

Function (Describing Process: Doer not important)

F.1 Read the process of sorting letters.

First of all, postcards and envelopes are collected in bags from various post offices through post office vans. They are then taken to the sorting office, where the bags are emptied and the letters are separated from the packets. The letters are stamped properly. In the next stage, the sorting of the letters takes place, according to the county they are addressed to. At the secondary sorting frames, the letters are put into towns in the county. Later, the letters are tied in bundles and a label is put on showing the towns they are addressed to. Finally, the letter bundles are placed in bags, which have the Post Office seal, Pin Code etc on them, and then these are sent to the railway station for delivery.

Can you guess where these letters are sorted?

F.2 Here are some sentences from the Read. Study the underlined verb forms given in these descriptions.

(a) The following behaviour was noticed by a scientist who was making a study of ants.

(b) It seemed that, after all, they had been defeated.

(c) They are called by that name because they are often seen carrying large pieces of leaf over their heads like umbrellas.

Answer the questions.

a) Who noticed what? _____

b) What happened to them? _____

c) Who called them by that name? Why? _____

F.3 Read the passage to comprehend what happened at the New C K Road. ¶¶

Harry was waiting for a bus at the crossroads. He saw an accident. A bus carrying school children in it was driven very fast by its driver. At the cross road, a short and sudden brake was needed to save a push cart puller. The driver lost control and the bus dashed with an electric pole. The pole was uprooted. The children were injured badly. Fortunately, no loss of life was reported. The ambulances were called for help. The injured children and the driver were taken to the hospital immediately. It was a terrible scene!

Write whether the sentences are true or false. Write the sentences that have same meaning from above paragraph.

A	T/F	B
1) The driver drove the school bus fast.		
2) The bus needed a brake suddenly.		
3) The accident damaged the electric pole badly.		
4) Someone did not call the ambulance.		
5) The ambulance authorities admitted the injured to the hospital.		

F.4 Last Sunday, I visited a brick bhattha (kiln). I observed the process of making bricks. I have described the process in the paragraph but I have removed some verbs. Fill in the blanks with proper forms of the verbs and find out what I saw. ¶¶

(pack, use, heat, move, break, turn, add, put, take, deliver, dig up, place, pile up)

To begin, the brick makers _____ the clay from the ground by a large digger. They **placed** this clay onto a metal grid, which _____ up the clay into smaller pieces. They _____ a roller in this process.

Then, they _____ sand and water to the clay, and _____ this mixture into a mould. Next, the workers _____ these raw bricks in an oven to dry for 24 – 48 hours. Then the brick makers _____ lunch in the recess time. I went to them and asked, “Are the bricks ready? What will you do now?”

They said, “In the next stage tomorrow, we _____ the bricks for a heating and cooling process. We _____ these bricks in a *bhattha* at a moderate and then a high temperature, followed by a cooling process in a chamber for 2 – 3 days. Finally, we _____ and _____ the bricks to their destinations.”

The same process of making bricks is given below in a different way. Fill in the blanks using proper options. ¶¶

(pack, use, heat, move, break, turn, add, put, take, dig up, deliver, place, pile up)

To begin, the clay _____ from the ground by a large digger. This clay **was placed** onto a metal grid, which _____ up the clay into smaller pieces. A roller _____ in this process.

Then, sand and water _____ to the clay, and this mixture _____ into a mould. Next, these raw bricks _____ in an oven to dry for 24 – 48 hours. Then lunch _____ by the brick makers in the recess time. I went to them and asked, “Are the bricks ready? What will you do now?”

They said, “In the next stage tomorrow, the bricks _____ for a heating and cooling process. They _____ in a *bhattha* at a moderate and then a high temperature, followed by a cooling process in a chamber for 2–3 days. Finally, the bricks _____ and _____ to their destinations.”

F.5 The teacher will prepare 10 chits for different actions to mime. ¶¶¶

Drink water	Eat a chilly	Lift a bicycle	Write a letter	Read a newspaper
Prepare tea	Cut an apple	Wash clothes	Put a pen on the table	Play tennis

Students will mime one by one in the class. The teacher will ask questions to the class in passive voice and student should answer in active voice. One is done for you.

a) Drink water

Teacher : By whom was water drunk? OR Who was water drunk by?

Student : Ketan drank a glass of water.

The teacher should enrich the list of actions for more practice.

F.6 It is very easy to make popcorn if you follow the correct process. Arrange the steps to make popcorn. Fill in the blanks with proper verb forms. Write the number in the box.

• Then the pot _____ (remove) from the stove, which _____ (turn off).	
• In the next stage, the flame _____ (reduce) and the pot _____ gently _____ (shake) until the corn pops.	
• The first step is that three tablespoons of oil _____ (put) in a large pot.	
• Finally, the popcorn _____ (empty) into a large bowl, where melted butter and salt _____ (add).	
• Next, one kernel of popcorn _____ (add).	
• Next, the pot _____ (place) on the stove and the oil _____ (heat) on a high flame.	
• After this kernel pops, a quarter cup of popcorn _____ (put) into the pot. The pot _____ (cover) with a lid.	

F.7 The teacher divides the class into two. The members of group A will stand before the class and read from the chit given by the teacher. It will have a description of something. The member/s of group B will identify what is going on. The roles can be reversed. ¶¶

Group A reads: The view was set. The button was pressed. The shutter sounded 'click'.

Group B answers : A photograph was taken.

Chit 1 A card is inserted. A password is typed. Some options are selected. At the end of the process, money is given to you. **Ans.** _____

Chit 2 Water will be boiled. Sugar and tea leaves will be added. The hot brown liquid will be filtered. It will be placed in a fridge. It will be served with mint leaves and a dash of lemon. **Ans.** _____

Chit 3 Umbrellas have been kept aside. Raincoats have been put into cupboards. The plastic cover has been removed from the hut of Kaluram. **Ans.** _____

Chit 4 The leg of the opponent is being pulled. The shoulders and hands are being held tightly by all. The player is caught finally. **Ans.** _____

The teacher will provide more descriptions on chits OR the teacher can ask students to prepare chits.

F.8 A car was stuck in a ditch, the details of the rescue operation are not given in proper order. Write the number in the boxes to arrange the steps. ¶¶

- The strong rope is being carried with by the helper.
- The car is being moved away from the ditch slowly.
- A crane is standing near the spot.
- A strong rope is being tied to the crane by other helpers.
- A helper is going into the ditch slowly with safety precautions.
- The car is being pulled by the crane.
- Other end of the rope is being tied to the car.
- The emergency staff is being appreciated by all present here.

F.9 Read the news article. There are 12 errors in it. Identify these errors and rewrite the paragraph correcting them.

The Policemen was called to the Federal National Bank yesterday. The bank was robbing at 12.15 pm. A big amount looted. No customer were hurt but one robber was shot by police. Later, several customer were interviewed about the robbery. Many clues are left at the bank but no robber has caught yet. Clues are been investigated. Some fingerprints were also founded at the bank. Some images of robbers are captured over CCTV cameras. The officers from the police department is investigating the case well.

Writing

W.1 You studied how amazing the tiny ants are. There is another insect which is found near us – the bees. Study the behaviour of the bees and write 10-12 sentences on what you find out.

Queen bee- working bees-soldier bees-beehive engineers-honey collectors-working as a team-nurturing baby bees-design of beehive-protection of beehive

W.2 You are watching a rescue operation in which a fire fighter is saving a person from a house on fire. Write your commentary of that rescue operation. (Clues : break the window glass, enter the room, use ceasefire, bring the person, tied the person using safety belt, rescued)

W.3 What similarities and differences do you find between ants and human beings? Make a list of them. 🧑🧑

No	Similarities	Differences
1	Teamwork	Selfishness
2		
3		
4		
5		

W.4 Prepare a list of 10 questions to interview a scientist who has been researching in the field of Myrmecology (Scientific study of Ants).

