



Safety while Driving

Pre-reading

Dictionary Reference : Learning New Words



Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

mischief	itinerary	sneak	reverse	mechanism
confidence	impound	counsel	blunder	reflexes

Reading

Let us read the story

Safety while Driving

Seema is a fifteen year old girl. She loves automobiles and keeps dreaming about driving cars on the road. She reads a lot about cars and their mechanism on the Internet. She feels that she knows everything about driving cars. Last year, Seema was just fourteen and she tried to take her mother's car out on the road to drive without telling her mother. Here, Seema is telling her story of the day she planned this mischief.

I am Seema. I am going to tell you a small incident of my life that taught me an important lesson. I love cars. I keep reading about cars on the Internet. After reading so much about cars and driving cars, I felt that I had understood everything about cars and would be able to safely drive on the road. I called my friend Bhavya who is equally interested in driving and also knows how to ride a mobike. I told her that my mother was going to Delhi and her car would be free. Bhavya also got excited and said that she would come to my house.

The next day, my mother went to Delhi and I called Bhavya home. Bhavya came home and we started planning our itinerary. We planned to go to Sector 17 which is a huge shopping complex. Since it was going to be my first experience of driving, I asked Bhavya to take the car out of the garage.

We sneaked out of the house with the car keys. Bhavya sat in the driving seat and started reversing the car. Bhavya took out the car very confidently. We both were very happy. I told her that she should continue to drive till the end of the road and after that I would take my turn to drive.



Bhavya started driving. Since she could ride a mobike and also helped her father many times in taking the car out of the gate, she knew the mechanism and drove with confidence. As we reached the end of the road, I asked her to stop the car. As she was trying to stop the car, two traffic policemen came out from behind the trees. They asked us to come out of the car and asked Bhavya to show them her driving licence. She was only fourteen years old and like me she did not have a driving licence. The policemen asked us our names, our age and addresses. They also took our parents' mobile numbers and called them. My mother was on her way to Delhi. When she received the phone, she immediately called my father and asked him to meet the police. Bhavya's father came and the policemen told him that they would impound the car as two minors were sitting in the car and one of them was driving.

The car was impounded and the police took both of us to the police station for writing the report. They also counselled us on the consequences of what we were planning to do. They said that we could have met with an accident and we might have hurt ourselves badly. They also told us that we could have also injured someone on the road. Then they showed us pictures of some accidents. We both got very scared when we saw the pictures in which a child had died. We looked at each other and decided never to repeat such a blunder. We decided that we will learn how to drive from a driving school when we turn eighteen.

So that was Seema's story.

Knowing the mechanism of cars does not make you a good driver. Driving is a skill which is learnt with a lot of practice. It is important to know the rules of the road and to understand the traffic signals. Traffic lights show people when it is safe to cross the road and when to stop.

Road rules and the traffic signals are for the safety of the road users. Once on the road, we all need to be very careful. The drivers should be patient, considerate and must have quick reflexes. The pedestrians should be patient, cautious and alert. Always remember that safety must come first when driving.

Post-reading

Vocabulary Expansion



Activity 2

Look at the grid. Encircle the words taken from the chapter which mean the following. The first one is done for you.

1. a person who walks on the road
2. alert and careful
3. when two vehicles get hit
4. to take into custody of the law
5. mistake
6. to turn in an opposite direction
7. eager and enthusiastic
8. the effect, result or outcome of something
9. advice; opinion or instruction given
10. a person under the age of 18 in India

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



Activity 3

Match the words given in the table with their antonyms. Write the number of the word in the column given on the right hand side. The first one is done for you.

S. No.	Word	Antonym	Number
1	above	never	
2	absent	after	
3	accept	alive	
4	advantage	depart	
5	before	cruel	
6	for	light	
7	agree	disadvantage	
8	dead	present	
9	always	below	1
10	question	disagree	
11	appear	answer	
12	arrive	decline	
13	kind	against	
14	full	careless	
15	front	ugly	
16	beautiful	back	
17	below	above	
18	heavy	sharp	
19	blunt	empty	
20	careful	disappear	

Learning to Read and Comprehend



Activity 4

Answer the following questions.

a. What does Seema love?

b. What does she read on the Internet?

c. Why did she call her friend Bhavya?

d. What did Seema and Bhavya decide?

e. What was their itinerary?

f. Who did they meet at the end of the road?

g. What did the police do?

h. How did the police counsel Seema and Bhavya?

