

7. _____
8. _____
9. _____
10. _____

L.8 Look at these sentences. Try to match these sentences with the sentences given in L.5 (B).

Sr. No	Sentences	Looks like L.5. B Sentence No.
1	The letters are typed by her everyday.	
2	Blue shoes are worn by them.	
3	The Ramayana was written by Valmiki.	6 and 7
4	The museum was visited by the students.	
5	Dinner will be made by Sharon tonight.	
6	The prizes will be distributed by the guests.	
7	The robot has been designed.	
8	This Rangoli has been prepared.	
9	The politicians had been interviewed by the	
10	All his money had been withdrawn by Firoz	

Now convert these sentences the way shown in L.5. A.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

L.9 Write into the bracket which sentences are like L.5.(A) or L.5.(B). Convert the 'A' type sentences into 'B'. Convert the 'B' type into 'A' one. Add 'doer' in a sentence if it is not given.

Sample : Books are issued here. (B)

The librarian issues books here. ('doer' is added here)

1. Rehana was out in the evening for shopping when she was attacked by a street dog.

2. Rehana's leg was bitten. ()

3. She got stitches in two wounds. ()

4. Two days later, her brother admitted Rehana to a hospital. ()

5. Even after she was discharged, she was told to take rest for two weeks. ()

6. Rehana is self-employed and her business was affected while she was sick. ()

7. Also, the dress and shoes she'd been wearing at the time of attack were ruined by bloodstains. ()

8. Rehana had claimed compensation from the owners of the dog. ()

L.10 Read the page from the diary of a student. It describes his/her visit to a jail. However, some sentences are incorrect. Underline the incorrect part and write the correction in the space provided.

15 August, 2016

1. I still wonder why I want to experience it. But it was the day today. wanted
2. After efforts of a year, I am allowed to visit Sabarmati Central Jail was
on the Independence Day today.
3. I am gone there in the morning at 8 am and _____
was stayed in the jail till 6 pm.
4. During my ten hours' stay I experience that there is a life in the jail as well. _____
5. I was late but the staff tell me that _____
the day started at 6 am with the prayer.
6. There is a place where prisoners from all religions come together _____
and worshiped according to their faith.
7. Prayers are follow by light exercise and Yoga. _____
8. Followed by the routines, the prisoners assigned duties in different jail _____
departments.
9. There are departments like Kitchen, Library, Canteen, Carpentry Workshop, _____
Snacks & Fast Food and Jail Administration in the jail.
10. The prisoners worked in different departments in the morning for three hours. _____
11. The lunch was served at 1pm in the dining hall. _____
12. The prisoners rest for two hours in the afternoon. _____
13. At 4 pm, the prisoners is served Tea/Coffee. _____
14. The prisoners are free to play or read in the library for one hour in the _____
evening.
15. It was an opportunity of a life time to visit the cell where Mahatma Gandhi is _____
kept in 1922.
16. It was indeed good to see that there is an atmosphere that helps a person to _____
change in the jail.
17. Only goodness can harvest goodness. _____
18. The jail authorities are trying all possible ways to help all in the jail become _____
good citizens so that they can also contribute in the growth of the nation.

L.11 Read this paragraph. Fill in the blanks using appropriate verb form.

The movie-making industry _____ (give) away National Film Awards every year to recognize outstanding work of movie actors, directors, and others associated with the industry. These awards _____ (present) in a formal ceremony in Delhi. The President of India _____ (hand over) the awards. Several people _____ (nominate) in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee _____ (choose) to receive an award in each category.

The Awards _____ first _____ (present) in 1954. The National Film Awards _____ (give) in two main categories: Feature Films and Non-Feature Films. The Directorate of Film Festivals in India _____ (appoint) the juries. In addition, a Lifetime Achievement Award, named after the Father of Indian Cinema Dadasaheb Phalke, _____ (award) to a film personality for the outstanding contribution to the growth and development of Indian Cinema. Millions of people _____ (watch) the award ceremony. The record for the highest number of awards _____ (hold) by Satyajit Ray.

Writing

W.1 How would you help your mother in her daily work?

(A) Make a list of work your mother does.

(B) Make a list of work you can do to help your mother.

