Introduction: Mr. Kailash Satyarthi was awarded the Nobel Peace Prize in 2014 for his work in protecting the rights of children. He is an activist against child labour. This is a speech delivered by him on the eve of the Nobel Prize distribution ceremony.

WARMING UP!

Q. 1. Observe the two pictures given on page 76 of the textbook and answer:
(The answers are given directly.)

1. Main difference between the two images: In the first picture, the little boy is working at a construction site or kiln. He is a child labourer. In the second, the boy is going to school.

2. Change required: The boy in the first picture should not work but go to school.

3. Your contribution as a student to help and make a difference to needy children: I donate my old books, school bag, etc. to needy children.
(Students can discuss and find out what they can do to help.)

Q. 2. A good speech requires the following characteristics: Put a √ or a × at appropriate places:

1. Well planned and thoughts well-organized. √
2. Delivered softly and in a low voice. ×
3. Speaker need not greet the dignitaries and audience. 
4. Language used should be suitable to the audience. √
5. Speech should be of a proper duration. √
6. Speaker should be passive and have no facial expressions. 
7. Speech should be supported by good examples/episodes/visual aids, where possible. √
8. Speaker should switch over from one language to another. 

Q. 3. Read the expressions on page 77 of the textbook and insert the proper expression number in the right column:
(The answers are given directly.)

<table>
<thead>
<tr>
<th>Ans.</th>
<th>Expression No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting/Salutation</td>
<td>3, 7</td>
</tr>
<tr>
<td>Introduction</td>
<td>2, 5</td>
</tr>
<tr>
<td>Body of the Speech</td>
<td>4, 6, 9, 11</td>
</tr>
<tr>
<td>Conclusion</td>
<td>1, 12</td>
</tr>
<tr>
<td>Thanking the Audience</td>
<td>8, 10</td>
</tr>
</tbody>
</table>

Q. 4. With the help of your teacher and classmates make a list of as many Indian Nobel Laureates as you can. You can use the Internet or the school library:
(Students can attempt this activity on their own.)

READING SKILLS, VOCABULARY AND GRAMMAR
(Note: Some Wh-questions from the textbook are converted into activity-based questions.)

PART I

Q. 1. Read the following passage and do the activities:

A1. Simple Factual Activity:
* Name the following:
(The answers are given directly.)

1. The persons to whom Kailash Satyarthi gives the highest credit of his honour: Kaalu Kumar, Dhoorn Das, Adarsh Kishore and Iqbal Masih.

2. The foreign activists of equal rights mentioned in the extract: Iqbal Masih, Malala Yousafzai and Tom Harkin.

PASSAGE - 1 (Textbook pages 78, 79)
My dear children ......... and my countrymen.

Glossary: podium – a stage; a raised area on which a person stands to speak to a large number of people.

aspiration – a hope or ambition of achieving something.

potential – having or showing the capacity to become or develop into something in the future.

A2. Complex Factual Activity:

Complete the following:
(The answers are underlined directly.)

1. Kailash Satyarthi’s speech was addressed to the audience on the eve of the Nobel Prize distribution ceremony.

2. Kailash Satyarthi recites a mantra from the ancient texts of wisdom, the Vedas.

3. The mantra he recited has the potential to liberate humanity from all man-made crises.
(4) He sees the Gods smiling in the first smile of freedom on the faces of the children freed from slavery.

A3. Activities based on Vocabulary :

* (1) Choose the correct meaning of : dignity
(a) self-pride  
(b) self-support  
(c) self-esteem  
Ans : self-esteem  

* (2) Pick out from the passage the noun forms of the following words:
(1) dignified  (2) pursue  
Ans. (1) dignity (2) pursuit  

* (3) Pick out from the passage the verb forms of the following words:
(1) liberty  (2) resolution  
Ans. (1) liberate (2) resolve  

* (4) Make meaningful sentences using the following words as a noun as well as a verb:
(1) honour  (2) credit  
Ans. (1) honour - (a) The poor old man had the honour of shaking hands with the wise King. (noun)  
(b) We must honour our national heroes. (verb)  
(2) credit - (a) The sports girl said that the biggest credit for her success goes to her coach. (noun)  
(b) “No money has been credited to your account this month,” said the bank manager. (verb)  

* (5) Make a meaningful sentence using the phrase : in the pursuit of :  
Ans. Many people lose their health in the pursuit of wealth.

