years, as the case may be.

આ પાઠ્યપુસ્તક વિશે...

વિદ્યાર્થીઓ માટે...

ઘણાં વર્ષોથી તમે અંગ્રેજીનો અભ્યાસ કરી રહ્યાં છો. એકવાર નવી ને અઘરી લાગતી ભાષા હવે તમને ગમવા માંડી હશે. કેટકેટલી વાર્તા, પ્રસંગો, રમૂજ, પ્રવૃત્તિઓ ને રમતોની મજા માણતાં માણતાં તમે તરુણ બની ગયાં. હવે તમારામાં જોશ, ઉત્સાહ, જિજ્ઞાસા ને લાગણીઓનો ઉમેરો થયો છે. નવી આંખો ને નવી સંવેદનાઓથી તમે આ પાઠ્યપુસ્તકને હાથમાં પકડશો, પાનાં ફેરવશો ને અજબગજબની દુનિયામાં ખોવાઈ જશો.

અગાઉ તમે શીખી ગયાં છો લગભગ તેવી જ ભાષાનો ઉપયોગ આ પુસ્તકમાં તમને ઠેર ઠેર દેખાશે. તમે કહેશો : ‘આ તો મને આવડે છે.’ થોડા નવા શબ્દો અને નવા ભાષા-પ્રયોગો દ્વારા તમારી અંગ્રેજી અભિવ્યક્તિ વધારે સમૃદ્ધ બને તે માટે મજા પડે તેવી વાર્તાઓ, જીવનચરિત્રો, સાહસકથા ઉપરાંત વિજ્ઞાન, ઇતિહાસ, સ્વાસ્થ્ય, હાસ્ય વગેરે જેવા વૈવિધ્યપૂર્ણ વાચનપાઠ આ પુસ્તકમાં મૂક્યા છે.

હવે તમે સમજતા હશો કે: અંગ્રેજી શીખવા માટે વ્યાકરણના નિયમો યાદ રાખવાની જરૂર નથી. સંવાદ, વાતચીત, વર્ણન, પ્રશ્નોત્તરી, વાર્તા વગેરે સાંભળીને તમે સમજી શકો છો કે કેવી પરિસ્થિતિમાં કેવાં વાક્યો પ્રયોજાય છે ને કેવી અભિવ્યક્તિ થાય છે. પછી એવા જ પ્રકારની પરિસ્થિતિમાં તમે થોડા જુદા શબ્દોનો ઉપયોગ કરીને અંગ્રેજીમાં બોલી કે લખી શકો છો. આવી રીતે આપણે communication (પ્રત્યાયન કે સંભાષણ) શીખી જઈએ છીએ.

આપણી માતૃભાષા કે બીજી કોઈ પણ ભાષાનો ઉપયોગ આપણે અન્ય લોકો સાથે પરસ્પર અનેક જાતના વ્યવહાર કરવા માટે કરીએ છીએ. જેમ કે પ્રશ્ન પૂછવા માટે, સરખામણી કરવા માટે, પ્રસંશા કરવા, સંમત કે અસંમત થવા માટે. આમ અનેક જાતનાં ભાષાકીય કાર્ય (જેને function કહેવામાં આવે છે) કરવા માટેની ક્ષમતા આપણે પ્રાપ્ત કરી લઈએ છીએ. આ રીતે ઉપયોગ કરતાં કરતાં નવી ભાષા શીખવાનું સરળ પડે છે. જ્યારે તમે અંગ્રેજીમાં બોલવાનો પ્રયત્ન કરતા હો ત્યારે ભૂલો પડે તેની ચિંતા ના કરશો. જેમ જેમ સાંભળવા અને બોલવા(listening and speaking)નો મહાવરો કરતા જશો તેમ તેમ વધારે સારું આવડતું જશે.

આ પાઠ્યપુસ્તકમાં Language practice ને ખૂબ જ મહત્ત્વ આપવામાં આવ્યું છે. કેમ કે ભાષા શીખવાનો હેતુ ભાષાનો ઉપયોગ કરવાનો છે. જુદી જુદી પરિસ્થિતિમાં, જુદા જુદા હેતુ માટે અંગ્રેજીનો ઉપયોગ તમને આવડી જાય તે માટે ઘણા બધા મનોયત્ન (tasks)ની રચના કરવામાં આવી છે. તમે જેટલા વધુ પ્રમાણમાં નવા શબ્દોનો અને વાક્યની તરેહ (pattern)નો ઉપયોગ કરવાનું સાહસ કરશો તેટલું વધુ જલદી અંગ્રેજી ભાષા પર પ્રભુત્વ આવી જશે. એક વખત સાચું-ખોટું બોલવા-લખવાનું શરૂ કરી દો એટલે તમારી જીભ અને મગજમાં અંગ્રેજી ભાષા ગોઠવાઈ જવા માંડશે. તમારા શિક્ષકો મોટા પ્રમાણમાં આવો મહાવરો તમને કરાવશે. યાદ રાખો કે સાંભળ્યા ને બોલ્યા વગર ભાષા શીખી શકાતી નથી. માર્ગદર્શિકાઓ અને અપેક્ષિતમાં પ્રેક્ટિસ માટે આપેલાં છૂટાં વાક્યો દ્વારા કે ભાષાંતર કરવાથી અંગ્રેજી ભાષા શીખવાનું મુશ્કેલ છે. તમે સૌ અંગ્રેજી જેવી global languageમાં સાંભળતાં, બોલતાં, વાંચતાં, લખતાં શીખી શકો તે માટે પહેલાં અધકચરો પણ ઉપયોગ કરવા માંડો. કરશો ને?