W.2 Write a paragraph on ‘the Tajmahal – a splendid creation’. Use this data.

an ivory-white marble mausoleum (કબર, મકબરો) - on the south bank of the Yamuna river in Agra - the tomb of his favourite wife, Mumtaz Mahal – opened in 1648- Mughal and Iranian architecture- white marble with semi- precious stones - central dome of 240 feet (73 meters) surrounded by four smaller domes; four slender minarets, beautiful gardens with fountains - Architects: Ustad Ahmad Lahouri, Ustad Isa - more than 20,000 workers from India, Persia, Europe and the Ottoman Empire, some 1,000 elephants worked for around two decades - burials: Mumtaz Mahal, Shah Jahan, Gauharara Begum.



W.3 Write a paragraph in about a hundred words on: The Problems of Homemakers. You may use these points: 🏠

most important role in the family - expectations of everybody – endless work – rising early before everyone else and going to bed late after everyone else – no holidays - problems at home – dedication and tireless work, usually not appreciated – not respected as working women are – selfless love for family motivates – wish for help and support from family members - desire for a vacation from household work

W.4 Narrate an incident when you hurt your mother.



UNIT 5



Pre-task

Read this news paper report.

Sunday, April 10, 2016 | 12:06 p.m.

THIRUVANANTHAPURAM, India — The Hindu temple in southern India was packed with thousands for a religious festival early Sunday when the fireworks began — an unauthorized pyrotechnic display that went horribly wrong. Explosions and a massive fire swept rapidly through the Puttingal temple complex at about 3 a.m. in the village of Paravoor, killing 102 people and injuring 380 others. Scores of devotees ran in panic as the massive initial blast cut off power in the complex, while other explosions sent flames and debris raining down, a witness said. Many people were trapped inside. "It was complete chaos," said Krishna Das of Paravoor. "People were screaming in the dark. Ambulance sirens went off, and in the darkness no one knew how to find their way out of the complex." Das said the first deafening explosion occurred as the fireworks display was about to end and as he was walking away. It was followed by a series of blasts, he added.

Tick mark True (T) or False (F).

1. The accident occurred on a Sunday evening.

T	F
---	---
2. About 380 people were killed in the accident.

T	F
---	---
3. The accident occurred because of fireworks.

T	F
---	---
4. There were many blasts when the temple caught fire.

T	F
---	---
5. The devotees ran in panic as there was no electricity.

T	F
---	---

Read

PLAYING WITH FIRE

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 colours. Many of us might wonder how these fireworks are made, and what goes into them. The physics and chemistry of fireworks is as interesting as the sound and the light they emit.

The science of fireworks is technically called, 'pyrotechnics' - from the Greek word, 'pyr' meaning fire and 'technics' meaning an art. Pyrotechnics includes not only fireworks but also a whole range of devices that use

similar materials and principles, from safety matches that we use everyday to solid fuel rocket boosters of the space shuttle. The household match is considered a special pyrotechnic device, as all the pyrotechnic effects- heat, smoke, light, gas and sound- are present in it.

Some historians say that 'black powder, the basic material used in fireworks, was invented in India. Shukranti, written more than two thousand years ago, has references to weapons similar to guns and projectile weapons. However, the Chinese are generally considered the pioneers of pyrotechnics. They are said to have developed, 'black

powder' more than one thousand years ago. It took at least two hundred years for the knowledge to spread to the west, and it was only in 1242 that an English monk, Roger Bacon, revealed the formula for "black powder". He considered it such a dangerous substance that he wrote of it in a code language.

The basic formula of the black powder, or gun powder, has remained unchanged for centuries. It is a blend of potassium nitrate, charcoal and sulphur in the ratio of 75:15:10 by weight. It is almost the perfect combination as it is and no further improvements or alternations need be made. Experts say that this might be the only chemical product still using the same age old proportions and manufacturing techniques.

However, with the development of modern chemistry, light and colour effects have become common in fire works. In the last century, the discovery of aluminium, magnesium and titanium, which burn at high temperatures emitting bright light dramatically improve the brilliance of fireworks. Similarly, colours too are a recent development. The principal colour emitters in pyrotechnics were identified after decades of research. These colours are formed in one of two ways – luminescence and incandescence.

Incandescent light is produced when a substance is heated so much that it begins to glow. Heat causes the substance to become hot and glow, initially emitting infra red, then red, orange, yellow, and white light as it becomes increasingly hotter. When the temperature of a fire work is controlled, the glow of its metallic substances can be manipulated to be a desired colour at the proper time.

