

## Voyaging Towards Excellence

### ICE BREAKERS [PAGE 77]

#### Ice Breakers | Q 1 | Page 77

There are different ways to travel from one place to another for different purposes. Discuss with your partner and match the words given in table A with their meanings in table B.

A	B
(a) Cruise	(i) a long journey on a ship
(b) Expedition	(ii) a short visit to an outdoor place where people celebrate, enjoy and eat meals
(c) Camp	(iii) a brief pleasure outdoor visit
(d) Trip	(iv) a short journey to a place with a particular purpose
(e) Excursion	(v) a place usually away from urban areas where tents are erected for shelter
(f) Picnic	(vi) a journey especially by a group of people for a specific purpose
(g) Voyage	(vii) a journey on a boat or ship to a number of places

- Solution:** (a) Cruise - a journey on a boat or ship to a number of places  
(b) Expedition - a journey especially by a group of people for a specific purpose  
(c) Camp - a place usually away from urban areas where tents are erected for shelter  
(d) Trip - a brief pleasure outdoor visit  
(e) Excursion - a short journey to a place with a particular purpose  
(f) Picnic - a short visit to an outdoor place where people celebrate, enjoy and eat meals  
(g) Voyage - a long journey on a ship

#### Ice Breakers | Q 2 | Page 77

Discuss the following with your partner and complete the web.



**Solution:**



**BRAINSTORMING (A1) [PAGES 85 - 86]**

**Brainstorming (A1) | Q 1 | Page 85**

Upbringing plays a very important role in shaping one's life. The teacher will form two groups in the class. One group will speak in favour of the above topic while the other will speak against it. Debate brings out different perspectives, it does not mean one is right and other is wrong. You can take help of the following points and have a debate on it.

<b>In favour of the topic</b>	<b>Against the topic</b>
1. Provides a healthy atmosphere	1. Achievers can be successful in any atmosphere
2. Makes you confident	2. They are self-confident, reliant and dependent
3. Helps in finding the role model	3. They become role models for others
4. Helps to follow the footsteps of successful people	4. They set an example for others

**Solution:**

The students can elaborate their points in favour and against the topic on the following lines.

In favour of the topic	Against the topic
1. It breeds healthy thinking and imagination	1. Examples of those who have risen from humble backgrounds such as Dr. Babasaheb Ambedkar or Cristiano Ronaldo
2. Offers better exposure	2. Confidence is an intrinsic quality
3. Easier to find one's strength if upbringing is good	3. They lead by example
4. A good upbringing brings one closer to the rich and the famous, so it's easier to find motivation in them and be like them.	4. After all, someone has to take the lead, so they become an example for others when they shine through their adversities.

[Students are expected to take cue from the pointers given in the question along with the ones given in the answer to attempt the above activity]

### Brainstorming (A1) | Q 2 | Page 86

Go through the text again and describe the second innings of the writer in your own words.

**Solution:** The author became a writer in Marathi in his second innings. He wrote 34 books in Marathi, most of which became bestsellers. He could change the lives of thousands of his readers after they read his autobiography 'Musafir' and his book on Psychology 'Manat'. He even helped his readers understand complex concepts with his book on Science, 'Kimayagar', and Maths, 'Ganiti'. He has also helped create at least 20 entrepreneurs and so on. He has essentially touched the hearts of thousands of his readers in his second innings.

### BRAINSTORMING (A2) [PAGES 86 - 87]

### Brainstorming (A2) | Q 1 | Page 86

Read the text again and make a list of great Indian and foreign personalities who had a great impact on Achyut Godbole during his childhood. One is done for you.

<b>Poets</b>	Vinda Karandikar
<b>Writers</b>	

<b>Musicians</b>	
<b>Dramatists</b>	
<b>Painters</b>	

**Solution:**

<b>Poets</b>	Vinda Karandikar, Mangesh Padgaonkar, Vasant Bapat
<b>Writers</b>	Keshavsut, Mardhekar, Charles Dickens, Thomas Hardy
<b>Musicians</b>	Pt. Bhimsen Joshi, Pt. Jasraj, Pt. Kumar Gandharv, Mozart
<b>Dramatists</b>	Shakespeare
<b>Painters</b>	Van Gogh, Michael Angelo

### Brainstorming (A2) | Q 2 | Page 86

**Find different techniques used by the writer to learn Science and Mathematics.**

**One is done for you.**

1. The writer used to appreciate the inherent beauty of these subjects.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Solution:**

1. **The writer used to appreciate the inherent beauty of these subjects.**
2. The writer used to solve the Physics and Mathematics problems of 9<sup>th</sup> standard when he was in 7<sup>th</sup> standard.
3. The writer tried to find the most elegant way of solving a problem.
4. The writer looked beyond marks and developed a problem-solving attitude.

