

ENGLISH

(Second Language)

Standard 12



PLEDGE

India is my country.

All Indians are my brothers and sisters.

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

I shall always strive to be worthy of it.

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

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 27.00



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

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PREFACE

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

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

This is the **English (Second Language)** Textbook for **Standard 12**. As per the new guidelines, this textbook provides a wider exposure to the communication skills, use of language and critical thinking skills.

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

H.N. Chavda

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Date : 08-02-2017

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Gandhinagar

First Edition : 2017

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

Printed by :

FUNDAMENTAL DUTIES

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

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

આ પાઠ્યપુસ્તક વિશે...

ધોરણ 12 દ્વિતીય ભાષાનું પાઠ્યપુસ્તક તમારા હાથમાં મુકતાં આનંદ અનુભવીએ છીએ. અભ્યાસના આ ઉચ્ચતર તબક્કામાં અંગ્રેજી ભાષા પર પ્રભુત્વ મેળવવામાં સહાયક બને એ રીતે આ પાઠ્યપુસ્તક તૈયાર કરવામાં આવ્યું છે.

આટલાં વર્ષો અંગ્રેજી ભાષા સાથે કામ કર્યા પછી આપણે એટલું તો સમજ્યા છીએ કે સ્પેલિંગ પાકા કરવા, વ્યાકરણના નિયમો યાદ રાખવા, ગુજરાતી ભાષાંતર આવડવું કે વાચનપાઠની વિગતો કંઠસ્થ કરવી તેને અંગ્રેજી શીખવું કે શિખવવું ન કહેવાય. અંગ્રેજી આવડવું એટલે અંગ્રેજી ભાષામાં અભિવ્યક્તિ કરતાં આવડવું. કોઈ પરિસ્થિતિમાં શું બોલાય ને કેવા વાક્યનો પ્રતિભાવ કેટલી રીતે અપાય તે જાણવું કે સમજવું તેને અંગ્રેજી ભાષા પર પ્રભુત્વ ન કહેવાય. પરંતુ અનેક પ્રકારની પરિસ્થિતિમાં અનેક પ્રકારની લાગણીઓ કે વિચારો પ્રગટ કરતાં આવડે ત્યારે અંગ્રેજીમાં ‘માસ્ટરી’ આવવા માટે. ‘I know English.’ કરતાં ‘I use English.’ સિદ્ધ કરવાનું છે. પરિસ્થિતિના સંદર્ભમાં સાંભળવું, સમજવું, બોલવું, વાંચવું, લખવું – આટલાં કામ અંગ્રેજીના ઉપયોગ દ્વારા કરીએ એટલે માસ્ટરી! આવાં કામ શીખતી વખતે ભૂલો થાય તે સ્વાભાવિક છે. શીખવા માટે થતી ભૂલોની સજા કે શરમ ન હોય.

આ પુસ્તકની રચના કરતી વખતે મુખ્યત્વે આટલી બાબતોને લક્ષમાં રાખવામાં આવી છે:

1. તરુણાવસ્થાની મધ્યમાં પહોંચેલા વિદ્યાર્થીઓને રસ પડે તેવી વાચન-સામગ્રીનો સમાવેશ કરવો.
2. તરુણોની વિકાસમાન તર્કશક્તિ, જિજ્ઞાસા, ઝડપથી પલટાતી સંવેદનાઓ, આદર્શની શોધ અને સાહસિકતાનાં વલણોને સંતુષ્ટ કરીને વિકસાવવા માટે માહિતી-વિચારણા અને સંવેદનશીલતાની ગૂંથણી કરીને અધ્યયન પ્રવૃત્તિઓ તૈયાર કરવી.
3. વિદ્યાર્થીઓમાં વ્યાવસાયિક રસ પરિપક્વ બને અને ભવિષ્ય વિશેનું ચિત્ર સર્જે તે માટે અવકાશ આપવો.
4. તરુણોને સ્વાસ્થ્ય, સામાજિક નિસબત અને વૈજ્ઞાનિક અભિગમ અંગે ક્રિયાશીલ બનાવવા માટે પાઠ્યસામગ્રીનું પથક્કરણ કરાવવું.
5. અંગ્રેજી ભાષાની અભિવ્યક્તિ સહજ અને સુદ્રઢ બને તે પ્રકારના મનોયત્નોની રચના કરવી.
6. વિદ્યાર્થીઓ અંગ્રેજી શબ્દાર્થ, વાક્યરચના અને બહોળું શબ્દભંડોળ વિવિધ રીતે પ્રયોજી શકે તે માટે અધ્યયન-જૂથ બનાવવાં ને રાષ્ટ્રકક્ષાએ સમાન ધોરણમાં અભ્યાસ કરતા વિદ્યાર્થીઓની સમકક્ષ આવી શકે તેટલું શબ્દભંડોળ વિકસાવવું.
7. વિદ્યાર્થીઓ પોતાના વિચારો, અનુભવો અને લાગણીઓને લેખન દ્વારા વ્યક્ત કરી શકે તે માટે માર્ગદર્શિત કરવા અને મુક્ત લેખન માટેની તક પૂરી પાડવી તથા ભાષાના સંકુલ functions અને patterns નો ઉપયોગ કરતાં શીખવવું.
8. ભવિષ્યના અભ્યાસની તૈયારી રૂપે અંગ્રેજી ભાષાનો ઉપયોગ અને અંગ્રેજીમાં રજૂ થયેલી સામગ્રીનું અર્થઘટન કરી શકે તેવી ક્ષમતાનું નિર્માણ કરવું.

આ પાઠ્યપુસ્તકમાં પસંદ કરેલી વાચનસામગ્રી અને અમે રચેલા મનોયત્નો(tasks)નો કાળજીપૂર્વક અભ્યાસ કરવાથી તમને ખ્યાલ આવશે કે જો આમાંની દરેક પ્રવૃત્તિઓનો અમલ થાય તો વિદ્યાર્થીઓનાં કૌશલ્યો તથા શબ્દભંડોળ અને અર્થગ્રહણ ક્ષમતાનો અપેક્ષિત વિકાસ શક્ય બનશે.

સમગ્રતાલક્ષી ભાષાકીય અનુભવ વિદ્યાર્થીઓને પ્રાપ્ત થાય તે માટે આ પુસ્તકમાં યુનિટની રચના આ પ્રમાણે કરવામાં આવી છે. એકમમાં મુકાયેલા નીચેના વિભાગોમાં આપેલાં task માટે અંદાજિત સમય કેટલો આપવો તે અંગે પણ સૂચન કરેલાં છે:

- 1. Pre-task :** જેમાં વિદ્યાર્થીઓ અગાઉ શીખી ગયા હોય તેવી હાથવગી ભાષા-રચનાઓ તથા શબ્દભંડોળનો ઉપયોગ કરીને અર્થગ્રહણ, વિચારણા/યાદ કરે. આ માટે વ્યક્તિગત કે જૂથ-જોડીકાર્યની પ્રવિધિનો ઉપયોગ કરવામાં આવે. વિદ્યાર્થીઓના વિચારો કે લાગણીઓને સમગ્ર યુનિટમાં પ્રયોજાયેલી ભાષા અને/અથવા વિષયવસ્તુ પ્રતિ અભિમુખ કરવા માટે Pre-task છે.
- 2. Read :** આખા યુનિટમાં વધુમાં વધુ બે વાચનખંડો મૂકવામાં આવ્યા છે. વિદ્યાર્થીઓને ભાષા, અનુભવો, પ્રેરણા, જીવનકૌશલ્યો, જાણકારી અને વિચાર-કસરત મળી રહે તે માટે તેઓની બોધાત્મક તથા ભાવાત્મક કક્ષાને અનુરૂપ વાચનખંડો પસંદ કર્યા છે.
- 3. Glossary :** શબ્દભંડોળનો વિકાસ એ અંગ્રેજી ભાષામાં સામર્થ્ય મેળવવા માટેનું એક અગત્યનું લક્ષ્ય છે. વાચનખંડમાં પ્રયોજાયેલા અપરિચિત જણાતા શબ્દોના પાઠના સંદર્ભમાં જે અર્થ થાય છે તે સરળ રીતે રજૂ કરવામાં આવ્યા છે. વિદ્યાર્થીઓ જ્યારે અર્થગ્રહણ કરે કે પ્રશ્નોના ઉત્તર આપે ત્યારે glossaryમાંના વિવરણનો ઉપયોગ કરી શકે છે.
- 4. Comprehension :** ભાષા કે અન્ય કોઈ પણ વિષય શીખવા માટેનું ખૂબ જ મહત્ત્વનું બૌદ્ધિક કૌશલ અર્થગ્રહણ છે. વિદ્યાર્થીઓ વાચનખંડની ભાષા પર બૌદ્ધિક પ્રક્રિયા કરીને તેમાંના શબ્દો, શબ્દસમૂહો ને વાક્યો વચ્ચેના આંતરસંબંધો સમજે તે પ્રકારનાં મનોયત્નો

આપવામાં આવ્યા છે. પરંતુ સાવધાન, આ પ્રશ્નોના ઉત્તરો યથાતથ યાદ રાખવાના નથી; સ્મૃતિ કરતાં ભાષા-પ્રક્રિયા અગત્યની છે. એકથી વધારે ઉત્તરો મળી શકે તેવો પ્રશ્નો પણ અભિપ્રાય-વૈવિધ્યને સન્માન આપવા માટે મૂક્યા છે. આ કામ માટે વર્ગમાં અંદાજિત 1:30 કલાક જેટલો સમય જોઈશે.