- i. What did Seema and Bhavya decide after the counselling?



Activity 5

Discuss (Groupwork)

- A. What mistake did the two girls commit? Had the police not caught them near their home, what could have happened to them?
- B. What are the two most important traffic rules that we all should follow? Why do you think it is important to follow traffic rules?
- C. Why is it important for everyone on the road to be patient?

Learning Language

Active and Passive Voice

Voice is the form of a verb that shows its connection with the subject. It is of two kinds:

- Active Voice
- Passive Voice

Active Voice : When the verb shows that the subject does something, it is said to be in the Active Voice.

Passive Voice : Passive Voice shows that something is done to the subject.

Example:

Ram eats an apple. (Active Voice)

An apple is eaten by Ram. (Passive Voice)

Need for changing from Active to Passive Voice:

Passive voice is generally used in the following cases:

1. where the subject is obvious, for example:

- The letters were delivered. (by the postman)
- My tooth was extracted this morning only. (by the dentist)

(In these examples, the subjects in the active voice 'the postman' and 'the dentist' need not be mentioned as it is obvious who the doer is.)

2. where the subject is not known, for example:

- My pen was stolen. (by someone)
- The window pane was broken. (by someone)

(In these examples, the identity of the subject in the active voice is not known.)

3. **where the identity of the subject is not meant to be revealed, for example:**
 - a. Ratan was dismissed from his job. (passive)
[The boss / the management dismissed Ratan from his job. (active)]
 - b. Rajan was killed. (passive)
[The goons killed Rajan. (active)]
4. **in writing scientific procedures and reports, for example:**
 - a. Twenty millilitres of sulphuric acid was taken in a test-tube and heated.
5. **where the action is more important than the doer or the subject, for example:**
 - a. The repair work of the roads has been completed.

Rules to change the Voice :

1. The object of the verb takes the position of the subject.
2. The subject of the verb in the active voice becomes the object and is usually preceded by the preposition 'by'.
3. The **tense** of the verb in the passive voice remains the same as in the active voice.
4. In the passive voice, the **third form** of the verb is used.
5. Appropriate form of the verb **to be** [is, am, are, been, have been, had been, was, were, will be, shall be, etc.] is used with the past participle form (third form of the verb) in the passive voice.

Passive form of Negative Sentences:

Rule : The passive form of sentences is formed by putting 'not' between the auxiliary and the third form of the verb. The other rules remain the same.

- | | | |
|----------------|---|--|
| Active | : | Tigers do not eat grass. |
| Passive | : | Grass is not eaten by tigers. |
| Active | : | He does not grow green vegetables. |
| Passive | : | Green vegetables are not grown by him. |



PASSIVE OF INTERROGATIVE SENTENCES

A. Interrogative sentences beginning with helping verbs

Rules :

1. If the question begins with do/does/did, the passive form will be is/am/are/was/were + subject+3rd form of the verb.

Examples:

- | | | |
|----------------|---|---|
| Active | : | Do many people watch this serial? |
| Passive | : | Is this serial watched by many people? |
| Active | : | Did you complete your work in time? |
| Passive | : | Was your work completed by you in time? |

2. If the question is in continuous tense, the passive form will be is/am/are/was/were+subject+being+3rd form of the verb.

Examples:

Active : Is she making coffee?

Passive : Is coffee being made by her?

Active : Were they playing hockey?

Passive : Was hockey being played by them?

3. If the question begins with has/have/had, the passive form will be has/have/had+subject+been+3rd form of the verb.

Example:

Active : Has he written the letter?

Passive : Has the letter been written by him?

4. If the question begins with modal auxiliary, the passive structure is modal auxiliary+subject+be+3rd form of the verb.

Example:

Active : Can you sing a song?

Passive : Can a song be sung by you?

A. Interrogative sentences beginning with 'Wh' words

Rules : In the case of interrogative sentences beginning with Wh-words like 'what', 'why', 'when', etc. the question word is written in the beginning of the sentences. The rest of the rules are the same as in the case of other interrogative sentences.

