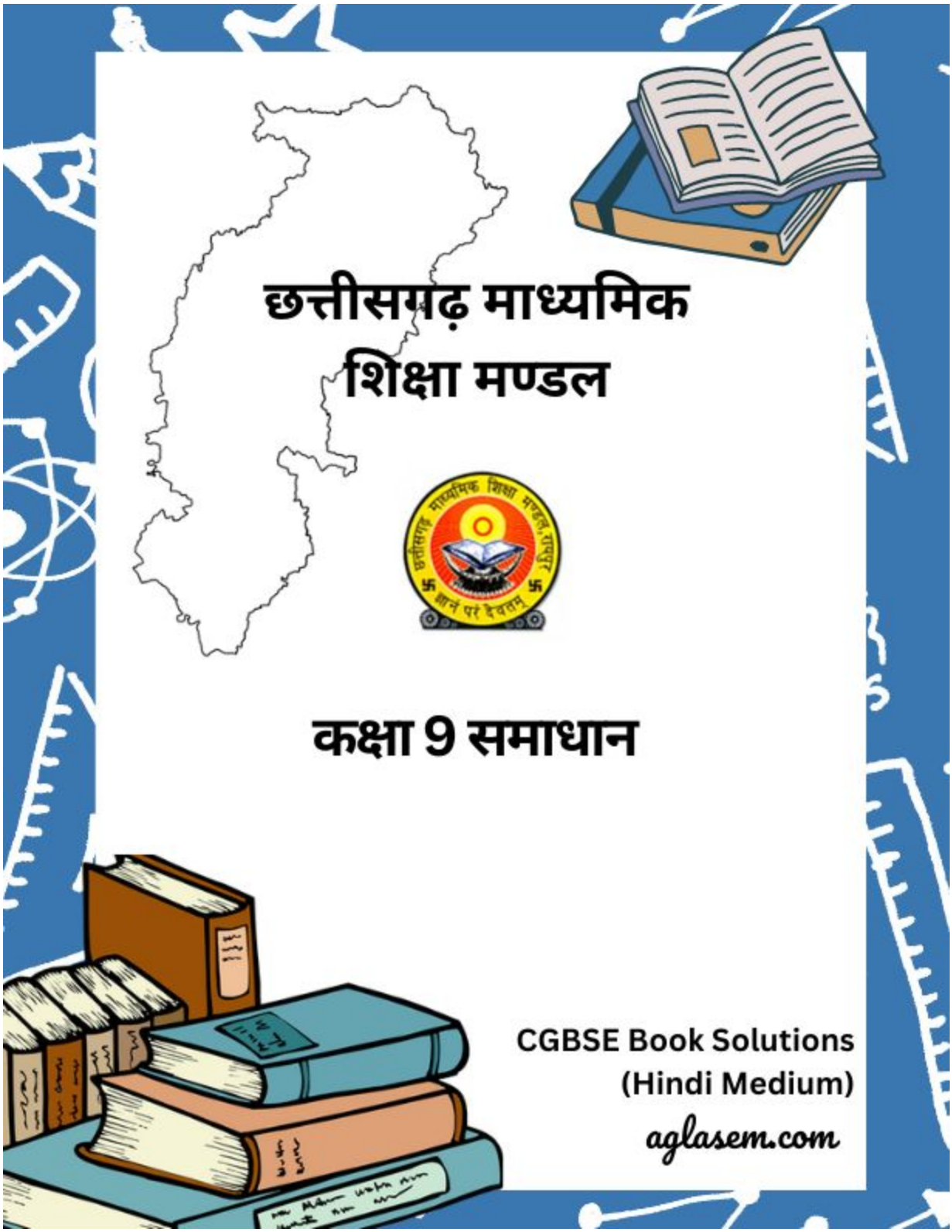
# CG Board Class 9 English Book Solutions