### Brainstorming (A2) | Q 3 | Page 86

**The writer faced numerous problems while communicating in English because -**

1. He had his entire education in Marathi.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Solution:**

1. **He had his entire education in Marathi.**
2. He would think in Marathi and translate awkwardly into English.
3. His vocabulary was very weak.
4. His pronunciation was terrible.
5. His construction of English sentences was very awkward.

**Brainstorming (A2) | Q 4.1 | Page 86**

**The writer was completely stumped because his -**  
vocabulary was \_\_\_\_\_.

**Solution:** vocabulary was weak.

**Brainstorming (A2) | Q 4.2 | Page 86**

**The writer was completely stumped because his -**  
Spoken English was \_\_\_\_\_

**Solution:** Spoken English was quite pathetic.

**Brainstorming (A2) | Q 4.3 | Page 86**

**The writer was completely stumped because his -**  
Pronunciation was \_\_\_\_\_

**Solution:** Pronunciation was terrible.

**Brainstorming (A2) | Q 4.4 | Page 86**

**The writer was completely stumped because his -**  
construction of sentences was \_\_\_\_\_

**Solution:** construction of sentences was awkward.

**Brainstorming (A2) | Q 5 | Page 86**

**Read the text again and complete the sentence:**

Due to the writer's pathetic English speaking style, he \_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Solution:** Due to the writer's pathetic English speaking style, he \_\_\_\_\_

- a. was feeling quite lonely in Mumbai in general and IIT in particular
- b. developed an inferiority complex

c. wanted to run away from IIT and even Mumbai

**Brainstorming (A2) | Q 6.1 | Page 86**

Complete the following sentence. The writer wanted to achieve mastery in English because he wanted to speak \_\_\_\_\_.

**Solution:** he wanted to speak excellent, elegant and fluent English.

**Brainstorming (A2) | Q 6.2 | Page 87**

Complete the following sentence. The writer wanted to achieve mastery in English because he will be able to \_\_\_\_\_.

**Solution:** he will be able to communicate well in English.

**Brainstorming (A2) | Q 6.3 | Page 87**

Complete the following sentence. The writer wanted to achieve mastery in English because he need not have to \_\_\_\_\_

**Solution:** he need not have to translate from Marathi to English in an awkward manner.

**Brainstorming (A2) | Q 7 | Page 87**

Make a list of different steps that the writer undertook to improve his English speaking skills.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Solution:**

- a. He started reading English newspapers and novels.
- b. He studied etymology (roots of the words) and phonetics (pronunciation of the words).
- c. He would stand in front of the mirror to practice speaking and would realize his mistakes and correct those himself; he improvised as well as improved himself day by day.

**Brainstorming (A2) | Q 8.1 | Page 87**

Read the text again and describe the writer's achievements after gaining mastery over the English language.

- His fear for English disappeared.
- \_\_\_\_\_

- \_\_\_\_\_

**Solution:**

- **His fear for English disappeared.**
- He started feeling confident of speaking in English at length with anybody.
- Later in his career, he could make presentations and negotiate deals, all because of his improved English.

**Brainstorming (A2) | Q 8.2 | Page 87**

Go through the text again and complete the table comparing two different phases of life of the writer –as an MD or Chief Executive Officer and an activist of Sarvodaya movement.

<b>MD or Chief Executive Officer</b>	<b>Activist of Sarvodaya Movement</b>
Head of the company for 23 years	Participated in a peaceful satyagraha

**Solution:**

<b>MD or Chief Executive Officer</b>	<b>Activist of Sarvodaya Movement</b>
<b>Head of the company for 23 years</b>	<b>Participated in a peaceful satyagraha</b>
Travelled all over the globe around 150 times for business	Went to jail for 10 days
Wrote four books of 500-700 pages each on Information Technology	Was jobless for a while, and then did a lowly paid job

**Brainstorming (A2) | Q 9.1 | Page 87**

Complete the web highlighting the various opportunities you gained due to your good English speaking skills.