1. What is your name?
2. What is your qualification?
3. Where did you study?
4. How you got interested in myrmecology?
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity

A.1 Work in groups. Collect pictures & photographs of different types of ants; mention their peculiarities and display them on your notice board. 🧑🧑🏠

A.2 Divide the students in groups of five. Each group would collect fun facts about any of the species of birds, animals or insects other than ants. Then the group leader of each group would share fun facts with the class. 🧑🧑

Project

The life cycle of ants has four distinct stages: egg, larvae, pupae and adult. It is known as complete metamorphosis. Divide the students into groups and ask them to prepare posters explaining the life cycle of different species of ants.

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Pre-task

1. Recall the story of Helen Keller from standard 10 and introduce her in 5 to 7 sentences. ¶¶

2. Discuss these things with your friends. ¶¶

- What are the wages of workers and the road makers around you?
- For how many hours do they work a day?
- Have you ever met any salesperson who goes door to door?
How much does he/she earn a day?

Read 1

STRIKE AGAINST WAR

(Speech By Helen Keller at Carnegie Hall, New York City – January 5, 1916)

To begin with, I have a word to say to my good friends, the editors, and others who are moved to pity me. Some people are grieved because they imagine I am in the hands of unprincipled persons who persuade me to adopt unpopular causes and make me the mouthpiece of their propaganda. Now let it be understood once and for all that I do not want their pity; I would not change places with one of them. I know what I am talking about. My sources of information are as good and reliable as anybody else's. I have papers and magazines from England, France, Germany and Austria that I can read myself. Not all the editors I have met can do that. Quite a number of them have to take their French and German second hand. No, I will not depreciate the editors. They are an overworked, misunderstood class. Let them remember, though, that if I cannot see the fire at the end of their cigarettes, neither can they thread a needle in the dark. All I ask, gentlemen, is a



fair field and no favour. I have entered the fight against preparedness and against the economic system under which we live. It is to be a fight to the finish, and I ask no quarter.

All the machinery of the system has been set in motion. Above the complaint and din of the protest from the workers is heard the voice of authority. "Friends," it says, "fellow workmen, patriots; your country is in danger!

There are foes on all sides on all sides of us. There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean. Look at what has happened to Belgium. Consider the fate of Serbia. Will you murmur about low wages when your country, your very liberties, are in danger? What are the miseries you endure compared to the humiliation of having a victorious German army sail up the East River? Quit your grumbling, get busy and prepare to defend your firesides and your flag. Get an army, get a navy; be ready to meet the invaders like the loyal-hearted freemen you are."

Will the workers walk into this trap? Will they be fooled again? I am afraid so. The people have always been susceptible to oratory of this sort. The workers know they have no enemies except their masters. They know that their citizenship papers are no warrant for the safety of their wives and children. They know that honest sweat, persistent toil and years of struggle bring them nothing on to, worth fighting for. Yet, deep down in their foolish hearts they believe they a country. Oh blind vanity of slaves!

The clever ones, up in the high places know how childish and silly the workers are. They know that if the government dresses them up in khaki and gives them a rifle and starts them off with a band and waving banners, they will go forth to fight valiantly for their own enemies. They are taught that brave men die for their country's honour. What a price to pay for a vague idea-the lives of millions of young men; other millions crippled and blinded for life; existence made horrible for still more millions of human being; the achievement and legacy of generations swept away in a moment-and nobody better off for all the misery! This terrible sacrifice would be comprehensible if the thing you die for and call country fed, clothed, housed and warmed you, educated and cherished your children. I think the workers are the most unselfish of the children of man; they toil and live and die

for other people's country, other people's continents, other people's liberties and other people's happiness! The workers have no liberties of their own; they are not free when they are compelled to work twelve or ten or eight hours a day. They are not free when they are ill paid for their exhausting toil. They are not free when their children must labour in mills and factories or starve, and when their women may be driven by poverty to lives of shame. They are not free when they are clubbed and imprisoned because they go on strike for a raise of wages and for the basic justice that is their right as human beings.

We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest. The ballot does not make a free man out of a wage slave. There has never existed a truly free and democratic nation in the world. From time immemorial men have followed with blind loyalty the strong men who had the power of money and of armies. Even while battlefields were piled high with their own dead, they have tilled the lands of the rulers and have been robbed of the fruits of their labour. They have built palaces and pyramids, temples and cathedrals that held no real shrine of liberty.

As civilization has grown more complex the workers have become more and more enslaved, until today they are little more than parts of the machines they operate. Daily they face the dangers of railroad, bridge, skyscraper, freight train, stokehold, stockyard and training at the docks, on the railroads and underground and on the seas. They move the traffic and pass from land to land the precious commodities that make it possible for us to live. And what is their reward? A scanty wage, often poverty, rents taxes tributes and war compensations.

The kind of preparedness the workers want is reorganization and reconstruction of their whole life, such as has never been

attempted by statesmen or governments. The Germans found out years ago that they could not raise good soldiers in the slums so they abolished the slums. They saw to it that all the people had at least a few of the essentials of civilization: decent lodging, clean streets, wholesome if scanty food, proper medical care and proper safeguards for the workers in their occupations. That is only a small part of what should be done. It is your business to force these reforms on the Administration. Let there be no more talk about what a government can or can not do. All these things have been done by all the belligerent nations in the turmoil of war. Every fundamental industry has been managed better by the governments than by private corporations.

It is your duty to insist upon still more radical measure. It is your business to see that no child is employed in an industrial establishment or mine or store, and that no

work is needlessly exposed to accident or disease. It is your business to make them give you clean cities, free from smoke, dirt and congestion. It is your business to make them pay you a living wage. It is your business to see that this kind of preparedness is carried into every department on the nation, until everyone has a chance to be well born, well nourished, rightly educated, intelligent and serviceable to the country at all times.

Strike against all ordinances and laws and institutions that continue the slaughter of peace and the cruelty of war. Strike against war, for without you no battles can be fought. Strike against manufacturing scrap and gas bombs and all other tools of murder. Strike against preparedness that means death and misery to millions of human beings. Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

Glossary

grieved feel sad **unprincipled** dishonest, deceitful **astray** off track **persuade** encourage, induce **espouse** promote **propaganda** publicity **disparage** criticize **din** noise, commotion **jeopardy** danger, trouble **endure** tolerate, bear **whining** complaining **amenable** easily persuaded **oratory** skill in public speaking **warrant** assurance, guarantee **persistent** constant **vanity** excessive pride **valiantly** courageously **crippled** disabled or impaired **hideous** extremely unpleasant **inheritance** ownership by heredity **cherished** loved and cared **elemental** fundamental **freight** goods for transportation **stokehold** the boiler room of a steamship **stockyard** temporary animal enclosure **lumber** **raft** flat boat carrying logs sawed for use **scanty** little, insufficient **indemnities** compensation, reimbursement **abolished** eliminate, got rid of **decent** proper, appropriate **wrought** deeply stirred **invasion** attack **conquest** victory **unabated** persistent, constant **vigour** vitality, force **belligerent** aggressive

Comprehension

C.1 Underline three sentences and three phrases that have touched you most.

C.2 Mark True or False. Correct the false sentences.

1. Helen is appealing to the editors, statesmen and administrators for giving freedom to citizens. ☐
2. Helen exposes the ways the authority instigates workers for war. ☐
3. She asks workers to speak out. ☐
4. Workers are allowed to go on strike for their rights. ☐
5. As civilization develops, workers feel freer. ☐

C.3 Find the sentences with similar meaning. 👤

1. I do not need translators.
2. As you have your strength, I have mine.
3. The law makers should have the sole interest – people’s welfare.
4. Right to vote doesn’t reduce one’s slavery.
5. Workers’ importance is not more than that of parts of machines.
6. Only you can stop wars.

**C.4 Tick mark the nearest meaning of the sentences.**

1. It is to be a fight to finish and I want no quarter.
☐ I want total revolution.
☐ I don’t want partition.
☐ It is what has never happened.
2. Workers have no enemies except their masters.
☐ Workers think that masters are their enemies.
☐ Masters have no enemies.
☐ The ultimate welfare of the workers is damaged by the masters only.
3. Oh, blind vanity of slaves!
☐ Workers are always blind.
☐ It is very unfortunate that workers are just like slaves but they think that they are great.
☐ Masters keep them blind.
4. The ballot does not make a free man out of a wage slave.
☐ Right of voting is not enough.
☐ Elections are compulsory in free country.
☐ Marking on ballot paper is the right process.