5. Vocabulary : ભાષાની સમૃદ્ધિ અને અભિવ્યક્તિમાં fluency લાવવા માટે શબ્દભંડોળ-નિર્માણ પર અમે વિશેષ લક્ષ આપ્યું છે. વિવિધ પ્રકારના મનોયત્નો દ્વારા શબ્દોની ઓળખ, અર્થગ્રહણ અને ઉપયોગ કરવાના સામર્થ્યનો વિકાસ થશે. વર્ગશિક્ષણમાં અંદાજિત સમય 1:30 કલાક જેટલો લઈ શકાશે.




6. Function : પાઠ્યપુસ્તકની રચનાનો મૂળ હેતુ ભાષાનાં functions (કાર્યો)નો ઉપયોગ કરીને communicative competenceનો વિકાસ કરવાનો છે. આ માટે ત્રણ પ્રકારના મનોયત્નો મૂક્યા છે. Language giving, language understanding અને language use. આ માટેનાં મનોયત્નો શિક્ષકના માર્ગદર્શન હેઠળ થાય, તેમાં દરેક વિદ્યાર્થીનો સમાવેશ થાય ને સૌને બોલવા, લખવા, ચર્ચા કરવાનો અવકાશ મળે તે અનિવાર્ય છે. જરૂર જણાય તો કેટલાક મનોયત્નનું પુનરાવર્તન પણ કરી શકાય. જ્યાં સુધી મોટા ભાગના વિદ્યાર્થીઓમાં મધ્યમ કક્ષાનું પ્રભુત્વ ન જણાય ત્યાં સુધી આનો મહાવરો ચાલુ રહેવો જોઈએ. આ કાર્ય માટે વર્ગમાં લગભગ 4:00 કલાક જેટલો સમય ફાળવી શકાય.

7. Writing : આ સૌથી મુશ્કેલ કૌશલ છે. આમાં functions, vocabulary, comprehension અને organization જેવા ભાષાકીય અને બૌદ્ધિક બંને પ્રકારની આવડતોનો સમન્વય થાય છે. જો વિદ્યાર્થીને અંગ્રેજીનું શ્રવણ કરતાં આવડે, જરૂરી શબ્દો તેના સક્રિય સ્મૃતિકોષમાં હોય, યોગ્ય function સમજીને ઉપયુક્ત pattern નો ઉપયોગ કરી શકે-ને આ બધું પોતાના વિચાર-અનુભવ-લાગણી સાથે યોગ્ય ક્રમમાં ગોઠવી શકે ત્યારે તેનું લેખન-કૌશલ સિદ્ધ થયું કહેવાય. આ વિભાગમાં આપેલા મનોયત્નો જૂથ-જોડી કે વ્યક્તિગત રીતે કરે તે માટે શિક્ષક આગ્રહ રાખે. વર્ગમાં લગભગ 1:30 કલાક જેટલો સમય જોઈશે.

8. Activity : આપણે જાણીએ છીએ કે communicative ભાષા શીખવા માટે context અને involvement જરૂરી છે. વિદ્યાર્થીઓ મજા પડે તેવા પ્રોજેક્ટ-પ્રવૃત્તિઓ કરે; તેના આયોજન અને રજૂઆતમાં અંગ્રેજી ભાષાનો ઉપયોગ કરે તે માટે આ વિભાગ મૂકવામાં આવ્યો છે. અંગ્રેજી ભાષા અધ્યયનને સામાજિક નિસબત સાથે જોડવાનો પણ આમાં પ્રયાસ છે.

સમગ્ર યુનિટમાં આપેલા મનોયત્નોમાંથી જે જોડીમાં કે જૂથમાં કરવાના હોય તે તો વર્ગમાં જ કરાવવા; ઉપરાંત પ્રત્યેક વિદ્યાર્થીને વ્યક્તિગત ચિંતન અને અભિપ્રાય માટે અવકાશ મળે અને તેની સિદ્ધિનો અંદાજ આવે તે માટે અમુક tasks વર્ગમાં કરાવવાં. આવાં taskમાં જવાબો લખવા માટેની જગ્યા મોટા ભાગે આપેલી જ છે.

સમગ્ર રીતે જોતાં આ પાઠ્યપુસ્તક અંગ્રેજી ભાષાને વ્યવહાર અને વિચારણાના સાધન તરીકે વિકસાવવાનો ઉદ્દેશ રાખે છે. એ પણ સમજવું જોઈએ કે, આપણી ભાષા વિચારોને ઘેર છે ને વિચારો મનુષ્યને સર્જે છે. ભાષાના આ સર્વોત્તમ કાર્યને ધ્યાનમાં રાખીએ તો ખ્યાલ આવે છે કે ભાષા-શિક્ષણનું મનુષ્ય-નિર્માણમાં કેટલું મહત્ત્વ છે. આપણે વિદ્યાર્થીઓને ભાષા દ્વારા સીમિત કરવા નથી માગતા, પરંતુ તેઓ ભાષાના નવતર, સર્જનાત્મક, વિશિષ્ટ ઉપયોગ કરીને પોતાના સ્વને પોતાની ઇચ્છા અનુસાર સર્જી શકે તે માટે મદદ કરવાની ખેવના રાખીએ છીએ.

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

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UNIT 1



Pre-task

Work in pairs. Write the missing details in the table. 👤👤

Purpose	Website	Key words
Some friends work for noble causes on weekends	noblecause.com	free medicines, food for patients, svachchhata abhiyan, volunteers, donors, NGO
Some friends go for picnics on bicycles	bicycle_tufani.com	
A group of senior citizens run a health club in a public place	happyhealth.com	
	dada_dadi.otlo.com	stories, riddles, puzzles, rhymes, poems, songs, development of children
	youthdevelopment.com	
Free coaching in your area for competitive exams		
Women social workers		

Read 1

CAN YOU INSTALL LOVE?

Customer Service Rep: Can you install LOVE?

Customer: I can do that. I'm not very technical, but I think I am ready to install now. What do I do first?

Customer Service Rep: The first step is to open your HEART. Have you located your HEART ma'am?

Customer: Yes I have, but there are several programs running right now. Is it okay to install while they are running?

Customer Service Rep: What programme are running ma'am?

Customer: Let me see....I have PASTHURT.EXE, LOWESTEEM.EXE, GRUDGE.EXE and RESENTMENT.COM running right now.

Customer Service Rep: No problem. LOVE will automatically erase PASTHURT.EXE from your current operating system. It may remain in your permanent memory, but it will no longer disrupt other programs. LOVE will eventually overwrite LOWESTEEM.EXE with a module of its own called HIGHESTEEEM.EXE. However, you have to completely turn off GRUDGE.EXE and RESENTMENT.COM. Those programs prevent LOVE from being properly installed. Can you turn those off ma'am?

Customer: I don't know how to turn them off. Can you tell me how?

Customer Service Rep: My pleasure. Go to your Start menu and invoke FORGIVENESS.EXE. Do this as many times as necessary until GRUDGE.EXE and



RESENTMENT.COM have been completely erased.

Customer: Okay, I'm done. LOVE has started installing itself automatically. Is that normal?