આ પુસ્તકમાં તમને જે ગમે ને જે ન ગમે તે વિશે અમને જાણ કરશો તો હજી વધારે સારું પાઠ્યપુસ્તક બની શકશે. Happy Learning !

શિક્ષકો, વાલી અને અન્ય સહાયકર્તાઓ માટે...

ધોરણ 10, દ્વિતીય ભાષાનું આ નવું પાઠ્યપુસ્તક તમારી સમક્ષ મૂકતાં આનંદ થાય છે. આપણાં તરુણો વિશ્વસ્તરે વ્યાપક રીતે પ્રયોજાતી અંગ્રેજી ભાષામાં સરળ-સહજ રીતે વ્યવહાર કરી શકે તેટલી સજ્જતા પ્રાપ્ત કરે તે હેતુથી આ પુસ્તકની રચના થઈ છે. પ્રાથમિક કક્ષાથી જ જે રીતે modified communicative approach(સરલીકૃત પ્રત્યાયન અભિગમ)નો ઉપયોગ કરવામાં આવ્યો છે તે રીતે જ માધ્યમિક કક્ષાનાં પુસ્તકોમાં પણ કરવામાં આવ્યો છે. અર્થાત્ અહીં પણ વ્યાકરણની પરિભાષા, નિયમો અને ભાષાંતર કરતાં પરિસ્થિતિ અને સંદર્ભ અંતર્ગત સમુચિત રીતે અંગ્રેજી ભાષાનો ઉપયોગ કરવા પર બધો ભાર મૂક્યો છે.

“જો કૌશલ આપણે શીખી લીધું હોય તો જ તેનો ઉપયોગ કરી શકીએ; અથવા જ્ઞાન પ્રાપ્ત કર્યા પછી જ તેને અમલમાં મૂકી શકીએ” એવા અવાસ્તવિક ખ્યાલને આપણે સ્વીકારતા નથી. વાસ્તવિક જીવનમાં પણ પહેલાં ઉપયોગ કે પ્રેક્ટિસ શરૂ કરીએ છીએ અને આવી વારંવારની પ્રેક્ટિસ દ્વારા જ કૌશલ કે જ્ઞાન હાંસલ કરીએ છીએ. પહેલાં પાણીમાં પડીએ ત્યાર બાદ તરતાં આવડી શકે છે. જગતભરની શાળાઓ અને પાઠ્યપુસ્તકોમાં આ પ્રકારનો communicative language teaching approach ખપમાં લેવાય છે ને તે functional syllabus દ્વારા અમલમાં મુકાય છે. આ અભિગમને સફળ કરવા માટે આટલી બાબતોને બિનચૂક રીતે ધ્યાનમાં રાખશો :

- (1) જે ભાષા બહોળા પ્રમાણમાં કાનમાં જાય (input) તે જ થોડા પ્રમાણમાં મુખમાંથી પ્રગટ (output) થાય. જે જન્મથી જ સાંભળી શકતા નથી તેઓ બોલી શકતા પણ નથી.
- (2) શ્રવાણની સાથે સાથે સંભાષણ (speaking) પણ શરૂ કરવું. પ્રારંભિક સ્તરે બોલવામાં થોડી કે ઘણી જે કંઈ ભૂલો થાય તે સુધારો નહિ. વારંવાર પરિસ્થિતિ અન્વયે અંગ્રેજીનો ઉપયોગ કરી વિદ્યાર્થીઓને ‘વાચા-વ્યાકરણ’ શિખવવાનું છોડી દો. વ્યાકરણ-કેન્દ્રી લેખન પ્રેક્ટીસ કરાવવાથી પણ વ્યવહારુ અંગ્રેજી ન આવડે.
- (3) રોજ વર્ગમાં ખૂબ અંગ્રેજી બોલો. વાર્તા કે રમૂજ પ્રસંગો કહો, અગાઉ બની ગયેલી ઘટનાઓનું અંગ્રેજીમાં વર્ણન કરો, ચિત્રો બતાવી તેનું વર્ણન કરો-કરાવો. વર્ગમાં functions(ભાષાનાં કાર્યો) અનુસાર જોડી કે જૂથમાં બોલવા-સાંભળવાની તક ઊભી કરો.
- (4) ‘પહેલાં પ્રેક્ટિસ ને પછી નિપુણતા’ના આ અભિગમ અંતર્ગત પ્રારંભિક સમયે વિદ્યાર્થીની વાક્યરચના કે ઉચ્ચાર અંગેની ભૂલો ન કાઢો. નવા શબ્દોનો ઉપયોગ કરવો પડે તેવી પરિસ્થિતિ સર્જો. વર્ગમાં ભયરહિત, મુક્ત વાતાવરણ રાખો. વિદ્યાર્થીઓ બોલવા-લખવામાં ભૂલો કરી શકે તેટલી છૂટ તેમને મળવી જોઈએ.
- (5) ભાષા-કૌશલોના વિકાસનો LSRW ક્રમ છે તે તમે જાણો જ છો.
- (6) નવા નવા શબ્દોનો ઉપયોગ થાય તેવી રીતે સ્થિતિ/ચિત્રો/વ્યક્તિનો સહારો લો. પ્રારંભમાં સ્પેલિંગ પર ધ્યાન ન આપો.
- (7) અંગ્રેજીમાં inverted અને wh questions પૂછવાનું ચાલુ જ રાખો.
- (8) દરેક યુનિટમાં આપેલાં Functions શિખવવા માટે શક્ય એટલો વધુ સમય આપશો.
- (9) તરુણ વિદ્યાર્થીના બૌદ્ધિક અને ભાવાત્મક મનોજગતને અપીલ કરે તેવા વાચનપાઠ અને અન્ય સામગ્રી પણ ચૂંટીને મૂકી છે.
- (10) વર્ષાન્તે લેવાનારી પરીક્ષામાં પ્રશ્નપત્રનું માળખું એવું હોય કે જેમાં વિદ્યાર્થીઓને સ્મૃતિ આધારિત (યાદ રાખીને કે ગોખીને) ઉત્તરો લખવાનું ભારણ 10 થી 15 % જેટલું જ હોય. બાકીના પ્રશ્નો શબ્દભંડોળ, ભાષારચનાનું અર્થગ્રહણ, ઉપયોજન અને લેખન અંગેના જ હોય.
- (11) આપણા વિદ્યાર્થીઓ માટે વર્ગ જ એકમાત્ર એવી જગ્યા છે કે જ્યાં તેને અંગ્રેજી સાંભળવા, બોલવા, સમજવાનો ઔપચારિક અવકાશ મળે. જો વર્ગમાં આવો અવકાશ (input) નહિ મળે તો વિદ્યાર્થીઓમાં વ્યવહારલક્ષી, communicative ક્ષમતાઓનો વિકાસ થવાની શક્યતાઓ ઘટી જશે.
- (12) ભાષાના મહાવરા માટે ઘણા task છે તો એ tasks માંથી શક્ય એટલા વર્ગમાં અને યોગ્ય લાગે તે home work માટે આપી શકાશે.
- (13) ઘણા taskમાં એવા પણ પ્રશ્નો હશે જેના જવાબ બધા વિદ્યાર્થીઓ તરફથી એકસરખા ન આવે. તે જવાબો દરેકની વૈચારિક શક્તિ અને વિશ્લેષણ શક્તિ પર આધાર રાખે છે. એવા પ્રશ્નોના જવાબમાં સમાનતા હોવી જ જોઈએ તેવો આગ્રહ ન રાખવો.