A4. Activities based on Contextual Grammar :

(1) Rewrite the following sentences using 'not only....but also...':

(1) This mantra carries a prayer, an aspiration and a resolve that has the potential to liberate humanity from all man-made crises.  
Ans. This mantra carries not only a prayer, but also an aspiration and a resolve that has the potential to liberate humanity from all man-made crises.  

(2) I bow to my late parents, to my motherland India and to the mother earth.  
Ans. I bow not only to my late parents, but also to my motherland India and to the mother earth.  

* (2) Find sentences in the present perfect tense from the passage:  
Ans. I have freed a child from slavery.

* (3) Find sentences from the passage that contain infinitives:
Ans. (1) I am deeply honoured to recite a mantra.  
(2) ...the potential to liberate humanity...  
(3) Let’s walk together. (The infinitives without ‘to’ before them are called ‘Bare Infinitives.’)  
(4) Let’s speak together.  
(5) Let our minds come together.  
(6) Let us create knowledge together.

A5. Personal Response :  
Which are our ancient texts of wisdom? Have you read any?  
Ans. Our ancient texts of wisdom are the books like the Vedas, the Puranas, the Bhagwad Gita, the Bible, the Quran, the Avesta, the Guru Granth Sahib, etc. I have read and heard a part of the Bhagwad Gita and I find it wonderful. I plan to read it during every vacation.

Q. 2. Read the following passage and do the activities:

A1. Simple Factual Activity :  
Name the following from the passage :
(The answers are given directly.)

* (1) The great personalities from India :  
Buddha, Guru Nanak, Mahatma Gandhi  

* (2) The two centres of global peace and brotherhood : India and Norway

PASSAGE - 2 (Textbook page 79)
My journey from ............... What is my fault?”

Glossary : the sound of silence – the silence of millions of children who have been left behind and who cannot speak for themselves, the unheard plea of those who have been deprived and exploited. the face of invisibility – the struggling and suffering of poor and innocent children, that goes unnoticed. extremist - a person who holds extreme or fanatical political or religious views. militia – a military force that is raised from the civil population.

A2. Complex Factual Activity :

Explain the reason why a chair is kept empty by Shri Satyarthi.  
Ans. The empty chair kept next to Shri Satyarthi represents or symbolises the suffering and struggles of millions of children who are left behind.
A3. Activities based on Vocabulary:

*(1) Choose the correct option which conveys the exact meaning:

   extremist
   (a) militant (b) robber (c) spy

   Ans. militant

   (2) Find the odd man out:

   (a) dream, tiny, milita, expenditure
   (b) compassion, liberty, children, pessimism

   Ans. (a) tiny—this is an adjective; the other words are nouns.
   (b) children—this is a common noun; the other words are abstract nouns.

A4. Activities based on Contextual Grammar:

(1) Pick out the verbs from the following sentences and state their tense:
   (1) I met a small, skinny child labourer.
   (2) I am representing here—the sound of silence.

   Ans. (1) met—simple past tense
   (2) am representing—present continuous tense

(2) Find sentences in the present perfect tense from the passage:

   (1) The Nobel Committee has generously invited me to present a lecture.
   (2) I have kept an empty chair here.
   (3) I have come here only to share the voices and dreams of our children.
   (4) I have looked into their frightened eyes.
   (5) I have held their injured bodies.

(3) Find sentences from the passage that contain infinitives:

   Ans. (1) The Nobel Committee has generously invited me to present a lecture.
   (2) I am unable to do that.
   (3) I have come here only to share the voices and dreams of our children.
   (4) ...instead of forcing me to take a gun....
   (5) ......forced to kill his friends....