**Solution:**

- **Always selected for debate competitions**
- Made the secretary of school's literary club
- Asked to anchor school functions
- Sent as the school's student representative to various inter-school competitions/functions

**Brainstorming (A2) | Q 9.2 | Page 87**

Describe situation or incident when you felt embarrassed for your lack of knowledge of a particular subject or incompetence in speaking English fluently.

**Solution:**

This incident happened when I was in the 8th standard and was chosen as the news-reader for the week during the morning assembly of the school. I was scared because I had just moved to an English-medium school from a vernacular-medium school and didn't know whether I would be able to read the news in front of so many people. It was also going to be my first stage-appearance, which made me all the more anxious. As expected, I lost confidence while on stage and couldn't read properly in front of four thousand students, teachers and the principal in the assembly. I felt embarrassed at my incompetence and thought that I was inferior as compared to the other students. I didn't go back on the stage until I had improved my English.

**BRAINSTORMING (A3) [PAGES 88 - 89]**

**Brainstorming (A3) | Q 1.01 | Page 88**

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

By the end of the week she was beginning \_\_\_\_\_ home in her new job.

**Solution:** By the end of the week she was beginning to feel at home in her new job.

### Brainstorming (A3) | Q 1.02 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

When he lost his mother he was completely \_\_\_\_\_.

**Solution:** When he lost his mother he was completely broken.

### Brainstorming (A3) | Q 1.03 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

Travelling can help to \_\_\_\_\_.

**Solution:** Travelling can help to broaden one's horizon.

### Brainstorming (A3) | Q 1.04 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

After my retirement, I started \_\_\_\_\_ as a social worker

**Solution:** After my retirement, I started my second innings as a social worker.

### Brainstorming (A3) | Q 1.05 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

Having faith in God \_\_\_\_\_ in difficult situation.

**Solution:** Having faith in God keeps one going in difficult situation.

### Brainstorming (A3) | Q 1.06 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

To succeed in any competitive examination, one requires a \_\_\_\_\_.

**Solution:** To succeed in any competitive examination, one requires a sea of knowledge.

### Brainstorming (A3) | Q 1.07 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

The simple village girl \_\_\_\_\_ in a formal party.

**Solution:** The simple village girl feels out of place in a formal party.

### Brainstorming (A3) | Q 1.08 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

The work done by Sindhutai Sapkal \_\_\_\_\_ of millions.

**Solution:** The work done by Sindhutai Sapkal touches the hearts of millions.

### Brainstorming (A3) | Q 1.09 | Page 88

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

The teacher \_\_\_\_\_ explaining the concept.

**Solution:** The teacher spoke at length explaining the concept.

**Brainstorming (A3) | Q 1.1 | Page 88**

**Fill in the blank selecting the correct phrase from the alternatives given.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, a sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

The speaker was \_\_\_\_\_ by the intelligent questions asked by the audience.

**Solution:** The speaker was completely stumped by the intelligent questions asked by the audience.

**Brainstorming (A3) | Q 2 | Page 88**

**Read the text again and find out all the words related to the game of cricket. List two meanings of each. One is done for you.**

Words related to the game of cricket	Meanings	
1. Second innings	<b>General</b>	the second phase of the life of an individual where he/she starts/pursues a new or different career or the post-retirement life
	<b>Cricket</b>	when a team comes to bat for the second time in a test match
2.		
3.		
4.		

**Solution:**

Words related to the game of cricket	Meanings	
1. Second innings	<b>General</b>	the second phase of the life of an individual where he/she starts/pursues a new or different career or the post-retirement life

	<b>Cricket</b>	when a team comes to bat for the second time in a test match
2. Scoring	<b>General</b>	to secure or obtain, as in scoring marks
	<b>Cricket</b>	getting runs
3. Run	<b>General</b>	the action of moving fast on one's feet
	<b>Cricket</b>	one unit of the score in a game
4. Length	<b>General</b>	the extent
	<b>Cricket</b>	the distance that cricket ball travels before bouncing on the pitch

### Brainstorming (A3) | Q 3 | Page 89

Go through the text to find the antonyms of the words given in the grid and fill the boxes.