વર્ગમાં અંગ્રેજી સંભાષણનું વાતાવરણ બરાબર જામે; વિદ્યાર્થીઓ મુક્ત રીતે તેમની સાજીભાંગી અંગ્રેજી ભાષામાં બોલતાં હોય, તેઓને રમૂજ પણ થતી હોય. શિક્ષક તેમના વિદ્યાર્થીઓને અંગ્રેજી અભિવ્યક્તિ માટે પુષ્કળ પ્રોત્સાહન આપતા હોય તેમ જ વર્ગમાં પરસ્પર સંવાદ કરવાની તક પૂરી પાડતા હોય – આવાં દશ્યો સર્જાય ત્યારે આ પાઠ્યપુસ્તક અંગ્રેજી ભાષા-અધ્યયન માટે અસરકારક માધ્યમ બની શકશે. આ સમગ્ર પ્રક્રિયા દરમિયાન અધ્યાપન કરનારાઓનું જે અધ્યયન થશે તે લાભ તેઓને પછીનાં વર્ષોમાં વધુ સફળતા તરફ લઈ જશે.

આ પાઠ્યપુસ્તકમાં સમાવિષ્ટ નિશાની	અર્થ
	જોડીકાર્ય (Pairwork)
	જૂથકાર્ય (Groupwork)
	ગૃહકાર્ય (Homework)

CONTENTS

No.	Title	Function	Page
1.	Against the Odds	Describing and specifying time and location	01
2.	The Human Robot	Exchanging Niceties	15
3.	An Interview with Arun Krishnamurthy	Describing Action	28
4.	A Wonderful Creation	Describing actions active-passive	41
5.	Playing with Fire	Describing Process	55
6.	I Love You, Teacher	Reporting Event- 1	66
7.	Kach & Devyani	Reporting Event- 2	79
8.	Our Feathered Friends	Describing Place & Person (relative Pronoun)	94
9.	Tune up O Teens	Inquiry as Nature	106
10.	Test of True Love	Talking about time (Present Perfect Tense)	124

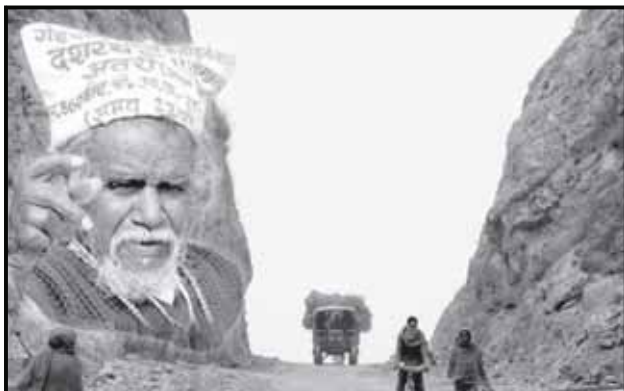
Poem	Page
1. My Song	137
2. Pencil	139
3. Growing	141
4. Vanila Twilight	143





Pre-task


P.1 Read about Dashrath Manjhi and answer the questions.



