FLIGHT

ENGLISH READER

CLASS 9

सत्र 2021–22

DIKSHA एप कैसे डाउनलोड करें?

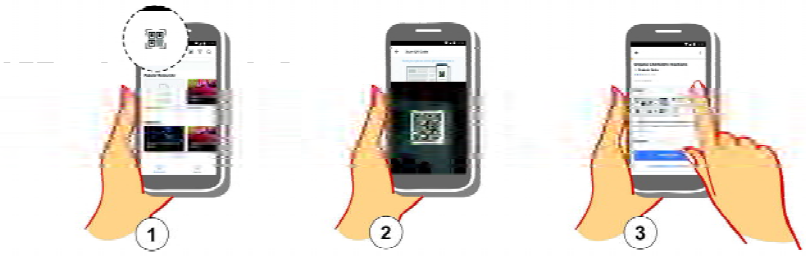
विकल्प 1 : अपने मोबाइल ब्राउज़र पर diksha.gov.in/app टाइप करें।

विकल्प 2 : Google Play Store में DIKSHA NCTE ढूंढ़े एवं डाउनलोड बटन पर tap करें।

DIKSHA

मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें ?

DIKSHA App को लॉच करे → App की समस्त अनुमति को स्वीकार करें → उपयोगकर्ता Profile का चयन करें।



1. पाठ्यपुस्तक में QR Code को Scan करने के लिए मोबाइल में QR Code tap करें।
2. मोबाईल को QR Code पर केन्द्रित करें।
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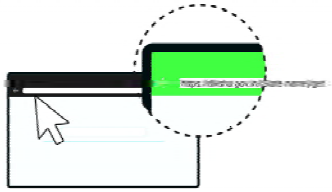

2. ब्राउज़र में diksha. gov.in/cg टाईप करें।

3. सर्च बार पर 6 डिजिट का QR CODE टाईप करें।

4. प्राप्त विषय–वस्तु की सूची से चाही गई विषय–वस्तु पर क्लिक करें।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु

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Preface

Learners of vernacular medium in the Chhattisgarh state government schools have been exposed to a Functional Communicative Approach in English at the upper primary level. The focus has been on a gradual improvisation in the ways to acquaint the learners with all the skills of language while reading a textbook in English.

English Reader-9 is an attempt to provide the high school learners an opportunity to understand and use English with ease through an exposure to interesting and challenging texts and exercises. We have tried to create space for more comprehension, practice and production skills in English through a variety of genre under different themes.

This revision is essentially based on the feedback obtained from the students and teachers who expect a comprehensive change in the approach of the English textbook at high school level. It has been ensured that pieces of literary merit and authentic material are exploited for formative evaluation and self learning. The content of the book has been distributed into themes each containing a pre-reading, a main reading text, a poem and a third reading selected from extracts that inculcate life skills and help learners grow confident in using English. The book has been supplemented with enjoyable Practice Exercises. It is intended to enhance reinforcement of the language skills, vocabulary and structures of English learnt in the past years through more exposure in these areas.

We would like to acknowledge, with thanks, the guidance and support provided by Prof. Rama Kant Agnihotri and Dr. A.L. Khanna and all the members of the writers' group and the special assistance group from Azim Premji Foundation, Bengaluru who have consistently worked hard to give shape to the book within severe time constraints. We express our appreciation for the illustrations and lay out design of the text book to the members of the Vidya Bhawan Society.

ETB (Energized Text Book)is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line(after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The council welcomes suggestions from teachers, students, teacher trainers and parents for bringing to its notice any shortcomings or suggestions for improvement in the future editions of this book.

Director,

SCERT Chhattisgarh, Raipur

For the Teachers

According to the National Curriculum Framework 2005, we must recognize that, given space, opportunity and freedom, children generate knowledge from textbooks, media and surroundings. This textbook is an attempt towards exploiting the creativity and competence of the teachers to facilitate them build in their students higher levels of language proficiency in English. Following a Communicative Functional Approach, the content of the textbook has been divided into themes : Environment, Sports, Awareness about Health, Travel and Tourism and Culture. Each theme is introduced with a Pre-reading section and includes a main reading text (preferably literary text), a poem and a non-literary text. The selected content is exploited for Meanings in Context, Comprehension, Vocabulary, Grammar, Writing, Listening and Speaking, Study skills and Project. Activities for Listening and Writing are included in the book to reinforce comprehension. The Communicative Functional Approach is evidently an improvement over the Structural pattern that exploits the possibility of communicative exercises in Grammar, Vocabulary and other language skills. It also focuses on the functions of language through Listening and Speaking tasks that justify the approach in the form of integrated exercises. The integration of skills will be seen in the synthetic treatment of Study skills and the teacher's role in facilitating the learners' engagement with the text.

You would need to focus your attention on the way a unit should be treated in the classroom. The following points might help you use the book better:

1. Every text is preceded by a Pre-reading which is an introduction to the theme. Most of the units have visuals in the pre-reading section which provide adequate space to stimulate the learners' engagement with the theme. Teachers are expected to motivate the students to discuss, discover and react to the visuals dealing with the themes. A few brief questions have also been included in the pre-reading section to connect with the three readings and related activities that follow in each unit.

2. The meanings of some difficult words have been provided according to their usage in the given text. You are advised to have a copy of an English dictionary to have unambiguous answers about spelling, meaning, grammar and usage of words.

3. Care has been taken to help the learners critically understand the text through not only 'wh'questions, but also through visuals, multiple-choice questions, true and false statements and higher-order thinking questions that encourage the learners to critically reflect and extrapolate to go beyond the text.

4. Exercises/activities in vocabulary have been designed to help the learners expand their word power by making them think about synonyms, antonyms, phrases, derivatives and words related to specific registers/domains of real life. Most of the vocabulary exercises are text driven and encourage the learners to revisit the text again and again and scan it closely to get to the word they may be looking for. The major aim has been to activate the use of words learnt and provide a spiral exposure to an assumed word power of the learners.

5. Grammar in the text book is contextual. The structures and language functions recurring in the texts have been focused and reinforced through practice exercises. An attempt has also been made to link these structures and functions with their written and oral expressions in the sections on writing and speaking.

6. The Writing section encourages the learners to use the language creatively by asking them to think independently on a topic given to them, brain storm it in groups and finally organize their ideas before getting down to preparing individually their first and subsequent drafts. The students are also given some exposure to the mechanics of writing i.e. spellings, punctuation marks and capital letters.

7. The texts for the Listening tasks have been very carefully selected. Some of these texts include announcements, conversations, recipes and instructions. These texts have been provided in the Appendix-I. Care should be taken to read the texts slowly and clearly, preferably twice before the learners are asked to attempt the task. Although the instructions use a very simple language, the students might need hands-on support in some of the tasks.

8. Speaking tasks are rooted in the theme of the unit and they not only support the text but also reinforce the language functions and vocabulary highlighted in the texts. Students are encouraged to discuss issues/topics in groups/pairs, organize debates and speak extempore on related topics confidently and with relevance. Teachers need to take special care that the learners who are shy and lack confidence are also encouraged to participate in group discussions, and get a chance to articulate their ideas/ opinions/ views. Initially, they may use some faulty expressions, but the teachers should ignore these. As all of you know, mistakes/errors are mere steps towards learning and not the end of learning. All of us have learnt through making mistakes.

9. The section on Study skills includes tasks such as filling in information, answering brief questions, taking notes, interpreting tables, using a dictionary, preparing flow-charts etc. Most of these tasks would be learner friendly because they tend to include areas of the learners' interest with a very low demand on their productive skills.

10. Projects have been identified as an extended activity towards building integrated language skills. Some of the projects have been included to encourage the learners to conduct surveys which gradually are expected to motivate the learners towards self-evaluation and get peer- feedback.

11. The textbook extends a helping hand to the teachers in many aspects but it expects them to be more focused on and proficient in their use of English in class. The textbook provides enough space for formative evaluation. Teachers will be given orientation and provided support for both formative and summative evaluation.

12. While reading questions should be framed by the teacher during teaching a lesson in the class. This will be required to ensure comprehension of new words and the context of the content. Writing skill should preferably be practiced as a follow up of other skills.

13. Students of Class IX in many of the schools of the state have been found lacking in the basic competencies of English language in accordance with their exposure to English till the end of upper primery level. Hence, they hesitate to speak and cannot write effectively. For such learners the exercises in the text might not be adequate practice. Therefore, Practice Exercises that supplement the lessons in the text book have been designed to provide more practice in the language skills along with support material to enable enrichment in use of vocubulary and structures. We suggest that teachers compulsorily deal with these Practice Exercises as they complete each unit in the text book so that evaluation can also be based on this practice. This would also be a remedial kit to help its users attain the desired level of proficiency in English.

Every time you go to a class, it is a new experience. Sometime you may face situations that may expect you to take an extempore decision about how to deliver or handle the content. However, we request you to share every such experience that would help in improving this book towards achieving its communicative objectives.

SCERT Raipur wishes to acknowledge & express heartfelt thanks to all the direct & indirect sources referred to in this text book.

About the Practice Exercises

The try out edition of English Reader Class IX, 'Flight' was an attempt to help students of Secondary level in continuity to the Communicative Functional approach followed in the text books of classes VI-VIII. The book has been featured with more exposure to reading in different genres and themes.

After the field reports for the try out edition, the book has now been edited and five units containing three lessons each (Total 15 lessons) have been retained. It was found that students and teachers found the book interesting but the approach rather new. Also, the need to familiarize and provide ample practice with grammar, comprehension and
integrated skills was emphasized.

The Practice Exercises are designed to equip learners with self learning strategies and more attractive practice. The exercises have been based on selection from the reading texts and small easy and enjoyable extracts from poems which have been exploited for the development of language skills.

The focus of the practice exercises :

Enhanced practice in factual and inferential comprehension through exposure in multiple choice type exercises.

Extended grammatical practice for all the structural items occurring in context.

Supportive listening and speaking exercises.

Writing tasks that include activities to support study skills.

Some important points to note:

1. Each unit has one practice exercise. Please make the students do these exercises after completing each unit of the text book.
2. The exercises can be used partially for class work and home work according to the achievement level of the individual learners.
3. Please read the listening texts slowly and carefully.
4. Help the students understand and do the speaking tasks in the class.
5. Help the students do the writing tasks and check their exercises among them selves.
6. These exercise can be used for formative evaluation of the learner in English language skills.

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Unit 1

Environment

Reading A : The Jamun Tree

Reading B : Beautiful Blue Planet

Reading C : Saalumarada Thimmakka

Environment

Pre-reading

Look at the pictures and answer the questions that follow.

1.

2.

3.

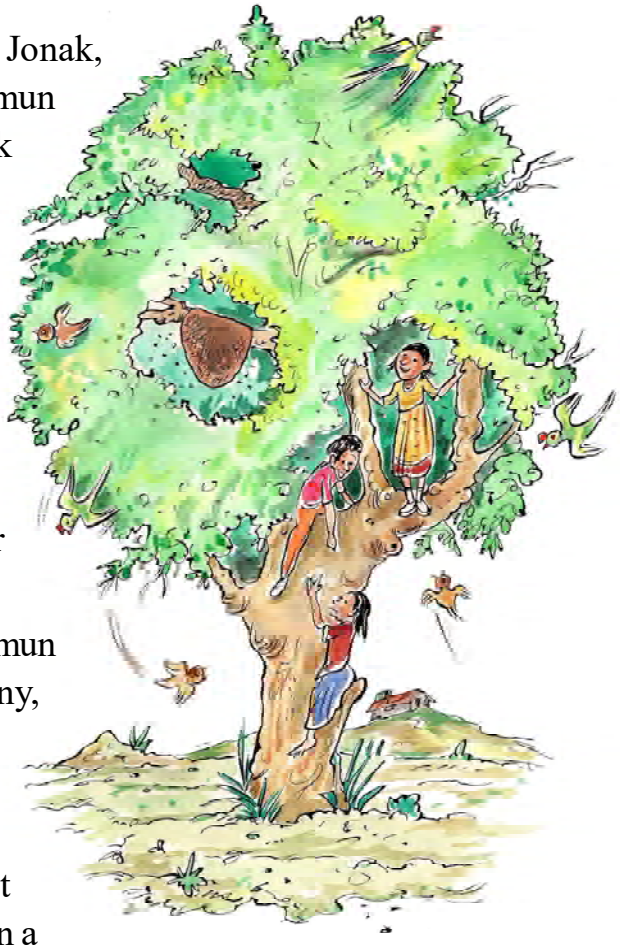
4.