Customer Service Rep: Yes it is. You should receive a message that says it will reinstall for the life of your HEART. Do you see that message?

Customer: Yes I do. Is it completely installed?

Customer Service Rep: Yes, but remember that you have only the base program. You need to begin connecting to other HEARTS in order to get the upgrades.

Customer: Oops...I have an error message already. What should I do?

Customer Service Rep: What does the message say?

Customer: It says "ERROR 412 -PROGRAM NOT RUN ON INTERNAL COMPONENTS". What does that mean?

Customer Service Rep: Don't worry ma'am, that's a common problem. It means that the LOVE program is set up to run on external HEARTS but has not yet been run on your HEART. It is one of those complicated

programming things, but in non-technical terms it means you have to "LOVE" your own machine before it can "LOVE" others.

Customer: So what should I do?

Customer Service Rep: Can you find the directory called "SELF-ACCEPTANCE"?

Customer: Yes, I have it.

Customer Service Rep: Excellent, you are getting good at this.

Customer: Thank you.

Customer Service Rep: You're welcome. Click on the following files and then copy them to the "MYHEART" directory: FORGIVESELF.DOC, SELFESTEEM.TXT, REALIZEWORTH.TXT, and GOODNESS.DOC. The system will overwrite any conflicting file and begin patching any faulty programming. Also, you need to delete SELFCRITIC.EXE from all directories, and then empty your recycle bin afterwards to make sure it is completely gone and never comes back.

Customer: Got it. Hey! My HEART is filling up with really neat files. SMILE.MPG is playing on my monitor right now and it shows that WARMTH.COM, PEACE.EXE, and CONTENTMENT.COM are copying themselves all over my HEART!

Customer Service Rep: Then LOVE is installed and running. You should be able to handle it from here. One more thing before I go...

Customer: Yes?

Customer Service Rep: LOVE is freeware. Be sure to give it and its various modules to everybody you meet. They will in turn share it with other people and they will return some really neat modules back to you.

Customer: I will. Thank you for your help.

Glossary

disrupt interrupt **eventually** finally **module** section **invoke** appeal to **complicated** complex
rep short form of representative

Comprehension

C.1 Join A with B. 👤

A		B
File name	Meaning	Utterance/Statement
PASTHURT.EXE	Hurt in the past	I hate him.
LOWESTEEM.EXE	Less respect for	It is struggling to coming out. Let's help it.
GRUDGE.EXE	Bitterness	I am less educated. I can't do it.
RESENTMENT.EXE	Dislike	I can't take him in my team. He is quarrelsome.
HIGHSTEEM.EXE	Enough self	Happens. Let it go.
FORGIVENESS.EXE	Pardon	I am hard working enough to achieve my goals.
SELFACCEPT.EXE	Accept yourself as you are	It happens to me every time. I commit the same mistake.
REALIZEWORTH.EXE	Value of self	I have done better than last time. My success means a lot to my family.
SELFCRITIC.EXE	Thinking negative of self	It means no difference to me whether you like me or not.
GOODNESS.DOC	Kindness	She insulted me in the presence of my friends.

C.2 Mention the conditions for the purposes.

Purpose	Condition
to install Love	You have to turn off GRUDGE.EXE and RESENTMENT.EXE
to overwrite LOWESTEEM.COM	
to upgrade the Love programme	
to make your machine love others	
to let your machine overwrite any bad file and repair other faulty programs	
to get the advantage of LOVE freeware	

C.3 Here are some terms. Classify them. 👤

SMILE.MPG, WARMTH.COM, CONTENTMENT.COM, PEACE.EXE, RESENTMENT ERASED, OVERWRITE, INSTALL, FORGIVENESS.EXE, GOODNESS.DOC

Input	Process	Output

C.4 Answer these questions.

1. What will be the effect of installing LOVE?
2. How can grudge and resentment obstruct love in real life?
3. Why does the representative suggest deleting SELF CRITIC.EXE even from recycle bin?
4. Describe the life of a person who has fully 'installed LOVE' in his/her life.
5. Write three things that you like in yourself.

C.5 Wisdom you get from this unit.

1. Enlist the positive factors for love.
2. What is love?
3. Are you love-ready? What should you throw away from you as a person and what would you like to add into you? Make a list.
4. Meet some friendly teacher to discuss your emotional state. Seek guidance and prepare a list of dos and don'ts for you.

Read 2

SUNRISE ON THE KANGCHENJUNGA

The vapours rise

To the morning skies,

Clad in a purple glory;

While the love-light glows

On th' Eternal Snows

Upon the summits hoary

And the Himalaya's Queen,

Calm and serene,

Returns the heaven's greeting—

In robes of white,

Bathed in golden light—

Where earth and sky are meeting.

And the morning dew

And mellow hues

Paint her cheeks with fairy fingers,

While o'er the rills

And the sun-kissed hills,

The love-light gently lingers.

And the breaking day

Sends the first faint ray

Of Love's undying fountains,

While the heart feels the thrills

Of the voice from the hills

And the Soul that dwells in the mountains.

-A. Christina Albers

Visit: <https://en.wikipedia.org/wiki/Kangchenjunga> (For more information and photographs)

Glossary

vapours moisture particles **clad** covered **eternal** seemingly everlasting **snows** ❄️ **summit** hill top
hoary old, ancient **serene** calm, peaceful **robes** ceremonial dress **dews** water droplets **mellow** moist
and rich in texture **hues** shades of colour **rills** streams **lingers** stays behind **undying** never ending,
eternal **thrill** delight, joy **dwells** lives, resides

Comprehension

C.1 After reading this poem silently, close your eyes for a while and visualize the beauty of the mountain in the early morning. Describe your mental picture of Kangchenjunga in short sentences, phrases and words.

You can start like this :I see a big mountain. White clouds are moving up the mountain. In the east _____

C.2 Make a list of natural elements (light, colours, places, things) mentioned in the poem. Use words suggested in the glossary in place of the words in the poem. ¶¶

C.3 Complete the table. ¶¶

Elements (Who)	Qualities (How is it?)	Action (What does it do?)	Place (Where)	What is it like?
vapour	—	rise	to morning skies	purple
love-light	—	glows	on snows	eternal
Himalaya's Queen (Kangchenjunga)	calm and serene	returns greetings		hoary/grey
Himalaya's Queen (Kangchenjunga)	robes of white			

C.4 Answer the questions.

- Who is the Himalaya's Queen? Describe her.
- Describe her interaction with other elements.
- Why is the morning glow called love-light?
- What does the love-light do in the poem?
- What is the effect of sunrise on the heart and soul of the mountain?

C.5 List the expressions (lines/phrases/words) that give a pleasant picture.

C.6 Draw a picture of Kangchenjunga on the basis of the description in the poem. Colour it properly.

Vocabulary

V.1 I am a word. But who am I? ¶¶

Read my description and find out from the lesson.

- I am chosen or elected to speak or act on behalf of a company, firm or other person. I may be a servant or an elected candidate. I represent a wider group of people. I am _____

2. I am a negative feeling of human beings. I am a feeling of ill will or resentfulness. It may be born from past insult or a bad incident. As a result of me a person may think to harm, insult or even injure the other one. I am _____
3. I am a very positive feeling of human beings. As a result of me a person may let go others' faults and misdeeds. I bring peace of mind. Most of the religions try to teach my lessons to their devotees. I am _____
4. It is said that the person who holds me is the happiest person. I am an enemy of worldly desires. When a person owns me, he doesn't wish to own any more thing. I am _____
5. I am software which is available to everyone free of charge. I am _____
6. I am not one. I am not two and yet I am not many also. I give reference of variety. I am _____
7. I am a very positive feeling of human beings. When one thinks respectfully about his or her own self, I come into existence. I am a medicine for many psychological diseases. I am _____

V.2 Answer these questions using a word (or its form) from the bracket. Underline that word in the text.

[self-esteem, current, turn off, past hurt, prevent]

- 1) What is the reason of your having resentment or grudge for someone?
- 2) What will you do if no one is in the room and the electricity bulb is on?
- 3) What is better than cure?
- 4) What kind of bank account should you open up to do everyday transactions?
- 5) What is the feeling in absence of which you don't feel insulted?