# CGBSE Class 9 English Solutions
## CHAPTER- Reading C
### Unit -3- Awareness about Health
### Ayurveda

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**Answer the following questions.**

**Q.1. What was the task given to Suman by her dadi?**

**Ans:-** Suman was given the task of bringing important herbs from the backyard.

**Q.2. Why did dadi need the herbs?**

**Ans:-** Dadi needed the herbs to make medicines from it.

**Q.3. List the various systems of medicines prevalent in the world.**

**Ans:-** The main systems of medicine prevalent in the world are Allopathy, Homoeopathy and Ayurveda.

**Q.4. How are the three systems of medicine different from one another?**

**Ans:-** Allopathy deals with treating the physical systems by using tried out medicines. Homoeopathy is based on the doctrine of 'like cures like' whereby a substance that causes the symptoms of a disease in healthy people will cure similar symptoms in sick people. Ayurveda is the ancient Indian system of natural and holistic medicine. Ayurveda provides us with the knowledge of how to prevent disease and how to eliminate its root cause if it does occur.

**Q.5. What are the basic principles of Ayurveda?**

**Ans:-** Ayurveda states three basic principles that are responsible for our 'unique' physical, mental and emotional characteristics. These principles are Vata, Pitta, & Kapha.

**Q.6. What effects do the five basic elements in the universe have on us?**

**Ans:-** Five basic elements in the universe are:- space, air, fire, water and earth.

Space and air is related to vata and it is responsible for all communication and movement.

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Pitta is related to fire and a little bit of water. Pitta governs all "energy and transformation" in our bodies and the universe.

Kapha is dominantly expressed as water and earth. It governs all structure and lubrication.

**Q.7. What are the three energies (doshas)? List them.**

**Ans:-** According to Ayurveda there are three different doshas that are present in every one of us. These doshas are vata, pitta and kapha.

**Q.8. How are people with vata/pitta/kapha different from one another in the functions of their body?**

**Ans:-** Vata is related to space and air and is responsible for all communication and movement. It is the energy that controls bodily functions associated with motion, including blood circulation, breathing, blinking, and your heart beat. People with vata doshas have creativity and vitality.

Pitta is related to fire and a little bit of water. Pitta governs all "energy and transformation" in our bodies and the universe. It is the energy that controls the body's metabolic systems, including digestion, absorption, nutrition, and your body's temperature. In a proper system people with pitta are seen as contentment and intelligence.

Kapha is dominantly expressed as water and earth. Kapha governs all 'structure and lubrication.' This is the energy that controls growth in the body. It supplies water to all body parts, moisturises the skin, and maintains the immune system. People with kapha dosha have qualities of love and forgiveness.

**Q.9.** Name a well known person in your town who runs 'a health care centre'. Which system of medicine does he/she practice?

**Ans:-** Student's Assignment

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**Vocabulary-**

**I. Read the following sentences carefully and tick (3) the correct meanings of the underlined words.**

**Q.1. Vata people are very easy to recognize.**

**(a) mix up** **(b) identify**

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**(c) to be friendly with** **(d) socialise**

**Ans:-** (b) identify

**Q.2. Kapha people are easygoing and relaxed.**

**(a) calm** **(b) social**

**(c) open minded** **(d) talkative**

**Ans:-** (a) calm

**Q.3. Pitta people are very energetic and organised, warm and friendly.**

**(a) well-planned** **(b) sincere**

**(c) honest** **(d) lively**

**Ans:-** (a) well-planned

**Q.4. Usually one dosha or two are dominant in a person.**

**(a) famous** **(b) powerful**

**(c) exceptional** **(d) significant**

**Ans:-** (b) powerful

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**II. Fill in the missing letters to form the correct spelling of the words.**

1. **A**y**U**rv**E**d**A**
2. D**o**min**a**nt
3. R**e**c**o**gnize
4. B**a**lan**c**e
5. Mi**x**t**u**re
6. C**o**nfid**e**nt

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**III. Circle the odd word out in the following sets of words.**