Work in groups

1. Why do you think the trees have been chopped in picture 1?
2. What are the children doing in picture 2?
3. What does picture 3 suggest?
4. What does picture 4 suggest about water crisis?
5. What implications do the pictures (1, 3, 4) have for the environment?

Reading A

The Jamun Tree



In the backyard of the house where Ricky, Jonak, Monpi and Tinky lived, stood a lovely Jamun tree. It was a tall and stately tree, with dark green leaves and twirling branches that clawed into the sky.

The Jamun tree was a source of joy to the children. They loved to climb its knotty, gnarled branches and play hide and seek among the foliage. During the sweltering summer months, hot and tired after playing in the backyard, the children took rest under its welcome shade.

During summer too, the fruits of the Jamun tree ripened. At first these appeared in tiny, unripe green clusters which gradually swelled into juicy, purple-coloured fruits. The branches of the tree drooped with the weight of their luscious burden. Their greatest joy was to eat the ripe Jamuns while sitting on a long, sturdy branch of the tree. The tree bore so much fruit that children from the neighbourhood dropped in too and ate as many Jamuns as they could. The backyard always resounded with the shrill cries of happy children.

The syrupy sweetness of the Jamuns invited other visitors too. A pair of squirrels, who lived in a nearby bamboo grove, came regularly to nibble at the fruits. Scores of beautiful bluebottles flitted around the tree settling every now and then to drink nectar from the fruits. Honeybees, who seemed to be forever busy, filled the air with their urgent buzzing. Ants arrived in great numbers, marching in straight lines to carry off the fruits which had fallen onto the ground. The children would spend hours watching the

ants. They marvelled at the discipline with which these hardy little creatures toiled, carrying loads many times their own weight.

But the visitors that the children loved most were the birds—squabbling magpies, chirping sparrows and squawking parrots being the commonest. Ricky and Jonak built a bird bath and their sisters, Monpi and Tinky filled it with water. The birds enjoyed splashing about in the cool waters.

The month was January. The Bihu festival was fast approaching. There would be much feasting and merriment during the festival. Each household would build a *mejhi* - a pile of firewood stacked neatly together in their backyard. On the first morning of the festival the *mejhi* would be set alight invoking the blessings of Agni, the god of fire.

"Let's build a champion *mejhi* this year." Ricky suggested a few days before the festival.

Jonak, Monpi and Tinky warmed to the idea. Monpi, the most practical one, saw the difficulties ahead. "But where will we get so much wood from? Father might buy some firewood but that'll be just enough for a tiny *mejhi*."

"True," agreed Tinky. "Mother uses a gas stove in the kitchen. There's no firewood in the house."

For a while the children pondered over the problem. Then Ricky's gaze fell on the Jamun tree and his eyes lit up.

"We can chop down some of the biggest branches of the Jamun tree!" he exclaimed. "It'll provide us with so much firewood, that we can easily build a giant *mejhi*."

Jonak clapped Ricky on the back. "Good idea!" he said approvingly. "Our *mejhi* would be the envy of all our friends in the neighbourhood."

Monpi and Tinky were equally enthusiastic. How could they cut down those enormous branches? If their parents knew they would surely be angry. And even if they were four of them, cutting down a tree so large would take them at least two days!

But the chance came just one day before the festival. Their grandmother had fallen ill in Calcutta and she wanted their parents with her. Before they left, their mother gave them very clear last minute instructions.

"Don't forget to get the milk in the morning. And remember to do your homework every day. And if you have time, go to the woods and pick up twigs and sticks that have fallen on the ground. You can add that to the wood we will buy for the *mejhi*."

The following day, happily for the children, was a Saturday. Borrowing an extra axe from their neighbours, they divided up the duties. Ricky and Jonak, being older, took on the heavy job of cutting the branches. Monpi and Tinky were to stock the wood in neat piles on the ground.

Ricky climbed to one of the top branches. It wasn't easy getting there but he managed it. When he had tucked himself between the huge trunk and the thick branch, he looked around. What a magnificent view! There in the distance the deep, placid river flowed past the temple. A train went toot-toot, leaving a trail of ash-grey smoke. In the Jamun tree itself birds twittered happily. But he was forgetting the *mejhi*! Picking up the axe, he began a systematic chop-chop close to his body.

Suddenly he could hear a shrill, high-pitched scream. It was the hawk-kite that used to nest in the tree. He could only see one—did that mean the other had gone off to hunt for food for fledglings? Were there little ones in the nest?

Curious, he climbed a little further. And sure enough—there were two nearly full-grown chicks. In fact, they were so big, that they looked almost like their parents, only lighter in colour.

"Hey, Jonak!", cried Ricky climbing down. "There is a nest with two young hawk-kites here!"

"And look, Ricky—there! There's an enormous beehive. Must be two years at least!"

Sitting astride two branches they wondered what was to be done now.

"Obviously, we can't cut that side of the tree down. What will happen to the chicks?"

"Nor this side. And think of all the effort that's gone into the making of that beehive!"

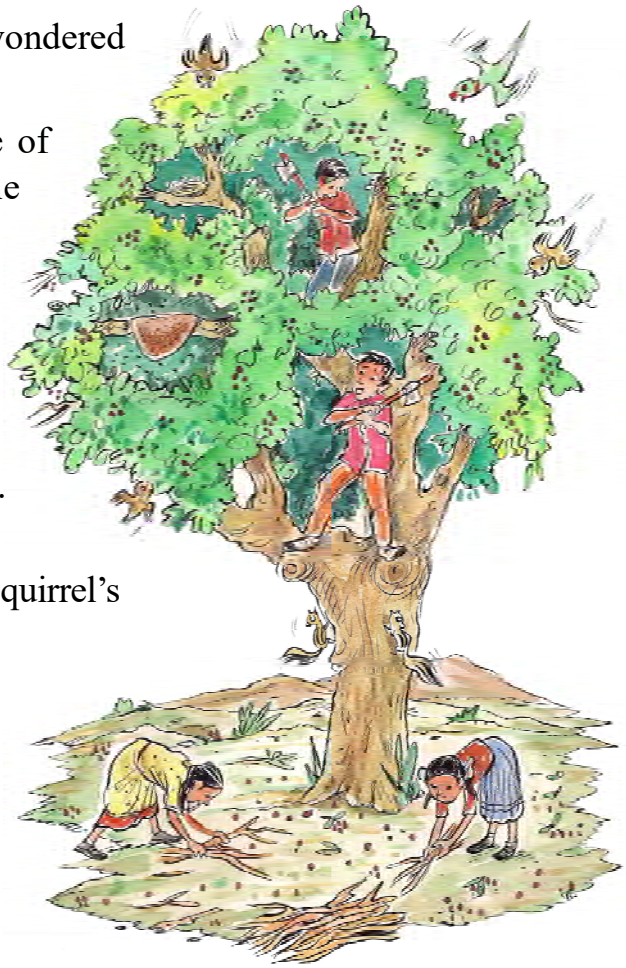
"And there must be many other nests that are used regularly by the birds. See, that's the hole that the barbet uses."

"And look—this hole is obviously a squirrel's home! I can see peanuts inside!"

They climbed down slowly.

Down below Monpi and Tinky were gathering whatever sticks and twigs they could find. They were surprised to see the brothers down so soon.

"What happened?", they asked.



Somewhat embarrassed, Ricky explained, "You see, this tree is a home for so many creatures that we couldn't bring ourselves to cut it down."

"Oh, that's not fair!", cried the youngsters together. "What'll happen to our *mejhi*?"

"Well, let's think," said Jonak. "We can't cut the tree, that's obvious. How would we feel if someone burnt our house down?"

"Hmmm ..." said Monpi, looking thoughtful.

The four of them sat in the shade of the tree, leaning against the gnarled trunk.

Finally Ricky spoke. "I think we have to forget our plans for a big *mejhi* this year. Maybe next year ...?"

Jonak had an idea. "Look, in our class we have a social forestry project. They are giving us subabul saplings to plant in February-March. I think I'll ask them for some. These trees are specially grown to be cut so that older trees can be saved."

Ricky said, "What a good idea, Jonak! Get some saplings. We'll plant them along the boundary wall. In two years' time, when they are grown, we can cut them down and have a grand *mejhi*!"

When their parents returned, Monpi and Tinky told them about how the Jamun tree had nearly become a *mejhi*.

Father smiled. "I'm glad you didn't cut it down. Think what would have happened. You and your friends climb the tree, eat its fruit, play in its shade. If it weren't there our courtyard would be silent."

He stopped for a while, then continued. "It takes years and years for a tree to grow, mature, bear flowers and fruits. To cut one down takes just a few hours."

Then he smiled and said, "Come, I've brought each of you a gift. They are lying in the backyard."

The four youngsters rushed to the back of the house. To their delight, four saplings—one each of Jamun, mango, guava and jackfruit—were propped up in polythene bags against the bamboo fencing.

The children lost little time in digging four holes in the four corners of the backyard and planting the saplings. They promised to water the plants morning and evening. It would take some time for the saplings to grow up into trees. And these, they decided, they wouldn't cut down. They would grow into big, tall trees. The eucalyptus and subabul, they could be cut.

That night as the children got ready to go to bed, Jonak said, "We may have a small *mejhi* this year but I'm glad we didn't cut the Jamun tree." The others nodded happily.

Arup Kumar Dutta

About the author

Arup Kumar Dutta (born on 2 July, 1946) is an English writer from the state of Assam in India. He made a permanent place in the hearts of children with his very first book, *Kaziranga Trail*, published in the year 1978. The book won many prestigious awards and it was translated into many languages, both Indian and foreign, including Japanese, German, Russian, Czech, Hungarian and Italian. His *other award-winning books* are *The Blind Witness*, *Smack*, *Revenge*, *The Lure of Zangrila* (which won a National Award), *The Brahmaputra*, and many others. Two of his books have been included in Literature of the World Series by the Asahi Shimbun. He is also a freelance columnist and journalist and his short stories and articles have appeared in many of India's leading journals and newspapers.

Meanings in context

clawed	:	trying to hold
sturdy	:	strong
Bihu	:	a popular festival in Assam
knotty	:	full of knots
gnarled	:	swollen
sweltering	:	extremely and uncomfortably hot in summer
luscious	:	juicy
mejhi	:	a bon-fire, a pile, or stack of wood like Holika celebrated in north and central India
pondered	:	thought
fledglings	:	little ones of birds who have not yet learnt to fly
embarrassed	:	felt guilty
placid	:	still, calm
flitted	:	moved about quickly and lightly
astride	:	with a leg on each side

Comprehension

I. Answer the following questions.

1. Describe the Jamun tree in at least five sentences.
2. What options did Ricky, Jonak, Monpi and Tinky find out for getting wood for *mejhi?*
3. What changed Ricky's enthusiasm for cutting the Jamun tree?
4. What are the good things they had been getting from the Jamun tree?
5. Why did Ricky, Jonak, Monpi and Tinky want to have a big *mejhi*?
6. What arrangements did the children make for the birds that visited the Jamun tree?
7. Do you think it is good to cut a tree for the sake of a festival? Give reason (s) for your opinion.

II. Complete the following table.

Visitors to the Jamun tree	Names	Description of Activities
Animals		
Birds		
Insects		

III. Work in groups and discuss these questions and then write your answer individually.

1. Give reasons for not cutting a tree.

_____

_____

2. Give reasons why trees are cut.

_____

_____

3. Do you think the trees that do not give fruits should be cut?

_____

_____

4. Do human beings alone have rights over the trees? Discuss.

_____

_____

Vocabulary

Tick (✓) the most appropriate meaning for each of the following words in bold.