V.3 Make a list of words representing positive and negative human emotions and feelings. Some are given for you. Add words not given in the read. ¶¶

Positive emotions and feelings	Negative emotions and feelings
high esteem, forgiveness, self-acceptance,	low esteem, grudge, resentment, self-criticism,

V.4 In each of these sentences, there is one word which does not fit in. Take the right word from the brackets and put it at a proper place to make the sentence meaningful. ¶¶¶

Example: Devotees try to invite the blessings of the gods they worship. (invoke, summon)

Devotees try to invoke the blessings of the gods they worship.

- 1) Can you precisely designate the Shanidev temple on the map of Maharashtra? (locate, put)
- 2) Bus service was snatched by a one-day strike by the drivers. (disrupted, ruptured)
- 3) Commitment is the key source to happiness. (containment, contentment)
- 4) A dietician knows all about the apparatus of different food items. (components, mechanism)
- 5) Always drink boiled water, if you want to conserve yourself from falling ill. (preserve, prevent)

- 6) The computerized multimedia molecules can help the student learn better. (modules, sections)
- 7) They started meeting now and then. Steadily, they fell in love with each other and decided to marry. (increasingly, eventually)

V.5 Read the sentences in part A and B. Pair the sentences in which the underlined word is used in a similar meaning. Write, in the boxes, the number of the appropriate sentence.

Part A	Part B	Number in Part A
1) Constant praise helps to build a child's self-respect .	A) He made several corrections.	
2) I have no ill will for my friend's success in examination.	B) John has always been held in high esteem by his colleagues because he always volunteers to help out with any task that comes along.	
3) Who mounted the new hard drive in this CPU?	C) Hemal has just installed an alarm system in his house.	
4) Coming to class late is quite disturbing to the other students.	D) A child who is not properly disciplined at home tends to be quite disruptive at school.	
5) He prays quite a few times in a day.	E) I think my professor has a grudge against me because he never gives me top marks on my assignments.	

V.6 Underline the sentence nearest in meaning to the main sentence. ¶¶

(1) The vapours rise, to the morning skies.

- (a) The atmosphere is filled with mist in the early morning time.
- (b) The weather is cloudy.
- (c) Because of heat in the morning time, water gets vaporized and goes to the sky.
- (d) In the morning the sky rises up to the vapours.

(2) In robes of white, bathed in golden light.

- (a) The white people robbed the golden prosperity of India.
- (b) The fair mountain queen takes bath and changes her colour to golden.
- (c) The mountain looks like a queen wearing white clothes having golden morning light sparkle and glisten.
- (d) The white water appears to be golden in the morning sunlight.

(3) The breaking day sends the first faint ray of Love's undying fountains.

- (a) There are transparent fountains of water.
- (b) The first sun ray reminds us of nature's everlasting love for us.
- (c) At day break, sun rays are not seen because they are faint.
- (d) Love is like the everlasting fountains of faint rays.

(4) The love – light gently lingers.

- (a) The light gently touches our lovely heart.
- (b) Our lovely heart gently touches the first light ray of the sun.
- (c) The time of morning twilight lengthens because of mist.
- (d) The morning twilight still lasts there in the sky above the mountain peaks.

V.7 Replace the underlined words with the most suitable word given in the bracket.

[rill, thrilling, undying, mellow, eternal]

The everlasting snow on the age old mountain peaks melts and turns into tiny spring like water flow which gradually becomes a boisterous stream. These ever flowing streams together make a never ending great river. It is a delighting sight to behold the pleasantly smooth and soft colour reflections of morning or evening skies in the calm waters of a river.

V.8 Tick mark the word nearly opposite in meaning.

- | | | | | |
|-------------|----------------------------------|------------------------------------|--------------------------------------|------------------------------------|
| 1. undying: | <input type="checkbox"/> eternal | <input type="checkbox"/> perpetual | <input type="checkbox"/> inconstant | <input type="checkbox"/> ceaseless |
| 2. linger : | <input type="checkbox"/> remain | <input type="checkbox"/> hang back | <input type="checkbox"/> stay behind | <input type="checkbox"/> leave |
| 3. hoary : | <input type="checkbox"/> black | <input type="checkbox"/> snowy | <input type="checkbox"/> silvery | <input type="checkbox"/> gray |
| 4. dwell : | <input type="checkbox"/> live | <input type="checkbox"/> brood | <input type="checkbox"/> inhabit | <input type="checkbox"/> migrate |

Revision of Functions

F.1 Read the conversation. Notice the functions used in the expressions are mentioned in the bracket.

- A: If you want to improve your skills, you **have to** work harder. (condition, compulsion)
B: I know, sir. I **ought to** work harder specially for my vocabulary. (compulsion)
C: I **would rather** work more for the comprehension part in this subject. (preference)
A: You should communicate in English with your classmates and friends **in order to** improve your communication skills in English. (purpose)
D: Yes, sir. **Though** we work hard, we **need to** work smarter. Riya's English is **better than** ours. Will Riya help us? (contrast, compulsion, comparison)
Riya: Why not? I **used to** work for me and for others too. (past habit)
A: Riya is **so** caring **that** she will help to improve your skills. (result)
E: **Either** Riya **or** Shreya can help us. Shreya has **the same** command over English **as** Riya. (alternative choice, describing people)

F.2 Join the groups of sentences in three different ways. One is done for you. All these three ways show contrast between two sentences in each group. ¶¶¶

- (1) * Aditya Sheth performed well in the interview. * He was not selected for the post.
a) Though Aditya Sheth performed well in the interview, he was not selected for the post.
b) Aditya Sheth performed well in the interview but he was not selected for the post.
c) In spite of his performing well in the interview, Aditya Sheth was not selected for the post.
- (2) * This bike gives a reasonable average. * It is very costly.
- (3) * It was raining cats and dogs.
• The traffic policeman was standing at the crossroads for controlling traffic.
- (4) * The government motivated common people to open a savings account with a bank.
• People don't care to do so.

F.3 Read the sentences. Circle connectors showing contrast. Underline the expressions showing comparison.

- 1) Though Mr. Shah bought a new car, it's not as beautiful as Mr. Patel's.
- 2) In spite of working sincerely, Joseph is not paid better than Amit.
- 3) Ilyas has got a good score this time but Jilva has the highest marks in the class.
- 4) The officers should work as sincerely as the manager even though the chairman of the company remains absent.

F.4 Fill in the blanks using proper expressions from the brackets. Write its function in the brackets as mentioned in F1.††

(neither...nor, either...or, ought to, should, would like to, rather)

- 1) We have no good terms with Mr. Trivedi. _____ my father _____ me would go to his function. (.....)
- 2) As sensible citizens, we _____ pay our taxes regularly and honestly. (.....)
- 3) What would you take – tea or coffee? I _____ to have lunch as it's time for a meal. (.....)
- 4) He would _____ visit the man to apologize for his mistake. (.....)
- 5) To sustain ecological balance, each one _____ plant at least a tree in his/her lifetime. (.....)

F.5 Read the conversation. There are some errors in it. Correct them. †††

Ami : I was used to walk for hours together when I did not have a vehicle.

Vidhi : The same here. I used to working hard in the farm with my father. Now my life is easiest than that life.

Ami : My past life was difficult than today's life. Now, today's life looks very convenient.

Vidhi : We used to played in the streets. Not like today's kids sitting at the laptops and before mobile phones.

Ami : Still I enjoyed my past life as most as I like today's life.

Vidhi : Me too.

F.6 Read the groups of sentences. They can be combined in different ways. One is done for you. Now combine the other groups.

- 1) * Malhar wanted to join a Master's course. * He went to Canada.
Malhar went to Canada so that he could join a Master's course.
Malhar went to Canada in order to join a Master's course.
Malhar went to Canada with a view to joining a Master's course.
Malhar went to Canada for joining a Master's course.
Malhar wanted to join a Master's course therefore/so he went to Canada.
- 2) * The teacher wants to reach a larger audience.
* He uploads his video lectures on youtube website.
- 3) * The owner of the bus-company travels by a bus to go to the company.
He wants to feel how general commuters face and feel.
- 4) * The students wanted to improve their language skills in English.
They started communicating in English.

F.7 Rewrite the paragraph correcting the errors. 🏠

My grandfather ought to get up very early in the morning so that he will start the work before sunrise. Though I was a young child, I can't understand his beliefs. I always asked about his views of modern life in spite of learning new things from him. He didn't hesitate telling me everything I would want to know because he was rather eager to sit with me. He had a far better views about humanity in general but he loved every man. Either he or I was different from the long established values of our family.