The principle behind any firework is that when heat is applied to fuel (the gun powder), it burns using oxygen. However, because the fuel is packed tightly to keep the heat in the burning take place all of a sudden,

it causes the characteristic loud noise. The actual manufacturing process of fire work is simple. The raw materials required are fuel, binders, oxidizers (to make it burn), and a few other materials. The ingredients are ground and mixed well, the mixture is pushed through a machine from which it comes out as long rolls or strips, and then rolled in cardboard or old newspapers with a fuse.

The greatest danger of pyrotechnics is that it deals with fire. The industry is notorious for its accidents, whether in the U.S.A., Japan or India. Though the mixture is stable if kept cool and dry, it can catch fire if heat is accidentally applied, through too much friction sometimes, or from a spark or an impact. Scientists are looking for ways of making fireworks safer.

In India, fireworks used to be imported from China. During the Second World War, these imports were stopped, and the safety match producers of Sivakasi in Tamil Nadu began manufacturing fireworks for Deepavali. In 1992, the country used about 60 crores worth of firework and 60 to 70 percent of this came from Sivakasi.

In Sivakasi, fireworks are manufactured in a number of small units. Three months before the festival is the busiest time for these units. Fireworks are transported to every nook and corner of the country. The working conditions of these units are however far from satisfactory. There are very few testing facilities for quality or uniformity, and hardly any safety measures in force. This is why we hear of accidents in Sivakasi year after year. It is very difficult to get information on how to manufacture fireworks because it is not considered safe to give everybody the details. Only a very few reliable persons are taught this art.

In many countries, fireworks are not allowed to be used by individuals. Only community displays, specially organized with the help of experts, are allowed. A great

deal of care is taken for safety at these displays. However, since even children are allowed to play with fireworks in India, it is important to observe certain safety rules.

Fireworks should be stored, handled and lit with care. They should never be stored or unpacked near a flame, gas cylinder or heater. One should never wear long, loose clothes or nylon clothes when lighting crackers. And since the powder in crackers is

poisonous, they should never be carried loose in your pocket or your hand. Also, fireworks should never ever be lit inside a house. Never bend over a firework when you are lighting it and never use fireworks to frighten people. If in spite of being careful, you do get a burn, go to a doctor instead of applying oil or ointment.

With care and consideration we can make our favourite festival a much safer one.

Glossary

crackers fireworks ફાટકા **bang** produce a sharp metallic sound **emit** throw out light or heat **pyrotechnics** the art of making and using fireworks **device** a weapon that explodes **include** make a part of something **principle** basic theory, law **shuttle** vehicle that travels back and forth between places **historic** famous or important in history **historical** relating to/ based on history **historian** person who writes on studies of history **weapon** something (as a club, gun, knife) that is used for fighting, attacking or defending **pioneer** person who helps to create, develop new ideas, methods etc. **substance** material of particular kind **blend** combination **ratio** the relationship in quality, amount or size between two or more things **proportion** amount that is a part of a whole **incandescent light** ગરમીથી ઉત્પન્ન થતો પ્રકાશ **luminescence** પ્રકાશ **discovery** the art of finding something for the first time **invention** create something new અભિવિચાર **decade** period of ten years **fuel** a material (coal, oil, gas etc.) that is burnt to produce heat or power **raw** in a natural state / not treated or processed **binder** material that is used to hold things together **ingredients** things that are used to make product etc. **notorious** infamous especially for something bad **friction** the effect of rubbing one thing against another **impact** to hit(something) with great force **uniformity** the quality or state of being the same **reliable** likely to be true or correct **nook and corner** in all the directions

I feel...

- What attracts you most about the festival Diwali?
- What safety measures do you take while bursting fire crackers?
- Have you ever experienced any fear while bursting big fire crackers?
- What did you feel when you got injured while firing crackers? How did your parents help you in such circumstances?

Vocabulary

V.1 Circle the word which is an outsider and use it to make a meaningful sentence.

- | | | | |
|--------------|--------------|------------|---|
| 1. fireworks | black powder | substance | a. A _____ doesn't include years. |
| 2. coal | LPG | weapon | b. A _____ is not a fuel. |
| 3. famous | well known | notorious | c. _____ doesn't mean popular. |
| 4. decade | century | light year | d. _____ can't be in the group of fireworks. |
| 5. discovery | invention | pioneer | e. _____ doesn't mean hit with force. |
| 6. bang | emit | strike | f. Sam Pitroda was _____ of telecom revolution. |

V.2 Replace the words in *italics* with a single word from the glossary that has the same meaning. Write them in the blanks.††

1. Have you collected *all the items* to prepare this delicious recipe? _____
2. I have been living in the same house for *ten years*. _____
3. Many people saw apples *falling*, but Newton *found out* the gravitation causing *its falling*. _____
4. The Time Shuttle -I took off with *a big sharp sound* from the launching station. _____
5. This diamond is not *polished or processed* so it is not much valued in the market. _____

V.3 What is 'it' in each of these sentences? The words in italics should help you to guess.