1. Monpi and Tinky were **enthusiastic** about cutting the Jamun tree.
   a. fascinated
   b. excited
   c. crazy
   d. delighted
2. They **marvelled** at the discipline with which ants toiled.
   a. were curious
   b. became thoughtful
   c. mocked
   d. wondered
3. Jonak said it is **obvious** that we cannot cut the tree.
   a. true
   b. well known
   c. clear
   d. possible

Grammar

I. Subject and predicate

Read the sentences.

a. **A pair of squirrels** came regularly to nibble at the fruits.

b. **Honeybees** filled the air with their buzzing.

The part of the sentence which is in bold is the subject of the sentence and the part which is underlined is the predicate of the sentence. As you can see, the subject can consist of one or more than one word and it is the doer of the action. It generally precedes the predicate. The predicate consists of more than one word. It tells about the subject.

A. Identify the subject and predicate in each of the following sentences given in the passage and write them in the table below.

The syrupy sweetness of the Jamuns invited other visitors too. A pair of squirrels, who lived in a nearby bamboo grove, came regularly to nibble at the fruits. Scores of beautiful bluebottles flitted around the tree settling every now and then to drink nectar from the fruits. Honeybees, who seemed to be forever busy, filled the air with their urgent buzzing. Ants arrived in great numbers, marching in straight lines to carry off the fruit which had fallen onto the ground. The children would spend hours watching the ants.

S.No.	Subject	Predicate
1.	The syrupy sweetness of the Jamun	invited the visitors too.
2.	A pair squirrels who lived in a near by bamboo grove.	
3.		
4		
5.		
6.		

B. Complete the following sentences with appropriate subjects or predicates.

1. The people living in the remote area of Chhattisgarh _____
2. _____ is unknown to me.
3. Chhattisgarh _____
4. The Bihu festival _____
5. In democracy, _____ elect the government.

II. One and Ones

Read these sentences.

a. Were there little ones in the nest?

b. It takes years and years for a tree to grow but to cut one down takes just a few hours.

We use 'one' (singular) and 'ones' (plural) to avoid unnecessary repetition. They are therefore generally pronouns.

We also use 'one' and 'ones' after *which* in questions.

Examples

You can recite a poem. Which *one* do you choose?

There are many books here. Which *ones* are yours?

Complete the dialogues given below:

Q: How old are your children?

A: The younger _____ is four and the older _____ is seven.

Q. Would you like a new model of mobile?

A. Certainly. The new mobiles are much lighter than the old _____.

Q. What type of car do you want?

A. I don't mind what kind of car it is. I just want _____ that gets me to office.

Q. What do you want to buy?

A. I need some new colour pencils. The _____ I have at the moment are broken.

III. Use of 'There'

Introductory 'There'

There is a nest with two young hawk-kites here.

There is no firewood in the house.

"No firewood in the house" or "a nest with two young hawk-kites here" are phrases. So, when we make sentences the we add 'There' in the beginning. this is known as an *Introductory There.* For example:

'There would be much feasting and merriment during the festival'

Introductory 'There' can be used when the subject is not defined and the verb phrase contains *be*. Here are some examples.

There *were* peanuts in the squirrel's home.

There *is* no water in the well.

Introductory There goes with:

1. Singular or Plural verbs

There is no place like home.

There are no players in this feat.

2. Quantitative statments

There are lots of questions to be answered.

There is a postoffice and a small church in the corner.

3. Collective phrases

There is a whole crowd of participants.

'There' as an adverb of place.

Find out such sentences in the story. You will also notice another kind of 'there' in the story, which is an adverb of place, as in the following sentence.

It wasn't easy getting <u>there</u>, but he managed it.

The underlined 'there' is an adverb and it indicates location.

A. Indicate which function of 'There' occurs in the sentences below: 'Adverb of place' or 'Introductory '.

Sentences	Adverb of place	Introductory
a. There is always someone who is naughty in the class. **b.** There is the postman. Let me see if he has anything for me. **c.** There were two of them, to full grown little fledglings. **d.** There was once a little girl called Alice. **e.** We went there on foot. **f.** I saw him standing there. **g.** There was a long silence after the speech. **h.** Put your books on the table there.		

B. Rewrite the sentences with the introductory 'There'.

Original sentences	Using introductory 'There'
a. A lady is waiting to see the Principal.	
b. No body was in the room.	
c. Squirrels are in the other tree.	
d. Payal's car is in the garage.	
e. Your dinner is on the table.	

Writing

I. Ricky, Jonak, Monpy and Tinky are children in the story 'The Jamun Tree'.

The month is January. The Bihu festival is fast approaching. They are talking about making *a mejhi*. As you have read the story, dramatize their conversation into a play. The beginning has been given here.

Ricky: Let us build a champion mejhi this year.

Jonak: Yes, yes. A big *mejhi*.

Tinky: The biggest in our neighbourhood.

Monpi: Where will we get so much wood? Father will buy some but that will be just enough for a tiny *mejhi*.

Tinky: That's true, mother——————————

———————————————————————————————————

II. That night as the children got ready to go to bed, Jonak said, "We may have a small *mejhi* this year but I'm glad we didn't cut the Jamun tree." The others nodded happily.

That night Ricky dreamt that he had already chopped down the trunk of the Jamun tree.

Imagine yourself as Ricky and write a letter to your grandmother, who lives in Kolkata, telling her how sorry you were for what had happened. You may begin your letter as below.

Dear Granny, I woke up suddenly last night because I dreamt I had cut down the Jamun tree. I had chopped only once, and the big branch was hanging down. How I wish I could put it back again!
Dearly yours Ricky

Listening

Listen to the story describing the stages that waste paper passes through before it acquires a new shape. However, the stages are not listed in the order in which they appear. Number them in the order in which they appear. For instance, you may write 1 for the first stage, 2 for the second and so on in the boxes.

Big dumpster	
The crusher	
Massive crusher	
The truck	
A recycled logo	
Trash can	1
A conveyer	
The slicer	

Speaking

Organise a speech competition in your class. Prepare a few topics related to environment. Divide the class into five groups. Ask a representative from each group to come and pick a topic from the box. Now take it back to the group, discuss and speak before the class ont the topic.

Here are some suggested topics :

a. If there were no trees with fruits

b. Friends of the environment

c. Why rivers don't like garbage thrown into them

d. The tree we like most

e. Advantage of trees in your backyard

f. Water crisis in your neighbourhood

g. Are mountains and valleys useful?

Study Skills

Study the following table, which shows district-wise variations of forest coverage, types of forests, and percentage of forest cover in relation to the total Geographical Area (G.A.).

District-wise Forest Cover (Sq. km.): Year 2011

District	Geographic Area	2011 Assesment			Total	Percent of G.A. (Forest Cover)	Change*	Scrub
		Very Dense Forest	Mod. Dense Forest	Open Forest				
Baster	14,974	1,349	4,333	2,329	8,011	53.50	0	11
Bilaspur	8,270	338	1,623	533	2,494	30.16	0	6
Dantewada	17,634	1,082	6,167	4,079	11,328	64.24	0	22
Durg	8,549	44	521	202	767	8.97	0	4
Janjgir-Champa	3,852	4	26	125	155	4.02	0	2
Jashpur	5,838	111	1,485	568	2,164	37.07	0	11
Kanker	6,506	215	2,044	835	3,094	47.56	0	2
Kawardha	4,223	70	1,126	389	1,585	37.53	0	4
Korba	6,599	203	2,306	840	3,349	50.75	0	6
Koriya	6,604	79	2,605	1,423	4,107	62.19	0	3
Mahasamund	4,789	4	534	422	960	20.05	-1	8
Raigarh	7,086	126	1,697	723	2,546	35.93	-2	13
Raipur & Dhamtari	16,468	189	3,837	1,435	5,461	33.16	0	7
Rajnandgoan	8,068	29	1,771	720	2,520	31.23	-1	4
Sarguja	15,731	320	4,836	1,977	7,133	45.34	0	16
Grand Total	**135,191**	**4,163**	**34,911**	**16,600**	**55,674**	**41.18**	**-4**	**119**

(Source: FSI Published report year 2011

*Change figure are based on comparison of 2011 assessment with that of 2009 after incorporating interpretational changes)

Study the table and answer the following questions.

1. What is the total forest cover area?
2. What is the total dense forest area?
3. What is the moderate forest area?
4. What is the open forest area?
5. What is the non-forest cover area?
6. Which district has the highest forest cover area?
7. Which district has the lowest forest cover area?
8. Which district has the highest scrub area (an area with low trees & bushes with very little rain)?
9. What does the negative change indicate?

10. Why do Durg and Janjgir Champa have the lowest and Dantewara and Koriya have the highest percentage of forest cover with respect to G.A.?

11. How many districts have a percentage of forest cover with respect to G.A. above and below the Grand Total?

Project Work

Identify a tree, which may be either connected to a festival or is often seen in your locality and collect the following details.

1. Name of the tree in Hindi, local language and English.

   _____

2. What are the features of the tree?
   a. Average height of the tree (in feet)

      _____

   b. Shape of the leaves.

      _____

   c. Do its leaves fall? If yes, name the month in which the leaves fall.

      _____

   d. Does the tree give fruit? What is the taste of the fruit?

      _____

   e. What are the uses of the tree?

      _____

      _____

3. Name the animals and birds you regularly see in it.

   _____

4. Is the tree connected to any festival? If yes, name the festival.

   _____

5. Have you ever seen people cutting the tree? If yes, find out why people cut it?

   _____

   _____

Now prepare a report, using the above information.

Hints :

Introduction
Types of trees around you.
Value and utility of the trees.
Public awarness and concern about the trees.
The message we want to be delivered.

P5AL8H

P5JHAJ

Reading B

Beautiful Blue Planet

Looking down at you, Planet-Earth,
I remember you, as a Beautiful-Blue.
Now, your oceans are Black-With-Oil,
Look closely, you know it is true.
Your Rain-Forests are all gone now
And your ground is a sickly brown.
What-In-The-World, have They done to you
Pretty-Planet in the round.
Your White-Clouds once held Fresh-Water
Now they are filled with Acid-Rain.
Your plains are Barren-With-Erosion
They were once Overflowing-With-Grain.
When did your Clouds turn such Deathly-Gray,
Your air is Impossible to-Breathe.
Didn't your STEWARDS-EVEN-NOTICE,
Before they started to Gasp-And-Wheeze?
Could the Powers-That-Be, not save you
From such dismal end?
You were SO-RIGHT, in killing them off.
Now you can begin again.
Will your next Caretakers be smarter
And take better care of you?
I pray they learn to be Protectors.
We miss your Beautiful-Blue

Sirpheno The Knight

Meanings in context

Beautiful-Blue	:	the water bodies on the earth; the earth is thus also known as the blue planet
Black-With-Oil	:	oil-well spills and waste on the surface of the oceans
Rain-Forests	:	forests that get a lot of rain and have tall and dense trees
sickly brown	:	(land) that looks brown and dull because there are no plants
Deathly-Gray	:	(American spelling of grey) the clouds turn heavy and black due to pollution in the air
Stewards	:	persons who take care of people or household
Gasp-And-Wheeze	:	opening mouth to take in air, breathe with difficulty
Powers-That-Be	:	the protecting powers of the saviour
dismal end	:	dreadful, unpleasant results

Comprehension

I. Answer the following questions.

1. In what sense have the expressions 'Beautiful-Blue' and 'Pretty-Planet' been used by the poet?
2. What lessons has nature taught us? Give reasons for your answer.
3. Suppose that you are the Beautiful-Blue planet. Human beings have caused several problems for you. List out the problems that the makers of the planet face.

(river)
I cannot flow freely.
People throw
garbage into us.

(trees)
.....
.....
.....

(air)
.....
.....
.....

(birds)
.....
.....
.....

(animals)
We have no food to
eat in the plains.
.....
.....

(soil)
.....
.....
.....

4. Who are the 'next caretakers'?

II. List in the Table below the changes that have taken place in different aspects of nature and environment around us.

Features	How were they before?	How are they now?
The oceans		
The forests		
The clouds		
The plains		
The air		
Care for nature and the earth		

III. Who do you think are the natural caretakers of the environment ? Dr. Kalam administered this oath. Take this oath & put your signature.