C.5 Identify the sentences related to the following themes. Write the first two and last two words of that sentence.

cleverness of authority	foolishness of workers	slavery of workers	duty of the workers

C.6 Complete these sentences.

1. The editors and others have come for _____ but she does not _____.
2. Helen has entered _____ in which she does not want _____.
3. It's unfair to talk about _____ when our own country _____.
4. The workers have built _____ but _____.
5. Germans _____ because _____.

C.7 Complete the table. 🧑🧑

Sentences from the text	Interpretation
I would not change places with one of them.	I don't want to interchange my place with anybody.
Not all the editors I have met can do that.	
There is nothing between us and our enemies except the Pacific Ocean and Atlantic Ocean.	
Quit your whining, get busy and prepare to defend your firesides and your flag.	
They will go forth to fight valiantly for their own enemies.	
	Your sacrifice is fruitful if it affects the lives of common people.

C.8 Answer these questions.

1. What does Helen believe about the editors?
2. Why does Helen call it (the voice of authority) a trap?
3. Why does she call their masters their enemies?
4. What is 'blind vanity'?
5. What are the consequences of a war?
6. What, according to Helen is the real freedom of workers?
7. Why does she say that there has never existed a truly free and democratic nation in the world?
8. How does slavery exist in the civilized world?
9. Which view of Helen matches with the following quote:
"Workers of the world unite; you have nothing to lose but your chains." -Karl Marx

C.9 Elaborate the sentences in about 50 words with reference to the text. 🏠 🧑🧑

- All I ask, gentlemen, is a fair field and no favour.
- The clever ones, up in the high places know how childish and silly the workers are.
- Be not dumb, obedient slaves in an army of destruction. Be heroes in an army of construction.

C.10 Summarise this passage in about 100 words. 🧑🧑

- It is your duty to to the country at all times.

Vocabulary

V.1 Choose the most appropriate option.

- (1) Which word is related to corruption?
(a) scanty (b) unprincipled
(c) invasion (d) jeopardy
- (2) You will create the following for yourself and for others if you drive carelessly.
(a) din (b) jeopardy
(c) vanity (d) inheritance
- (3) What is considered to be an essential character trait of a leader?
(a) warrant (b) oratory
(c) vanity (d) inheritance
- (4) " _____ can easily overtake a wisdom. It usually _____ common sense"
(a) overtakes (b) oratory (c) vigour
(d) vanity (e) freight (f) overcomes
- (5) If you become _____, you don't stay _____.
(a) freight, disparage (b) wrought, abolished
(c) belligerent, decent (d) grieved, unscrupulous

V.2 Choose the most appropriate word from the bracket to fit in the quotes. ¶¶

[hideous, abolished, butchery, disparage, conquer, amenable, invade]

- 1) "Every nation has the right to demand proper treatment and no country should _____ the territory of any other country." - Mustafa Ataturk
- 2) We have _____ the death penalty for humans, so why should it continue for animals? - Brigitte Bardot
- 3) Whenever you are confronted with an opponent, _____ him with love. - Mahatma Gandhi.
- 4) I will stay in jail to the end of my days before I make a _____ of my conscience. - John Bunyan
- 5) Friendship is the source of the greatest pleasure and without friends even the most _____ pursuits become tedious. - St. Thomas Aquinas
- 6) When men are full of envy they _____ everything whether it be good or bad. - Tacitus
- 7) I am, as I am; whether _____ or handsome, depends upon who is made judge. - Herman Melville

V.3 Choose a suitable word from the bracket to make a question for the answer.

- Q.1 When did you find yourself in _____? (vigour, jeopardy, conquest)
A.1 When my speeding car's tyre burst on highway, I found myself in danger.
- Q.2 How could she _____ the ride? (espouse, disparage, endure)
A.2 No, she just couldn't tolerate. She was feeling nauseated when the ride ended.
- Q.3 Why is his presence not _____ in the class? (belligerent, persistent, astray)
A.3 Maybe, because he keeps on falling ill now and then because of his weak health.

- Q.4 What is the reason for his _____? (grieving, indemnities, propaganda)
 A.4 Oh! He lost beloved girlfriend.
 Q.5 What is the punishment for the breach of this _____? (whining, ordinance, stockyard)
 A.5 You will be suspended for a month.
 Q.6 Why could he not face the situation _____? (hurly-burly, valiantly, elementally)
 A.6 He was worried for his own safety as there was no one after him to take care of his little boy.
 Q.7 Which product of this company is _____ by this brand ambassador? (persuaded, crippled, espoused)
 A.7 The beauty soaps

V.4 Frame meaningful sentences using all the words given in the set. ¶¶

1. endure – persistent – vanity
2. oratory – skill – leader
3. personality – decent – cherished
4. vigour – win – race
5. grieve – unprincipled – corruption

V.5 Each group of four words contains two words that are either adjectives or nouns or verbs. Circle these two words; then circle ‘Adj’ if they are adjectives, and ‘N’ if they are nouns, and ‘V’ if they are verbs. ¶¶

1.	din	astray	persuade	freight	Adj	N	V
2.	unprincipled	propaganda	amenable	valiantly	Adj	N	V
3.	conquest	disparage	endure	wrought	Adj	N	V
4.	persuade	abstraction	unabated	persistent	Adj	N	V
5.	espouse	scanty	congestion	elemental	Adj	N	V
6.	warrant	endure	decent	conquest	Adj	N	V
7.	inheritance	stockyard	abolished	grieve	Adj	N	V

Function (Synthesising Expressions)

F.1 Compare the sentences in A and B.

	A	B
1.	I know what I am talking about.	I am talking about something. I know that.
2.	I have entered the fight against preparedness and against the economic system under which we live.	I have entered the fight against preparedness. I have entered the fight against economic system. We live under preparedness and economic system.
3.	We are not free unless the men who frame and execute the laws represent the interests of the lives of the people and no other interest.	The men frame the laws The men execute the laws. They should represent the interests of the lives of the people and no other interest. We are not free unless it's done.

F.2 Read the group of sentences given. From the Read, find out a single sentence covering the meaning of all these sentences.

- (a) *The Germans abolished the slums. They could not raise good soldiers in the slums. They found it out years ago.*

- (b) *It's time your country is in danger. It's time your liberties are in danger. Will you speak about low wages in this situation?*

- (c) *Honest sweat, persistent toil and years of struggle bring them nothing. These are the things they fight for. They know this fact.*

F.3 Underline the verbs and box the connectors in F.1.A and F.2. a, b, c.

Example: I know what I am talking about. (F.1.A)

F.4 Read the group of sentences carefully and observe how they are expressed in different ways without changing the meaning.

- (1) That cheque did not get cleared. The cheque was drawn to be in favour of her friend. Mitali had insufficient balance in her bank account.

A) Because of insufficient balance in Mitali's bank account, that cheque drawn to be in favour of her friend did not get cleared.

B) Mitali had insufficient balance in her bank account therefore that cheque drawn to be in favour of her friend did not get cleared.

C) That cheque which was drawn to be in favour of her friend did not get cleared because Mitali had insufficient balance in her bank account.

- (2) It was morning. It was a summer day. I went to Ramnagar. I wanted to meet my friend. He lived there. We studied together.

A) In the morning on a summer day, I went to Ramnagar because I wanted to meet my friend and ex-classmate who lived in that area. **OR**

B) In the morning on a summer day, I went to meet my friend and ex-classmate living in Ramnagar.

Now underline the verbs in the sentences and circle the connectors in the above sentences.