A5. Personal Response:

*Write any two efforts that you can make to enrol deprived children out of school children into a school. One is given for you:

(Answers are underlined.)

(a) I will persuade parents of such children to send them to school.

(b) I will inform my parents and ask them to help such families by giving books/bags/clothes, etc. if they agree to send their child to school.

(c) I will try to contact an NGO working in the field of education and ask them to help.

9. 3. Read the following passage and do the activities:

A1. Simple Factual Activity:

*Complete the diagram/chart:

(The answers are given directly.)

The aim in the life of Kailash Satyarthi is that every child should be free...

- to be a child
- to grow and develop
- to laugh and cry
- to play and learn
- to dream
- to eat, sleep and see daylight
- to go to school

PASSAGE - 3 (Textbook pages 79, 80)

Friends, all the great religions .......................................................... and we never will.

Glossary: shackles—bonds, chains that bind.

A2. Complex Factual Activity:

*Make a list of the things that Kailash Satyarthi is not ready to accept:

Ans. Kailash Satyarthi is not ready to accept:
   (1) that all the temples, churches, mosques and prayer houses have no place for the dreams of our children, when all great religions and all countries teach us to care for our children.
   (2) that the world is so poor, when just one week of global military expenditure is sufficient to pay for the education of all the children.
   (3) that all the laws and constitutions, police and judges, are unable to protect our children.
   (4) that the shackles of slavery can ever be stronger than the quest for freedom.
A3. Activities based on Vocabulary:

* (1) Pick out from the passage the noun form of —
   poor
   **Ans.** poverty

* (2) Pick out from the passage the verb form of —
   hindrance
   **Ans.** hinder

* (3) Make a meaningful sentence using the phrase:
   give up
   **Ans.** We must never give up our ambitions even when we face problems.

* (4) Pick out from the passage the antonyms of:
   (1) deny (2) slavery
   **Ans.** (1) deny × accept (2) slavery × freedom

A4. Activities based on Contextual Grammar:

(1) Do as directed:
   (1) I have the privilege of working with many courageous people who have the same aim.
   (Rewrite using the noun form of the underlined word.)
   **Ans.** I have the privilege of working with many people with courage who have the same aim.

(2) All the great religions teach us to care for our children. (Frame a Wh-question to get the underlined words as the answer.)
   **Ans.** What do all the great religions teach us?

* (2) Find sentences in the present perfect tense from the passage:
   **Ans.** We have never given up against any threat.

* (3) Find sentences from the passage that contain infinitives.
   **Ans.** (1) .... teach us to care for our children...
   (2) Let the children come to me.
   (3) There is no greater violence than to deny the dreams.....
   (4) I refuse to accept....
   (5) ....are unable to protect our children.
   (6) every child is free to be a child...
   (7) ..to grow and develop. to eat, to laugh, to play, to go to school, to dream

A5. Personal Response:

* Besides the political freedom that our nation enjoys, what other freedom should it strive for? Say why.

   **Ans.** Besides the political freedom that our nation enjoys, it should strive for social freedom, where everybody is treated equally irrespective of caste, creed and gender, and economic freedom, where everyone is above the poverty line. Only then will our nation progress.

Q. 4. Read the following passage and do the activities:

A1. Simple Factual Activity:

Name the following:

* (1) Those considered by Kailash Satyarthi as his daughters: Malala, two Kayanats. Shazia, the daughters from Africa and all over the world.

   (2) The biggest challenge knocking on the doors of humankind: fear and intolerance.

   **PASSAGE - 4 (Textbook pages 80, 81)**

   We have made progress ........................................

   ....................................................... are with them.

   **Glossary:** cumulative – increasing by successive additions. to culminate – to end. unprecedented – never known before; exceptional. deliberations – long and careful consideration or discussion. prescriptions – recommendations or instructions. confronting something – facing and opposing something.