Writing

W.1 There might be many things you do not like about yourself and many complaints about yourself. But have you ever tried to know the positive aspects about yourself? Write a paragraph about positive aspects of your personality.

Cooperative and helping nature - performance in education - confident - leadership - self dependent - courageous - positive attitude - sharp observation - performance in sports - extra curricular activity - honest - skills

W.2 Hiren is going to deliver a speech in his school on the subject 'Love is more powerful than hatred and grudge.' Prepare a speech for him in 150 words. 🧑🏫

W.3 Write the remaining steps for sending a file as an email attachment. 🏠

- | | |
|-----------------------------------|----------------------|
| 1. Switch on computer | 2. Start web browser |
| 3. Start email service like gmail | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |

W.4 Describe this picture. Try to use words/ phrases from the poem you learnt.



Activity

A.1 Can we install peace? Yes, we can and we will. Let's create titles for some programmes, files, websites, viruses, E-mail IDs, search engine that can help install peace.

i.e. ceasefire.com, whiteflag.exe, peace-park.blogspot, battleend.soon@bilateral.com

A.2 Collect information about Kangchenjunga. Create a folder in your school's computer and keep it on desktop. Share it with your friends.

Project

Search and collect photographs and information about your favourite tourist place in India. Write and arrange them in a chart and display it in your class.

*

UNIT 2



Pre-task

Read the poem and answer the questions.

Be the Best

*If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill
Be a bush, if you can't be a tree.*

*If you can't be a bush, be a bit of the grass
And some highway happier make
If you can't be muskie, then just be a bass
But the liveliest bass in the lake!*

*We can't all be captains; we have got to be a crew,
There is something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.*

*If you can't be a highway, then just be a trail,
If you can't be the sun, be a star
It isn't by the size that you win or you fail
Be the best of whatever you are!*

Questions :

- 1) What is more important – to be the best or to be bigger?
- 2) Why, according to you, is it important to be a lively fish?
- 3) What is the theme of the poem?
- 4) What do you want to become? How would you be the best?

Read 1

UNFORGETTABLE WALT DISNEY

-Roy Disney

My brother Walt is no more, yet his influence lingers like a living presence over the studio where he turned out the cartoons, nature films and feature movies that made him known and loved around the world. Even now, as I walk around the studio crew, I half expect to encounter that tall, country-boy figure, head bowed in thought about some new project. Walt was so much the driving force behind all we did, from making movies to building Disneyland, that people constantly mention his name as if he were still alive. Every time we show a new picture, or open a new feature at Disneyland, someone is bound to say, "I wonder how Walt would like it?" And when this happens, I personally realize that it was something he himself had planned. For my imaginative, industrious brother left enough projects in progress to

keep the rest of us busy for many, many years.

Walt was a complex man. To the writers, producers and animators who worked with him, he was a genius who had an extraordinary ability to add an extra stroke of imagination to any story or idea. To the millions of people who watched his TV show, he was a warm, kindly personality, bringing fun and pleasure into their homes. To the bankers who financed us, I'm sure he seemed like a wild man, hell-bent for bankruptcy. To me, he was my amazing kid brother, full of impractical dreams that he made come true.

The apple orchard and weeping willows stand green and beautiful at our old farm, where Walt sketched his first animals. I recall how Walt and I would snuggle together in bed and hear the haunting whistle of a locomotive passing in the night. Our Uncle Mike was an



engineer, and he'd blow his whistle – one long and two shorts – just for us. Walt never lost his love for trains. Years later, an old-fashioned train was one of the first attractions at Disneyland.

As far back as I can remember, Walt was drawing. The first money he ever made was a nickel for a sketch of a neighbour's horse. He studied cartooning in Chicago, and then started a little animated-cartoon company in Kansas City that flopped. I was in Los Angeles when Walt, just 21, decided to try his luck in Hollywood. I met him at the station. He was carrying a cheap suitcase that contained all of his belongings. We borrowed \$500 from an uncle, and Walt started a cartoon series called *Alice in Cartoonland*. It was tough going. Walt did all the animation, and I cranked the old-fashioned camera. The *Alice* cartoons didn't make much of a splash, so Walt started a new series called *Oswald the Rabbit*. *Oswald* did better but when Walt went to our New York distributor for more money he ran into trouble.

"What kind of a deal did you make, kid?" I asked.

"We haven't got a deal," Walt admitted. "The distributor copy-righted *Oswald* and he's taking over the series himself." Strangely, Walt did not seem downhearted. "We're going to start a new series," he enthused. "It's about a mouse. And this time we'll own the mouse."

The rest is a history. Walt's mouse, Mickey, celebrated his 40th birthday in 1968, and a happy 40th it was. A quarter of a billion people saw a Disney movie in 1968, 100 million watched a Disney TV show, nearly a billion read a Disney book or magazine and almost ten million visited Disneyland. And Mickey, as Walt used to say, started it all.

Mickey was only the first successful product of Walt's matchless imagination and ability to make his dreams become reality. It was an ability he could turn on for any occasion, large or small. Once, when my son Roy Edward had the measles, Walt came and told him the story of *Pinocchio*, which he was making at the time. When Walt told a story, it was a virtuoso performance. His eyes riveted his listener, his moustache twitched expressively, his eyebrows rose and fell, and his hands moved with the grace of a musical conductor. Young Roy was so wide-eyed at Walt's graphic telling of the fairy tale that he forgot all about his measles. Later, when he saw the finished picture, he was strangely disappointed. "It didn't seem as exciting as when Uncle Walt told it," he said.

Like many people who work to create humour, Walt took it very seriously. He would often sit gloomily through the funniest cartoon, concentrating on some way to improve it. Walt valued the opinions of those working with him, but the final judgement was always unquestionably his. Once, after viewing a new cartoon with evident

displeasure, Walt called for comments from a group of our people. One after another they spoke up, all echoing Walt's criticism. "I can get rubber stamps that say *"Yes, Walt,"*" he snapped. Then he wheeled and asked the projectionist what he thought. The man sensed that dissent was in order. "I think you're all wrong," he declared. Walt just grinned. "You stick to your projector," he suggested.

Walt involved himself in everything. During one story conference on the Mickey Mouse Club TV Show, the story man, pointer in hand, was outlining a sequence called 'How to Ride a Bicycle.' "Now when you get on your bicycle.....," he began. Walt stopped him. 'Change *your* bicycle to *a* bicycle,' he said. "Remember, every kid isn't fortunate enough to have a bicycle of his own."

The story of Disneyland, perhaps better than anything else, illustrates Walt's vision and his stubborn determination to realize an idea he believed in. For years, Walt had quietly nursed the dream of a new kind of amusement park. It would be a potpourri of all the ideas conjured up by his fertile imagination. But the idea of sinking millions of dollars into an amusement park, even Walt's kind of amusement park seemed so preposterous that he wouldn't mention it to anyone. He just quietly began planning.

As usual, though, he infused all of us with his own enthusiasm when he finally told us about the project. Someone asked, "Walt, how should the Disneyland look?" Quick, came the reply, "It should look like nothing else on this earth." Predictably, we had trouble raising money, but Disneyland did open, in July 1955. Since that first day, millions of people have flocked to see the unique creation of Walt's imagination. Like a kid with a new toy – the biggest, shiniest toy in the world – Walt used to wander through the park, staring as happily as any tourist.

The overwhelming success of Walt's "crazy idea" triggered a dramatic about-face in the Disney fortunes. Yet success never changed Walt. He remained the simplest of men. He hated parties, and his idea of a night out was a burger and chilli at some little restaurant. His only extravagance was a miniature railroad that ran around the grounds of his home.

"What do you do with all your money?" a friend once asked him. Pointing at the studio, Walt said, "I fertilize that field with it." And it's true that Walt ploughed money back into the company almost as fast as it came in.

Being solvent for the first time since he started in business gave Walt a chance to develop other ideas. These included the development of Mineral Kind (an alpine-like valley high in the Sierra Mountains); a California Institute of Art, for which he donated the land and several million dollars; and, most ambitious of all, a 100-million-dollar Disney World and City of Tomorrow in Florida.

Tragically, in the midst of all this activity, Walt was stricken with this fatal illness. I heard him refer to this cruel blow only once. "Whatever it is I've got," he told me, "don't get it."

I visited him in the hospital the night before he died. Although desperately ill, he was as full of plans for the future as he had been all his life.