F.5 Read the conversation. Underline the verbs and circle the connectors. ¶¶

- (a) Mr Complex : I know that Mrs Doctor is very accurate in her work.
Mr Compound : Yes, she is tired today still she is examining her patients.
Miss Simple : In spite of her illness, she has come to the hospital.
- (b) Mr Complex : Do you know when Mr Baxi started his new business?
Mr Compound : I went to its inaugural function but I have forgotten that exact date, sir.
Miss Simple : His entrepreneurial attempt took place almost two months back.
- (c) Mr Complex : Though modern technology provides us various benefits, it can't solve all problems related to human existence.
Mr Compound : Technology can be beneficial but we need to utilize it with its optimal level and sensibly.
Miss Simple : A technology in need is a technology indeed.

F.6 Read the following groups of sentences. Notice that these sentences can be combined in different ways. Fill in the blanks.

- (1) (for, so that, therefore, in order to)
Rohan Mehta went to the government office. He wanted to collect his ration card.
(a) Rohan Mehta went to the government office _____ he could collect his ration card.
(b) Rohan Mehta wanted to collect his ration card _____ he went to the government office.
(c) Rohan Mehta went to the government office _____ collecting his ration card.
- (2) (but, arrival, before, departure)
The doctor came yesterday. He wanted to examine the patient. The patient had died.
(a) _____ the doctor came to examine the patient, the patient had died.
(b) The doctor came to examine the patient _____ he had died.
(c) At the _____ of the doctor for examination, the patient had died.
- (3) (as, as per, under, to, so, such, that, in spite of, though, during)
The directions were given by the Science teacher. Anu and Abhi made a model of plane.
It was made very successfully. It won the first prize in the competition. They had a short span of time for its making.
(a) _____ the directions given by the Science teacher, Anu and Abhi made a model plane _____ successfully _____ it won the first prize in the competition _____ having a short span of time for its making.
(b) _____ the directions of the Science teacher, Anu and Abhi made a successful model plane _____ win the first prize _____ a short span of time.

F.7 Join these sets of sentences in two ways. First frame a sentence with two verbs and then another sentence with only one verb.

- 1) Mr Manan Patil is a senior clerk. He is not the manager. He behaves like the manager.
A) A senior clerk, Mr Manan Patil behaves like the manager.
B) A senior clerk, Mr Manan Patil behaves as if he were the manager.
- 2) (though, but, in spite of)
Hitarth performed his role on the stage very nicely. The audience did not enjoy it much.
- 3) Anurag is very slow at learning. He can't grasp a new topic easily.
- 4) The wind blew. The rain fell. The lightning flashed.

- F.8 Read the passage. Rewrite the passage without changing the message. Do it in two ways.
(a) covering all verbs (b) one sentence one verb. ¶¶**

Some people joined the Heritage Walk. It was organized by a local newspaper. It started from Swaminarayan Temple. It ended at Jama Masjid. Participants knew for the first time the harmony saga of the city. They got introduced to the history of the city too. During the walk, the guide informed them logic and beliefs for various activities and house structures on the heritage route.

- F.9 Rewrite the paragraph combining the sentences whenever possible:**

Centuries ago, there were no well-organized state educational institutions. There were no schools, high-schools and colleges. So, how did people get education? “*Gurus*” were the pivot of the educational system. There were no books or notebooks. *Gurus* taught the lessons orally and with practicals. Students used to go to the *Guru’s* house. It was called “*Ashram*”. Students stayed in the *Ashram*, until they finished their education. The teachers were addressed as “*Acharyas*” and pupils were called “*Shishyas*”. Often they lived in holy places, big towns and capitals of Kingdoms. Four “*Vedas*”, six “*Vedangs*”, the “*Puranas*”, Logic, Philosophy, *Prakrit* literature, Mathematics, Metaphysics, Sanskrit-Grammar, Medicine and Astronomy-cum-Astrology were the main subjects of study. Education was free, but students from well-to-do families used to pay “*Gurudakshina*”.

Writing

- W.1** Krutarth has been elected as the General Secretary of his school. He has to deliver a speech on his future plans and how he is going to fulfil them. Draft a speech for him in 150 words. ¶¶
- W.2** Helen Keller was deaf, dumb and blind but nowadays she is considered a very inspiring figure. Write a paragraph on her using these points. 🏠
Birthdate: June 27, 1880-birthplace: West Tuscumbia, Alabama – early childhood and illness – formal education – first deaf-blind person to earn a bachelor of arts degree – writings – death: June 1, 1968 – posthumous honours
- W.3** You are the leader of Students’ Council of your school. Write a long dialogue involving these four characters & the situation mentioned below. ¶¶🏠
Characters: Principal, Student Leader, Canteen Manager, Administrative Head
Situation: There is a rising dissatisfaction among students in your school regarding the inadequate canteen & water facilities. Students have been protesting about the only canteen in your school. There are multiple problems that have slowly risen and have led to a large scale protest across the campus. A meeting is called by the Principal in which you are one of the members. How will you present your case on behalf of the students? Also frame dialogues pertaining to other members.

Activities

- A.1** Search on the net about World's Best Orators. Read about any one extra-ordinary orator and present the details to your class.
- A.2** Try to find out information on ‘Braille Language’.

Project

Go to a blind people's school/organization. Talk to the blind people there and note down their political views.

*



Pre-task

1. Read the story.

Once, there was a king. He had a very beautiful little sweet daughter. He loved his daughter a lot. He was a little greedy too. In his dreams he wanted to make a palace of gold. Once, on his return trip from hunting, he saw an injured old *sadhu*. He gave first aid treatment to the *sadhu*. The *sadhu* became very happy and gave king a magical power. He said, “Say: *gold, gold, all gold*, and everything you touch, will turn into gold, but use it for some kind purposes that will give you more happiness.” The king thought to check for that power after a few days. As soon as he chanted the words, the magical power got activated and each thing he touched, started turning into gold. He was so happy that he kept on touching all the things around. Suddenly, the beautiful little princess rushed to him. He caught her, hugged her tightly. Suddenly what he saw was not his daughter but a gold statue of his daughter. He became very sad and he couldn't understand what he had gained and what he had lost. All the gold he had was of no use as he had lost the real gold of his life.

What do we learn from the story?

Tick mark the options:

- ☐ Never dream to have a lot of gold.
- ☐ Greed may lead to troubles.
- ☐ Gold is the root of all bad things/sins.
- ☐ Magical powers are not always good/beneficial.
- ☐ Daughter is more precious than gold.
- ☐ Kings have no idea of what is gain and what is loss.
- ☐ If we wish to fulfil desires without making efforts, it might bring great losses.

2. You or someone known to you may have faced negative result of some good decision/ambition in your or his/her life. Share the story with the class. 🙏🙏

Read 1

MONKEY'S PAW

- W. W. Jacobs

On a cold and stormy night, Mr White and his son, Herbert, were playing chess in their small living room of Villa. While Mrs White was sitting by the fire, knitting and talking to them occasionally. They were expecting a guest named Sergeant Morris, who was a family friend and had been posted in India and was back after completing his tenure. “There he is” said Herbert, hearing the gate shut loudly and heavy footsteps coming to the

door. “Sergeant Major Morris”, said Mr White introducing him. Mr White welcomed Morris and offered him a drink. The family was mesmerized by Morris's description of India.

“I'd like to go to India myself,” said the old man, “just to look round a bit, you know.” “I'd like to see those old temples and magic,” continued Mr White. “What was that about a monkey's paw or something you started telling me about the other day, Morris?”

Sergeant showed them a dried monkey's paw which had a spell put on it. Morris said, "An old fakir put a spell on it and now it is a talisman. He was a very holy man and he wanted to show that fate ruled people's lives, and that to interfere with fate, only caused deep sadness. He put a spell on it so that three separate men could have three wishes each from it." "It would bring a disaster" continued sergeant. "It has caused enough trouble already" and threw the paw upon the fire. But Mr White was curious and wanted to test the powers of the monkey's paw. He bent down and quickly retrieved it from the fire. He said, "If you don't want it, give it to me." Morris, after reluctantly explaining the appropriate manner for making the wishes, warned him that he could have the paw but at his own risk and departed soon afterwards.