Dashrath Manjhi ran away from his home at a young age and worked at Dhanbad's coal mines. He returned to his village, took up work and married Falguni Devi. While crossing Gehlour hills to bring him lunch, Falguni slipped and seriously injured herself. They could not reach her to the nearby hospital because there was no straight access to the town and which eventually led to her death. Manjhi was deeply disturbed and that very night decided to carve a path through the Gehlour hills so that his village could have easier access to medical services. He carved a

path 360-feet-long, 25-feet-deep in places and 30-feet-wide to form a road through the rocks in Gehlour hill. He quoted, "When I started hammering the hill, people called me a lunatic but that steeled my determination." He completed the work in 22 years (1960–1983). This path reduced the distance between the Atri and Wazirganj sectors of the Gaya district from 55 km to 15 km. Later, Manjhi said, "Though most villagers taunted me at first, there were quite a few who lent me support later by giving me food and helping me buy my tools." For his achievement, Manjhi became popularly known as the 'Mountain Man'. His name was also proposed by the Bihar government for the Padma Shri award in 2006. When a movie on his life was announced, Manjhi was on his death bed. He put his thumb impression on an agreement and gave away "exclusive rights" to make a film on his life. The mountain man was given a state funeral by the Government of Bihar.

Questions:

1. Dashrath lost his wife. He was terribly disturbed. What would Manjhi have told himself that night?
 - a) Cruel God took away my wife. Now I hate God.
 - b) I must do 'Dharna' against the government for pressing them to build a good road from Atri to Wajirgunj.
 - c) I myself will start making a road through hills, whatever odds I have to face.
 - d) I will unite the people of Atri and lead a procession to the authorities. Our demand will be: "Give us road, give us life."
2. Are you moved and impressed by Dashrath's great deed? Write a message (30 words) in memory of this Mountain man. You can begin like this: 

O dear Dashrath! we salute you because...

3. What inspiration do we get from people like Manjhi? We should not _____.
Instead we should _____.
_____.

P.2 How would you solve these problems with minimum help from others?

1. crossing a river
2. carrying your heavy friend to a hospital
3. staying for one rainy night in the forest
4. creating support for a very poor student

Read

AGAINST THE ODDS

Tracks to Taj Nagar

For twenty five years, residents of Taj Nagar village near Gurgaon lobbied for a railway station in their village. When their demand was not met, the villagers decided to take matters into their own hands. They pooled in twenty one lakh rupees and built a railway station on their own.

Most of the three thousand people living in the village are farmers. But such was the burning desire to have a station in the village, everybody contributed according to their capacity. Ranging from three thousand rupees to seventy five thousand rupees. "They donated money for the station and we started the construction in January 2008," said Ranjit Singh, a former village sarpanch.

"There are a large number of people in the village who need to go to Gurgaon, Delhi and Rewar. There are students who go to colleges. Till now, we had to either go to Halimandi or Patli to catch a train. Both the stations are six kilometers away from Taj Nagar. We thought when the railway lines passed through the village we would have a station here. But that didn't happen. So we raised the demand in 1982 and have been continuously asking for it, but the railways told us that they did not have funds. So, finally we decided to craft our own destiny," said Hukamchand, a member of the committee.

As a result, the panchayat passed a resolution in 2008, saying that since the railway was not able to build a station for them, they would do it for themselves and with their own money! Soon, an eleven member team was formed and the team started collecting money from villagers.

On 7 January 2010, as a result of their efforts, the first railway station in the country on which the railway did not have to spend a single rupee, started operations.

Sitapur's Light

In rural Uttar Pradesh, over sixty percent of households are without power. Sitapur district is one such place with no power. A small social enterprise called Mera Gao Power (MGP) is trying to change things. They are putting two solar panels at a time. In just over a year, MGP has connected more than 3,500 customers to solar power mini- grids at a village level.

Village by village, MGP is building a network of low cost solar micro-grids that provide two LED lights and a mobile charging point to all paying house holds at a cost of twenty five rupees per week. That is cheaper than kerosene which can cost almost double across a month. Solar power, as a 'smokeless' source of light, comes with added benefits to customer health.

Installing a micro-grid is a grand event in the village and every one gets involved. In the village of Damdampurawa, the team maps the village house by house beneath the scorching mid-day sun, working out where to place each wire so as to connect customer to the power source. Some house holders join in while others look on, calling out orders or watching the curious proceedings wide-eyed.

The roof of a sturdy, brick-walled home in each village is always chosen as the site for the panels and the battery. Azaz, one of the company's first electrician to be recruited from the local district block of Reusa, installs

the panel in a southerly direction to capture as much sun light as possible.

“We’re saving our environment with these lights, and there’s no pollution in our homes either,” says a farmer from the village.

“New businesses are starting to emerge amongst the customers too,” says another. “In one village, customers are using the light to weave saris by night. In another, one man now has a night business making plastic tablecloth,” he says.

“It’s nice to have light while we cook and eat. Our children are also studying more now!”

Palakkad’s Public Library

In Kerala The Palakkad District Public Library has been up and running since September 2013. It is a fine modern library, a center for information, knowledge, wisdom, cultural activities, research and reference. But it has recently been in the news for different reasons. A third of its thousand members are women. These women, supported by the shared space the library offered them, launched a women’s unit in February, 2014. The unit got together to discuss methods of empowering women.

The library opened its halls for film screening, workshops in home economics or gardening, child care or the arts, and for women to get help in managing family conflicts, legal disputes and professional problems.

The secretary of the library pointed out that through reading, women would realize their own strength and forge a unity. It was noted that the lending libraries of earlier times were disappearing and the present rural reading rooms were too often full of only male readers. The unit discussed that if the once well-read women of Kerala continued to squander their hours in front of television, it would encourage a climate in which women are afraid to go out after dark. So, the unit has formulated plans on opening separate reading rooms for women.