1. It spreads everywhere in the house and *burns* all the furniture . _____
2. It gives us information about past *events* and details of many things. _____
3. It is used to *kill* enemies in a war. _____
4. It is a *material*/ part of something. _____
5. It is what we use to *run* our vehicles. _____
6. It is what we use to heal our *burnt skin*. _____

V.4 Strike off the misfit word for each sentence.

1. It is believed that India **discovered/ invented** black powder.
2. Scientists use **shuttles/planes** to conduct research in space.
3. Do you know the **art/formula** of making carbon dioxide?
4. The person who works for the betterment of society **becomes famouse/notorious**.
5. We **import/export** rough diamonds from Brazil.

V.5 Complete each sentence using a more common word than the word in the bracket.

Sample: He usually comes by train but sometimes he comes by taxi. (occasionally)

1. His sharp memory to recite the Ramayana at the age of four _____ one and all. (amazed)
2. When any firework is lit, it _____ light and gas. (lets out)
3. Once I came across a Buddhist _____ who explained Buddhism to me. (saint)
4. The president of the Blind institution explained _____ objectives of that institution. (principal)
5. If you take _____ of milk and butter milk, it will become less sour. (combination)

V.6 Circle the correct answer. There can be more than one correct answer.

1. Which can be used as fuel?
(a) coal (b) petrol (c) wood (d) oxygen
2. Which is an invention?
(a) a TV set (b) a cell phone (c) the Mars (d) the law of gravitation
3. Which one is not a good quality?
(a) famous (b) polite (c) notorious (d) well-known
4. What are an arrow, a gun, a sword etc. called?
(a) tools (b) devices (c) weapons (d) instruments
5. A pen, a pencil, a book... What else can be added to this list?
(a) a compass box (b) a ruler (c) shocks (d) shoes
6. Water is a blend of oxygen and what?
(a) Nitrogen (b) Carbon Dioxide (c) Ozone (d) Hydrogen
7. Which can be similar to 'device'?
(a) tool (b) weapon (c) spade (d) axe

V.7 Some verbs have different meanings when they are used with different prepositions; they are called phrasal verbs. Read them carefully.

Word with preposition	Meaning	Sentence
get out	to cause to leave	I heard a big noise and got out.
come back	return	We came back from the fun fair at midnight.
wake up	stop sleeping	The little child wakes up several times during the night.
run off	leave home	The thief ran off with my laptop.
get in	enter	When the thief got in, Rupal was doing sums.
shout out	speak or call in a loud voice	Jignesh shouted out when he sighted a snake near the pot.
get up	arise	My mummy always gets up at 5 a.m. sharp.

Now complete the story with the words given in the first column of the table.

Last night I left my bedroom window open and a burglar managed to _____. When he was near my bed, he made a noise and I _____ and _____ the burglar at once ran to the window to _____. I think he hurt himself as he fell on the path outside but he _____ and _____. I don't think he will _____.

V.8 Read and understand the following root words and their meanings and add one or two more words in the example.(you may take help of a dictionary)

Words	Root	Meaning	More Examples
describe, transcribe _____	scribe	writing	
transport, _____	port	carry	
fluid, _____	flue	flow	
audience, _____	aud	hear	
primary, _____	prim	first	
microphone, _____	micro	small	
telephone, _____	tele	far off	
autobiography, _____	auto	self	

V.9 Match A with B to complete the sentences.

A

1. I consider
2. I lit
3. I imported
4. I allowed
5. I applied
6. I wonder
7. I burnt
8. I am looking for

B

- a wrist watch
- her to use my cell phone
- him my ideal
- a cracker
- my fingers
- different creams
- a good job
- how he got the prize

1. **I consider him my ideal** because he is honest and hardworking.
2. _____ which entered my neighbour's house and caught fire.
3. _____ for my father to present him on his birthday.
4. _____ because she had no balance in hers.
5. _____ but haven't got rid of pimples on my face.
6. _____ though he didn't perform well.
7. _____ and applied some ointment on it.
8. _____ which earns me a handsome salary.