After the guest left, Mr White held the paw in his hand and said, "I wish for 200 pounds." "It moved," he cried, glancing with disgust at the object on the floor. "As I wished, it twisted in my hand like a snake." The next morning, a gentleman knocked on the door, "I come from Maw and Meggins your son's employer" The old lady looked surprised. "Is anything wrong?", she asked breathlessly. "Has anything happened to my son, Herbert? What is it?" The visitor looked down. "Badly hurt," he said quietly. "But he's not in any pain. Oh, thank God, thank God for that!" But the sinister meaning of the visitor's assurance suddenly became clear to the old lady and she looked at him. His face was turned away, confirming her worst fears. She caught her breath and put her trembling hand on her husband's. There was a long silence. The stranger expressed grief and handed over an envelope containing some amount of money as compensation. Mr White gazed with a look of horror at his visitor. His dry lips shaped the words, "How much?" "200 pounds," was the answer. Mr White found it very difficult to comprehend and became unconscious. He

was filled with sorrow at the turn of events. His wish was granted at the cost of his son's life. After a few days passed, Mrs White had demanded the monkey's paw as she wanted to make a wish and had her son back. "I want it" she said. "Why?" "I only just thought of it," she said hysterically. "The other two wishes. Why didn't I think of it before?" she replied rapidly. "What wish?" he asked. "Wish our boy alive again. Bring him back," cried the old woman. Mr White explained that not only had Herbert been dead ten days but also that his body had been decayed beyond recognition. But his wife pulled him towards the door. "Bring him back. Do you think I'm frightened of my own son?" Mr White took out the monkey's paw and raised his hand. "I wish my son alive again." The paw fell on the floor and after few moments a knock was heard at the floor. "Who could that be?" enquired Mr White. "That must be my son." replied the old lady and ran towards the door. "Don't let it in, for God's sake" cried Mr White shivering in fear.

"You're afraid of your own son. Let me go. I'm coming, Herbert, I'm coming!"

Mr White searched frantically for the monkey's paw, fearful of what was likely to happen. As he heard the chain rattle back and the bottom bolt drawn slowly and stiffly from the socket, he found the paw and made his the third and last wish.

The sound of knocking stopped at once, though its echoes could be heard within the house. Suddenly there were sound of cracks and thunder. The house started collapsing. The roof, walls and staircase started falling down. They rushed towards the ground and sighed in disappointment and then ran towards main gate of the villa.

Outside, the street lamp was spreading its light over a calm and empty road. The spell of the Monkey's paw had worked.

Glossary

villa luxurious country residence **posted** assigned duty at any particular place **knitting** needlework to create knitted wear **stormy** wild and rainy **tenure** term of duty / position held **hysterically** with worry and excitement **disaster** tragedy **spell** magic charm **fate** luck, fortune **to interfere** to get in the way **retrieve** to take back **falteringly** / **reluctantly** half-heartedly **disgust** dislike, hatred **sinister** disturbing **assurance** / **to assure** comfort, promise **grief** sadness, unhappiness **compensation** money given to make up for death **frantically** worriedly **sighed** groaned **mangled** crushed **pounding** knocking loudly **stridently** loudly **talisman** magical object

Comprehension

C.1.1 Draw a straight line under the sentences you felt happy about and a zigzag line under the sentences you felt unhappy about.

C.1.2 Join the pairs.

sergeant	was no more.
a fakir	has come back from India.
Mr White	brought a sad news.
Herbert	put a spell on the monkey's paw.
a stranger	wanted to try the monkey's paw.

C.1.3 Replace the underlined words with words in the read using a dictionary. Give reasons for the statements. ¶¶

1. The family was fascinated.
2. The old man gave some amount to the couple as reward.
3. Mr White became comatose.
4. Mr White's body was decayed beyond detection.
5. Mr White was shaking in fear after demanding the second wish.
6. Mrs White fell on the ground and sighed in despair.

C.1.4 Say whether the sentences are True(T) or False(F).

1. Sergeant Morris did not like India.
2. It was a very cold season when Morris visited the Whites.
3. Sergeant Morris gifted the paw to the Whites.
4. Mr White's first wish was fulfilled by the magical paw.
5. Herbert is alive at the end of the story.
6. Mr White saved further loss by his third wish.
7. Interfering with fate only caused deep sadness in the life of the Whites.
8. Sergeant Morris put a spell on the paw.

C.1.5 Fill in the blanks to show the ugly/sad effects of the action/wish. ¶¶

	action	consequence
1 st Wish		
2 nd Wish		
3 rd Wish		

C.1.6 Answer the questions.

1. Why did Sergeant- Major throw the monkey's paw in the fire?
2. How did Mr White test the power of the magical paw?
3. What happened to Herbert? How did the couple come to know that?
4. Sergeant- Major Morris told Mr White to make wishes sensibly. Why?
5. Do you think the second wish made by the Whites came true?
6. What did Mr White wish for in the end?

C.1.7 Ask your friends' views and share yours. ¶¶¶

1. Do you sympathise with the Whites? Why?
2. What advice would you have given to the Whites after the first wish was fulfilled?
3. Would you try to fulfil your wish with this paw? Why?
4. There is no short cut to success. Do you agree? Give your arguments on the basis of this read.
5. "If we try to get benefits without putting efforts, we have to face a loss which is greater than the benefits." When will you remember this in your life situations?

Read 2**SOJOURNER TRUTH**

Sojourner Truth (ca.1797-1883) was a black American freedom fighter and orator. She was born Isabella Baumfree in Ulster County, New York, the daughter of an African named Baumfree (after his Dutch owner) and a woman called Elizabeth. About the age of 9, she was auctioned off to an Englishman named John Nealy. The Nealys understood very little of her Dutch jargon and, as a result, she was often brutally punished for no real reason. Eventually Nealy sold her to a fisherman who owned a tavern in Kingston, NY. Here she acquired the idiomatic expressions which came to mark her speech. John J. Dumont, a nearby plantation owner, purchased her next. During her tenure with his family she married and had five children. In 1827, after NY had passed an emancipation act freeing its slaves, she prepared to take her family away. But



Dumont began to show reluctance to this, so she ran away with only her youngest child. She finally wound up in New York City. She worked at menial job and through some friends came under the sway of a religious fanatic named Mathias.

During the Civil War, Truth bought gifts for the soldiers with money raised from her lectures and helped fugitive slaves find work and housing. After the war, she continued her tirade for the Lord and against racial injustice, even when old age and ill health restricted her activities to the confines of a Battle Creek, Mich, sanatorium. She died there on Nov. 26, 1883.

Here is one of her famous speeches entitled as "Ain't I a woman?," which she delivered in 'The women's Convention in Akron', Ohio in Dec., 1851.

Well, children, where is so much racket there must be something out of order. I think that 'twixt' the Negroes of the South and women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere.

Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman?

I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"]

That's it, honey, what's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full? Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from?

From God and a woman! Man had nothing to do with him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them. Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say.

Glossary

ca abbreviation of Latin circa that means 'approximately' **orator** speaker **auctioned** sold by bidding **jargon** terminology **brutally** cruelly **inn** lodge, guest house **plantation** farm, estate **emancipation** liberation, freedom **miscellaneous** **job** unskilled, low, small job **fanatic** extremist, fundamentalist **fugitive** escapee, absconder **criticism** an angry speech of condemnation **confines** keep within limits **racket** illegal or dishonest money-making scheme **tirade** a long angry speech **kilter** good working order or condition **twixt** between **ditches** drains, troughs **barn** store, shed **head** direct **lash** stroke with whip **mean** unkind **tenure** term, working duration of office **reluctance** unwillingness or disinclination to do something **Civil War** a war between citizens of the same country, American Civil War (1861- 1865) **sanatorium** a place for the care and treatment of people who are recovering from illness or who have a disease that will last a long time **in a fix** in trouble, in tough times **a pint** a unit of liquid or dry capacity equal to one half of a quart **a quart** a unit of volume or capacity (especially in America), used in liquid measure, equal to 1/4 gallon or 32 ounces (0.946 litre) **they is asking** example of non-formal language usage, colloquial language usage where 'is' is used instead of 'are'

Comprehension

C.2.1 What did you understand from this speech? Tick mark, if you agree.