**Q.1. ayurveda, homoeopathy, allopathy, medicine**

**Ans:-** Medicine

**Q.2. health, personality, diet, nutrition**

**Ans:-** personality

**Q.3. organised, efficient, tidy, well-ordered**

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**Ans:-** efficient

**Q.4. energetic, enthusiastic, tired, refreshing**

**Ans:-** tired

**Q.5. aggressive, relaxed, calm, confident**

**Ans:-** aggressive

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**IV. Find two words from the passage that are related to the words/phrases given below.**

eg.: metabolism: circulation, breathing

a. doshas : **Vata : Pitta**

b. elements of nature : **Earth : Fire**

c. system of medicine : **Allopathy : Ayurveda**

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**Grammar-**

**Passives-**

**Q.1. Put the verbs in brackets in correct form to complete the sentences.**

a. Our neighbour, Mrs Singh, **..accompanies....**. (accompany) us to the market every Saturday.

b. The small city .**.illuminated.....** (illuminate) by thousands of multi-coloured lights at night during Navratri.

c. It is a big factory. One thousand people**..are employed.....** (employ) here.

d. Most of the Earth's surface **..is covered....** (cover) by water

**Q.2. These are some instructions from a computer operating manual.**

i. Link up the monitor, keyboard and printer.

ii. Plug in the main cable.

iii. Switch on the monitor at the back.

iv. When the light appears on the screen, place the Day Disk in Drive A.

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v. Push in the disk until the button clicks out. (It takes about 30 seconds for the computer to load the programme.)

vi. Press the Drive botton and the disk shoots out.

vii. Replace the Day Disk with the Document Disk.

viii. Press function key 7.

ix. Start work!

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**Q. Change the instructions into present passive by filling in the blanks.**

First the monitor keyboard and printer are linked up. Then the **Cable** Is **plugged in**. The monitor is **Switched** at the back. When the light \ appears on the screen **the Day Disk is placed** in Drive A. The disk is **Pushed** until the **button is clicked out.** About 30 seconds **is taken.** by computer to load the program. The drive button **is pressed** and the disk shoots out. The Day Disk **is replaced** with the Documents Disk. Finally the function key **is pressed** . The word processor is then ready to use.

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**PRACTICE EXERCISE - III Link**

**I. Read the passage given below and answer the questions that follow :**

"Approximately 85% of the oral cancer patients I treat are either smokers or tobacco chewers," Mr. Chaturvedi said, "After years of treating thousands of patients, I decided to take action to stop people from using a substance that is proven to cause cancer," the surgeon added. He launched a campaign called Voices of Tobacco Victims in 2008 to advocate for more stringent tobacco control in India. The campaign empowers cancer survivors to tell their stories to influence policy makers and raise awareness among other tobacco users about the damaging effects of tobacco on health. The campaign's greatest success has been to ban the manufacture, storage, distribution and sale of 'gutka', a form of chewing tobacco commonly consumed in India.

**Q.1. Choose the correct alternative in each of the following.**

**(i) Oral cancer is caused by_____.**

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**a. smoking only**
**b. smoking and tobacco chewing**
**c. eating betel nuts**
**d. being in the company of smokers**
**Ans:-** b. smoking and tobacco chewing

**(ii) Voices of Tobacco Victims' is _____.**
**a. an agency**
**b. a hospital**
**c. a campaign**
**d. a magazine**
**Ans:-** c. a campaign

**(iii)Awareness among tobacco users can be increased by _____.**
**a. sharing stories of cancer survivors**
**b. helping doctors and nurses**
**c. banning the sale of tobacco**
**d. speaking against use of tobacco**
**Ans:-** a. sharing stories of cancer survivors

**(iv)'Gutka' is _____.**
**a. beedi**
**b. cigarette**
**c. betel nut**
**d. chewable tobacco**
**Ans:-** d. chewable tobacco

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**Q.2. Answer the following questions.**

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**a. What percentage of smokers or tobacco chewers are cancer patients? What form of cancer do they suffer from?**

**Ans:-** "Approximately 85% of Smokers or tobacco chewers are cancer patients, They mostly suffer oral cancer.

**b. What is the campaign's greatest success?**

**Ans:-** The campaign's greatest success has been to ban the manufacture, storage, distribution and sale of 'gutka,' a form of chewing tobacco commonly consumed.