Walt used to say that Disneyland would never be finished, and it never will. I like to think, too, that Walt Disney's influence will never be finished; that through his creations, future generations will continue to celebrate what he once described as "that precious, ageless something in every human being which makes us play with children's toys and laugh at silly things and sing in the bathtub and dream."

Glossary

lingers stays, remains, hangs on **industrious** hard working **glumly** gloomily **hell-bent** determined to achieve something at all costs **fillip** excitement, stimulation **bankruptcy** economic failure, insolvency, ເຊບາຍ **orchard** plantation **willow** a tree or shrub of temperate climate **snuggle** get close to somebody, cuddle up **nickel** five cent coin **flopped** failed completely **cranked** gave a bend to **splash** a prominent news feature or story **enthused** said with enthusiasm **virtuoso** exceptional, genius **riveted** fascinated, mesmerized **twitched** jerked slightly **wheeled** turned, moved his chair **dissent** opposition **grinned** smiled broadly in displeasure **stubborn** head strong, obstinate **potpourri** collection, assortment **conjured** created **preposterous** silly, absurd **about-face** sudden and complete change **extravagance** wastefulness, luxury

Comprehension

C.1.1 Underline five sentences that create Walt's character. ¶¶

C.1.2 Make a list of adjectives used for Walt and classify them: ¶¶

Creative	Psychological	Work-oriented	Ambitious	Artistic	others

C.1.3 Write 'Yes' in the box if the statement is true. Write 'No' if it is false and then rewrite the correct sentence without changing the underlined parts.

e.g. Walt was a warm and heartless personality who brought fun into the homes of millions of people. No

A. Walt was a warm and kind personality who brought fun into the homes of millions of people.

1) Walt used to sit gloomily through the saddest cartoon, trying to focus on some way to improve it.

A. _____

2) Walt had angrily nursed the dream of a new kind of amusement park for years together.

A. _____

3) The success of Disneyland totally changed Walt and he remained a simple man.

A. _____

4) Young Roy was so surprised at Walt's graphic telling of a fairy tale that he remembered all about his measles.

A. _____

- 5) Millions of people flocked to see the unique creation of Walt's imagination.
- A. _____
-
- 6) After becoming successful in business, Walt borrowed several million dollars for the development of California Institute of Art.
- A. _____
-
- 7) Walt studied cartooning in Paris and then started a little animated cartoon company in Kansas city.
- A. _____
-
- 8) Walt was only fifteen years old when he decided to try his luck in Hollywood.
- A. _____
-
- 9) The Alice cartoons were not very successful, so Walt started a new series called Oswald the Rabbit.
- A. _____
-
- 10) Even on the previous night of his death, Walt was full of plans for the future.
- A. _____
-

C.1.4 Complete the sentences.

1. Walt is famous in the world for _____.
2. To keep the rest of them busy for many many years, Walt _____.
3. Walt had impractical dreams but _____.
4. An old-fashioned train was one of the first attractions at Disneyland because _____.
5. Walt earned his first money by _____.
6. Edward was wide-eyed because _____.
7. Edward was disappointed because _____.
8. Every kid isn't fortunate enough to have a bike of his own so _____.

C.1.5 Find the sentences from the text with similar meaning. 👤

1. Walt was the central figure for all creations of the company.
2. Disneyland is the example of his firm decision.
3. For a longer period of time he didn't share his idea of amusement park with anybody.
4. It should be unique.
5. Walt entertained himself with Disneyland / enjoyed Disneyland as strangers did.
6. Everyone has an inborn childlike playfulness, ability to rejoice in little things and power of imagination.

C.1.6 Write one sentence to show significance of these in Walt's life. ¶¶

1. Trains : _____
2. Alice in Cartoonland: _____
3. Mouse : _____
4. Imagination : _____
5. Shortage of finance : _____
6. Bicycle : _____

C.1.7 Tick mark the sentences/phrases nearest in meaning.

1. I half expect to encounter that gangly, country-boy figure, head bowed in thought about some new project.
a. The narrator misses him. b. The narrator praises him.
c. The narrator talks about Walt's habit.
2. He was a genius who had an uncanny ability to add an extra fillip of imagination to any story or idea.
a. He could twist any story. b. Through his art, he would add in beauty to any story.
c. He was an imaginative writer.
3. Walt was a complex man.
a. He was not easy to understand. b. He had difficult thoughts that he could not express.
c. Different people understood him in different ways.
4. It didn't seem as exciting as when Uncle Walt told it.
a. Walt presented the story better than the movie could. b. The movie seemed better than the story told by uncle orally. c. Walt could not make the story as he wished.
5. Whatever it is I've got, don't get it.
a. He didn't want anyone to succeed as much as he did. b. He didn't want anyone to suffer from the same disease. c. He suggested others not to enter into his profession.
6. The rest is a history.
a. The world knows what happened then onwards. b. The world knows history of Walt.
c. Walt was a history maker.

C.1.8 Give arguments to prove these statements.

1. The final judgement was always unquestionably his.
2. Walt was a complex man.
3. Success never changed Walt.
4. Walt Disney's influence will never be finished

C.1.9 Answer the questions.

1. Write three sentences about the personality of Walt.
2. What was Walt for different people?
3. Write a few sentences about Walt's journey from 'horse' to 'mouse'.
4. Why did Walt say, 'Change your bicycle to a bicycle'?
5. "I fertilize that field with it." - What do 'that field' and 'it' refer to here?
6. What inspiration do you get from the last days of Walt?
7. List creations of Walt. Write one or two sentences about each.

- Harindranath Chattopadhyaya

*In days gone by I used to be
A potter who would feel
His fingers mould the yielding clay
To patterns on his wheels;
But now through wisdom lately won,
That pride has died away;
I have ceased to be the potter
And have learned to be the clay.*

*In other days I used to be
A poet through whose pen
Innumerable songs would come
To win the hearts of men;
But now through new-got knowledge
Which I had not had so long,
I have ceased to be the poet
And have learned to be the song.*

*I was a fashioner of swords
In days that now are gone
Which on a hundred battlefields,
Glittered and gleamed and shone;
But now that I am brimming with
The silence of the Lord,
I have ceased to be sword-maker
And have learned to be the sword.*

*In bygone times I used to be
A dreamer who would hurl
On every side an insolence
Of emerald and pearl;
But now that I am kneeling
At the feet of the Supreme
I have ceased to be the dreamer
And have learned to be the dream.*

Glossary

mould shape **yielding** soft and bending **ceased** stopped **innumerable** numerous, countless **new got** newly acquired **fashioner** shaper **glittered** sparkled **gleamed** shone **brimming** glowing with, overflowing with **bygone** former **hurl** (here) yell something **insolence** disrespectful **kneeling** bowing **Supreme** God, Almighty

Comprehension

C.2.1 The poet has ceased to be a potter and learnt to be the clay. What would you like to become? Why?

C.2.2 Complete the table. ††

Journey	Who	Acts	Reason
shaper shaped	potter clay	moulded the clay to patterns of wheel	Wisdom won and pride died
shaper shaped	poet song		
shaper shaped			
shaper shaped			

C.2.3 Answer these questions in two or three sentences each.

- 1) What is the significance of the title of the poem?
- 2) How does the poet contrast his former life with the present life?
- 3) What examples does the poet give to forewarn human beings who are obsessed with their own selves?
- 4) How does the poet cite the example of potter to refer to his awakening of the soul?
- 5) Why did the poet write innumerable songs in his earlier years?
- 6) What does the phrase ‘fashioner of swords’ refer to?
- 7) How did the poet behave in bygone times when he was a dreamer?
- 8) What happens when the poet surrenders at the feet of the Almighty?

C.2.4 (a) Lines 2 and 4 end with rhyming words ‘feel-wheel’. Study the last word of each line and make a list of other rhyming words in the poem. Work in pairs. ¶¶

(b) Select any three pairs of rhyming words from the poem and find one more rhyming word for each pair. ¶¶

Example: feel – wheel – kneel

(c) Prepare a list of words that are used more than twice in the poem.

C.2.5 Tick the most appropriate option.