- ☐ She favours freedom for women.
- ☐ She believes that women have the strength to deal with odds/any type of problems.
- ☐ All her children were sold but nobody helped her.
- ☐ She insists that men should help women.
- ☐ If all women unite they can change the quality of life in the modern world.
- ☐ She agrees that women should not have equal rights with men, because Christ was not a woman.

C.2.2 Answer these questions.

1. Who was Sojourner?
2. Where was Sojourner born?
3. What difficulties did Sojourner face in her childhood?
4. Why did Sojourner run away with her youngest child?
5. What did the emancipation act say?
6. What did she do after an emancipation act?
7. What activities did she carry on during the Civil War?
8. Why was it a blessing for Sojourner to live in New York?
9. Write about her welfare activities.
10. Write in brief about her belief for rights of men and women.
11. What did she complain about her right as a woman?

C.2.3 Find and classify phrases from the speech. ¶¶

No	General Beliefs	Life Experience of Sojourner
1	Women need to be helped.	Nobody ever helped her.

C.2.4 Find out and write the sentences from the read which express the opposite meaning of these sentences. ¶¶

1. As a child Sojourner was well treated by her parents.
2. Sojourner was an English speaker from her birth.
3. After emancipation act, her master set her free.
4. She gave all her income to her children which she got from her lecture.

Vocabulary

V.1 In each set there are three words which are synonymous while one is an antonym. Find the odd one out.

- | | |
|---|--|
| 1. structured, chaotic, disorganized, lawless | 5. rare, strange, common, unique |
| 2. grab, let go, catch, snatch | 6. gentle, fierce, intense, ferocious |
| 3. cheer, delight, sad, pleasure | 7. erupt, break out, be quiet, explode |
| 4. protest, revolt, oppose, obey | 8. ordinary, awesome, impressive, wondrous |

V.2 Find out antonyms from the text. Frame sentences of your own using both the words in a sentence. ¶¶

gently, skilled, liberate, generous, harmony, kind

Example: gently X brutally

Parents must treat small kids gently instead of treating them brutally.

V.3 Fill in the blanks with the most appropriate word.

- (1) It's really _____ to _____ the animals. (lash, sway, mean, barn)
- (2) The provocative _____ caused a social tension and _____ the whole community to a chaotic state. (plantations, headed, criticism, emancipated)
- (3) The labourers gathered in the evenings in the _____ of the town and talked in their typical _____. (jargon, ditches, inns, orator)
- (4) _____ the _____ and male dominance, the condition of Negro women was terribly pitiful. (enslavement, fanatic, twixt, auctioned)

V.4 Find out who am I? ¶¶

[interviewee, employee, absentee, appointee, charioteer, engineer, devotee, nominee, employer, mountaineer, puppeteer]

Example: My friends always stay eager to read a new sonnet or short poem written by me. Who am I? Ans.) Sonneteer

1. I strongly believe in God and regularly visit a religious place to render my services there. - _____
2. My husband instructed the bank that if he dies, I will get all the amount in the account. - _____
3. I went for a job. The officer asked me some questions. - _____
4. Today I selected 5 people to work for my company. - _____
5. I work in this company. - _____
6. I was supposed to be present here but I couldn't. - _____
7. I feel myself lucky as I am assigned this post. - _____
8. I drive a vehicle which doesn't need any kind of fuel. It is mainly pulled by horses. - _____

9. I design, build and maintain machines and structures. - _____
10. I love heights and climbing up with the help of ropes. - _____
11. Children love me and the shows I perform. - _____

V.5 Find out and note down the words.

1. between = twixt
2. a metal = _____
3. the hardest body part = _____
4. a channel, a drain = _____
5. to flee or run away = _____
6. a chaos, noise = _____

T	W	I	X	T	Q
I	H	N	Y	E	L
R	A	C	K	E	T
A	W	K	E	T	Z
D	I	T	C	H	M
E	S	C	A	P	E

V.6 Circle the odd one out.

1. tirade, racket, chaos, conspiracy 2. freedom, revolution, emancipation, independence
3. mean, ignoble, brutal, irregular 4. master, fanatic, slave, employer

V.7 Find out the suitable words from the bracket and add them to the series of the words. ¶¶

[head, sway, fugitive, fanatic, menial, auctioned, orator, lash]

- | | | | |
|-----------------------|------------|------------|-------|
| 1. renegade, | runaway, | absconder, | _____ |
| 2. extremist, | militant, | activist, | _____ |
| 3. swing, | influence, | affect, | _____ |
| 4. unskilful, | trivial, | tedious, | _____ |
| 5. hit, | whip, | blow, | _____ |
| 6. conversationalist, | speaker, | narrator, | _____ |
| 7. sale, | trade, | mart, | _____ |
| 8. direct, | lead, | guide, | _____ |

Function (Reporting)

F.1 Read the conversation.

In school you and Rahul approached your teacher. Rahul had a few queries.

Rahul : “How can I improve my handwriting, Madam?”

Teacher: “See Rahul, it is not just the handwriting, your content of the answer is also very poor.”

Rahul : “Yes Madam. I know. Will you please show me the way to improve my performance?”

Teacher: “You first of all need to be regular in your class. Be attentive to whatever is discussed in the class. Leave your habit of arguing with the teachers and lastly start writing practice.”

Rahul : “Thank you very much madam. I will surely try all this.”

Now you are reporting this to your elder brother at home. Complete the passage filling in the gaps with appropriate words.

Rahul enquired of his class teacher how _____ could improve _____ handwriting. Responding to his query, the class teacher drew his attention to the facts that it _____ not

just the handwriting but _____ content of the answer _____ also very poor. Rahul accepted the point and requested her _____ him the way to improve _____ performance. So the teacher told him that first of all _____ to be regular in _____ class. She also advised him _____ to whatever is discussed in the class and leave _____ habit of arguing with the teachers and lastly she also suggested him _____ practice writing. Rahul thanked her and told her that he _____ surely try all _____

F.2 Read the text.

“How many hours a day do you study, Laxmi?”

“Who? Me, sir?” confirmed Laxmi.

“Yes. I am talking to you, Laxmi.”

“Why, Sir? I study well.”

“I find you ‘Online’ on social networking sites even at late hours.”

“Oh! That is the case! Sir, my brother uses my phone when I am at home.”

F.3 Fill in the gaps using appropriate words to complete the report of the above dialogue.

The teacher enquired of Laxmi as to how many hours a day _____ studied. So Laxmi confirmed if it was _____. The teacher confirmed that _____ was talking to _____ in ending to know the reason behind such inquiry Laxmi assured that she _____. So the teacher explained the problem telling her that _____ found _____ ‘online’ on social networking sites even at late hours. Laxmi exclaimed with a little shock and regaining her confidence told the teacher that _____ brother used _____ phone when _____ at home.

F.4 Read the paragraph.

“Look, he is coming this way” seeing the policeman coming towards us, my wife whispered to me. Trying to maintain the cool look I said, “Good Morning Officer!!” who was now just in front of us. “What are you doing here at this odd hour of night?” he said, with a strict tone, looking to his wrist watch which showed 1:30 am. “We are husband and wife and our car has broken down,” I tried to explain in order to clear his doubts. “Let me have a look at your ownership documents and driving license,” demanded the officer.

Now, complete the paragraph by filling in the gaps with appropriate reporting words.

Pointing my attention towards the approaching policeman my wife whispered to me that he _____ coming _____ way. Just as the policeman got in front of us, I with cool looks said that _____. With a strict tone and looking to his wrist watch which showed 1:30 am he asked us what _____ doing _____ at _____ odd hour of night. In order to clear his doubts, I explained that we _____ husband and wife and our car _____ broken down. The officer demanded to have a look at _____ ownership documents and _____.

F.5 Read the messages and report them as shown in the example.