**C. Mr. Chaturvedi treated thousands of patients. What action did he take after this?**

**Ans:-** Mr. Chaturvedi decided to take action to stop people from using a substance that is proven to cause cancer, He launched a campaign called "Voices of Tobacco Victims" in 2008 to advocate for more stringent tobacco control in India.

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**Q.3. Fill in the details about the campaign against use of Tobacco in India from the given passage:**

Name of the campaign **Voices of tobacco victims.**

Year of launching the campaign: **2008.**

Aims of the campaign: **The campaign empowers cancer survivors to tell their stories to influence policy makers and raise awareness among other tobacco users about the damaging effects of tobacco on health.**

People involved: **Cancer survivors and other cancer specialist doctors.**

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**Q.4. Match the words in the box with the definitions.**

| **survivor, oral, campaign, empower, healthy** |
|---|

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**a) physically strong and not likely to get ill**

**…….....**

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**b) organising a series of activities to try to achieve something**

**……..**

**c) to give authority or confidence to do something**

**……..**

**d) concerning mouth or buccal cavity**

**……..**

**e) a person who continues to live despite nearly dying**

**……..**

**Ans:-** a) healthy b) Campaign c) empower d) Oral e) survivor

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**Q.5. Identify the prefixes and suffixes in the following words**

| Words | prefix | suffix |
|---|---|---|
| a) empower | em | power |
| b) survivor | survive | or |
| c) aware aware | aware | ness |
| d) storage | store | age |
| e) distribution | dis | tribute |
| f) advocacy | advocac | y |
| g) healthy | health | y |
| h) successful | success | full |
| i) smokers | smoke | ers |
| j) proven | prove | en |
| k) approximately | approximate | ly |

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**Q.1. Put a tick (3) mark for the right answer:**

**(i) The speaker wanted to see the nurse because he _____.**

**a. wanted to talk to her**

**b. wanted to go home**

**c. wanted toys to play**

**d. was worried**

**Ans:-** b. wanted to go home

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**(ii) The speaker wanted to go home because _____.**

**a. he would become more ill if he stayed back**

**b. he had fever and was sick**

**c. his teacher asked him to go home**

**d. he would fall down any moment**

**Ans:-** a. he would become more ill if he stayed back

**(iii) The speaker is at _____.**

**a. the hospital**

**b. School**

**c. home**

**d. the office**

**Ans:-** a. the hospital

**(iv) Turing green, pink and blue suggests that the speaker _____ .**

**a. is actually ill**

**b. is afraid**

**c. is using makeup**

**d. is pretending to be sick**

**Ans:-** a. is actually ill

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**Q.2. Answer the questions in brief.**

**a. Find out the words in the poem that are associated with cold and fever?**

**Ans:-** Nauseated, chill,cold, flu, sweats, shakes, stuffy nose, belly aches.

**b. How old do you think the speaker is in the poem?**

Ans:- The speaker in the poem is a child of 8-10 years of age.