Palakkad’s district library stands tall as a beacon to encourage women’s empowerment through classes, clubs, workshops and reading rooms. And then, there are the books, which will provide the women the strength they need to make good use of these opportunities.

Glossary

resident residing in a particular place, **reside** **lobbied** joined hands to influence government **demand** a strong need **pooled in** collected and gathered **burning desire** strong wish **contribute** to give to common fund **capacity** ability **donate** to give something to help a person or organization **former** predecessor **Sarpanch** the head of a village **need** require, want **raise** increase **craft** shape **destiny** fate, luck **resolution** an official decision **power** ability to control people **enterprise** a business organization **panel** a group of people who answer questions **provide** to supply **forge** to create something strong, enduring and successful **benefit** advantage **involved** to have as a part of something **beneath** below, under **scorching** burning **sturdy** strong and healthy **recruited** hired **reference** source **recently** **share** participate **launch** start a unit **empower** to give power to **counsel** advice given to someone **discreet** not likely to be seen or noticed **dispute** a quarrel **professional** **lending** issuing (books) **squander** waste time in foolish manner **climate** atmosphere **formulate** to create by careful efforts **beacon** someone or something that guides or gives hope to others **rural** related to the village

I feel...

- What is great about the people of Taj Nagar?
- What will be the qualities of the people of these places?
- Underline the sentences showing the sentiments of these people.
- What did you feel when you read the underlined sentences? What would you have done if you were the citizen of that village?

Vocabulary

V.1 In the group of four words, two words are either synonyms or antonyms. Circle these words, then circle S if they are synonyms, A if they are antonyms.

1. destiny	merit	penal	fate	S	A
2. rural	urban	micro	social	S	A
3. sturdy	weekly	strong	burning	S	A
4. desire	demand	reason	wish	S	A
5. cheap	solar	costly	scorching	S	A
6. benefit	disadvantage	beacon	space	S	A
7. resolution	determination	decision	craft	S	A
8. curious	burning	afraid	incurious	S	A
9. opportunity	wisdom	chance	knowledge	S	A

V.2 Fill in the gaps with the correct form of the word in bold print.

Sample : *decide*

(a) *We must come to a **decision** very soon as we are running short of time.*

(b) *We beat them **decisively**. We won 7: 0*

(c) *Manan can never make up his mind. He is very **indecisive**.*

1. reside (a) Mr. P. G. Pathak is a _____ of Shastrinagar area. (b) The police inquired of his _____ in Delhi. (c) You can't have a ration card of this city as you are _____ of this city.

2. strong (a) You must _____ your body to face such hardships as you are going to join our army next month. (b) The inner _____ of our father of the nation, Gandhiji made the Britishers quit India. (c) Bhim gave such a _____ blow of his mace on Duryodhan's thigh that he was injured.

3. construct (a) Dr. Babasaheb Ambedkar is one of the _____ of the constitution of our country. (b) Students should be given _____ education rather than theoretical. (c) The _____ of the Tajmahal began in 1632 by Sahjahan at Agra.

4. power (a) Our government is trying its best for women _____ in every walk of life. (b) Don't you think that India need some _____ leaders like Sardar Patel nowadays? (c) The new law of RTI _____ us to get any information.

Now make different forms of the words and use them in your own sentences. You may take help of a dictionary or your teacher.

1. **inform** (a) _____
 (b) _____
 (c) _____
2. **direct** (a) _____
 (b) _____
 (c) _____
3. **beauty** (a) _____
 (b) _____
 (c) _____

V.3 Complete the sentences selecting the proper word from the brackets.

1. Aarzu wanted a job of an officer. So she _____ for the job. (applied/ worked)
2. Our society _____ Rs. 3,50,000/- for relief fund. (pooled in/ gave)
3. Aanandnagar has no electricity so the GEB is going to establish _____ there. (mini greed/ mini grid)
4. The Loksansar _____ a new scheme of flats. (declared/ launched)

V.4 Make meaningful sentences placing the proper word at the proper place.

1. The people of Bhavnagar have the demand for 'Bhavnagar Tarapur railway line' for many years. (increased, raised)
2. Our government has started a scheme of giving bulbs to the needy people. (CFL, LED)
3. Very soon Gujarat Government about 45000 persons in various administrative departments. (will give, will recruit)
4. In Gujarat we face the Sun during May and June. (scorching heat of, strong heat of)

V.5 Write True(T) or False(F). If False, correct them.

Sample : Aarzu won the election of the village. She was elected as a Talati.

Aarzu won the election of the village. She was elected as the Sarpanch.

1. We visited Ghogha last week because ☐ we wanted to launch a new project.
2. There are lunar panels in our village. ☐
3. Solar power is a smokeful source of ☐ light.
4. In recent times most people use ☐ florescent lamps to save electricity.
5. Most of our women squander in ☐ watching TV serials of family drama.

V.6 Rearrange the order of the letters of the word in the bracket to make the sentence meaningful. [word anagrams: same letters different words: *silent: listen*]

*Sample: Your knowledge of computer is a big **seats** (*asset*).*

1. The (**metallic**) _____ of this region is humid; so being an asthma patient you can't stay here.
2. Dr. Batra's (**unclose**) _____ to Astha for her choosing a career proved fruitful.
3. It was Dashrath's (**density**) _____ that he would die when none of his sons was present there.
4. Mr. Khan is a (**inserted**) _____ of this society so he must pay the maintenance charges.

5. Brinda's (**reside**) _____ to educate her daughter in an English medium school was fulfilled as they shifted to Baroda from a small village.