Message: Hema said to Ramesh, “We will meet tomorrow.”

Reporting: Hema told Ramesh that they would meet the next day.

1. Krishna informed Ganesh, “I won’t be attending the party tomorrow.”
2. The teacher said, “Ajay, Have you completed your homework?”
3. The passenger, “What is the time of the train to Ahmedabad?”

4. "Go back home now, King" said the saint, "and you will find what you need."
5. Pradip said to Meena, "Please sing a song for me."
6. Roy said, "Hurrah! Our team won."
7. The boy said, "Let's play for half an hour."
8. Parul said to her friend, "Thank you for your kind help."

F.6 Read this conversation between Vishal and Ashish about a movie.

"Which movie was released yesterday?" said Vishal. "Badlapur." said Ashish.

"Wow. It has my favourite actor, Varun Dhawan." said Vishal.

"Good. And I'm a fan of Nawazuddin Siddiqui. So would you like to join me to watch the film?" said Ashish.

"Yes. Indeed. When are you planning to watch it?" said Vishal.

"Let's bunk today's last lecture of Sanskrit and go for the film." said Ashish.

"No. There is an important topic in Sanskrit lecture today. Can we go tomorrow on Sunday?" said Vishal.

"That's fine. We'll go tomorrow." said Ashish.

Now narrate it to your friend.

F.7 Imagine that you are Sergeant Morris who witnesses the following conversation between Mr. White and Mrs. White. Make a diary entry of this conversation. ¶¶

Mrs. White demanded the monkey's paw as she wanted to make a wish and have her son back. "I want it" she said "Why?" "I only just thought of it," she said hysterically. "The other two wishes. Why didn't I think of it before?" she replied rapidly. "What wish?" Mr. White asked. "Wish our boy alive again. Bring him back," cried the old woman. "It is foolish and wicked," he faltered. "Wish!" repeated his wife. He took out the monkey's paw and raised his hand. "I wish my son alive again."

The paw fell on the floor and after a few moments a knock was heard at the door. "Who could that be?" enquired Mr. White. "That must be my son." replied the old lady and ran towards the door. "Don't let it in, for God's sake" cried Mr. White shivering in fear.

F.8 Rewrite the following as a dialogue (direct speech) and not as reported by someone. Make necessary changes.

Example: Father inquired about her daughter's health.

"How are you feeling today, Jill?" asked her father.

1. She expressed gratitude for the support I had provided her.
2. Jayesh offered to buy his classmate a cup of coffee.
3. We politely declined our political leader's invitation.
4. Reema expressed surprise at meeting her classmates there.
5. Students were warned not to go out in the night during camp. There were wild animals around.

F.9 Here is a report of a telephone message on a tape recorder by a secretary. Write the actual words that you think Mr. Atri used.

Mr Atri said that he was very sorry that he could not attend the sales conference on Monday. He was leaving for Delhi that evening and would not be back till Wednesday. He wondered if Mr Shyam could go to the sales conference instead. He would appreciate if he could know by that evening, so that he could ask Mr Shyam for his travel arrangements. He apologized for any

inconvenience caused.

F.10 Imagine this event and complete the conversation using reported speech. 👤👤

One day a man from the future met me...

I asked

He replied that _____

I enquired _____

He answered that _____

I asked him why he had _____

He answered _____

I asked him when he would _____

He said that he never would _____

I asked him to _____

He bade me good bye and vanished.

Writing

- W.1** Your friend has participated in an essay writing competition in his school. The topic is 'My favourite leader'. Write a letter to him telling him about your favourite leader and inspire him. 👤👤
- W.2** Write a paragraph sharing your views on: Women Education and Women Empowerment. 🏠 👤👤
- Why should there be similar education for women and men?
- How can education empower women?
- Do you favour reservation and special facilities for girl students? Why?
- W.3** Write a speech in about 150 words on Problems of Working Women.
- W.4** Frame about 10 questions to interview working women. Interview three working women. 👤👤

Activities

- A.1** Search from internet which other short stories William Wymark Jacobs has written. Read the titles of the other creations of W.W. Jacobs in the class.
- A.2** Search on the net for the 'World's best short stories'. Read one of the suggested short stories.

Project

Meet a working woman. Talk to her about the problems she faces because she is a working woman. Enlist her problems.

*



Pre-task

P.1 The Rajghat Besant School is situated in Varanasi. It is run by the Krishnamurty Foundation, India. Its main concerns are:

- To awaken intelligence and sensitivity.
- To create an atmosphere of affection, order and freedom.
- To help the child have a harmonious development of body and mind.
- To nurture a feeling for nature and for all forms of life.
- To create the right kind of confidence in the child to face the challenges of life.
- To discover a way of teaching-learning without undue dependence on reward, punishment or comparison.
- To help the child to achieve excellence, academically and otherwise.

Questions:

1. Would you like to join this school? Why?
2. Find concerns of your school and compare them with that of The Rajghat Besant School.

For more details log on to www.rajghatbesantschool.org

P.2 Are you really free? Tick mark your honest response in appropriate box.

No	Statement	Agree	Uncertain	Disagree
1	I am forced to believe in so many traditions and rituals by my parents or society.			
2	I do want a secure job and some luxury.			
3	I do not ask questions about the beliefs and ideas of my family members			
4	I have a keen desire to become a respectable person			
5	I want to live my life as I want.			
6	It is not bad to have some tension and fear for securing a comfortable future life.			
7	I try to raise doubts about religious matters.			
8	I am not happy with myself.			
9	I am too busy with things which are not really important for a good life.			
10	I favour a simple and peaceful life.			

Get your freedom score. Disagree:1, Uncertain:2, Agree:3, on statement no. 3,6 and 10. For all other statements, Agree:1, Uncertain:2 and Disagree:3. Total your score. If you get 20 or more you are a good thinker and you have a good sense of freedom.

I would like to discuss with you the problem of freedom. It is a very complex problem, needing deep study and understanding. We hear much talk about freedom, religious freedom, and the freedom to do what one would like to do. volumes have been written on all this by scholars. But I think we can approach it very simply and directly, and perhaps that will bring us to real solution.

I wonder if you have ever stopped to observe the marvellous glow in the west as the sun sets, with the shy young moon just over the trees? Often at that hour the river is very calm, and then everything is reflected on its surface: the bridge, the train that goes over it, the tender moon, and presently, as it grows dark, the stars. It is all very beautiful. And to observe, to watch, to give your whole attention to something beautiful, your mind must be free of preoccupations, must it not? It must not be occupied with problems, with worries, with speculations. It is only when the mind is very quiet that you can really observe, for then the mind is sensitive to extraordinary beauty; and perhaps here is clue to our problem of freedom.

Now, what does it mean to be free? Is freedom as matter of doing what happens to suit you, going where you like, thinking what you will? This you do anyhow. Merely to have independence, does that mean freedom? Many people in the world are independent, but very few are free. Freedom implies great intelligence, does it not? To be free is to be intelligent, but intelligence does not come into being by just wishing to be free; it comes into being only when you begin to understand your whole environment, the social, religious, parental and traditional influences that are continually closing in on you. But to understand the various influences the

influence of your parent, of your government, or society, of the culture to which you belong, of your beliefs, your gods and superstitions, of the tradition to which you conform unthinkingly- to understand all these and become free from them requires deep insight; but you generally give in to them because inwardly you are frightened. You are afraid of not having a good position in life; you are afraid of what your priest will say; you are afraid of not following tradition, of not doing the right thing. But freedom is really a state of mind in which there is no fear or compulsion, no urge to be secured.

Don't most of us want to be safe? Don't we want to be told what marvelous people we are, how lovely we look, or what extraordinary intelligence we have? Otherwise we would not put letters after our names. All that kind of thing gives us self-assurance, a sense of importance. We all want to be famous people- and the moment we want to be something, we are no longer free.