**c. Find out the words in the poems that show the seriousness of illness of the speaker?**

**Ans:-** fatal, sick, nauseated, cold, flu.

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**Q.3. Match the parts of the body with the symptoms mentioned in the poem:**

| parts of the body | associated symptoms |
|---|---|
| Nose<br>body<br>stomach<br>throat<br>eyes<br>head<br>ankle<br>skin | fever, chill, flu<br>Ache<br>rash<br>sore, cough, slurred<br>Blurred<br>cold, stuffy nose<br>feeble<br>sprain |

**Ans:-**

| parts of the body | associated symptoms |
|---|---|
| Nose<br>body<br>stomach<br>throat<br>eyes<br>head<br>ankle<br>skin | cold, stuffy nose<br>fever, chill, flu<br>Ache<br>sore, cough, slurred<br>Blurred<br>feeble<br>sprain<br>rash |

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**Q.4. Complete the sentences with words from the poem.**

**a) One feels like vomiting when one is .....**

**b) A patient suffering from influenza will have fever, .....**

**c) One who has fever …….. after he takes medicine.**

**d) When someone feels terribly cold he/she has .....**

**e) Our nose is …….. when we have a bad cold.**

**Ans:-** a) Sick b) Cold, Chill, Flu c)Sweats d) Flu e)Stuffy.

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**Q.5. Complete the web with words related to fever.**

**Ans:-** i) fever

ii) chill

iii) ague

iv) high temperature

v) flu

vi) frezy

vii) illness

viii) feverish

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**Q.6. Read the following sentences.**

i. I was not well but I'm getting worse now.

ii. My friend's handwriting looks much better now.

**The underlined words are adverbs which are in their comparative forms. Fill in the table with appropriate forms of adverbs.**

| adverb | comparative | superlative |
|---|---|---|
| little | less | least |
| Far | **farther** | farthest |
| Much | **more** | **most** |
| Early | **earlier** | **earliest** |
| Fast | **faster** | **fastest** |

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**Q.7. Look at the following line carefully;**

I'm feeling sick and getting worse

This form of the verb is used to describe an action going on over a period of time

**I am feeling sick.** In this sentence you are talking about what is happening now. Look at the following picture carefully frame the sentences using - ing form of verbs.

Take help of 'Verb box' and 'Noun box'. (You can use your own words also) Verb box:

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| |
|---|
| cook, run, rise, plough, bring, graze, carry, sit, stand, enjoy |

'Noun' box:

| |
|---|
| farmer, cows, goat, boy, girl, woman, hut, tree, road, donkey, horse, farm |

**Ans:-**

a) The farmer is ploughing.
b) The cows are sitting.
c) The goats are grazing.
d) The boy is running.
e) The girl is running.
f) The woman is cooking.
g) The donkey is standing.
h) The horse is enjoying
i) The Sun is rising from behind the mountains.
j) The Children are enjoying the farm.

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**Q.8. Read the following sentence.**

I am visiting my doctor this evening.

I am going to visit my doctor this evening

The prime minister is arriving in the afternoon today.

The prime minister is going to arrive in the afternoon today.

In the above sentences the verbs 'am visiting' and 'is arriving' show present progressive while the phases 'this evening' and 'afternoon today' indicate future time.

**Here is a page from a diary to record your schedule in the next two days. Some suggestions are given, but you could use your own ideas and fill in this diary. One example is done for you.**

| | |
|---|---|
| attend music class (at 4.00 pm) | study for the test (till 10.00 pm) |
| visit relatives | go cycling |
| go for a movie | play badminton match |

Today My sister and I attended music class at 4.00 pm today. After that we will go for a walk

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Monday

**Ans:-** I have to visit my relatives today. After that i will travel to my grandparent's village.

Tuesday

**Ans:-** We have to play a badminton match at 5pm, for which we will assemble at the stadium before 2 hours.

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**Q.9. Look at the following lines carefully**.

I'm feeling sick and getting worse

I think I'd better see the nurse

In above lines the underlined verbs are:

I'm = I am

I'd = I should/would

Such types of verb forms are called short **form/contracted form** of verbs.

A short form of the verb may be positive as in above examples and negative also.

**Example** : isn't, aren't (is not, are not) (These forms are generally used in Spoken English) In writing an apostrophe (') is used.