A2. Complex Factual Activity:

Complete the list of the progress made in the last couple of decades:

(The answers are underlined directly.)

**Ans.**

The progress made in the last couple of decades:

(1) The number of out-of-school children reduced by half.

(2) The number of child labourers reduced by a third.

(3) Child mortality and malnutrition reduced.

(4) Millions of child deaths prevented.
A3. Activities based on Vocabulary:

*(1) Choose the correct option which conveys the exact meanings of:

(1) culminate:
(a) destroy (b) succeed (c) rise to a peak
Ans. rise to a peak

(2) mortality:
(a) death (b) virtues (c) starvation
Ans. death

*(2) Make a meaningful sentence using the following phrase:
be afraid of:
Ans. One should not be afraid of facing difficult situations.

*(3) Pick out from the passage the antonyms of:
(1) well-known (2) immortality
Ans. (1) well-known × unknown
(2) immortality × mortality

A4. Activities based on Contextual Grammar:

*(1) Complete the following sentences with the help of the given sentences:
(The answers are given directly.)

(1) The biggest challenge knocking on the doors of humankind is fear and intolerance.
Ans. (a) No other challenge knocking on the doors of humankind is as big as fear and intolerance.
(b) Fear and intolerance are bigger than any other challenge knocking on the doors of humankind.

(2) The Nobel Prize is one of the greatest honours in the world. (March '19)
(Note: This sentence is not from the lesson.)
Ans. (a) Very few honours in the world are as great as the Nobel Prize.
(b) The Nobel Prize is greater than most other honours in the world.

*(2) Find sentences in the present perfect tense from the passage:
Ans. (1) We have made progress...
(2) We have reduced the number......
(3) We have prevented millions of child deaths.
(4) We have utterly failed our children...

*(3) Find sentences from the passage that contain infinitives.
Ans. Let us make no mistake.

A5. Personal Response:

*(1) Explain how education can help the deprived children and child labourers.

Ans. Education will help the deprived children and child labourers to stand on their own feet and earn a decent living. It will help them to have financial independence. Education plays a huge role in building confidence, tolerance, and making children global citizens. From education and gaining knowledge, children can understand their own and the behaviour of others.

*(2) What will you do in the following situations?
(a) If you see a child working in a restaurant.
Ans. I will talk to the restaurant owner and ask him to send the child to a government school. I will offer to give the child my old books and clothes.

(b) If you find a child working on a construction site.
Ans. I will talk to the parents and ask them to send him to school. I will also inform my parents and ask them to help.

(c) If you find a child working on a brickwork site.
Ans. I will find an NGO and inform them about it.

(d) If you come across a beggar child.
Ans. I will find an orphanage or NGO in the area and ask them to help him. I will also give him some picture books so that he begins to take an interest in books.

PART II

9. 5. Read the following passage and do the activities:

A1. Simple Factual Activity:

Fill in the blanks:
(The answers are underlined directly.)

*(1) Eighteen years ago, millions of individuals demanded a new international law for the abolition of the worst form of child labour.

(2) Satyarthi wants to inculcate and transform individuals’ compassion into a global compassion.
A2. Complex Factual Activity:
List the examples Kallash Satyarthi gives to show how the world is interconnected.
Ans. Kallash Satyarthi says that we live in an age of rapid globalisation. We are connected through:
(i) the high-speed internet
(ii) the exchange of goods and services in one single global market and
(iii) the thousands of flights from one corner to another corner of the globe.

A3. Activities based on Vocabulary:
*(1) Pick out from the passage the verb forms of the following words:
   (1) global (2) service
   Ans. (1) globalise (2) serve
*(2) Make meaningful sentences using the following word as a noun as well as a verb:
march
   Ans. (a) Gandhiji led the march against the British. (noun)
       (b) The women marched to the police station angrily. (verb)

A4. Activities based on Contextual Grammar:
*(1) Change the following sentence into the passive voice:
   We can do it.
   Ans. It can be done by us.
(2) Do as directed:
(1) We are connected through high-speed internet.
   (Frame a Wh-question to get the underlined part as the answer.)
   Ans. How are we connected?
(2) The bird said, “I am doing my bit.”
   (Frame 2 questions which will give the above sentence as the answer.)
   Ans. (i) Who said, “I am doing my bit.”?
       (ii) What did the bird say?