Environment Oath

1. I realize that every mature tree by photosynthesis absorbs 20 kgs of Carbon-dioxide every year. By the same process each tree lets out about 14 kg of Oxygen every year.
2. I will plant and nurture ten trees and will ensure that my family and neighbours also plant ten trees each. I will be an ambassador for the 'tree mission' in my locality.
3. I will keep my house and its surroundings clean and use biodegradable products where possible.
4. I will promote a culture of environment friendliness, through recycling and conservation of water and other recyclable materials both at home and school.
5. When I start working, the decision I take as part of my organization will be such that protect the environment and preserves bio-diversity.
6. I will encourage the use of renewable energy as much as possible.
7. I will spread awareness about the need to preserve the environment in my home, in my locality and among my student friends.
8. I will encourage water conservation, especially by rain water harvesting and will spread the message among my family and friends.

Your Signature

Billion trees for billion people by 2016

A.P.J. Abdul Kalam

Environmental Information System India

PGXQR4

CEE

Centre for Environment Education

Reading C

Saalumarada Thimmakka

PH7LSR

Saalumarada Thimmakka, an environmentalist, is one of the well-known personalities of Karnataka. She has earned recognition due to her untiring efforts in planting and tending to 284 banyan trees along the highway covering a distance of four kilometres. Her persistent work has earned several national and international awards.

She has been honoured with the prestigious National Citizen's Award of India for her selfless works in the field of environment. She also has a U.S. environmental organization called Thimmakka's Resources for Environmental Education named after her.

Saalumarada Thimmakka –A Brief History

Saalumarada Thimmakka was born in a village named Hulikal that falls under the Magadi taluk of Bangalore Rural District. She was known as Thimmakka then. She did not go to school or get any formal education.

From an early age, she worked as a labourer in a quarry near her home. She was married off to Chikkaiah, a cattle herder. The couple wanted children but were unable to get any even after 25 years of their married life.

One day, the husband-wife duo decided to plant trees to overcome the sadness and empty feeling of their lives. That was around 50 years ago. From there started a journey of untiring love and selfless service of an ordinary couple towards an extraordinary mission: a mission to raise as many trees as possible with love and care and as their own children.

Her journey to become Saalumaarada Thimmakka

Thimmakka and her husband decided to plant trees along the roadside and they selected the road to the next village, Kudur to fulfill their plans. This particular road was one that did not have a single tree and caused immense hardship to the travelers on the dry hot days.

They started grafting saplings from Ficus (banyan) trees as there were plenty of Ficus trees near her village. They grafted ten saplings in the first year and planted them along a stretch of 4 kilometres on the road that led to Kudur. They increased the number to 15 in the next year. They continued with their efforts and increased the number of saplings with each passing year.

They not only planted the saplings, but also tended to the young saplings. Each morning they started from their home with four pots filled with water and watered the saplings. When the pots emptied out they refilled them from the nearby ponds and wells and continued watering the saplings while covering the whole stretch on feet and returned home doing the same thing.

They treated the saplings as their own children and each day followed the same routine. They also protected the saplings from the grazing cattle by fencing them with thorny shrubs. Their tireless efforts began to bear fruit when the saplings grew into large and strong trees.

The couple planted the saplings mostly in the monsoon season so that the plants would get the rainwater for their growth. The couple planted more than 300 trees in total and today the asset value of the trees stands at more than 1.5 million rupees. Thimmakka's husband passed away in 1991 but she continued with her mission alone and undaunted. The Government of Karnataka has taken over the management of the trees now.

Thimmakka was referred to as Saalumarada Thimmakka after her work got popular among the people. Saalumarada means a row of trees in Kannada language. She was given the name to honour her dedication towards planting the saplings and preserving the environment despite the numerous hardships that she and her husband had to face along the way.

Other Social Activities of Thimmakka

Saalumarada Thimmakka did not stop at only planting trees. She got involved in various social activities like construction of a tank to store rainwater for the annual fair of her village. She has plans of building a hospital in her village and has set up a trust for the purpose.

She is an active crusader for spreading the message of afforestation. Her simple philosophy of life is that every person on this earth must leave behind some asset for humanity.

She still lives in economic crisis and just manages to somehow make a living from the various awards and a monthly pension. But this has never managed to kill her spirit or her passion for doing good work for humankind.

Awards and Recognition for Thimmakka

Saalumarada Thimmakka is the idol of every environmentalist today. She has shown the world how one illiterate woman can make a huge difference to the society through her hard work and patience.

She has been honoured with titles like Vanamitra, Nisargaratna, Vrikshapremi and Vrikshasri. For her uncompromising efforts towards saving the environment she has been conferred with several awards and citations including National Citizen's award 1995, Honor Certificate from the Women and Child Welfare Department, Government of Karnataka, Vishalakshi Award by Art of Living Organization and the Certificate of Appreciation from the Indian Institute of Wood Science and Technology, Bangalore.

(From The Times of India, January 12, 2015, by Madur)

Meanings in context

persistent	:	lasting for a long time
quarry	:	a large artificial hole in the ground where stone, sand etc. is dug for use as building material
to raise	:	to take care of a person or an animal or planet, until they are completely grown
sapling	:	a young tree
a stretch of	:	a continuous area of land or water

undaunted : still determined and enthusiastic despite problems or lack of success

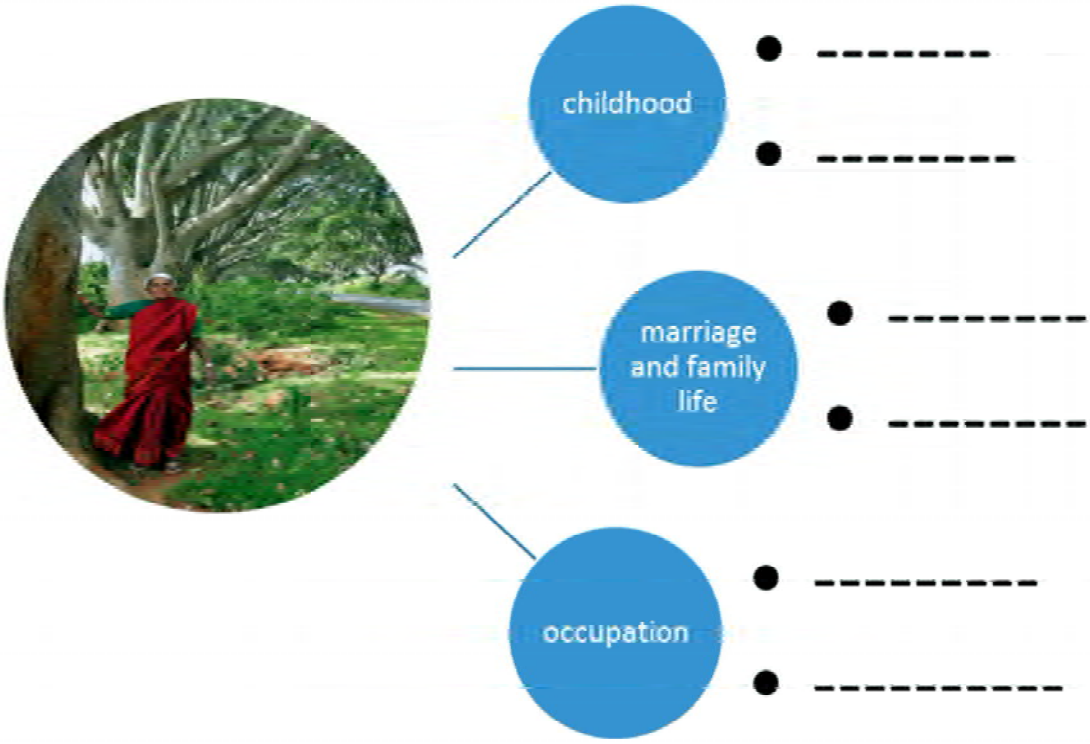
afforestation : plantation of trees on an area of land in order to make a forest

uncompromising : not giving space to excuses

citation : a statement mentioned in an official record

Comprehension

1. What details about the following do you get in the passage?



2. "From there started a journey of untiring love and self less service of an ordinary couple towards an extraordinary mission : a mission to raise as many trees as possible with love and care and as their own children."

   Identify the description in the lesson that talks about Thimakka's

   i) untiring love.

   ii) ambitious and uncommon mission.

   iii) self and her husband as ordinary couple.

   iv) selfless service.

3. Choose the correct answer.

i) The village Kudur was selected by Thimmakka to plant trees along the road side because

a) it was near their home.

b) it had a broad road.

c) there were no trees on that road.

d) the weather in Kudur was hot.

ii) The saplings were watered

a) from the wells and ponds nearby.

b) from their home alone.

c) by the water tanks from the municipality.

d) by rain water only.

iii) Thimmakka has set up a trust to fulfil her plans because

a) she cannot do all the work alone.

b) she doesn't possess the money required.

c) her main aim is to protect the trees that she has grown.

d) many other people and social activists work with her.

4. One of the reasons why Thimmakka elected banyan saplings to be planted on the roadside was

The banyans grow into huge shady trees

Fill in the bubbles with other possible reasons.

Vocabulary

1. *Saalumarada* is a Kannada word which means 'a row of trees'. Find out the meanings and local language equivalents for the words given below:

Words	Meanings	Local language equivalent
Ficus trees	The banyan or fig trees	
Taluk		
Monsoon		
cattle		

2. The word 'afforestation' is preceded by a prefix 'af' to give a positive meaning to the root word ' forestation'. Complete the table below by adding an appropriate prefix to each word. Find out how it influences the meaning of the word. One is done for you.

Prefix	Root word	New word	Positive/negative meaning
Af-	forestation	afforestation	positive
	active		
	sure		
	difference		
	ordinary		
	tiring		
	compromising		

3. (i) 'Prestigious' is an adjective that is often associated with 'awards'. Find out adjectives from the lesson that you can associate with the following nouns.

a) hardship b) courage

c) patience d) love

e) crisis

(ii) Now add two more adjectives that can be used to describe the above nouns. e.g immense hardship

(iii) List five words from your school environment that take the suffix '*-ship*'.

Grammar

PHQDH2

1. Not only-but also

Consider the following sentences.

1. They not only planted the saplings, but also tended to the young saplings.
2. Thimmakka not only planted trees, but also got involved in various social activities.

The underlined words in the above sentences are used as linkers to express additional ideas.

Imagine Thimmakka talking to the children of the village Kudur, telling them how she cared for trees after she had planted them. Use not only–but also to join her ideas.

Amma, what did you do when you grafted the saplings?	*We wrapped soil around the saplings* *We kept them moist.*
Did you put tree guards?	*We put thorns around them.* *We checked that they were not drying up.*
Do you know trees you planted even now?	*Yes, I know all of them.* *They also know me.*
Do you know the animals and birds on the trees too?	*I go to the trees everyday.* *I sit under the shade for many hours, so some of the birds are my friends.*

2. Use of 'despite' and 'in spite of'

She was given the name to honour her dedication towards planting the saplings and preserving the environment despite the numerous hardships that she and her husband had to face along the way.

'Despite' means 'even though'. It is the opposite of 'because of/due to' and can be used with a noun/noun phrase. In the sentence given above, it is used before the noun phrase 'the numerous hardships'. It can also be used before a gerund as in:

Despite not reaching the station on time, he managed to board the train.

'In spite of' means exactly the same thing and is used in the same way as 'despite' For example:

He had problems in English in *spite* of hard work.

He stood first in the class test despite not doing much work.

Both 'despite' and 'in spite of' are synonymous. 'Despite' is a little more formal.

Describe the great work Thimmakka did even though she had many hardships to face in the initial stages. Use *despite/in spite of* to begin the narration. Make meaningful sentences according to the passage from the given table.

Example : Despite her work at the quarry, she watered the plants every morning.

Despite	her hard work at the quarry their poor economic conditions knowing not an easy task her other domestic work all the awards and honour she received	,	she is as simple and humble as ever. she watered the plants every morning. worried about storing water for the village. decided to plant shady trees along 4 kilometres. bought saplings and grafted them.
In spite of			

Writing

Read the lesson carefully and fill in Saalumarada Thimmakka's bio -data in the table given below.