Examples:

Active : Why did you cut down the tree?

Passive : Why was the tree cut down by you?

Active : Where do you keep the books?

Passive : Where are the books kept by you?



In case of questions beginning with 'who', the passive form is ; by+whom+auxiliary+subject+3rd form of the verb.

Examples:

Active : Who will make a kite?

Passive : By whom will a kite be made?

Active : Who will bell the cat?

Passive : By whom will the cat be belled?



Note : An interrogative sentence in the Active Voice remains an interrogative in the Passive form also.

Change of voice involving Tenses

1. Simple Present (Indefinite) Tense

Rule : is/am/are + 3rd form of the verb

Examples :

Active : Mohan sings a song.

Passive : A song is sung by Mohan.

Active : Uncle Podger hangs a picture.

Passive : A picture is hung by Uncle Podger.



Activity 6

Change the active voice of the following sentences to passive voice:

a. Harish plays cricket.

b. She does not like singing.

c. We fly kites.

d. Meera helps the poor.

e. I do my work.

f. Hamid does his homework.

g. The boys do not watch television.

h. Does the cobbler mend my shoes?



i. She hates liars.

j. Do children like sweets?

2. Simple Past (Indefinite) Tense

Rule : was/were + 3rd form of the verb

Examples

Active : Kapil Dev broke the record.

Passive : The record was broken by Kapil Dev.

Active : The Principal punished the boys.

Passive : The boys were punished by the Principal.



Activity 7

Change the active voice in following sentences to passive voice:

a. Rama lost his book.

b. They welcomed me.

c. Mina wrote a letter.

d. Mohan did not sing a song.

e. Radha did not drink coffee.

f. Harish did not paint a picture.

g. Did the boys fly kites?



h. Did you close the door?

i. Did Kavita help you?

j. The Prime Minister honoured Sachin Tendulkar.

3. Future Indefinite Tense

Rule : will/shall + be + 3rd form of the verb

Examples :

Active : He will play two matches.

Passive : Two matches will be played by him.

Active : She will help me.

Passive : I shall be helped by her.



Activity 8

Change the active voice of the following sentences to passive voice:

a. Manohar will solve the sums.

b. You will miss your bus.

c. The teacher will punish the boys.

d. The doctor will examine the patient.

e. The children will enjoy this game.

f. You will join the party.



g. He will not cook the food.

h. She will not wash the clothes.

i. Will they elect the President?

j. Will she speak the truth?

Learning to Listen



Activity 9

Your teacher will read a passage on road safety. She/he will read the passage twice with a gap of 5 minutes. The passage explains some points regarding DO's and DON'Ts while driving. Make a list of DO's and DON'Ts (3-5 words only) while you listen to your teacher. Complete your points when you listen to her the second time. (Refer to Appendix I at page no. 168.)

(The teacher must read the passage very clearly and slowly. She/he must also pause a little after each sentence.)

YOU MUST ALWAYS (Do's)	YOU MUST NEVER (Don'ts)