A5. Personal Response:
*What message does the little bird story of the forest fire convey to us? Explain.
Ans. The message the little bird story of the forest fire conveys to us is that we must try to do whatever we can to improve matters. We must not think that our efforts are insignificant. We must not think ‘What can one person do?’ Every little drop counts. If each of us makes a little bit of effort, the sum total will be substantial.

Q. 6. Read the following passage and do the activities:

A1. Simple Factual Activity:
*Complete the following:
(The answers are underlined directly.)
(i) the passivity and pessimism surrounding our children
(ii) the culture of silence regarding the well-being of our children
(iii) the culture of neutrality regarding our children.

PASSAGE - 6 (Textbook page 82)
Mahatma Gandhi said ........................................
........................................ this culture of neutrality.

Glossary:
Ebola - Ebola is a rare but deadly virus that causes fever, body aches, diarrhoea and sometimes bleeding inside and outside the body. As the virus spreads through the body, it damages the immune system and organs. The disease is often fatal.

intergenerational - relating to, involving, or affecting several generations.

quarry - a place, typically a large deep pit, from which stone or other materials are being extracted or have been extracted.

passivity - no active action taken.
neutrality - the state of not supporting or helping either side in a conflict, disagreement, etc.
A2. Complex Factual Activity:
*Complete the web:
(The answers are given directly.)

Every single minute matters Every single child matters

What matters, according to Satyarthi:

Every single childhood matters

A3. Activities based on Vocabulary:
(1) Pick out from the passage the noun forms of the following words:
   * (i) pacify  (ii) passive
   Ans. (i) pacification  (This word is not given in the lesson) (ii) passivity
   * (2) Make meaningful sentences using the following word as a noun as well as a verb:

   stitch
   Ans. (a) A stitch in time saves nine.  (noun)
   (b) Mary always stitched her school uniform herself.  (verb)

A4. Activities based on Contextual Grammar:
* (1) Change the following sentence into the passive voice:
   Her angry question still shakes me.
   Ans. I am still shaken by her angry question.
   * (2) Rewrite the sentences as directed:
   (1) I challenge the passivity and pessimism surrounding our children.  (Rewrite replacing the participle with the finite verb.)
   (2) Children are questioning our inaction and watching our actions.  (Rewrite as a rhetorical question.)
   Ans. (1) I challenge the passivity and pessimism that surrounds our children.
   (2) Aren’t children questioning our inaction and watching our actions?
   * (3) Find sentences in the present perfect tense from the passage:
   Ans. ……yet have never tasted chocolate...
   * (4) Find sentences from the passage that contain infinitives.
   Ans. (1) If we are to teach real peace...
   (2) We shall have to begin.....

A5. Personal Response:
*Explain why the eight-year-old girl’s question shakes Mr. Satyarthi.
Ans. The eight-year-old girl’s question shakes Mr. Satyarthi because he realizes that we are doing too little too late for the exploited children of this world. Our collective inaction is robbing them of their childhood and allowing them to be exploited.

PART III

Q. 7. Read the following passage and do the activities:

A1. Simple Factual Activity:
*Complete the following web, mentioning the social issues highlighted by Kailash Satyarthi in his speech.  (The answers are given directly.)

<table>
<thead>
<tr>
<th>Slavery</th>
<th>Trafficking</th>
<th>Child Marriage</th>
</tr>
</thead>
</table>

Social issues highlighted by Kailash Satyarthi in his speech:

Child Labour  Sexual Abuse  Illiteracy

PASSAGE - 7 (Textbook page 83)
I call upon all governments .................................................... It still makes me angry.