Name _____

Place of birth _____

Parentage _____

Childhood and education _____

Marital status _____

Husband's name and occupation _____

Age _____

Mission of life _____

Specific details about the mission: i)_____

ii)_____

iii)_____

iv)_____

v) _____

Other contributions to the society: _____

Message to humanity: _____

PHZ9XP

PRACTICE EXERCISE - I

Link Unit : Environment

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

Saalumarada Thimmakka did not stop at only planting trees. She got involved in various social activities like construction of a tank to store rainwater for the annual fair of her village. She has plans of building a hospital in her village and has set up a trust for the purpose.

She is an active crusader for spreading the message of afforestation. Her simple philosophy of life is that every person on this earth must leave behind some asset for humanity.

She still lives in economic crisis and just manages to somehow make a living from the various awards and a monthly pension. But this has never managed to kill her spirit or her passion for doing good work for humankind.

(Reading C : Saalumarada Thimmakka)

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

(i) Saalumarada Thimmakka was not involved in _____.

a. planting trees
b. storing rain water
c. building a hospital
d. teaching at a school

(ii) Thimmakka set up a trust for _____.

a. planting trees
b. building a hospital
c. cleaning up her village
d. making posters

(iii) Thimmakka now makes a living _____.

a. from prize money and monthly pension
b. from monthly pension only
c. by working at the hospital
d. by selling plant products

2. Complete the following sentences.

i. Thimmakka still lives in _____.
ii. She has passion for _____ for humankind.
iii. Her philosophy of life is that _____ some asset for humanity.
iv. She is _____for spreading the message of afforestation.

3. **'Annual' means once in a year. It is also called 'yearly.'**
Give one word for the given phrases.
once in month : .....
once in a week : .....
every day : .....

4. **Pick out the words related to the root words given below from the passage given above.**

Root words	Words from the passage
act	
construct	
economy	
month	
society	
human	

5. The commonly used letters used to spell sound /f/ are: ff, ph, f and gh in the words: affair, forest, phone, cough. **Now complete the words given below with ff, ph, f, gh. Also add few more words of each type.**

Words	Hints
a__orestation	preserving forests
__otograph	a picture
__ysical	concerning body
__air	a public event (fun)
tra__ic	large number of vehicles
sel__less	without personal interest

ph	ff	f	gh
graph	toffee	foreign	rough
photo			

II. Read an extract from the poem 'My Tree' by Garnet Engle carefully and answer the questions that follow :

MY TREE

O Tree, so big and stout and strong,
You've lived so very, very long;
A hundred years or more, I'm told,
And yet you're not so very old.

A hundred secrets you could tell
Of children whom you love so well,
Who came and sat beneath your shade
Or underneath your branches played.

Garnet Engle

1. **Read the poem aloud and pick out the rhyming words from the circle and write in the space given.**
(Rhyming words are those words which end with the same sounds.)
Example : Stanza 1 – Strong – Long, Told - old

strong	told	tell	shade
well	you	I	long
old	sky	tree	played

Stanza 1: ……..… ……, ……....… …….....
Stanza 2: ……..… ……, ……....… …….....

2. **Pick out the words and complete the following sentences.**
a. The tree is ……. and …….
b. It is a very …….. tree.
c. The tree knew a hundred …… .
d. It loves those ……..… who sit beneath or play …....….. its branches.

3. **Complete the sentence by choosing the correct word.**
a. A 'hundred years' is used to tell the ……. of the tree.
b. A 'hundred secrets' is used to tell the …… of the children.

4. **Pick out words from the poem that describe the tree.**
…… …… ……..

5. **Write T for true and F for false after the following sentences.**
a. The tree is big, stout and strong. ( )
b. The tree always to provides shade for children to play. ( )
c. It's branches are not long and leafy enough to provide shelter to the birds. ( )
d. The tree is not very old. ( )
e. The tree does not like the children. ( )

6. Answer the following questions.

a. Who is 'I' in the poem?

.....

b. Whose secrets could the tree tell?

.....

c. Who sat beneath the tree?

.....

d. Who played under the tree?

.....

7. Match the words in column 'A' with their opposites in column 'B'.

A	B
big	unfriendly
stout	young
strong	short
long	weak
old	thin
friendly	small

8. Read the paragraph and fill in the blanks with words from column B of the table given above.

The tree was big and strong when it was young. As it grew older it became _____ and_____. The children loved the friendly tree but did not like the _____ snakes that lived beneath it.

9. Make a list of verbs (action words) that occur in the poem.

……., ……., ……., ……..,
……., ……., ……., ……..,
……., ……., ……., ……..,
……., ……., ……., ……..,

10. Complete the following table with appropriate forms of verbs.

I	II	III
-	lived	-
tell	told	-
-	came	-
-	sat	-
-	played	-
-	built	-
-	kissed	-
touch	-	-
-	-	grown
visit	-	-
-	changed	-
find	-	-
love	-	-

Note to remember:
Verbs that end with 'ed' (lived, played, kissed, changed are called regu lar verbs. other forms of verbs which don't have '– ed' endings are called irregular verbs (told, came, sat, built, grown):

11. Given below is a table containing some regular and irregular forms of verbs.

I	II	III
know	knew	known
wash	washed	washed
speak	spoke	spoken
write	wrote	written
run	ran	run

Now, identify regular and irregular forms of the verbs from the list given below and put them in correct columns in the table below.
know, drink, write, comb, wash, speak, type, open, close, run, sing, give, touch, live

reggular	Ireggular

12. Fill in the blanks with the correct form of the verbs given in brackets.

Long ago, a mynah invited (invite) a snail to her daughter's first birthday party. “Don't be late”, she …… (chirp) and …….. (fly) away. The snail …….. (set off) the next morning and …… (begin) walking towards the mynah's nest. He …… (walk) and …….. (walk) day and night. At last he …… (reach) the mynah's nest. He ……. (see) the celebration. “I've …….. (reach)” he …….. (say) to himself.

He …… (meet) the mynah's daughter and …… (say),”Happy birthday to you”. The mynah's daughter …….. (say), “But today is my wedding ceremony."

13. Nouns are either singular (meaning one) or plural (meaning more than one). The words of noun category are used as either singular or plural.

adding's'	adding'es'	changing 'y' to 'i' and adding 'es'	changing 'f' to 'v' and adding 'es'	changing the vowels	nouns that remain the same	by adding 'en'
boy-boys tree-trees	box-boxes branch-branches	baby-babies fly-flies	leaf-leaves life-lives	foot-feet mouse-mice man-men	sheep-sheep deer-deer	child-children ox-oxen

Read the poem and pick out the singular and plural nouns.

Singular	Plural

14. Read the story. Identify the nouns and correct them if necessary. Rewrite the story.

There was a large forest with tall grasses in which many different animals lived. Some were small. There were field mouses, and wild cats, as well as deers, and wild sheeps. There were many tiger, wolfs and foxen. Near the forest was a farm which had oxes, bull and cows. There was an orchard next to the farm in which grow mango, bananas and orange. The farmer had many childs who helped him on the farm. On his farm, various different vegetables like potato, tomato, onion and bean were grown.

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15. Read the following sentences:

Raju is **as tall as** a lamp post.

The children were **as busy as** bees.

The underlined expressions are examples of **similes.**

Now using words from circles A and B make similar similes. One has been done for you.

A	B
small, big, white, tall, strong, heavy, red, beautiful, cold, fat	milk, palm tree, plant, ice, fairy, rose, lion, elephant, palace, iron

a.	as small as a plant	b.	……
c.	……..	d.	……
e.	……..	f	..……
g.	……..	h.	……
i.	……..	j.	……

16. Complete the following sentences by using similes you have made in the above exercise.

a) This flower is as red as a rose.
b) This tree is as …… a palm tree.
c) This child is as …… a plant.
d) This paper is as …… milk.
e) This girl is as …….. a fairy.
f) He is as …… a lion.
g) This machine is as ……. an elephant.
h) This house is as …….. a palace.
i) This water is as …… ice.
j) This plate is as …… iron.

(You are free to use the similes in your own sentences)

For the teacher:

Read aloud the poem given in the appendix and ask students to do the following tasks:

17 **a. Listen to the poem carefully and circle the names of the birds/animals that appear.**

squirrel, snail, bird, tiger, mouse with mouselings, porcupine, cub of bear, toad, katydid, crow, parrot, snake, bats, sparrows

b. Your teacher will read the poem once again. Fill in blanks with adjectives that you listen in the poem

_____ little squirrel

_____ porcupine

_____ tree toad

_____ _____ mouselings

18. Work in pairs and role play the following dialogue.

Tree : "Stop! stop! Please don't cut me."

Woodcutter : "Why not?"

Tree : "I am a Neem tree. I give you cool shade to protect from the sun. I give you medicinal bark and fruit. I make the air pure."

Woodcutter : "Oh! You are right, dear Neem tree. I won't cut you and always protect you from getting cut."

19. Each of the trees (given in the box) the wood cutter wants to cut has some use for man. This is a whole group work. Every student will represent one tree and talk about how he is useful.

I am a rubber tree. I produce the rubber used for making many useful daily items like – water pipe, eraser, tyres and tube, wire insulation, seals and toys.

Rubber Tree

I am a mango tree. You get my fruits mangoes– ripe ones as fruits and raw ones for making pickle. I give shelter to birds, animals and human beings. You use my leaves, flowers and wood on festive occasions.

Mango Tree

I am the bamboo tree. I am very useful for you. You use bamboos for making houses, furniture, sticks and pickle also. People from the ancient times have used me for making shelters, ladders and rafts.

Bamboo Tree

I am the eucalyptus tree. I am very important for your life because you get oil from me which is used for making many useful medicines. My wood is also used for making huts.

Eucalyptus Tree

I am the coconut tree. You can't imagine to live without me. My fruits (coconuts) are used to make oil (edible for cooking food items) hair oil, body oil, medicine. You use my fruit in offerings to god. You use my fruit as dry fruit for preparing many delicious dishes and coconut water and milk are used as healthy drinks. Even my leaves and trunk are used to make mud houses. The coir is used in mattresses. I am very useful for you.

Coconut Tree

I am the *Amla* tree. I am very important for you. You prepare pickle, morabba, jam, jelly, mouth fresheners, medicines, hair oil from my fruits.

Amla Tree

I am the *Sagon* tree. You appreciate my wood, because my wood - the teak, is very strong. You use my wood for making houses, furniture and many house hold items.

Sagon Tree

20. Think about a big tree in your locality. **Describe it keeping in mind the hints given below.**

1. Name of the tree
2. Size (big/huge/tall/short)
3. Colour and size of flowers
4. Colour and size of fruits
5. Advantages of the tree (for the birds/animals/human being)

There is/ are

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Unit 2

Sports

Reading A: The Race

Reading B: The Peaceful Game

Reading C: Ashok Rathod's Football OSCAR

Sports

Pre-reading

1. Here are the logos of different sports played in the Olympic Games. Write the names of each sport under each logo. You may choose the names from the Help Box.

Help Box

Football	Archery	Rowing	Athletics	Hockey
Handball	Shooting	Badminton	Taekwando	Cycling
Volleyball	Diving	Tennis	Wrestling	Weightlifting
Basketball	Swimming	Table Tennis	Boxing	Gymnastics

2. Which games do you like and why?

Reading A

The Race

PI95ZC

Tarun was a mediocre student. His grades could barely satisfy his parents. And, he was not a good singer, dancer, painter or even an actor. He always thought of himself as the black sheep of the family. His elder brother, who was pursuing a degree in engineering from a reputed college always made the family proud. But Tarun was never good at anything like that.

However, he was blessed with the strength of a great athlete; he was an excellent runner. He would run for hours, be it day or night. Whenever he felt sad and lonely, he exhausted himself by running, thus releasing all his pent-up emotions. At times he would miss his school bus and would then run to the school, which was five miles away from his home! He just had one dream- to become the fastest runner in the world. Tarun did not know how to achieve his dream. On one hand, his parents hated his running and wanted him to concentrate more on his studies, which he never did. On the other hand, he belonged to a middle class family, and Tarun knew that to achieve his dream, he needed an intensive training, the amount which was well beyond his family's reach.