Comprehension

C.1 Tick mark the correct option.

1. What do the fireworks release?
(a) shower of colour. (b) excitement. (c) loud explosion. (d) sound and light.
2. What is gun powder a mixture of?
(a) heat and smoke. (b) oxygen and nitrogen.
(c) potassium nitrate, charcoal, sulphur. (d) charcoal, gas and magnesium.
3. Fire works were imported to our country from _____.
(a) China. (b) Japan. (c) United Kingdom. (d) the USA.
4. Roger Bacon was _____ and he belonged to: _____.
(a) a priest- China. (b) a scientist-England. (c) a priest-England. (d) a historian- Japan.
5. How do we feel when we see crackers exploding in the sky?
(a) fear of fire (b) surprise (c) thrill (d) respect for Science
6. When the firework is heated, it burns using _____.
(a) carbon dioxide (b) oxygen (c) nitrogen (d) helium
7. The art of fire work is taught only to _____.
(a) trained workers (b) the reliable persons (c) the scientist (d) the monks

C.2 Tick mark True(T) or False(F).

1. The Japanese were the first people to invent fireworks.
2. An Australian monk revealed the secret of fireworks.
3. The ancient text describing fireworks is Shukranti.

T	F
---	---

T	F
---	---

T	F
---	---

4. Sivakasi is the major producer of fireworks in India.
5. On getting a burn due to fireworks, you should first apply oil on it.
6. Incandescent light is produced by heating an object till it glows.
7. The formula of gunpowder is perfect and need not be changed.
8. The household match is a special pyrotechnic device.
9. The greatest danger of pyrotechnics is sound.
10. One must light a firework wearing long, loose nylon clothes.

T	F
T	F
T	F
T	F
T	F
T	F

C.3 Find out sentences from the Read that have nearly the same meaning as these.

1. According to some historians, the Indians invented 'black powder'.
2. For thousands of years, there has been no change in the basic formula of gun powder.
3. Modern chemistry has made light and colour effects more common in fireworks.
4. Burning of aluminium, magnesium and titanium at a high temperature emits bright light.
5. If the mixture is kept cool and dry, it is stable, but it can catch fire if heat is accidentally applied.
6. In India, even children play with fireworks. We must observe certain safety rules.
7. During the Second World War the safety match producers started manufacturing fireworks for Diwali.

C.4 Answer these questions in one sentence.

1. What does the word 'pyr' mean? **Ans:** _____
2. Why is the household match considered a special Pyrotechnic device?
Ans: _____
3. Why did Roger Bacon write the formula of Pyrotechnic in a code language?
Ans: _____
4. What is the basic formula of 'black powder'? **Ans:** _____
5. What is the principle behind any fire work? **Ans:** _____
6. Why do fire accidents take place in Sivakashi? **Ans:** _____
7. Why are only a few reliable persons taught the art of manufacturing fire works?
Ans: _____

C.5 Answer these questions in two to three sentences each.

1. Which are the different 'pyrotechnics' effects in the household match device?
2. Describe the development of black powder in India.
3. Who introduced 'black powder' in the West? What was his opinion about it?
4. How have light and colour effects improved?
5. How is incandescence light produced?
6. What are the dangers of 'pyrotechnics'?
7. Describe fireworks production in Sivakashi.

C.6 Write short notes with the help of given points.

1. **Pyrotechnics:** science of fireworks - root words and meaning, a whole range of devices, safety matches, solid fuel rocket boosters of the space shuttle - pyrotechnic effects- heat, smoke, light, gas and sound.
2. **Safety Precautions:** Fireworks should be stored, handled and lit with care - never be stored or unpacked near a flame, gas cylinder or heater - one should never wear long, loose clothes or nylon clothes when lighting crackers - never ever be lit inside a house - Never bend over a firework - if get a burn - go to a doctor instead of applying oil or ointment.

3. **Gunpowder:** ‘black powder’ or gun powder, the basic material used in fireworks, was invented in India - *Shukranti* (shukraniti), -more than two thousand years ago - in 1242 that an English monk, Roger Bacon, revealed the formula for “black powder”- The basic formula of “the black powder, or gun powder”, has remained unchanged for centuries.

C.7 Reflect your views on these questions.