Glossary:
- trafficking – to trade or deal in a specific commodity or service, often of an illegal nature.
- innovative – using new methods or ideas.
- fragmented – broken into separate parts: disunified.
- agenda – things to be done to solve a problem.

A2. Complex Factual Activity:
*What was the response of the boy’s father?
What was Satyarthi’s reaction to it?
Ans. The boy’s father said that he had never thought about the fact that his son was working outside the gate of the school and not studying with the others in the school. His answer made Satyarthi angry at that time and still makes him angry.
Activities based on Vocabulary:

(1) Choose the correct verb forms of the following from the given options:
   (1) slavery: (a) slaven (b) slave (c) enslave.
   (2) bold: (a) bolden (b) embolden (c) embold.
   Ans. (1) enslave (2) embolden.

(2) Pick out from the following the words formed by using a prefix:
   (1) illiteracy (2) innovative (3) invest (4) abuse.
   Ans. (1) illiteracy (4) abuse.

Activities based on Contextual Grammar:

(1) Change the following sentences into the passive voice:
   (1) Governments must make child-friendly policies.
   Ans. Child-friendly policies must be made by governments.

(2) His answer made me angry.
   Ans. I was made angry by his answer.

(2) Replace the modal auxiliary in the following sentences with another showing obligation:
   (1) All of us must stand with our children.
   Ans. (1) All of us ought to stand with our children.
   (2) We must keep our promises.
   Ans. (2) We ought to keep our promises.

(3) Find sentences in the present perfect tense from the passage:
   Ans. I have never thought about it.

(4) Find sentences from the passage that contain infinitives.
   (1) ... to put an end to all forms....
   (2) ... must work together to accelerate action....
   (3) I gathered the courage to ask the boy’s father.
   (4) We are born to work.

Personal Response:

Do you think that it is possible to stop child labour in our country?

Ans. Yes. If the government is determined enough, it can be done. The programme to eradicate smallpox was conducted on a war footing, and we have managed to eradicate smallpox from our country. In the same way, if a programme to educate children is conducted on similar lines, we will be able to send all our children to school and stop child labour.

PASSAGE - 8 (Textbook pages 83, 84)

As a child ............................................ Let us march!

Glossary: democratis: knowledge – make knowledge accessible to everyone. exploitation – taking undue and unfair advantage of something or someone.
divinity – (here) immortality.

Simple Factual Activity:

*Complete the following web chart:
(The answers are underlined directly.)

Kailash Satyarthi’s appeals:

- Let us globalise compassion
- Let us universalise justice
- Let us democratise knowledge
- Let us march from darkness to light
- Let us march from ignorance to awakening
- Let us march from mortality to divinity

Complex Factual Activities:

* (1) Complete the following:
(The answers are underlined directly.)

(1) Mr Satyarthi’s vision as a child was a vision of the future of the cobbler boy sitting with him in his classroom.

(2) The foreign activists of equal rights mentioned in the speech are Nelson Mandela and Martin Luther King.

(3) Mr Satyarthi requests the listeners to put their hands close to their hearts, close their eyes and feel and listen to the child inside them.

(4) According to Mr. Satyarthi, thousands of Mahatma Gandhis, Nelson Mandelas and Martin Luther Kings are calling for us.
(2) Complete the chart with the speaker's words:
(The answers are given directly.)

<table>
<thead>
<tr>
<th>The rights that every child should have, in our times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the right to life</td>
</tr>
<tr>
<td>the right to freedom</td>
</tr>
<tr>
<td>the right to health</td>
</tr>
<tr>
<td>the right to safety</td>
</tr>
<tr>
<td>the right to peace</td>
</tr>
<tr>
<td>the right to education</td>
</tr>
<tr>
<td>the right to dignity</td>
</tr>
<tr>
<td>the right to equality</td>
</tr>
</tbody>
</table>

A3. Activities based on Vocabulary:

* (1) Choose the correct option which conveys the exact meaning:
  (1) divinity:
  (a) goodness (b) godliness (c) god-fearing
  (2) exploitation:
  (a) explosion (b) misuse (c) employment
  Ans. (1) godliness (2) misuse
* (2) Pick out from the passage the noun forms of:
  (1) ignore (2) divine
  Ans. (1) ignorance (2) divinity
* (3) Pick out from the passage the verb form of:
  democracy
  Ans. democratise
* (4) Pick out from the passage the antonyms of:
  (1) ignorance (2) violence
  Ans. (1) knowledge (2) peace

A4. Activities based on Contextual Grammar:
(1) As a child, I had a vision of tomorrow.
   (Rewrite as a complex sentence.)
   Ans. When I was a child, I had a vision of tomorrow.
* (2) Find sentences in the present perfect tense from the passage:
   ...that tomorrow has become today.

A5. Personal Response:

* (1) What is your vision of tomorrow?
   Ans. My vision of tomorrow is of an India where there is no corruption and no poverty, and everybody can live a life of comfort and ease.
* (2) Write in 3-4 sentences your impression of the acceptance speech given by Kailash Satyarthi when he received the Nobel Prize.
   Ans. The speech was very emotional but rather confusing and repetitive. However, if we wish the children of the world to be looked after well, we have to rouse the adults to act in a responsible and compassionate manner. This can be done only by trying to touch their hearts and their emotions, which the speaker has attempted to do.

GRAMMAR
(Note: Few sentences in Q.1 & Q.2 below are not direct sentences from the text. Hence they have not been given under the respective passages.)

Q. 1. Say whether the following sentences are Assertive, Imperative, Interrogative or Exclamatory:

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The mantra carries a prayer.</td>
<td>Assertive</td>
</tr>
<tr>
<td>(2) Is the world so poor?</td>
<td>Interrogative</td>
</tr>
<tr>
<td>(3) Kill not your children because of poverty.</td>
<td>Imperative</td>
</tr>
<tr>
<td>(4) Let's walk together.</td>
<td>Imperative</td>
</tr>
<tr>
<td>(5) What can one person do?</td>
<td>Interrogative</td>
</tr>
<tr>
<td>(6) We have made progress.</td>
<td>Assertive</td>
</tr>
<tr>
<td>(7) How utterly we have failed our children!</td>
<td>Exclamatory</td>
</tr>
<tr>
<td>(8) What a big challenge it is!</td>
<td>Exclamatory</td>
</tr>
</tbody>
</table>
Q. 2. Rewrite the following sentences as Assertive sentences (statements):

1. Why didn’t you come earlier?
   Ans. You should have come earlier.
2. How frightened their eyes look!
   Ans. Their eyes look very frightened.
3. How angry it makes me!
   Ans. It makes me very angry.
4. Should I accept such shackles of slavery?
   Ans. I should not accept such shackles of slavery.
5. What can one person do?
   Ans. One person cannot do anything.

Q. 3. Match the sentences given in Part A with the sentences given in Part B:
(The answers are given directly.)

<table>
<thead>
<tr>
<th>Passive Voice</th>
<th>Active Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He was kidnapped by an extremist militia.</td>
<td>(c) An extremist militia kidnapped him.</td>
</tr>
<tr>
<td>2. The child was forced to kill his friends and</td>
<td>(b) They forced the child to kill his friends and</td>
</tr>
<tr>
<td>family.</td>
<td>family.</td>
</tr>
<tr>
<td>3. This can be done by us. (a) We can do this.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE STUDY ACTIVITIES**
(based on vocabulary and grammar)

A1. Do as directed (Simple Activities):

(8 Marks)

(1) Write two compound words of your own. (1)
(2) Pick out an infinitive from the lesson and use it in your own sentence. (1)
(3) Find out five hidden words from the given word: intergovernmental. (1)
(4) Use the following phrase in your own sentence: in small groups (1)
(5) Spot the error and rewrite the correct sentence:
   Let us made no mistake, great challenges still remain. (1)
(6) Identify the type of sentence:
   We have utterly failed our children in imparting education. (1)
(7) Write the following words in alphabetical order:
   invisibility, innocence, deliberations, expenditure (1)