- 1) This poem is about –
 - (a) self-realization of the poet
 - (b) advantages of getting materialistic things
 - (c) benefits of writing beautiful songs
 - (d) gain from fighting battles
- 2) The poet wishes to cease to be a potter because –
 - a) he has become master of making pots
 - b) he has realized the harm of declaring himself to be a great potter
 - c) he has acquired fame of a skilled potter
 - d) he wishes to adopt some other profession
- 3) The poet wishes to surrender to God because –
 - a) he wants to acquire emeralds and pearls
 - b) he has learnt the truth of mortality of living beings
 - c) he wants to win hundred battles
 - d) he wishes to impress others

Vocabulary

V.1 Use the correct form of the words given in the brackets. ¶¶

A pioneer of the American _____ (animate) industry, Walter Elias “Walt” Disney _____ (introduce) several developments in the _____ (product) of cartoons. Walt _____ (develop) the character Mickey Mouse in 1928 which was his first _____ (high) popular success. He also _____ (provide) the voice for his _____ (create) in his early years. In the 1950s, Disney _____ (expand) into the amusement park industry and in 1955, he _____ (open) Disneyland. Disney was a heavy smoker throughout his life and his _____ (die) occurred due to lung cancer in 1966 before the park was completed. His film work _____ (continue) to be _____ (show) and adapted. His studio maintains high standards in its _____ (product) of popular entertainment. He is considered to be a national _____ (culture) icon and remains an important figure in the history of animation.

V.2 Replace the underlined words with the words opposite in meaning from the bracket.
(brilliant, forget, success, borrowed, imagination, adding, flopped, celebrated)

- 1) Walt was a genius who had an extraordinary skill of removing imagination to any story or idea.
- 2) Walt started a little animated cartoon company in Kansas City which succeeded miserably.
- 3) Walt lent \$500 from an uncle to start a cartoon series called Alice in Wonderland.
- 4) The 40th birthday of Walt's mouse, Mickey was condemned in 1968.
- 5) Mickey was the first successful outcome of Walt's brilliant reality.
- 6) Walt's "crazy idea" of starting a Disneyland turned out to be a great failure.
- 7) Walt's graphic telling of the fairy tale made the young Roy Edward remember all about his measles.
- 8) Walt's idea of starting an amusement park seemed to be a silly idea.

V.3 Fill in the blanks with proper words from those given in the bracket.

(riveted, grinned, splash, hell-bent, nickel, extravagance, dissent, snuggling)

- 1) Aditya is stubbornly determined to achieve his goals. He is _____ on fulfilling his dreams.
- 2) Sonali drew close to her mother to receive comfort and affection. She was _____
- 3) Riya gave a coin of five cents to her friend. The coin was a _____.
- 4) The Alice cartoons could not display things much prominently. They could not create a _____
- 5) Everyone firmly fixed their eyes on the trick that the magician was performing on the stage. Their eyes were _____ on the magician.
- 6) The children smiled broadly when they were given ice cream. They _____ at the sight of the ice cream.

V.4 Select the proper word from the bracket and use it at the proper place. ¶¶

Example: The town is surrounded by _____ and has annually a large number of visitors.
(nickels/orchards)

The town is surrounded by orchards and has annually a large number of visitors.

- 1) After school some students always around the building to talk to their friends.
(linger/splash)
- 2) He shows great for his work. (grin/enthusiasm)
- 3) Tom won the lottery, but went a year later. (bankrupt/industrious)
- 4) Tom's cat against his leg. (snuggled/cranked)
- 5) The play was a total, and was shut down after three days. (dissent/flop)
- 6) She at me when she came into the room. (grinned/riveted)

V.5 Find out a word from the text to answer the question. Write the word and use it in a sentence of your own. ¶¶

Example. Which qualities are required in a person in order to become successful?

The industrious worker was able to finish the difficult task in just a few hours.

- 1) Which qualities are required in a person in order to become successful?
- 2) What happens when a person spends more than his earnings?
- 3) What do you do when you are afraid?

- 4) What will people think about you if you consistently disagree with others?
- 5) Where do you find a huge lot of fruits and vegetables?
- 6) How will you react if you see your favourite dish on your plate?
- 7) If a film doesn't make good earnings, then how do the film critics react?

V.6 Unscramble the words in Part A and match it with the description. ♠♠

No.	Part A	Description
EX.1.	UHLR (hurl) - F	(A)end
2.	ENELK (K _____)	(B) previous
3.	EASEC (C _____)	(C) shine
4.	EBONYG (B _____)	(D) rudeness
5.	TPTERNA (P _____)	(E) go down on one's knees
6.	ITTERLG (G _____)	(F) throw
7.	CINOLENES (I _____)	(G) arrangement

V.7 Answer the questions using a word from the bracket. ♠♠

[wise, proud, insolent, silence, dreamer, patterns, glittering, battlefield]

- 1) Where do you find things like swords, daggers and spears?
- 2) How does a teacher feel when his student wins a prize?
- 3) Why does Rohan behave disrespectfully with his elders?
- 4) When can you concentrate and meditate properly?
- 5) What are the different kinds of design called?
- 6) Why does Aditya behave humbly with everyone?
- 7) Who thinks of becoming a successful person in future?
- 8) Why are the diamonds looking amazing?

V.8 Find antonyms of these words from the text. Frame sentences of your own using the antonyms.

recent, numerable, dull, began, stupidity, respect, illiterate

Example. recent – bygone

We always remember our bygone days.

Function (Showing Result)

F.1 Read these conversations and try to understand the use of the underlined words.

- (a) Mr Khan : What do you want as your birthday gift, beta?
 Zoya : Whatever you want to give.
 Mr Khan : I want to buy that smart phone for you.
 Zoya : But it may be too costly for you to buy.
 Mr Khan : Don't worry, I have money enough to get it for you, dear.
 Zoya : That mobile is too large to look beautiful. The smaller, the better.
 Mr Khan : Hmmm. Look at the one next to it. It seems delicate enough for you to have it.

Zoya : Yaaah. But, it's too fragile for me to handle as I do a lot of commuting for my study.
Papa, see that on the left. This one looks sturdy enough to keep with.

Mr Khan : Ok, then. I have read the price on the tag. It isn't that costly. Shall we go for it?

Zoya : Thank you, pa.

Mr Khan : You're smarter than that phone.

- (b) Manan : Hey, buddy. Did you watch the IPL match yesterday?
- Shreyansh : Yes. I am cricket crazy, you know. Kohli played the game marvelously enough to make his team win.
- Manan : It was a glorious game indeed. It was too difficult for any bowler to send him to the pavilion.
- Shreyansh : Gayle also made a rocking half century. This time, he was calm enough to play sensibly.
- Manan : Oh yes, I liked his game too. The bowlers made the ball too short-pitched to control the batsmen.
- Shreyansh : Earlier the team's run-rate was too slow to chase but later in the game, this duo turned the tables.
- Manan : As a captain, his strategy was well-thought-out enough to lead the team towards victory.

- (c) Mrs Mehta : Where are you going now, beta? It's time to study.
- Salil : I have told you many times not to ask every now and then.
- Mrs Mehta : But, you see, it's already too late to begin for preparation of exams.
- Salil : I have done my preparation enough to get good score in exams, mom.
- Mrs Mehta : And you also waste your time using your cell phone and all. Don't be too distracted at this juncture of time.
- Salil : Ohh, mom. You are too over-caring to understand me.
- Mrs Mehta : Don't blame on me. Due to your wandering with your friends, you have become overconfident enough to ignore all our advices.
- Salil : Not at all, mama. I need to go now.
- Mrs Mehta : Come back early. Take care.

- (d) **Read the conversation and fill in the gaps with the appropriate option given in the bracket. ¶**

[you also need to be cool enough to convince your parents nicely, your parents are well-experienced enough to guide you, you are also too possessive to understand him fully, you are too stubborn to accept the reality]

After counsellor's meeting with Mr and Mrs Mehta and Salil individually...

Counsellor : Hi, buddy. What's going on?

Salil : Fine, Sir.

Mrs Mehta : I am fine too.

Counsellor : Dear Salil, _____.

Salil : Ohh, is it so? Am I not mature enough to take decisions by my own?

Counsellor : Yes, you are but _____ in proper direction.

- Mr Mehta : You see, Salil. You are too immature to think beyond the limits. We want you to be responsible now.
- Counsellor : See, your parents are right. But Mrs and Mr Mehta, _____.
- Mrs Mehta : What! Really? What should we do now?
- Counsellor : You must be patient enough to listen to your kid's problems. You should suggest him later. Beta, _____. Raise your arguments, but not your voice.
- All : Thanks. We will follow your advice.