One is done for you.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
l					
u					
c					
k					
y					

(1) unlucky

(2) solution

(3) trust

(4) confident

(5) advanced

(6) blockhead

**Solution:**

1	2	3	4	5	6
l	p	d	d	b	m
u	r	o	i	a	a
c	o	u	f	s	s
k	b	b	f	i	t
y	l	t	i	c	e
	e		d		r
	m		e		
			n		
			t		

## BRAINSTORMING (A4) [PAGES 89 - 90]

### Brainstorming (A4) | Q 1.1 | Page 89

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

I had a very simple upbringing. \_\_\_

**Solution:** had – main verb

### Brainstorming (A4) | Q 1.2 | Page 89

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

I was immensely impressed.\_\_\_\_

**Solution:** was – main verb

### Brainstorming (A4) | Q 1.3 | Page 89

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

I had learnt from my childhood that money did not mean everything in life.\_\_\_\_

**Solution:** had – auxiliary verb

### **Brainstorming (A4) | Q 1.4 | Page 89**

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

He was a convent educated guy.\_\_\_\_

**Solution:** was – main verb

### **Brainstorming (A4) | Q 1.5 | Page 89**

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

They did all the work in time.\_\_\_\_

**Solution:** did – main verb

### **Brainstorming (A4) | Q 1.6 | Page 89**

Primary Auxiliary Verbs are 'be', 'have', and 'do' which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are the main verbs or primary auxiliary verbs.

I had to achieve a lot in life.\_\_\_\_

**Solution:** had – auxiliary verb

### **Brainstorming (A4) | Q 2 | Page 90**

**Read the given sentences:**

- **Does** Sam write all his own reports?
- The secretaries **haven't** written all the letters yet.

- Terry **is** writing an e-mail to a client at the moment.

The verbs in bold are broadly used to express tense. 'Do' can also be used for adding emphasis, as in "I do know the answer." The verbs "be', 'have' and 'do' are called Primary Auxiliaries. When helping verbs are used to express the mode or action, they are called Modals.

- You **shall** have a holiday tomorrow. (Simple Future)
- We **should** obey our elders. (Obligation)
- I **can** play the piano. (Ability)
- **Could** you open the window, please? (Request).

In the above examples, the modals indicate the expressions given in brackets. There are other modals that are used for expressions.

Study the given table carefully and do the activities that follow.

<b>Modals less definite to more definite</b>	<b>Expressions</b>
can, could	ability
should	advise, obligation
shall, will	futurity, determination
would	habitual past, request
may, might	permission, possibility
must, have to	compulsion
used to	habitual past
ought to	obligation
need to	necessity
dare to	courage

**(a) Fill in the blanks with appropriate modals according to the situations given in the following sentences.**

1. Take an umbrella. It \_\_\_\_\_ rain later.
2. People \_\_\_\_\_ walk on the grass.
3. \_\_\_\_\_ I ask you a question?
4. The signal has turned red. You \_\_\_\_\_ wait.
5. I was a sportsperson in my school days. I \_\_\_\_\_ play badminton.
6. I am going to the library. I \_\_\_\_\_ find my friend there.

**(b) Find from the text, the sentences that show past habit.**

**Solution:**

**(a)**

1. Take an umbrella. It **may** rain later.
2. People **should not** walk on the grass.
3. **May** I ask you a question?
4. The signal has turned red. You **must** wait.
5. I was a sports person in my school days. I **used to** play badminton.
6. I am going to the library. I **might** find my friend there.

(b) The following lines from the text show past habits.

- They **used to** talk about Keshavsut, Mardhekar, Shakespeare, Charles Dickens, and Thomas Hardy.
- Most of the times, the topics of discussion at home **were** about music, literature, paintings, sculptures etc.
- In fact, I **loved** these subjects.
- I **used to** study these, subjects or any subjects for that matter for its inherent beauty.
- At IT, most of the students and professors **used to** converse in English whereas my English was very poor.
- I **used to** stand in front of the mirror and practice speaking English, realising my mistakes and correcting them myself all the time and improvising and improving day by day.

#### Brainstorming (A4) | Q 3.1 | Page 90

**Do as Directed.**

I did not fully understand their discussions but I was immensely impressed. (Remove 'but')

**Solution:** Although I did not fully understand their discussions, I was immensely impressed.

#### Brainstorming (A4) | Q 3.2 | Page 90

**Do as Directed.**

I had decided that I would do nothing of this sort. (Remove 'that')

**Solution:** I had decided against doing anything of this sort.

#### Brainstorming (A4) | Q 3.3 | Page 90

**Do as Directed.**

My fear had vanished and I started feeling at home in my hostel. (Use 'when')

**Solution:** When my fear had vanished, I started feeling at home in my hostel.

#### Brainstorming (A4) | Q 3.4 | Page 90

**Do as Directed.**

It was only my self-esteem which stopped me. (Remove 'which')