6. They have (**design**) _____ the contract, so it's a bit late to change their minds now.

V.7 Select the proper word and fill in the gaps to make meaningful sentences.

(contribute, brilliant, pooled in, dispute, finally, empowering, issue, lobbied, provide, formulate, poverty)

Sudha Murthy found that Hanumanthappa was a _____ boy. But unfortunately, he was not able to study further because of his _____. She wanted to _____ in his study. She talked about this _____ in her staff and they _____ one lakh rupees. They had a little _____ over the course of his choice. _____ the issue was resolved by _____ a senior colleague to take decision.

Comprehension

C.1 Tick mark True(T) or False(F). If False, correct them.

1. The Government funded twenty one lakh rupees to build the railway station.

T	F
---	---

2. Majority of people living in Taj Nagar are businessmen.

T	F
---	---

3. Ranjitsingh is the Sarpanch of Taj Nagar village.

T	F
---	---

4. Azaz, the electrician was given the job of a technician.

T	F
---	---

5. Out of thousand members of the library, three hundred are women.

T	F
---	---

6. The library arranged seminars to solve the family problems of women.

T	F
---	---

7. Separate reading room for women was set up to give them safe space.

T	F
---	---

C.2 Tick mark the most appropriate option.

1. The wish of villagers was to _____.

- (a) collect fund for a railway station. (b) renovate the railway station.
(c) build a railway station. (d) ask the authority for a railway station.

2. Railway authorities refused a railway station because of _____.

- (a) lack of fund. (b) no tracks. (c) no need. (d) no staff.

3. What is the source of smokeless light?

- (a) kerosene. (b) electricity. (c) solar power. (d) thermal power.

4. Palakkad's library is unique for its _____.

- (a) women members. (b) cultural activities.
(c) strength and unity of members. (d) social reforms.

5. The library set up a separate reading room for women because _____.
 (a) there were only male members. (b) the women could feel safe.
 (c) the women could not waste time. (d) the women could come at night.
6. The solar panels are installed _____.
 (a) on the tall buildings of the village. (b) on the roof of the strong walled homes.
 (c) on the tops of every house in the village. (d) on the tall towers raised in the villages.

C.3 Correct the text by replacing the underlined words with words from the bracket.

(farmers, capacity, construction, burning, donated, living, contributed, funded, demanded)

"Most of the three thousand people leaving in the village are merchants. But such was the willing desire to have a station in the village, everybody contributed according to their limitation. Ranging from three thousand rupees to seventy five thousand rupees, they borrowed money for the station and we started the renovation in January 2008", said Ranjeet Singh, a former village Sarpanch.

C.4 Match the sentences from the text with the paraphrased sentences. Write the number in the box.

Paraphrased sentences	Original sentences
1. The villagers collected 21 lakh rupees to build a railway station—after the rejection of demand.	A. Palakkad's district library _____ These opportunities.
2. The villagers had to go six kilometers to catch a train to Gurgoan, Delhi and Rewari.	B. Installing a micro-grid _____ proceeding wide-eyed.
3. A place in Sitapur got transformed with the help of a plan for electrifying it with solar energy.	C. Village by village _____ twenty five rupees per week.
4. An organization arranged for power at a low cost.	D. For twenty five _____ on their own.
5. Villagers watched (with surprise) the set up of grid at a proper place as it was like a festival.	E. The library was also _____ professional problems.
6. The library started to settle all kinds of disputes of women.	F. There are a large _____ from Taj Nagar.
7. The library provides the women the strength to empower them.	G. In Sitapur district _____ at a village level.

C.5 Read the sentence in A and relate them with the question in B. One is done for you.

A	B
1. They pooled in twenty one lakh rupees. (C)	a. What is that?
2. We had to either go to Halimandi or Patli to catch a train. ()	b. How did they do it?
3. In Sitapur district one such place with no power, a small social enterprise is trying to change things. ()	c. Who gave the money?
4. But it has recently been in the news for different reasons. ()	d. What are they doing?
5. The unit got together to discuss methods of empowering women. ()	e. What was the problem in that?

C.6 Answer these questions.

1. How long did the people of Taj Nagar try to persuade the railway authorities for a railway station? Ans: _____
2. Where did the villagers have to go to board a train? Ans: _____
3. What is the main problem in rural Uttar Pradesh? Ans: _____
4. In just one year's time, what has MGP achieved in Sitapur district?
Ans: _____
5. What is the main advantage of solar light according to a village farmer?
Ans: _____
6. For what can people use Palakkad's District Library? Ans: _____
7. Why did the women unit get together? Ans: _____
8. What did the Library open its halls for? Ans: _____
9. What does the Palakkad's Library stand for? Ans: _____

C.7 Answer these questions in two or three sentences.

1. What was the burning desire of the people of Taj Nagar? What did they do for it?
2. Why did people raise their demand for a railway station in their village? How did the authorities respond?
3. What is MGP - an NGO doing in Sitapur district? Why?
4. How were the panels installed?
5. How have solar micro grids helped the village people?
6. What did the secretary of the library point out?
7. What did the library do for women?

C.8 Write short notes using the points given in the brackets.**1. Palakkad's District Library:**

(established - a center for various activities- women's unit - halls for - safe venue for women - a beacon of women's empowerment)



2. Dream of Railway Station Comes True:

(need for a railway station- efforts of village people of Taj Nagar- funds collected- determination- struggle- dream came true)

3. MGP's Drive for Solar Power in Sitapur District:

(more than 3500 customers - set up solar micro grids - light - beneficial - opportunities for development- business growth)

C.9 Reflect on these questions / points.