When Tarun failed in his terminal examinations, his father was very angry with him. His friends too made fun of him. It was a day he wanted to erase from his life and so he took to running. He ran all around the park. The sun beat down to check his rage but nothing could stop Tarun. After about an hour, he was fully exhausted and his fury having subsided, he threw himself on a bench and started to pant.

Suddenly he heard a voice. "What is it, son?"

Tarun looked to his left and there sat a man of about sixty.

"I failed in two subjects," Tarun replied in a depressed tone.

The man smiled sympathetically and said, "Life is full of ups and downs, boy. By the way I am Ram Narayan, and you are one of the best runners I have ever seen."

"Ram Narayan? Raaa…m…Narayan! Are you the same Ram Narayan who won an Olympic medal in the 400 metre race in the 1960s?" Tarun could not hide his excitement.

"Yes," pat came the reply. Tarun was dazzled.

"Son, I have been watching you for the past 45 minutes," continued Ram Narayan, "and, I see a good future in you."

Tarun could not help but blush.

"All you need to do is keep that passion burning in you and never give up. Have you joined some training school?"

Tarun's smile turned to distress. "A training school is very expensive, Sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances.

But Ram Narayan seemed pretty serious, "I can train you if you want, but I have one condition."

"What condition?" Tarun's voice showed a sense of urgency.

"There is a race on the Children's Day at the Nehru Stadium. Children of your age are competing there. If you win that race, I will start training you," said Ram Narayan.

"That is no big deal,' thought Tarun. "I will, I will Sir!", he heard himself say with complete conviction.

"Fine, boy! It is my job to get you entry in the race and remember yours to win it. Tell me, what is your name?", asked Ram Narayan.

"Tarun…Tarun Kapoor, Sir."

"Tarun, I will meet you here after five days to give you your participation card. All the best," said Ram Narayan and left.

The next day brought a new ray of hope. Tarun got up early, had milk and before his mother could finish her query on what he was up to, he ran out and went to the Nehru Stadium to check the details of the race. He was very happy indeed.

Tarun started preparing with zeal. Every day he would get up at four in the morning and run ten miles. In the evenings, he would time himself according to the 1000 metre distance prescribed by the competition. He wanted everything to be perfect. He also wanted someone to back him up and so he told his mother everything.

Tarun practiced vigorously for five days, and then met Ram Narayan to collect his participation card. Tarun gazed at the piece of paper which meant so much to him. No matter what, he had to win this race. He wanted to show his father that he was not really the black sheep of the family and that; he could be good at something at least.

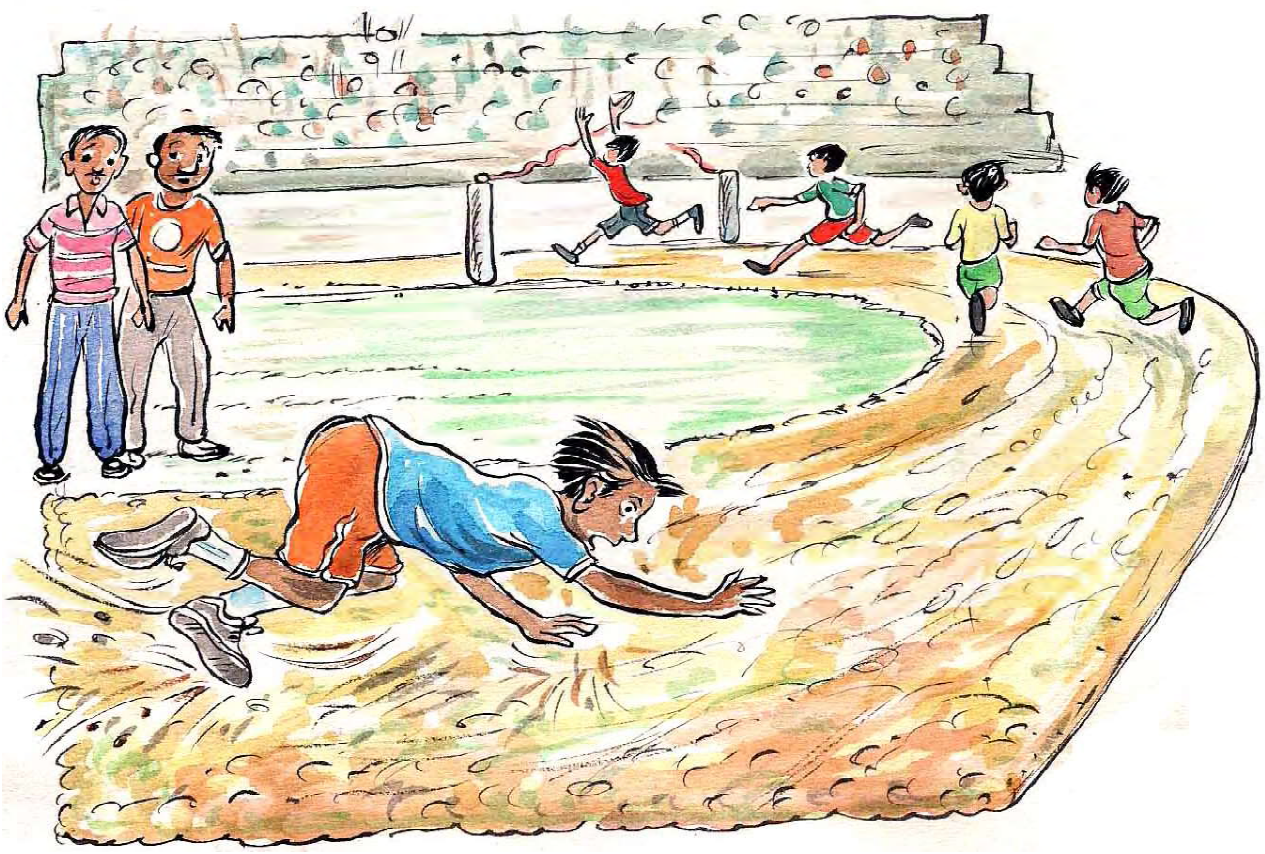
Then came November 14. After taking the blessings of his mother, Tarun pedalled away to the stadium. There was a huge crowd waiting to go inside. Tarun entered the office where a sign board read 'Participants only' with his heart beating faster every second. Inside, there were about fifty participants waiting for the race to begin.

Someone patted him on the shoulders. "Hello, Tarun!" It was Ram Narayan. "All the best!" he said affectionately.

Tarun smiled but did not say a word.

All the participants lined up, each one hoping to win the race. Each one of them had his family and friends on the stands to cheer for them. To his amazement, Tarun saw his mother in the stands. The fear in his eyes changed to confidence.

The whistle blew and all the participants started off with all their might. They were all determined to be the winner of the race. In the lead was the fastest of them all, Tarun. Seeing himself ahead of everybody, Tarun felt very proud of himself.



On the track there was a shallow path. As he was running fast, Tarun did not notice that and he slipped. Breathing fast he saw the other kids going past him. He could not be a

loser, today and so without wasting a second, he got up to run once more. Being quick Tarun overtook a few kids ahead of him. But as fate would have it, he slipped again.

What was happening to him? He could not bear it. He looked into the crowd and saw his mother. She was saying something to him: 'Get up son, get up and run.'

So Tarun got up once again. He was among the last few. But he did not give up. Once more he overtook some children. Since he was fretting a little too much, he fell a third time!

Tears were rolling down his cheeks. How will he get into Ram Narayan's training school now? How will he prove to his parents that he was talented? He was the last kid on the track now.

He turned his eyes towards the stands. Then he heard Ram Narayan screaming from somewhere, " Come on, Tarun, run!" And so he got up a third time. This twelve year old determined boy, who was last on the track, got up and ran with all the strength he had.

The crowd was cheering for Pawan, the boy who had won the race. But to Tarun's surprise, there was louder applause when he crossed the finishing line last. The audience cheered for his determination and his valor for never giving up.

He bowed his head with shame and said to Ram Narayan, "I am sorry, Sir, I lost."

"No, son, to me you have won the toughest race, the race of your life. You got up and started afresh each time you fell. You are a real-life hero. Your training starts tomorrow."

Tarun could not believe his ears. Tears filled his eyes again. He smiled at his mother who hugged him and said, "You are the best son in the world."

Nisha Punjabi

About the author

Nisha Punjabi is a freelance writer based in Lucknow U.P. Presently she is working for bindassdaily.com. She was employed in Lucknow Times (Daily magazine of Times of India) from July 2004 to January 2005. She has written around 50 articles on several prominent people residing in the city. She won a prize in sports category in a story writing competition for Children Book Trust in 2001.

Meanings in context

pent up	:	(feelings or thoughts) which have not been be expressed
subsided	:	lessened
distraught	:	extremely upset
conviction	:	confidence
vigorously	:	energetically
zeal	:	enthusiasm
applause	:	a noise made by a person or group of people clapping their hands and sometimes shouting to show appreciation and enjoyment.
prescribed	:	set, approved
query	:	question

Comprehension

I. Arrange these utterances from the lesson in their correct sequence.

- "I will give you your participation card."
- "I have failed in two subjects."
- "That is no big deal. I will, I will Sir."
- "I will meet you here after five days."
- "The training school is very expensive Sir."
- "You are one of the best runners I have ever seen."
- "If you win the race on Children's Day, I will train you."
- "All you need to do is keep that passion burning in you and never give up." "Have you joined some training school?"
- "I can train you but on one condition."
- "I see a good future in you`
- " What condition?"

II. Complete the dialogue with the utterances in question I on the previous page.

Ram Narayan "What is it ,son?"

Tarun "I _____"

Ram Narayan "You _____"

Tarun "Thank you, Sir"

Ram Narayan "I _____"

Tarun "It's so kind of you, Sir"

Ram Narayan "All _____" " Have _____"

Tarun "The _____"

Ram Naryan "I _____"

Tarun "What _____"

Ram Narayan "If _____"

Tarun " _____Sir``

Ram Narayan "I_____" " I _____"

III. Complete this grid with the information from the lesson.

	Utterances	Who said	To Whom
a.	"Your training starts tomorrow."	Ram Narayan	Tarun
b.	"Get up son, get up, run."		
c.	"You are a real-life hero."		
d.	"Come on Tarun, run."		
e.	"I am sorry, I lost."		
f.	"You are the best son in the world."		
g.	"What is it son?"		
h.	"Hello, All the best!"		

IV. Answer the questions.

1. How did Tarun release his pent-up emotions?
2. Whom did Tarun happen to meet in his state of depression? How did that person console him?

3. "Have you joined some training school?", Ramnarayan asked Tarun. What was Tarun's reaction to this question?
4. How did Tarun prepare himself for the race?
5. When did Tarun's fear change into confidence?
6. If Tarun had not slipped a second time, what would have been his fate?
7. Why was there a louder applause even when Tarun crossed the finishing line last?
8. What would have been the reaction of Tarun's father after the race?

Vocabulary

1. Tick (✓) the correct alternative for the phrases in bold. Read the passage again and use the dictionary if necessary.

PII21Z

a. He always thought himself as the **black sheep** of his family.

i. a person who is as meek as a sheep.

ii. a person who is unable to adjust

iii. a sheep which is black in colour

iv. a person who is considered useless by the family

b. "Life is full of **ups and downs.**"

i. give and take

ii. success and failures

iii. moving up and down

iv. many good things

c. **"All the best."**

i. Wish you good luck

ii. Always do good to all

iii. Take good care of yourself

iv. All is well with you

d. The next day brought a new **ray of hope.**

i. new possibility ii. turning point

iii. aspiration iv. expectations

II. Pick out a word from the box which describes Tarun's feelings expressed by each of the following utterances and write it in the space provided. You can consult a dictionary for help.

zeal, determination, joy, shame, frustration

i. I failed in two subjects._____

ii. Tarun practiced vigorously for five days. _____

iii. He couldn't believe his ears. Tears filled his eyes. _____

iv. Tarun got up and ran with all the strength he had. _____

v. He wanted to erase the day from his life. _____

Now use these words to express the feelings in the following sentences. Write the words in the space provided.

i. You are going to appear for an interview for the first time._____

ii. You want to help your friend but your wallet is empty. _____

iii. You want to dance after hearing your result. _____

iv. You are appearing for the NTSE for the third time. _____

v. You don't want to talk to anybody after the competition. _____

Grammar

PIRX3M

Look at the sentences from the lesson.