**Solution:** Only my self-esteem stopped me.

**Brainstorming (A4) | Q 3.5 | Page 90**

**Do as Directed.**

I plunged into all these branches of knowledge. It was a period of renaissance. (Join with 'which')

**Solution:** It was the period of renaissance during which I plunged into these branches of knowledge.

**Brainstorming (A4) | Q 3.6 | Page 90**

**Do as Directed.**

When I look back, there are a number of lessons that I cherish. (Remove 'When')

**Solution:** On looking back, there are a number of lessons that I cherish.

**Brainstorming (A4) | Q 3.7 | Page 90**

**Do as Directed.**

There are hundreds who tell me that they understood the theory of relativity. (Remove 'who')

**Solution:** There are hundreds telling me that they understood the theory of relativity.

**BRAINSTORMING (A5) [PAGE 91]**

**Brainstorming (A5) | Q 1 | Page 91**

Flyer is a small piece of paper intended for wide distribution at a public place, handed out to individuals or sent through mail or post it is used for advertising, an event, programme, drive or product.

<b>Admissions Open</b> <b>New Arts, Science and Commerce College,</b> <b>New Delhi</b> (Mission Statement: Changing Lives Through Quality Education)		
<b>Details</b>	<b>Features</b>	<b>Why To Choose Us</b>

Courses available Junior College, Undergraduate and Post graduate Certificate courses and diplomas Regular and Distance modes	Big, spacious and smart classrooms Highly experienced teaching staff Advanced courses and programmes Modern and digital technology	Our student shine in all walks of life. Our teachers' passion and dedication Beautiful campus and ambience Record-breaking results Our name itself is a sign of trust
For more details or any query: <b>Contact:</b> Principal/Supervisor/Heads of different Departments or visit the <b>website:</b> <a href="http://www.newartscienceandcommercecollegewdelhi.in">www.newartscienceandcommercecollegewdelhi.in</a> <b>Time:</b> 10 am to 5.30 pm		

Go through the sample of the flyer given above and prepare flyers on the following topics.

**Use the following points:**

- Details
- Special Features
- Why to choose us / Need of drive/ Purpose of the mission
- Anything special
- Add your own points

**Topics:**

1. Yoga Class / Summer Hobby Class
2. Tree Plantation Drive
3. Cleanliness Drive
4. Help us to end Child Labour
5. Let's get rid of the monsters - tobacco and alcohol

**Solution:**

**(1) Yoga Class / Summer Hobby Class**

<b>Join Today!</b>	<b>Join Today!</b>
<b>Prehub Yoga Club</b> Where fitness is a way of life	
<b>135/21, M.G.Road, Dadar(W), Mumbai</b>	

Details	Features	Why to choose us	Anything Special
<p>Batches starting from next week</p> <p>Weekday and Weekend batches available</p> <p>Suitable timings (10 a.m. to 7 p.m.)</p> <p>Hourly batches focusing on strength training, gaining flexibility, improving posture, weight management, strengthening core, and increasing energy</p>	<p>Get trained by yoga gurus practising the form for over two decades</p> <p>Access the state-of-the-art, airconditioned rooms built specifically for yoga</p> <p>Availability of outdoor podium for practising yoga in the fresh air</p> <p>Availability of spacious changing rooms and shower rooms</p> <p>Get private instructors for specialised training</p>	<p>Tarunya Yoga Club is a multicity franchise</p> <p>We are spread over 54 cities across India</p> <p>Renowned yoga gurus acclaimed for this form are associated with us</p> <p>Our focus is to help you build a healthy and balanced lifestyle through strengthening your core</p>	<p>Terrific discounts for early enrollers!</p> <p>Only yoga club in the city with additional amenities</p> <p>Additional discounts for each referral</p> <p>Become a part of our multi-city yoga club and stand a chance to participate in our amazing workshops</p>
<p><b>For additional details:</b> Call 965472XXXX</p>			
<p><b>For enrolling:</b> Call 823622XXXX or visit our website <a href="http://www.hubyoga.com">www.hubyoga.com</a></p>			

**Note:** Do the rest of the topics yourself.

## **BRAINSTORMING (A6) [PAGE 91]**

### **Brainstorming (A6) | Q 1 | Page 91**

Achyut Godbole has written many bestsellers that are famous far and wide. Read at least two books of your choice, make summary of those books and submit.

**Solution:** Do it yourself.