Learning to Speak

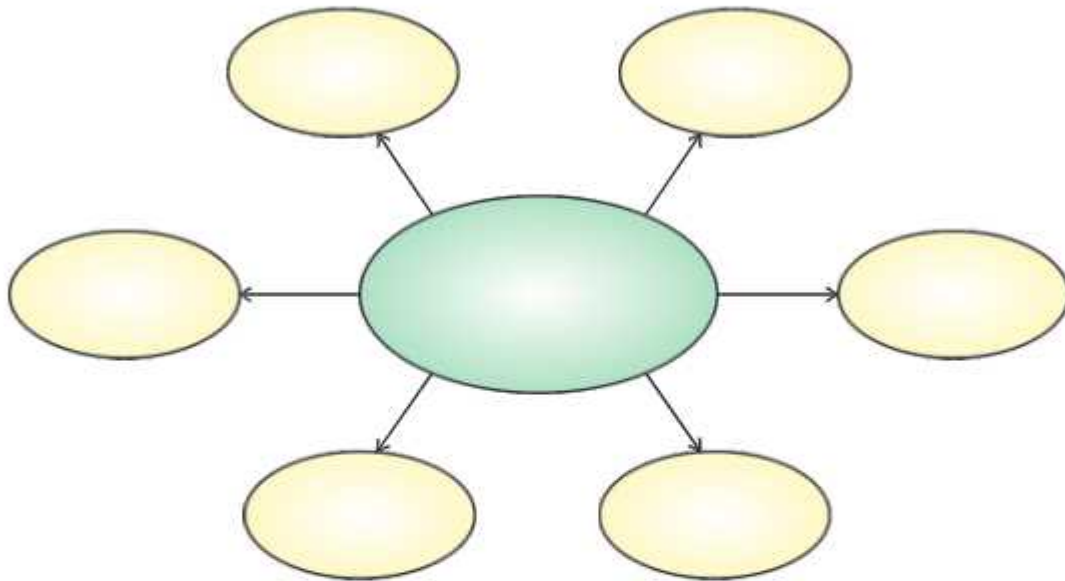


Activity 10

It is very important for the people who ride two-wheelers to wear good and strong helmets. Discuss with your partner why people should wear helmets. You may also give examples of people whom you know were hurt because they did not wear a helmet.



You must make notes of what you will say in the space given below.



Now tell about the importance of helmets to your partner based on the notes you have made.

(The teacher must encourage at least 5 pairs to speak in front of the class.)

Learning to Write



Activity 11

Picture description,

Describe what you see in the given picture. You can write about.

The vehicles involved in the accident

- What could have happened before the accident?
- What caused the accident? (Choose one.)
 - jumping the red light
 - overtaking at the wrong place



- taking a wrong turn
- applying sudden brakes by one of the persons involved in the accident
- Whose fault was it? Why do you say so?

Learning to use Language (Groupwork)



Activity 12

Get into a group of 5 and write a dialogue among five people of a family- mother, father, daughter and son and a cousin who has come to visit your family.

Scenario : Your family is planning to enjoy the day. Your mother and sister are interested in watching a cricket match at the stadium while your father is fond of cooking and wants to cook a good dinner for the family followed by watching a film on TV. The cousin wants to watch a film in the theatre.

Write a dialogue in which each of you will convince other members of the family that your plan is the best.

Once done, you will also practise speaking the same in your group.

(The teacher will randomly select two groups to present the dialogue before the class.)

Giving and Responding to News

It is important to understand how to break good or bad news to someone. There are different ways to do so. There are some set expressions that may be used to break the news. Knowing these expressions helps us to become more fluent.

Giving news	
Good News	Bad News
<ul style="list-style-type: none">• I'm really pleased to tell you...• I've got a bit of good news to tell you..• I've got some good / brilliant / great / wonderful / splendid news for you...• You know what! I've got a bit of great news for you...• Great news for you...	<ul style="list-style-type: none">• I'm afraid I've got some bad news for you...• I'm sorry I've got a bit of bad news to tell you...• I really don't know how to say it but ...• I'm sorry to have to say this but ...• I really feel bad to have to say this, but ...

There are also ways and expressions of responding to news.

Responding to news	
Good News	Bad News
<ul style="list-style-type: none">• That's great !/ Great news!• How fantastic !/ Oh, how wonderful!• What a fantastic / good / brilliant / great / wonderful / splendid news!• That's good / brilliant / great / wonderful / splendid news!• Congratulations!/ Superb!• That's wonderful / Fantastic!• I'm glad to hear that!	<ul style="list-style-type: none">• I'm awfully sorry that.../I'm sorry to hear that.../I'm sorry to hear such terrible news.• Please, accept my deepest sympathy/condolences.• I know how you must be feeling.• That must be awful.• Oh, dear !/Too bad !• That's awful / a pity / unfortunate!



Activity 13

Use five different expressions to break a piece of a good news and a bad news to your partner who will also respond in five different ways to the good news and the bad news.

(Pairwork)

Some ideas for the news you may break :

- Your friend has stood first in the test.
- Rohit Sharma has scored a century.
- India has won the cricket match against _____.
- Your father's operation has been a success.
- You have a new puppy at home.
- Your friend's sister is unwell.
- You have failed in the test in spite of working very hard.
- You have lost your wallet/ necklace/ suitcase.
- Your laptop suddenly stopped responding.
- You have lost your mobile phone.