"*I can train you if you want.*" "*If you win the race, I will train you.*"

Each of these sentences has a clause starting with 'if'. These are called conditional clauses. These are known as open/fulfilled/ factual/ real conditional clauses. If the condition is likely to be fulfilled, then the action would take place in future.

There are other conditions which cannot be fulfilled. These are either imaginary or impossible conditions.

Compare these sentences.

	Possible condition/ fulfilled	Impossible condition/ unfulfilled	Imaginary condition/ hypothetical
1.	I can train you if you want.	I could have trained you if you had wanted.	I could train you if you wanted.
2.	If you win the race, I will train you.	If you had won the race, I would have trained you.	If you won the race, I would train you.
3.	If it rains, we will not go out.	If it had rained, we would not have gone out.	If it rained, we would not go out.
4.	If you want help, I can ask my mother to help you.	If you had wanted help, I could have asked my mother to help you.	If you wanted help, I could ask my mother to help you.
5.	If we work hard, we may pass.	If we had worked hard, we might have passed.	If we worked hard, we might pass.
6.	If you are a bird, you will fly.	If you had been a bird, you would have flown.	If you were a bird, you would fly.

I. Write the verbs of these sentences and identify the tense of the verbs.

	Possible condition	Impossible condition	Imaginary condition
1.	Main : can train	Main : could have trained	Main : could train
	If : want	If : had wanted	If : wanted
2	Main :	Main :	Main :
	If :	If :	If :
3	Main :	Main	Main :
	If :	If :	If :
4	Main :	Main	Main :
	If :	If :	If :
5	Main :	Main :	Main :
	If :	If :	If :
6	Main :	Main :	Main :
	If :	If :	If :
General	Main : + tense	Main : + tense	Main : + tense
	If : + tense	If : + tense	If : + tense

II. Fill in the blanks with the correct forms of the verbs given in brackets.

"If you wish to become a good athlete you ———— (have) to practice hard. Training will work if you —— (know) how to use it. If you get up early and —— (run) at your top speed, you ——— (see) that you gain pace quickly. If you have determination, success ———— (follow). And if you ———— (try) hard, you can overcome all hurdles. If your family ——— (boosts) you up ,you will get success in earnest. I believe if you ———— (have) less money you will never feel the lack of it."

Look at these sentences. These sentences have a negative 'if- clause'.

If you don't attend school, you cannot join OSCAR.

If you don't study, you won't have a future.

These can also be written as

Unless you attend school, you cannot join OSCAR.

Unless + affirmative verb = if + negative verb

Unless you study, you won't have a future.

III. In your notebook rewrite the following paragraph using 'unless' in place of 'if'. Make changes wherever necessary.

If my parents don't give permission, the sports teacher won't enroll me. And if I don't go to school, he won't teach me to play football. Moreover my mother says that if I don't take Radha with me, she won't allow me to join any sports team.

Writing

Tarun is now 23 years old. He has won many medals at the national and international level sports tournaments. He is now a pride for his teachers and friends. The school has invited Tarun as the Chief Guest on Children's Day. The Principal has given you an incomplete draft of his speech.

Complete the Principal's speech.

Dear colleagues and friends

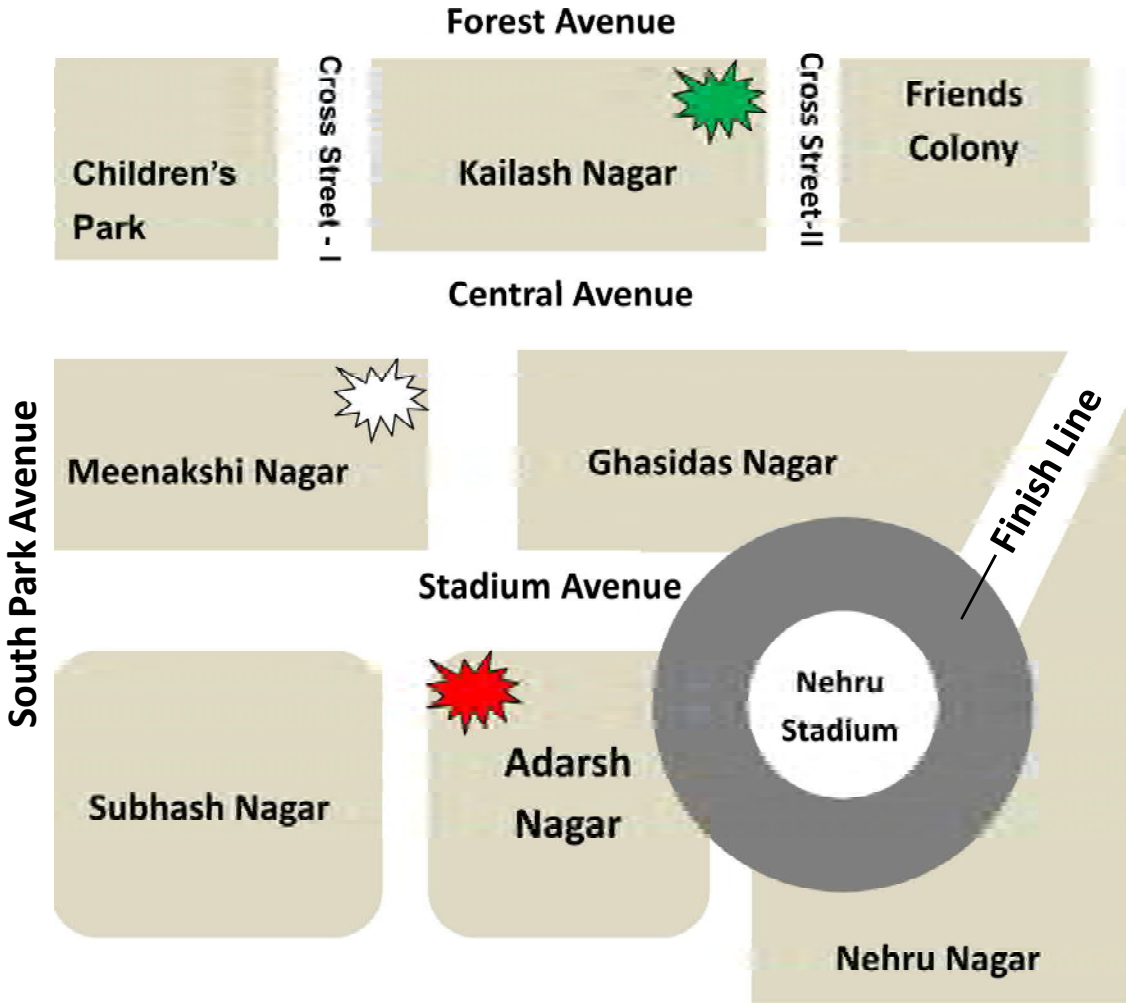
It is a great _____

Tarun who was a student _____

He showed great courage _____ overcame failure and finally _____ goal.

Listening

Listen to the instructions given to the marathon runners and trace their route on the map given below:



Speaking

Do a role play using the dialogues written in question II in Comprehension Section of 'The Race'.

PJ1T5A

Reading B

PJAP6X

The Peaceful Game

I like to think chess is a courteous game,
I play it with family and friends,
I like to think chess is a peaceful game
Nobody gets hurt when it ends.

I never distract my opponent,
I don't want to act like a pest,
I hope they behave in the very same way,
So both of us play at our best.

I know chess is not really gentle,
It's more like a war or a fight,
I always shake hands at the start and the end,
So both of us play at our best.

On the board we're enemies,
Off the board we're friends,
On the board there is never peace,
But that is just pretend.

On the board we're enemies,
Off the board we're friends,
On the board there is never peace,
But off the board I hope for peace that never, never ends.

I like to think chess is a courteous game,
I play it with family and friends,
I like to think chess is a peaceful game
Nobody gets hurt when it ends.

Nathan J Goldberg

Meanings in context

courteous : polite

distract : divert attention

opponent : player of the opposite team

Comprehension

Answer the following questions.

1. Why do you think the poet calls the chess 'a peaceful game'? Do you accept his view? Why/ why not?
2. Who are the opponents in the game?
3. There are many lines repeated in the poem. Why do you think the poet does so?
4. Find from the poem five words which are used with their antonyms.
5. Pick out the similes/ metaphors/ oxymorons/ alliterations used in the poem.

A Simile is a comparison between two unlike objects or feelings using 'like' or 'as' e.g. The bride's dress was **as white as a cloud**.

A Metaphor is a comparison between two unlike objects or feelings without using 'like' or 'as' e.g. Alexander was the **lion** in the battle.

An Oxymoron is a phrase using two words of opposite meaning brought together in context e.g. **sweet sorrow** or **silent speech.**

An Alliteration is a repetition of a particular sound in a sentence in sequence e.g.

the **w**ind **w**histled on the **w**ay, the fair **b**reeze **b**lew.

6. Try to write rhyming lines using the hints provided.

i. I like the game of chess _____ mess/less/press

ii. I play it with family _____ silly/bully/jelly

iii. We play day and night. _____ light/fight/white

iv. It's more like a war _____ bar/car/jar/far

v. There is never peace _____ ease/lease/tease

PJJK8K

PJTGA8

Reading C

Ashok Rathod's Football OSCAR

It's early morning on a Sunday and an excited group of boys play football in the Back Garden, a large ground in Colaba, South Mumbai. Both teams are wearing colourful jerseys printed with logos that say: OSCAR-Education With a Kick.

At 23, Ashok Rathod, short and curly haired, is the oldest of the players. Unlike the others he's also yelling instructions on how to kick or pass and egging the others on-Ashok isn't just playing for his team, nor is he the fastest or the most skilful footballer here, yet the boys in both teams follow his lead and take directions from him.

Today's first goal-scorer is Anil Chauhan. Tall and well built, he's from nearby Ambedkar Nagar, a sprawling slum colony of about 12,000 people. Anil had, like many poor urban kids, dropped out after a few years of primary schooling. Years later, when he started working as a housekeeper in a bank, he realized his mistake.

"I didn't know how to read or write and couldn't even sign my name," says Anil, who enrolled at a night school last year because of Ashok Rathod, his neighbour, who plays football with him thrice a week. "It doesn't matter that I'm only in class five and 22 years old," says Anil.

Many of the other players too, went back to school because of Ashok, who started these football sessions five years ago.

When Ashok was a child, his father Shankar Rathod, a fisherman, regretted that his daughter and older son had dropped out of school. At one point Ashok too wanted to quit, but his father insisted that he continued, much against the neighbourhood norm. Ashok talks of how little value his peers and many of their parents placed on education.

"I saw boys regularly drop out of our municipal school." recalls Ashok. "Some left during a morning interval and never returned. As for the girls, a good many don't attend school anyway." The dropped-out boys used to hang out at the nearby Sassoon Docks, Mumbai's biggest fish market. They'd steal or pick up fish that had fallen from baskets, to sell and make easy money.

"And whenever or however they brought in some cash," Ashok explains, "the parents considered it clever." Worse, Ashok watched many of those boys squander these ill-gotten profits on drink, cigarettes and gambling. In 2006, after finishing high school, Ashok got a job with Magic Bus, a Mumbai NGO, which sent him to the city's poorer

areas to mentor children. That's how he realized that team-sports, particularly football, forged friendships, and called for discipline. It also had, overall, a positive effect in the children's lives. Why not do the same for the boys in my neighbourhood? Ashok thought.

He offered to teach football to a few boys he knew. In exchange, he told them to promise not to miss classes. On a Sunday in October 2006, he got a ball and invited the kids to play. Eighteen boys turned up. Ashok called his group OSCAR or the Organization for Social Change, Awareness and Responsibility.