Complete the table:

Example is given

Positive forms :

| | I | We | You | He | She | They | It |
|---|---|---|---|---|---|---|---|
| Am | I'm | | | | | | |
| Is | | | | He's | She's | | It's |
| Are | | We're | You're | | | They're | |
| Have | I've | We've | You've | He've | She've | They've | |
| Has | | | | He's | She's | | It've |
| Had | I'd | We'd | You'd | He'd | She'd | They'd | It'd |
| Will | I'll | We'll | You'll | He'll | She'll | They'll | It'll |
| Would | I'd | We'd | You'd | He'd | She'd | They'd | It'd |

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**Q.10. Complete the following table using the contracted forms of auxiliaries. (Negative forms)**

| | | | | | |
|---|---|---|---|---|---|
| Is not<br>Are not<br>Was not<br>Were not<br>Has not<br>Have not<br>Had not | Isn't<br>Aren't<br>Wasn't<br>Weren't<br>Hasn't<br>Haven't<br>hadn't | Do not<br>Does not<br>Did not | Don't<br>Doesn't<br>didn't | Can not<br>Could not<br>Will not<br>Would not<br>Should not<br>Must not<br>Need not | Cann't<br>Couldn't<br>Won't<br>Wouldn't<br>Shouldn't<br>Mustn't<br>needn't |

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**Q.11. Put the auxiliaries in these sentences in their contracted forms. Sentences with contracted forms.**

a. Raipur is not the capital of India. — Raipur isn't the capital of India

b. They do not live in Raipur. — They don't live in Raipur.

c. She cannot swim — She can't swim.

d. He does not speak English. — He doesn't speak English.

e. You were not so busy. — You weren't so busy.

f. She was not in time. — She wasn't in time.

g. He will have a big house. — He'll have a big house.

h. I do not have a car. — I don't have a car.

i. They could not reach home. — They couldn't reach home.

j. You have worked hard. — You've worked hard.

k. She will not come today. — She won't come today.

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**Q.12. Look at the following line of the poem:**

I have a fever and a chill.

Pick out the other lines/sentences occurring in the poem starting with

**I have a cold,**

**I have flu, I have sweats, I have the shakes,**

**A stuffy home, and belly aches.**

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**Q.13. Complete the table using words from the box.**

| | | | |
|---|---|---|---|
| I<br>We<br>You<br>They<br>My friends<br>He<br>She<br>It<br>Ramu | have<br><br><br><br><br><br>has | a<br><br><br><br><br><br>a | |

| |
|---|
| (fever, cold, cough, headache, flu, chill, sweat, shakes, bellyaches, feeble head, weakened heart, science test, exam, maths class, blue car, red bike, big house, colourful umbrella, four brothers, beautiful pen) |

Now write the complete sentences.

**Ans:**

1. I have a headache.
2. We have a red bike.
3. You have a big house.
4. They have a science test.
5. My friends have a maths class.
6. He has a colourful umbrella.
7. She has a feeble head.
8. It has a beautiful pen.
9. Ramu has a weekend heart.

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**Q.14. For negative sentence use do/does not (n't have)**

I don't have a headache.

He doesn't have a headache.

or

I haven't got my notebook.

He hasn't got his notebook.

**Change the sentences in exercise (ii) into negative**

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**Ans: Question Out of Context**

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**Q.15. Read the following sentence.**

I am not feeling well. I will have to go to a doctor today

I have to go = it is necessary for me to go.

Example : You have to study hard to pass the test.

Write 10 sentences that you have to do every day. One is done for you.

1 . I have to get up at 6 o'clock every morning.

2. I have to drink milk and eat breakfast on time.

3. I have to remember to stop at the store.

4. I have to do the dishes before bed.

5. I have to go to the restroom.

6. I have to tell a bedtime story to kids.

7. We have to go to uncle's place.

8.I have to get dressed for work.

9. I have to to pick up kids from Park.

10. I have to finish my homework.

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**Q.16. Bring out the difference between 'have to' and 'should'.**

Example :

i. Nurses have to wear a uniform.