Please see this, for it is the real clue to understanding of problem of freedom. Whether in this world of politicians, power, position and authority, or in the so-called spiritual world where you aspire to be virtuous, noble, saintly, the moment you want to be somebody you are no longer free. But the man or woman who sees the absurdity of all these things and whose heart is therefore innocent, and therefore not moved by desire to be somebody- such a person is free. If you understand the simplicity of it you will also understand its extraordinary beauty and depth.

After all, examinations are for that purpose; to give you a position, to make you somebody. Titles, position and knowledge encourage you to be something. Have you

not noticed that your parents and teachers tell you that you must amount to something in like, that must be successful like your uncle or grandfather? Or you try to imitate the example of some hero, to be like the master, the saints; so you are never free. Whether you follow the example of a master, a saint, a teacher, a relative, or stick to a particular tradition, it all implies a demand on your part to be something; and it is only when you really understand this fact that there is freedom.

The function of education, then, is to help you from childhood not to imitate anybody, but to be yourself all the time. And this is a most difficult thing to do; whether you are ugly or beautiful, whether you are envious or jealous, always to be what you are, but understand it. To be yourself is very difficult, because you think that you are ignoble, and that if you could only change what you are into something noble it would be marvelous; but that never happens. Whereas, if you look at what you actually are and understand it, then that very understanding there is a transformation. So freedom lies, not in trying to become something different, nor in doing whatever you happen to feel like doing, nor in following the authority of tradition, of your parents, of your teacher, but in understanding what you are from moment to moment.

You see, you are not educated for this; your education encourages you to become something or other- but that is not the

understanding of yourself. Your 'self' is a very complex thing; it is not merely the entity that goes to school, that quarrels, that plays games, that is afraid, but it is also something hidden, not obvious. It is made up, not only of all the thoughts that you think, but also of all things that have been put into your mind by other people, by books, by the newspapers, by your leaders; and it is possible to understand all that only when you don't want to be somebody, when you don't imitate, when you don't follow- which means, really, when you are in revolt against the whole tradition of trying to become something. That is the only true revolution, leading to extraordinary freedom. To cultivate this freedom is the real function of education.

Your parents, your teachers and your own desires want you to be identified with something or other in order to be happy, secure. But to be intelligent, must you not break through all the influences that enslave and crush you?

The hope of a new world is in those of you who begin to see what is false and revolt against it, not just verbally but actually. And that is why you should seek the right kind of education; for it is only when you grow in freedom that you can create a new world not based on tradition or shaped according to the idiosyncrasy of some philosopher or idealist. But there can be no freedom as long as you are merely trying to become, or imitate a noble example.

Glossary

volume books **preoccupation** worry, anxiety **speculation** wonder **implies** means, indicates **influences** impacts, effect **insight** understanding, vision **urge** desire, longing **self-assurance** self-confidence **aspire** wish **saintly** good, virtuous **absurdity** meaninglessness **stick** fasten, join **ignoble** low, dishonourable **entity** individual **crush** suppress, put down **idiosyncrasy** peculiarity **scholar** academic researcher, intellectual **approach** a way to deal with a situation **marvellous** wonderful, spectacular **parental** pertaining to parents **conform** to be traditional, to be conventional, to do the accepted things only, to fit in with a standard practice or behaviour **superstition** false notion, blind beliefs, fallacy **spiritual** religious, saintly, holy **virtuous** righteous, moral, upright

Comprehension

C.1.1 Write Yes or No.

1. I can enjoy beauty when my mind is engaged in thinking.
2. An intelligent mind can understand that it is not free from impact of tradition.
3. The freeman does not believe in his parents' beliefs.
4. Freedom means to be free from religious faith.
5. Freeman can feel happiness in real sense.
6. We should not be afraid of questioning traditions and beliefs.

C.1.2 Match A with B. ¶¶

A

1. When our mind is peaceful
2. To feel nature in real sense
3. When we are afraid
4. Freedom implies
5. It is the real purpose of education

B

- a. to provide real freedom
- b. we should not be only imitators
- c. we can observe real beauty
- d. we can't remain free
- e. we must cut off from all problems

C.1.3 Select the correct options.

1. To cultivate freedom means
 - a. We should imitate our elders
 - b. We should revolt against the whole tradition which force us to be something
 - c. We should learn more and more and make lots of use of technology
2. To be intelligent means
 - a. To get good score in exam
 - b. To have more IQ
 - c. To have deep insight to solve any problem
3. We are free when
 - a. We follow our elders
 - b. We want to be something
 - c. We do what we like
4. The real purpose of education is
 - a. To make a study
 - b. To make something
 - c. To enable us think systematically

C.1.4 Study the example and fill in the table. ¶¶¶

No.	What does education teach us?	No.	What should education teach us?
1.	to be something	1.	It helps not to imitate others
2.		2.	
3.		3.	
4.		4.	
5.		5.	

C.1.5 Read the sentences. Write RP against the sentences which express real perception of freedom and WP against the sentences which express wrong perception of freedom according to J. Krishnamurty. ¶¶

1. To make our mind free from tradition.
2. Freedom means to do what we want to do.
3. To have mind without fear.
4. To keep in mind, the social and other problems.
5. Freedom makes us intelligent.
6. To follow the political power and authority.
7. Not to imitate others.
8. Freedom lets you understand what you are.
9. The function of education is to cultivate real freedom.
10. Revolt against evil.

C.1.6 Write answers in two or three sentences each.

1. Is freedom a simple problem? Why?
2. What should we understand to be free?
3. Why are we afraid, according to the author?
4. What do we expect people to say about us?
5. Why do we mention our degrees and designations after our names?
6. Why are we not free in so called spiritual world?
7. Does imitation give us pleasure? Why?
8. Why do we cling to our traditions and beliefs?
9. Make a list of obstacles to real freedom.
10. What is the real function of education?

Read 2

HEAVEN OF FREEDOM

- Rabindranath Tagore

*Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by Thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.*

Glossary

fragments sections **domestic walls** communal differences **striving** struggling, endeavouring **stream** brook, river **reason** logic **dreary** monotonous, lifeless **dead habit** old habits **ever-widening** act of making something wider

Comprehension

C.2.1 Here are some expressions in List A and their interpretations in List B. Join them appropriately. ¶¶

A	B
Expressions	Interpretations
(1) Mind is without fear.	(a) Where people are truthful and words come out from the inner core of their hearts.
(2) World has not been broken up into fragments.	(b) The current of reason is not misled into the wasteland of prejudices.
(3) Words come from the depth of truth.	(c) People's thoughts are monitored by rational thinking, not by superstition.
(4) Tireless striving stretches its arms towards perfection.	(d) Countrymen are free from any fear of oppression or forced compulsion.
(5) Clear stream of reason has not lost its way.	(e) There is no division among people based on their caste, creed, colour or religion.
(6) Dreary desert sand of dead habit.	(f) God is addressed as 'Father' and is requested to awaken the country into 'heaven of freedom'.
(7) Mind is led forward by Thee.	(g) People have a broad mind and a broad heart and they enrich their thinking day by day.
(8) Ever- widening thought and action.	(h) Everyone works hard to reach his goal and attain perfection.
(9) My Father, let my country awake.	(i) Countrymen are progressive and broad-minded; their minds are led forward by the Almighty to good thoughts and action.

C.2.2 Answer these questions.

- 1) What does the poet mean by "head is held high" and "ever-widening thought and action"?
- 2) What does the poet compare "reason" and "dead habits" to?
- 3) What is "narrow domestic walls"?
- 4) Who is referred to as "thee"(you) and "my Father"?
- 5) Name the qualities the poet wishes to see in his countrymen.
- 5) What is the 'heaven of freedom' according to the poet?

C.2.3 Write True or False. ¶¶¶

- 1) Tagore draws a picture of a free nation with religious or caste based boundaries. _____
- 2) The poem is an offering to God, a prayer where the poet prays for a country which is a heaven of freedom. _____
- 3) In India, people had gained freedom in all spheres during British rule. _____
- 4) Tagore longs for an undivided world where there is tolerance among the people and the courage to speak truth at any cost. _____
- 5) 'Dead habits' refer to the superstitious beliefs and deeds that are 'dead' means we don't need them any more. _____