- * How do you dress while lighting fire crackers?
- * Did you ever have a bad experience during lighting fire crackers? Share it with the class.
- * Do you think your parents should remain present when you light fire crackers? Why?

Language Practice

Function: Describing Process (using Imperatives)

L.1 Read the dialogue carefully.

- Sharan :Mummy, can we make Popcorn at home?
Mummy :Yes dear ! We can make it in a few minutes. Let me show you.
Sharan :Wow, that’s great ! Yeyyy... Lets’ do it fast.
Mummy :For making Popcorn, we need edible oil, corn, butter, salt and a pot.
Sharan :Do we mix the corn with oil and heat it?
Mummy :No, first of all we will take this large pot and put three table spoons of oil in it with a kernel of corn(अणु). Now, let’s heat the oil on a high flame.
Sharan :Why did you put only one kernel of corn?
Mummy :By putting it, we come to know when to pour the rest of the corn in it. See, this kernel of corn has popped up. Now, let’s pour the rest and cover the pot with a lid and reduce the flame.
Sharan :But when will you add butter and salt then?
Mummy :We need to shake the pot gently until all kernels of corn pop up. I think it’s done. Give me that large bowl. We will empty the popped up corn into it and mix melted butter and salt to taste. Your popcorn is ready!

L.2 Now, read the instructions from a recipe book to make popcorn at home. Work in pairs and notice the difference in the way of showing/telling how to make popcorn in L.1 and L.2. Underline the verbs in L.2 that tell you what to do. Some are already done for you.

Popcorn is something you often eat when you watch a movie at a theatre. It is very easy to make perfect popcorn at home by following simple steps.

- Take a large pot and put three tablespoon of oil in it.
- Heat the oil on a high flame.
- Put a kernel of corn. When it pops up, pour a quarter cup of corn and cover the pot with a lid.
- Reduce the flame and shake the pot gently until the corn has popped up.
- Empty the popcorn into a large bowl.
- Mix melted butter and salt to taste.

L.3 (a) Complete the instructions for making *Aaloo Poha* with appropriate verbs from the brackets. You may use a verb more than once.

heat, roast, pick, rinse, use, keep, sprinkle, pour, add,
saute, remove, allow, stir, cover, steam, switch off, garnish

- ☐ _____ up a pan and add 2 table spoon peanuts. _____ the peanuts till they become crunchy and keep aside.
- ☐ _____ 2 table spoon oil in a pan or kadai. _____ to the pan, 1 large potato which has been chopped in small cubes. _____ the potatoes till light golden and crisp.
- ☐ _____ them with a soften spoon and keep aside.
- ☐ _____ the pan tightly with a lid and _____ poha for a minute or two on a low flame. softens the poha. _____ the flame and keep the lid covered on the pan for a further 4 to 5 minutes. _____ the lid and _____ the poha with chopped coriander/cilantro leaves and grated fresh coconut.
- ☐ _____ $\frac{1}{2}$ tea spoon turmeric powder, 1 tsp sugar and salt in the poha. Gently mix with your hands.
- ☐ In the same pan or kadai, _____ 1 tea spoon mustard seeds to the hot oil. When they splutter, _____ 1 tea spoon (tsp) cumin seeds. _____ the cumin seeds to change the color and crackle. Then _____ about $\frac{1}{2}$ cup finely chopped onions. _____ the onions till they become soft.
- ☐ Now add the 7 to 8 curry leaves, 1 tsp chopped green chilies. _____ for half a minute. _____ the roasted peanuts and _____ well.
- ☐ Add the poha. _____ gently but very well till everything is mixed evenly. Then add the sautéed potatoes. Again mix gently with the rest of the mixture.
- ☐ _____ 1.5 cups poha. _____ the poha in clean running water. _____ a strainer to rinse the poha. _____ the poha in the strainer and _____ it in running water. Make sure that you do not rinse it too much or else it breaks and gets mushy. While rinsing, the poha absorbs enough water and it becomes soft. The poha must become soft but remain intact, whole and separate. If the poha does not become soft, _____ few drops of water on the poha in the strainer.
- ☐ Serve aaloo-poha hot with chopped lemon pieces.

(b) The above instructions are not in proper order. Put them in sequence for making Aaloo-Poha. Write the correct number of the instruction in the box.

L.4 Arrange the jumbled words/phrases to make meaningful instructions. Use Capital letters where necessary. Arrange them in the correct sequence to talk about the process of cleaning a refrigerator.