I am not feeling well but I have to go to school because I have a test.

('have to' shows compulsion).

But when I say

I should attend school every day.

We should save money. ('should' shows desirable condition).

Every New Year, we make certain New Year resolutions

e.g. I should wake up early.

**List 5 New Year resolutions that you would make.**

Both have to and must mean obligation must refers to obligation from 'inside' (depends on person speaking) whereas have to refers to obligation from 'outside'

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(i.e. a regulation or order from outside) e.g. You have to bring your I-cards to the examination hall.

**Make a list of 5 things we need to do in the examination hall.**

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**Q.17. 'Should' as a modal verb showing 'suggestion'**

Should + verb (I) is used to suggest/advise someone for something.

Look at the following lines carefully:

I'm sure I should go home today.

'should' for advice may be used with

(I, we, you, they, he, she, it)

Negative sentence takes should not/shouldn't

**(i) Give three suggestions to your friend for each situation.**

Use should + verb (I)

a. Your friend

has got toothache

1. 'You should apply clove oil.'
2. You should try a soothing, warm saltwater Rinse
3. You should apply cold compress.

b. has a fever.

1. You should take a rest.
2. You should drink lots of water.
3. You should dress light.

c. has got cold.

1. You should avoid close contact with people.
2. You should cover your face while coughing or sneezing.
3. You should rest and keep yourself hydrated.

d. has broken his leg.

1. You should refer to a doctor.
2. Put an ice pack wrapped in a pillowcase or towel on your leg to ease swelling.
3. Keep your leg raised with pillows or cushions to reduce swelling

e. has got a bellyache.

1. You should check home remedies.

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2. You should eat light food.
3. You should keep yourself hydrated.

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**Q.19. Arrange a debate on ' Most street food is harmful'. (Street food is food sold by the hawkers on the roads). Divide the students into groups. Let each group discuss the topic. Write down the points discussed and speak either for or against. Given below are certain expressions that might be used by debaters.**

a. I'd like to raise a/the questions/argue…
b. In my opinion...
c. Nothing could be more illogical than…
d. I feel very strongly that...
e. I would like to draw attention to...
f. I fail to understand...
g. I think you are being unreasonable in suggesting...
h. I submit that...
i. My first / next / final argument against / in favour of…
j. I support the motion that...
k. My knowledgeable opponent has submitted that...
l. May I ask...
m. I strongly oppose / support the view that...
n. On the contrary..
o. It is unrealistic to say that...
p. I disagree...
q. I firmly reject....
r. I wholeheartedly oppose / support..

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**Q.20. Look at pictures given below and identify the things that are shown there.**

**(i) Write how each of these are harmful for our health.**

**Ans:-**

1. The exposure to pesticides may result in irritation to the eye, nose, and throat; damage to the central nervous system and kidney; and increased risk of cancer.

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1. Chocolate is high in sugar and saturated fat. It is a high-energy (high calorie) food, and too much can result in excess weight, a risk factor for cardiovascular disease.
2. Smoking causes cancer, heart disease, stroke and lung diseases. Smoking also increases risk for tuberculosis, certain eye diseases, and problems of the immune system.
3. Soft drink intake is associated with increased energy intake and body weight. Soft drink intake also was associated with lower intakes of milk, calcium, and other nutrients and with an increased risk of several medical problems (e.g., diabetes).

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(ii) The poem Sick Day talks about many infectious diseases. Write the dos and don'ts for the diseases given below.

| | Do's | don't |
|---|---|---|
| i) cough and cold | - Stay Hydrated<br>- Garde with Salt water | - Avoid salty food<br>-Sugary drink |
| ii) Head lice | - use a special Fine- toothed comb | Don't share accessories Like hats, hair ties etc. |
| iii) Injury | Do the first aid | Don't panic |
| iv) bad stomach | Drink Plenty of liquid | Avoid spicy food Raw vegetable |

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