F.2 Read examples and notice the true and false statements as meanings given below them.

<p>Ex.1 (a) This mobile phone is too costly for an ordinary rickshaw driver to buy.</p> <p>1. It is cheap. F</p> <p>2. It is very costly but he can buy it. F</p> <p>3. It is very costly and he cannot buy it. T</p>	<p>Ex.1 (b) This mobile phone is not costly enough for a middle class worker to buy.</p> <p>1. He can afford it. T</p> <p>2. It is very costly but he can buy it. F</p> <p>3. It is very cheap and he cannot buy it. F</p>
<p>Ex.2 (a) This mobile phone looks delicate enough for a young girl to have it.</p> <p>1. It looks very much delicate so that she cannot have it. F</p> <p>2. It looks very much delicate so that she can have it. T</p> <p>3. It does not look very delicate so she can't have it. F</p> <p>4. The girl has sufficient money to buy this phone. T</p>	<p>Ex.2 (b) This mobile phone looks too delicate for a truck driver to have it.</p> <p>1. It looks very much delicate so that he will have it. F</p> <p>2. It looks very much delicate so that he will not have it. T</p> <p>3. It does not look very delicate so he can't have it. F</p> <p>4. Drivers don't like/can't buy such delicate phones. T</p>

Now, read the sentences taken from F.1. Write True for the option/s with similar meaning. 👤

- Kohli was calm enough to play sensibly.
 - He was very much calm so he played sensibly. _____
 - He was calm but he didn't play sensibly. _____
 - He was not calm so he played sensibly. _____
 - He was quite sensible therefore he played calmly. _____
- The team's run-rate was too slow to chase the winning score.
 - The team's run rate was very slow so that they could chase the winning score. _____
 - The team's run rate was not very slow to chase the winning score. _____
 - The team's run rate was very slow so they could not chase the winning score. _____
 - The team won the match due to their fast play. _____
- Mother is too over-caring to understand Salil.
 - She is not over-caring to understand him. _____
 - She is so over-caring that she doesn't understand him. _____
 - She is so over-caring that she understands him. _____
 - Due to pampering by his mother, Salil feels that he is not understood well by her. _____
- Salil also needs to be cool enough to convince his parents nicely.
 - He must be cool so that he can't convince his parents nicely. _____
 - He must be cool so that he can convince his parents nicely. _____
 - He must not be cool to convince his parents nicely. _____
 - He must lose his temper to make his parents understand him. _____

F.3 Match A with B. Tick mark the sentence similar in meaning.

A	B
a) Due to his poor result, John was too sad to say a word.	(1) He was so sad that he didn't/couldn't speak a word.
	(2) He was so sad that he said many words.
(b) Vedant is too aggressive to listen to his parents.	(1) He is so aggressive that he doesn't like to listen to his parents.
	(2) He is so aggressive that he always listens to his parents.
(c) Samir's dance performance was impressive enough to win the audience's hearts.	(1) His performance could not win the audience's hearts.
	(2) His performance was so impressive that he could win the audience's hearts.

Write sentences without changing the meaning and without using 'too' or 'enough'.

- (1) The good fortune was too good to last.

Ans : _____

- (2) Every kid isn't fortunate enough to have a bicycle of his own.

Ans : _____

F.4 Read the situation and the two options. Give your advice by writing YES or NO with a reason using 'too' or 'enough'. An example is given for you. ¶¶

Example. Mayank Rajani earns Rs. 7000 per month.

- (A) Should he buy a mobile phone worth Rs. 10000? (NO)

Reason : The mobile phone is too costly for him to buy.

- (B) Can he pay Rs. 200 as his birthday party bill? (YES)

Reason : Mayank has money enough to pay his bill.

- (1) Ilyas has scored 52 percent in HSC Science Stream with B Group.

- a. Can he get admission in medical field?

Reason : _____ (low)

- b. Can he get admission in BSc?

Reason : _____ (high)

- (2) Vedant is sitting in a local train to reach Mumbai urgently.

- a. Will he reach there as early as expected?

Reason : _____ (slow)

- b. Should he take a Super Fast Train to reach there earlier?

Reason : _____ (fast)

- (3) Vinayak books cabs, tickets and pays bills through online banking.

- a. Is it advisable enough for him to write the password in his diary?

Reason : _____ (safe)

- b. Should he motivate his friends for online banking?

Reason : _____ (convenient)

F.5 Complete the paragraph using proper word/phrase from the brackets. Use capital letter where needed.

(excellent, they, he, to excel, too, has won, that, clever, enough, she, his, her, such)

Heer is my student. ____ is clever ____ to answer any question. She is an extra-ordinarily clever student. On the contrary, ____ brother Neel is not ____ a ____ student like her. ____ is ____ dull ____ in any exam. But he is a good sports person. He is so ____ in sports ____ he ____ many competitions. ____ attitude remains positive about health and life. Though they are good at different activities, ____ help each other.

F.6 Read the passage carefully.

We went for a long walk in the evening. After a while, Jenish was too tired to walk further. He had to hire a cab. Unfortunately, none had any money and we had forgotten even to bring any ATM cards with us. We became too frustrated to think of any option. Luckily, one of our friends Muneer appeared and he gave us money. Jenish was too happy to express his feelings. He was overjoyed enough to hug our friend Muneer.

Rewrite the above paragraph without using ‘too’ and ‘enough’. See that the meaning doesn’t change. ¶¶

F.7 Read this dialogue. Pay attention to the underlined words.

Ami : Hi, dear. I was waiting for you the whole day. You didn’t come online then.

Ravi : Sorry, yaar. I was so busy with the project that I could not spare time.

Ami : Oh, really. Good excuse. You are so smart that you can convince anybody.

Ravi : Is it so? Thanks then.

Ami : But You can’t convince me as I am not so innocent that I will accept what you say.

Ravi : Ok Baba. Will be online tonight.

This time, use ‘too’ and ‘enough’ and rewrite the statements without changing the meaning. ¶¶

F.8 Read these pairs carefully.

- (1) Jenish was so tired that he could not walk further.

Jenish was such a tired boy that he could not walk further.

- (2) The park is so beautiful that people visit it every now and then.

It is such a beautiful park that people visit it every now and then.

Write the sentences using ‘such...that...’ You can add a suitable noun.

- (1) You are too young a boy to cast your vote.

- (2) He is so old a person that the driving license cannot be issued.

- (3) Meera was bold enough to slap that eve-teaser.

- (4) His result was so nice that he got admission in that college.

F.9 Read the questions and complete the answers using the word/s given in the brackets using ‘too’, ‘enough’, ‘so...that’. ¶¶

Example. Will you join us for the dinner tonight?

No, I am busy enough not to join you. (busy)

1. Did the children play on that road?
No, that road was (dusty)
2. Should Medhavi work hard for the next exam?
Yes, her result in the first exam(dull)
3. Can that machine be operated by this operator ?
No, the machine(rusty)
4. Should Vivek ride his bike slowly?
Yes, there is (traffic, hurt)
5. Do you visit banks for money transactions?
Generally I don’t as online banking is (convenient)

F.10 Compose a paragraph on each situation using ‘too’, ‘enough’, ‘so...that’, ‘such...that’, etc. ¶¶

- (a) Shashank wants to sell his old vehicle on OLX. He has to describe his vehicle for getting better selling price.
- (b) Two friends converse praising their pet animals. Write a dialogue.

F.11 (A) Work in groups of six or seven. Match A with B and write at least four sentences for each item as shown in the example. Mark your time to find out which group completed it first. ¶¶

Example: [smooth-hilly _____ to walk]

1. This road was smooth enough to walk.
2. The road was so smooth that they could walk properly.
3. It was such a smooth road that they could walk properly.
4. This road was too hilly for them to walk comfortably.
5. This road was so hilly that they could not walk comfortably.
6. It was such a hilly road that they could not walk comfortably.

(A)	(B)
rich-poor	to carry
tall-short	to run fast
dull-clever	to catch a bus
fat-thin	to solve a problem
heavy-light	to reach the shelf
slow-fast	to pay fees

(B) Read the sentences. Fill in the blanks with names from your own class.

- a) _____ is so friendly that he/she can make new friends easily.
- b) _____ is kind enough to help even a stranger.
- c) _____ is too introvert to communicate with any.
- d) _____ has such a beautiful handwriting that he/she is liked by all teachers.