- How would you encourage your village people to overcome their local problem? Discuss.
- Visit any NGO working in Gujarat. Collect information about the activities of the NGO and share it in the class. 
- Invite a social worker in the school and arrange a talk with him/her on the scopes of rural development. (You may use your mother tongue.)
- Collect information about the work of a co-operative society in Gujarat. (Work in groups of four or five) 
- Arrange a visit to a nearby village. Prepare a report on it and present the report in the class.

Language Practice

Function: Describing and Specifying Time and Locations

L.1 Read the paragraph about Saputara and answer the questions .

Saputara which is on a plateau(ઉચ્ચપ્રદેશ) of Western Ghats (Sahyadri range), is a famous hill station in the Dang District of Gujarat. It is situated at an altitude of about 900 meters above the sea level. It is 156 kms from Surat and 248 kms from Mumbai. The hill station is near Gujarat-Maharashtra boarder which is only 4 kms from the town. It is surrounded by rocky terrains and thick forests that house precious bio diversity.

Saputara is amazingly different in monsoon from summer. The monsoon season offers a different experience with fog and clouds dispersed all over the hills. The waterfalls become mighty and everything becomes a soothing green. Mornings and evenings become more beautiful. A walk in the morning or in the evening is a rewarding experience.

To attract more tourists, Gujarat Tourism Corporation organizes Monsoon Festival every year in the month of August. Different programmes are organized during the monsoon festival. One can enjoy water sports, heritage walk and other rides in the evening. The cultural programmes that start in the evening last till midnight.

Questions:

1. Where is Saputara located? (Location)
2. What is the altitude of the hill station? (Location)
3. How far is the hill station from Surat? (Location)
4. What is the atmosphere in monsoon like? (Describing)
5. When is the Monsoon Festival organized? (Time)
6. What are the main attractions of the Monsoon Festival? (Describing)

L.2 Read the passage about the robbery carefully. The underlined words are misplaced. Put them in the right places and read it again.↕↕

There was a phone call in the morning from 9.30 informing about robbery on a bank situated in the S P Road. The robbers took away Rs. 5 lakh at the box which was kept between the strong room of the bank. When we were trying to figure out who would have done it, there was one more call in 9.30 and 10.00 that informed about a robbery in a jewellery shop towards the bank. The jeweler informed that the robbers escaped in a small white car. This was the first clue that we got at 1:00 pm. All police stations around the town were informed to look for the white car. Meanwhile, a traveler who listened to the news on the radio called 101 (Police) and informed that he saw a white car going beside Ahmedabad on NH 8 at a speed of more than 100 kmh. Once again, highway patrol and police stations at NH 8 were informed. At 4.30 pm in the late afternoon, Vadodara police found an abandoned white car at a circle on the airport road. Robbers were very fast but the police could link the clues. The security was tightened in the airport and the railway station. It took time but at midnight the robbers were held near Vadodara railway station and the valuables were recovered.

Answer the questions.

1. What happened in the morning?
2. Where did the robbery take place?
3. Where was the money kept?
4. When did the police get the first clue?
5. What did Vadodara police find? When? Where?

L.3 Study the excerpts from the Reads of the textbook. Identify the words/phrases indicating time and location/place. Underline them and write T=Time and L=Location/Place.

- The good Lord was extremely busy that day. He was into his Sixth day of overtime. When he was working with full concentration an angel appeared and commented, “You are taking so much care for creating this creature.” (A Wonderful Creation)
- For twenty-five years, the residents of Taj Nagar village near Gurgaon lobbied for a railway station in their village. (Against the Odds)
- 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 Love You, Teacher)
- In 1890, at the age of about ten, I moved to the Perkins Institution. (I Love You, Teacher)
- One of our favourite festivals in India is Deepavali, or Diwali as it is known in the North. There is nothing to match the excitement when crackers go off in the night sky with a loud bang and a brilliant shower of colour. (Playing with Fire)
- Six minutes to six, said the clock above the Information desk in New York’s Grand Central Station. A tall, young lieutenant lifted his face, narrowed his eyes, and noted the time. His heart was beating fast. In six minutes he was going to see the woman who had been in his thoughts for the past thirteen months. (Test of True Love)

L.4 Read the clever answers and guess what could be the real answer.

Sample: What is your name?

My name means Lotus in Gujarati.

Answer: Kamal

1. Where were you born?

I was born where Mahatma Gandhi was born.

Answer: At _____

2. What is your date of birth?

I was born when Dr Sarvpalli Radhakrishnan was born.

Answer: On _____

3. At what time were you born?

I was born when Lord Krishna was born.

Answer: At _____

4. When do you get up everyday?

When I get up, the clock hands are 180°.

Answer: At _____

5. Where exactly is your house?

World’s most beautiful marble monument is only two minutes’ walk from my home.

Answer: In _____

6. Where do you live?

I belong to the city of Sabarmati Ashram.

Answer: In _____

7. Where exactly is the book?

It is where I take my meals everyday.

Answer: On _____

8. When do you learn photography?

I learn it once in a week when Bollywood movies are released.

Answer: On _____

9. Where have you kept the TV?

It is where I sleep every night.

Answer: In _____

10. Where is the photograph?

I need to turn 180° to see it.