No.	Instruction	No.	Instruction
	shelves properly wipe the drawers or and them dry let.		all food from take out the refrigerator.
	detergent mixed with clean the interior water.		switch on the refrigerator and plug the power supply.
	the refrigerator switch off and power supply unplug the.		them place back and attach properly.
	dish washing warm water soak them in mixed with oap/detergent.		drawer shelves detach.

L.5 Complete the steps in the process of washing clothes using appropriate clue from the brackets.¶¶

[bucket - water | rinse – clean water | sort/separate – type of fabric/color: light/bright or dark | stir – dilute washing powder | soak four-five clothes – half an hour | dry – air]

1. Check the pockets of the clothes that you select for wash.
2. _____
3. _____. Add washing powder.
4. _____
5. _____
6. Start washing each item. Knead and twist the clothes so they get a thorough wash.
7. _____
8. _____

L.6 You have got a new phone and you are eager to start it. But wait. You will have to fill in the blanks using appropriate action words to start it. All the best!

_____ the box carefully. _____ phone, battery and other accessories from the box. _____ the phone from the top front side down and carefully _____ the back cover. _____ the battery. _____ the SIM and the Memory card one by one . _____ the back cover. _____ the charger. _____ the power supply. _____ ‘100% Charged’ on the screen. _____ ‘Switch On’ button to start the phone. _____, your new phone is ready to use.

L.7 Avni has some problems as listed. Write a set of instructions for Avni to solve her problems using appropriate words from the table. You can use a word more than once. ¶¶

Shut down	Switch off	Search	Rub
open	wash	put	join
grate	click	read	dry
pick up	run	insert	press
wipe	put it	select	open
Problems		Your instruction/advice for solution	
1. She dropped chatni on her white dress.		Wash it immediately, rub the stain, rinse with clean water and put it in the air to dry.	
2. She wants a print using a pen drive.			
3. Her hands are wet and the phone rings.			
4. She finished working but doesn't know how to turn off the computer.			
5. She wants call Sushmita using her cell phone.			
6. She wants to put ginger in tea.			

Now, work in pairs . A will frame two problems using words given in the table. B will advise/instruct using the words from the table. Take turns to repeat the exercise.¶¶

L.8 Prepare a list of processes that your group will pose as a challenge to the other group. One student from the group will come forward and do the action and the other group will describe it step by step. Take turns. For each successful description, the team will get 10 points. ¶¶¶

Sample: A student from Team ‘A’ will act to wash hands using soap. Team B will try to describe the process as: “*Wet hands. Take soap and apply it on both palms. Put the soap back and take some water in hands. Rub the hands. Rinse them with clean water. Wipe them with a napkin.*”

Writing

W.1 Read the information and prepare a paragraph about Sivakashi.

A town – district Virudhunagar – Tamil Nadu – established in 15th Century during the reign of Pandya king Harikesari Parakkirama Pandian – had been a part of Madurai empire – Bhadrakali Amman Temple very famous – known for fire cracker, match sticks and printing industries – over 25000 people employed in them – has 520 registered printing industries, 53 match factories, 32 chemical factories, 7 soda factories along with a number of fire cracker manufacturers – combined estimated turnover is about 20 billion rupees – sometimes fire accidents due to negligence of safety standards

W.2 Describe any two of these processes. You can meet/ask the concerned people or search on internet. Find out the required English words from a dictionary or take help of your teacher. [One in class, one as homework]

1. Preparation of pots and other pottery items
2. Preparation of any recipe (from TV show or ask your mother) 🏠
3. Process of any production in your village/town/city 🏠

W.3 You are Mr. Suresh Raval, the secretary of Royal Apartment. Draft a notice for the members of your housing society about the compulsory installation of Fire Safety Equipment in every house. (Sample is given below:)

Shree Mahatma Gandhi Vidyamandir, Anand ← (Name of the institute)

NOTICE

Science Exhibition ← (heading/subject/event)

(date in full) → 20th June, 2017

This is to inform all the students of Class IX to XII that the Science Centre of our school is organizing a Science exhibition from 7 to 9 July between 9 am and 6 pm at the Exhibition Gallery near Babuben Parikh Hall. All the students of class IX to XII can participate in the exhibition by creating their own working-models on any topic of science subject and display them. The projects must be submitted latest by 4th July. Only the selected projects will be displayed in the Exhibition. Students can take help and guidance of their parents, friends and their science teachers in making projects. The projects can be individual or team projects.