A2. Do as directed (Medium Level Activities):

(8 Marks)

(1) Use the following word and its homophone in two separate sentences: accept (2)
(2) Prepare a word register of 8 abstract nouns from the lesson. (2)
(3) Complete the word chain using nouns from the lesson:
   shackles ← s ← e ← e ← e ← e ← e ← e ← n (2)

(4) He asked me, "What is my fault?" (Rewrite in reported speech.) (2)
   Ans. (1) (i) I wanted to accept the gift the girl gave me. (ii) There was no one in the garden except for the watchman.
   (2) Abstract nouns: knowledge, justice, compassion, prosperity, slavery, liberty, violence, peace.
   (3) shackles ← sense ← expense ← expenditure ← education
   (4) He asked me what his fault was.

B. Do as directed (Challenging Activities):

(4 Marks)

(1) Use the two given words in a meaningful sentence: privilege, progress. (2)
(2) Analyse the sentence:
   I refuse to accept that all the laws and constitutions, police and judges, are unable to protect our children. (2)
   Ans. (1) Today, we have the privilege of witnessing the progress our country is making.
(2) Complex Sentence: I refuse to accept – Main Clause: that all the laws and constitutions, police and judges, are unable to protect our children – subordinate noun clause.

**WRITING SKILLS**

Q. Imagine your school invites Malala to preside over Children's Day celebration programme. Draft a welcome speech for this guest of honour. Gather information about her from the Internet or your school library.

While drafting a speech, the following things should be kept in mind:

1. Greeting and salutation
2. Self introduction and introduction of the topic
3. A catchy thought/piece of news/short episode to start with
4. Body of the speech supported with related examples and episodes
5. Conclusion
6. Thanking the audience

**A Welcome Speech**

Honorable Chief Guest, respected Principal, teachers and my dear friends,

A pleasant good morning to you all. I am Ananya, the Cultural Secretary of the school. Today, on Children's Day, I have the pleasure and privilege of welcoming an eminent personality, Ms. Malala Yousafzai, as our Guest of Honour. Ms. Yousafzai is a Pakistani activist for female education and the youngest Nobel Prize laureate. She is known for human rights advocacy, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan.

On 9 October 2012, while on a bus in the Swat District, Ma'am Yousafzai and two other girls were shot by a Taliban gunman in an assassination attempt in retaliation for her activism. Ma'am Yousafzai was hit in the head with a bullet and remained unconscious and in a critical condition. Following her recovery, she became a prominent activist for the right to education. She founded the Malala Fund, a non-profit organisation and in 2013 co-authored *I am Malala*, an international best-seller. In 2012, she was the recipient of Pakistan's first National Youth Peace Prize and the 2013 Sakharov Prize. In 2014, she was the co-recipient of the 2014 Nobel Peace Prize, along with Shri Kailash Satyarthi. Aged 17 at the time, this made her the youngest-ever Nobel Prize laureate. In 2015, Ma'am Yousafzai was a subject of the Oscar-shortlisted documentary *He Named Me Malala*. The 2013, 2014 and 2015 issues of *Time* magazine featured her as one of the most influential people globally.

Ma'am, we are proud and privileged to have you with us today. We hope that your presence will inspire and motivate all of us here to greater heights. We request you to say a few words to the audience before the inauguration of the function. Thank You.

**ACTIVITY/PROJECT**

Name any other social activist who has worked/is working earnestly for Child-Welfare. Write about his/her activities.

Some activists: Malala Yousafzai, Shirin Ebadi, Craig Kielburger, Shantha Sinha, Hillary Clinton, etc.

(Students can choose any activist of their choice and write about his/her activities.)

Did you study the lesson/chapter from the Navneet Digest? Now, solve the test to ensure solid learning. Scan this QR Code for the test and its model answers.