Answer: Behind _____

L.5 Take turns to ask questions to get the given answers. ††

Q. _____

A. On MG Road

Q. _____

A. At 12.30 pm

Q. _____

A. In the room

Q. _____

A. Near Gandhinagar

Q. _____

A. On the banks of the Narmada.

Q. _____

A. Between Baroda and Surat.

Q. _____

A. At Dandi

Q. _____

A. In the evening

Q. _____

A. At midnight

Q. _____

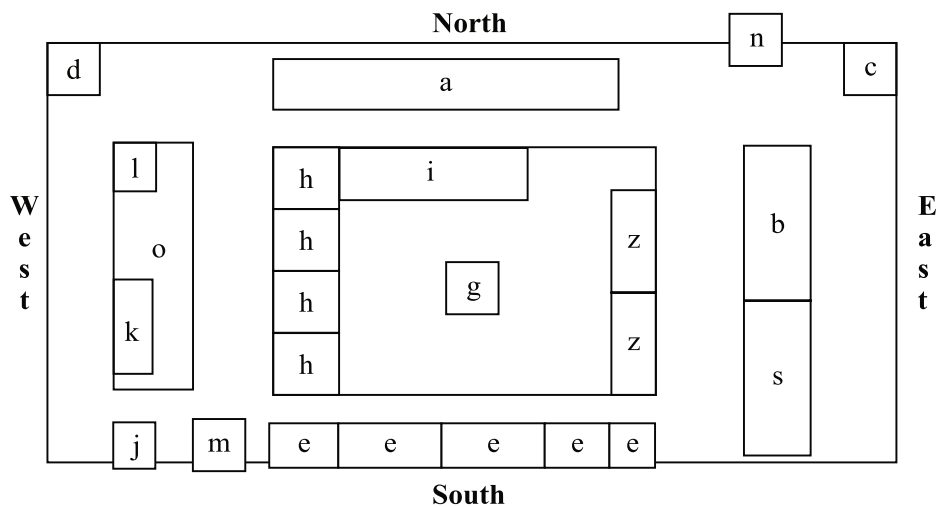
A. On Sunday

L.6 Read about Sharmin's travel plan of India. Fill in the blanks using words from the brackets to complete the plan.

[at, on, towards, in, to, from]

Sharmin will take a flight to Mumbai _____ Friday, 5th November _____ Heathrow Airport, London. She arrives _____ Mumbai _____ 6th November sometime _____ the afternoon. She has booked an overnight stay _____ a hotel. Next day, she will visit the Gateway of India and Haji Ali Dargah _____ Mumbai. She has marked 8th November for the Elephanta Caves which is a network of sculpted caves located _____ the Elephanta Island, 10 kms to the east of the city of Mumbai. She is travelling _____ Ajanta Caves on 9th. The Ajanta Caves _____ Aurangabad district _____ Maharashtra state are 30 rock cut Buddhist cave monuments. The caves include some finest examples of Indian art. _____ the Ajanta caves, she is heading _____ the North West and arrives _____ Ahmedabad _____ Wednesday morning. Following her hectic schedule, she will rest and visit the Sabarmati Ashram and Sabarmati River Front _____ the evening. She leaves for Lothal _____ 6 am _____ Thursday. She has also hired a travel guide who will accompany her _____ Lothal, one of the most prominent cities of the ancient Indus Valley Civilization, located _____ Bhaal region. Sharmin is staying _____ Gujarat _____ 11th _____ 13th November. During her stay, she will also visit Rani ki Vav _____ Patan and Lakshmi Vilas Palace _____ Vadodara. She is flying back _____ London on 14th _____ Sardar Patel International Airport, Ahmedabad.

L.7 Here is a map of a school and the key to the alphabets. Describe the school using the key.



Key:	You may frame sentences like:
m = Main Entrance	The main entrance of the school is on the South.
n = Side Entrance	
b = administrative office	
o = Science Block	
j = Security Cabin	
k = Physics Lab	
l = Botany Lab	
a = Library	
g = Play Ground	
c = Boys' Washroom	
d = Girls' Washroom	
e, h = Classrooms	
i = Computer Lab	
s = Staff Room	
z = Canteen	

L.8 Study the table carefully. Add five more sentences to it using different words/phrases indicating time or location/place.

Time	Subject	Verb	Object	Place	Time
	I	have	breakfast	in the kitchen	every morning.
	They	play	khokho	on the playground	every Saturday.
	My friend	is swimming		in the river.	
Every Sunday	Robert	attends	prayer	in the church near town hall.	
In 1890 , at the age of about ten,	I	moved		to the Perkins Institution.	
On 28th June, 1904	Helen Keller	graduated		from the Red Cliff college.	

Time	Subject	Verb	Object	Place	Time

Writing

W.1 Jeet, who has recently moved to a hostel, writes a letter to his mother about his roommate, food and the warden. Complete the letter by filling in the blanks using alternatives from the box given below it.

Room No. 27,
Pragna Hostel,
Ahmedabad.
25th June, 2016

Dear Mamma,

I hope this letter _____.
There are no difficulties in the hostel. Introduction with one another is over. Everyone is having a fine time here. I am lucky to have a very fine boy as my roommate. His name is Mantra. We help _____. The food served here is good and nutritive. It is not very different from what I got at home. You needn't _____. The dining hall is clean and spacious. There is greater _____. Our warden takes good care of each of us. Not only this, There is _____. I participate in them regularly. I am doing fine here. _____ my study and my health. Convey my humble regards to Dear Papa and love to Aatmaja. Reply as early as possible.

With love,

Your loving son,

Jeet.

[provision of both outdoor and indoor sports - I don't like here at all - each other in our study and live like brothers - will end your worries about my stay away from you and home - variety if there is any special occasion - I hate the food provided here - Please don't worry about me - worry about the quality of food]