As this exhibition is going to be visited by schools from our district, students are requested to take part whole heartedly. The last date of project submission is 4th July. For any further help or for project submission, please meet Mr. G. R. Gauswami either during the first period or during the long recess.

(Signature)

Mr. P. T. Modh, ← (name)

Teacher - in - Charge, Science Centre ← (designation)

(body) (further details)

W.4 Write a letter to your uncle living outside Gujarat about how you celebrated Diwali this year.

You may use these points -great celebration and enthusiasm in Gujarat –festival of lights lasting for five days –lamps –new clothes –fireworks –sweets and other food items –meeting and greeting relatives and friends –getting blessings from elders –missed uncle and his family a lot

*

UNIT 6



Pre-task

P.1 Recite this poem.

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



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

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

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

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

Now using small and big dots write these sentences.

1. I LOVE YOU, MY TEACHER

2. A QUICK BROWN FOX JUMPED OVER THE LAZY DOGS. (This sentence contains all the letters of the English Alphabet.)

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

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

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

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

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

The second stage of learning was more difficult. It was also based on the sense of touch. Miss Sullivan would speak a word, and

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

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

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

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

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

In 1896, I moved onto the Cambridge School for Young Ladies in Massachusetts. This was really a great achievement for a lady like me who was blind, deaf and could barely produce sounds for communication. I began writing

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

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

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

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

On 28th June, 1904, I graduated from the Red Cliff college. I felt proud that I became the first deaf – blind person to earn a Bachelor of

Arts degree. I began to feel that I must educate people on ways to help the blind. My prime goal in my life was to spread awareness regarding the poor neglected state of the blind. Their innate abilities and their inspirations, I had to raise funds not only to sustain a living for myself but also to start projects to remove darkness and miseries from the lives of other blind people. I strongly felt that I must give the others what I had gained from my teacher Anne.

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

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

Glossary

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

I feel...

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

Vocabulary

V.1 Circle the word having almost similar meaning.

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

V.2 Give one word beginning with 's'

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

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

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

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

V.4 Pair the words similar in meaning.

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

_____ :	_____ :
_____ :	_____ :
_____ :	_____ :

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

- | | | | | |
|----------------|----------------------------------|-------------------------------------|-------------------------------------|--|
| 1. ordinary : | <input type="checkbox"/> general | <input type="checkbox"/> common | <input type="checkbox"/> average | <input type="checkbox"/> extraordinary |
| 2. connect : | <input type="checkbox"/> join | <input type="checkbox"/> disconnect | <input type="checkbox"/> deconnect | <input type="checkbox"/> joint |
| 3. rapidly : | <input type="checkbox"/> quick | <input type="checkbox"/> fast | <input type="checkbox"/> quickly | <input type="checkbox"/> slowly |
| 4. ability : | <input type="checkbox"/> disable | <input type="checkbox"/> accurate | <input type="checkbox"/> disability | <input type="checkbox"/> skilful |
| 5. disappear : | <input type="checkbox"/> vanish | <input type="checkbox"/> appear | <input type="checkbox"/> appearance | <input type="checkbox"/> seen |

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

A

B

- | | | |
|--|--|---|
| <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block; margin-bottom: 10px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div> | <p>1. Helen got interested in the play and started <u>imitating</u> the movements.</p> <p>2. It was also based on the <u>sense</u> of touch.</p> <p>3. Helen was <u>connected</u> to the world through the words.</p> <p>4. The dog obeyed Helen's <u>command</u>.</p> <p>5. Helen's prime <u>goal</u> was to help the blind.</p> | <p>a. The soldiers follow the commander's order.</p> <p>b. My main target is passing the PSI exam.</p> <p>c. Jelin joined her job last week.</p> <p>d. My friend was copying in the examination.</p> <p>e. Do you have any feeling for animals?</p> |
|--|--|---|

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

Meanings	Words	
1. to follow orders	apart from	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
2. unable to see	miracle	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
3. except for	progress	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
4. unable to hear	blind	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
5. having no boundaries	sacrifice	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
6. skill to do something	deaf	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
7. give up something valuable	boundless	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
8. to develop to a higher stage	provide	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
9. a very amazing event	obey	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____
10. to make available	ability	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> _____

Comprehension

C.1 Describe the learning process of Helen. You can use phrases or full sentences from the text. ¶¶
Begin this way... I/she started making finger movements.