Ashok, who learnt about football at Magic Bus, began teaching them the intricacies of the game. In between, he'd also slip in stories about his childhood friends who'd dropped out of school. "If you want a future, you've got to study," he urged over and over again, when they met to play on weekends. "Stay in school. I don't want you to end up like them!"

Meanwhile, Ashok was nervous about telling his family about OSCAR and his football sessions. What if his father objected? Since he was doing his Higher Secondary and working as well, Shankar Rathod would expect his son to spend his weekends catching up on school work; ironically, on the same days when Ashok was telling younger boys to study.

There were other problems as well. "Even if a boy wanted to return to school, it was often difficult convincing parents," he says. "In many cases, I had to go over and persuade them, often taking others with me." But once, after a few football players failed their final exams, their parents blamed Ashok. Football had become a distraction, they complained, as if nobody in their slum had failed before. "Some of the parents gathered outside my home, and shouted abuse," he says. "It was scary."

That's when Ashok's father came to know about it all. He warned his son to be careful. But the incident only made Ashok more determined. He enlisted the help of two NGOs to have those boys tutored for free in English, Hindi and Mathematics. These NGOs also helped Ashok get more kids back in school.

Besides a few supportive NGOs, OSCAR gets individual donors to sponsor his footballers, who are now part of eight teams in all age groups of the Mumbai Football League. Every child on an OSCAR team has to abide by one rule: They have to attend school regularly and stay there. "And OSCAR doesn't want just great football players," says Ashok. "We want good human beings."

Today, five years after that first game, about 150 boys from Ambedkar Nagar and two neighbouring slum communities are part of the OSCAR Foundation's football program. Thrice a week, for two exciting hours, two coaches train these youngsters. Ten dropouts, including Anil, have so far returned to school, and it is hard to figure out how many are staying on because of Ashok and the power of football.

In 2009, Ashok won a CNN-IBN "Real Hero" award and with it, a cash prize, after taxes, of 3.45 lakh. "That's when my parents realized I was doing something worthwhile," Ashok smiles. "My father said he was proud of me." Ashok invested some of the money in a fixed deposit for OSCAR Foundation and registered it as a trust. He also bought a computer for the kids, purchased more football equipment and rented a tiny room in which some of the children receive extra tuitions.

Happy with the way things are going, Ashok has lately been shifting his focus on girls as well, offering to teach them football. "Having seen my boys, parents are actually sending their girls to play." Over the past few months, 20 girls between the ages of 10 and 16 have been learning the game through OSCAR and nearly all of them now attend school regularly.

Slowly, but surely a change is taking place. Inspired by Ashok, a few more football-and-school group, modeled on OSCAR, have sprung up in Ambedkar Nagar and its two neighbouring slums. Ashok Rathod is scoring higher goals.

Alexandria Barton- D'Souza

Meanings in context

yelling	:	shouting
egging on	:	encouraging
sprawling	:	stretched out, big
intricacies	:	complexities
squander	:	to waste money in a foolish manner
regretted	:	felt sorry; distressed

Comprehension

I. Answer the questions given below.

1. Why do you think all the boys in both teams followed Ashok Rathod?
2. Give a brief sketch of how a person (in the lesson) realized the mistake he made in his life and how he corrected it.
3. What did the students do after they dropped out from the municipal school?
4. What made Ashok form the OSCAR group?
5. "It was scary". What was scary in the whole episode?

II. Number the paragraphs in the text passage. Now indicate the paragraphs where you can find the following ideas.

i. Ashok taught his followers the intricacies of football.
ii. Ashok deposited all his award money in fixed deposit for OSCAR foundation.
iii. Although Ashok is not the most skilful player, every player accepted his directions.
iv. When Ashok's followers failed the exam, the parents blamed Ashok.
v. Because of Ashok and the power of football, many kids have returned to school and many are staying there.
vi. Ashok's neighbourhood placed no value on education.
vii. Ashok was responsible for Anil Chauhan resuming studies.
viii. Ashok inspired many football players in the Ambedkar Nagar slums.

Vocabulary

I. Match the phrases in column 'A' with their synonyms given in column 'B'.

	A		B
i.	drop out	:	insert
ii.	pick up	:	take up
iii.	slip in	:	work out
iv.	figure out	:	stop doing an activity

PK3CBV

II. Notice the following acronyms from the text.

OSCAR ⟶ Organization for Social Change, Awareness & Responsibility
NGO ⟶ Non Government Organization
CNN ⟶ Cable News Network
IBN ⟶ Indian Broadcasting Network

In an acronym, the first letter of each word is taken to make a short name.

Expand the following acronyms.

i. FIFA ii. IPL

iii. ICC iv. SAI

v. SGFI

III. The names of some sports equipments have been jumbled up. Rearrange them.

bdmtnaion areckts goxibn gvoles

ftbllooa llbtksbaea

iskppngi-rpoe snenti areckts

mbdu-llebs hsesc-rdaob and hsescenm

esdic lteuhts kcor

Now match the names of the equipments with the pictures given below.

Grammar

Look at the following sentences from the lesson.

1. When Ashok was a child, his father Shankar Rathod, a fisherman, regretted **that his daughter and older son had dropped out of school**

2. They'd steal or pick up fish **that had fallen from baskets**, to sell and make easy money.

PHGKSF

Both the sentences have a clause starting with 'that'. In the first sentence if we ask the question 'what' to the verb, we get the specific answer. What did the fisherman regret? 'his daughter and older son had dropped out of school.' Here 'that' introduces a noun clause which' is the object to the verb regret.

In the second sentence, answer to the questions "What did they steal or pick up?" The answer is "—fish that had fallen from baskets." Here 'that' is a pronoun that describes the noun 'fish'. So in this sentence 'that' introduces a relative or adjective clause.

Say whether the 'that' clause in the sentences below are noun or relative clauses.

1. My school team that was selected for the national games had opted for red jersey.
2. The footballer said that he had been working hard to reach his goal.
3. That students were dropping out of school, was the main problem.
4. The Stadium that is being built in front of my house will be completed by next month.
5. The teacher found that his students were showing interest in playing kabaddi.
6. That the girls won the match, was a miracle.
7. The sports equipments that the boys took are to be recorded in the register.

Study Skills

Look at the score board of the Kabaddi game and answer the questions.

DEFENSIVE PERFORMANCE - DABANG DELHI vs BENGALURU BULLS

Defender Stats

PLAYERS	TACKLES	SUCCESSFUL TACKLES	TACKLE POINTS
GURPREET SINGH	7	5	5
SHRIKANT TEWTHIA	7	3	4
JASHMER SINGH	6	3	4
AMIT SINGH	6	2	2
DADASO BALASO AWAD	6	1	1

1. Name the two teams.
2. Who scored the highest and lowest tackle points in the match?
3. Do the tackle points depend on the number of tackles or the number of successful tackles? Name the players with maximum and minimum number of tackle points.
4. Name the players with equal tackle points.

Project Work

Ask your grandparents and 7-8 more persons of their age group in your village about the games they used to play in their childhood. List the names of the games and classify them as below.

- indoor/ outdoor games
- played in groups/ individually
- played with/ without equipment

Compare them with the games you played in your childhood.

PWQGU3

PRACTICE EXERCISE - II

Link Unit : Sports

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

In 2009, Ashok won a CNN-IBN "Real Hero" award and with it, a cash prize, after taxes, of 3.45 lakh. "That's when my parents realized I was doing something worth-while," Ashok smiles. "My father said he was proud of me." Ashok invested some of the money in a fixed deposit for OSCAR Foundation and registered it as a trust. He also bought a computer for the kids, purchased more football equipment and rented a tiny room in which some of the children receive extra tuition.

(Reading C : Ashok Rathod's Football OSCAR)

1. Fill in the correct alternative in each of the following.

(i) The 'Real Hero' award won by Ashok was _____.

a. a certificate
b. a certificate and cash prize
c. only cash prize
d. a gold medal

(ii) Ashok's parents realized that he was doing good work when he _____.

a. founded the OSCAR
b. got a job in CNN-IBN
c. won the 'Real Hero' award
d. won the Oscar award

(iii) Ashok did not invest his money in_____.

a. purchasing land
b. buying football equipment
c. hiring a room
d. buying a computer

(iv) The prize money actually received by Ashok was_____.

a. more than 3.5 lakhs
b. less than 3.5 lakhs
c. donated to the trust
d. not received by him

2. Answer in brief.

a. How much amount did CNN-IBN give as a cash prize to Ashok?

.....

b. What did Ashok do with the money he received?

.....

c. Why did he take a room on rent?

.....

d. How was OSCAR Foundation registered?

.....

3. The word 'equipment' takes 'ment' as a suffix. Write four more words that take *'ment'* as a suffix.

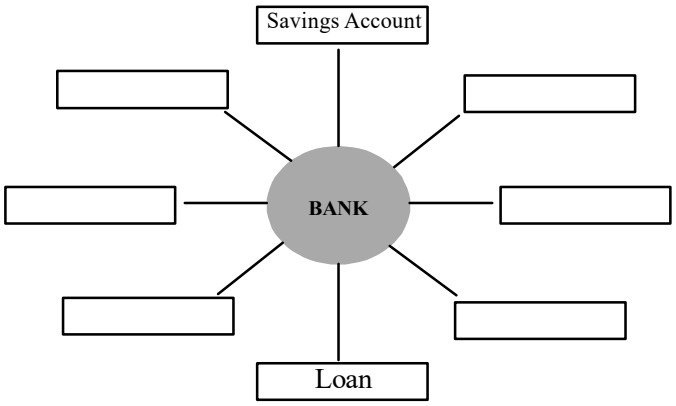
....

4. Given below are sets of equipment associated with different games. Write the name of the concerned games related to the equipment given below.

Equipment	**Games**
ball bat stumps, bails	
stick, mouth guard, shin guard, ball	
Knee length socks, studded shoes, ball	
Headgear, Mouth guard, Sparring gloves	

(Hints : Cricket, Hockey, Football, Boxing)

5. Complete the web given below regarding facilities provided by a bank.



II Read the given extract from the poem, 'Tom and Jerry' by Donald Mc Gonagle carefully and answer the questions that follow:

TOM AND JERRY

I used to watch a cartoon show
When I was just a lad
It featured Tom and Jerry
Their antics made me glad

Tom would try all sorts of tricks
to catch Jerry in the house
You see Tom was a big old pussycat
Whilst Jerry was a tiny mouse

Donald Mc Gonagle

1. Read the poem carefully and pick out the rhyming words in each stanza. Write these words and line numbers in the provided space.

Stanza 1: ……, …… .....……
Stanza 2: ……, …… .....……

2. Read the poem again and complete the lines:

a. I used to watch a …….....…….
b. You see Tom was a ……..
c. But Jerry was ……..…

3. Read the poem again and tick (✓) the correct options given in brackets.

a. The strange behavior of Tom and Jerry made the poet (sorry/ happy).
b. Tom wanted to (kill/ catch) Jerry.
c. Tom was a big (dog/ cat).
d. Jerry was a (big/ small) mouse.

4 Read the poem and pick out the words used to describe Tom and Jerry and write them in the appropriate circle given below.

Tom

.....

.....

Jeery

.....

.....

5. Answer the following questions.

a. Which cartoon show did the poet watch in his childhood?

.....

b. What made the poet glad?

.....

c. Why did Tom try all sorts of tricks?

.....

.....

6. Match words given in column 'A' with words that have similar meanings the words given in column 'B'.

A	B
lad	tricks
glad	boy
big	happy
tiny	huge
silly	small
antics	foolish

7. Make your own sentences by using the words given in column 'B'.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

(vi) .....

8. Read the following line.

carefully : I used to watch a cartoon show when I was just a boy.

In the sentences given below, 'used to' indicates the action/ habit in the past which is not continued in the present.

Frame sentences from the table given below :

Example: I used to play football in my childhood.

I	used to	play …….. eat …… read …….. swim …… cook ……. enjoy …… watch ……... sing ……..	in my childhood

.....

.....

.....

.....

.....

.....

.....

.....

9. **Rewrite the sentences you have written in exercise 8 using 'when' as given in the example.**

E.g. : I used to play football in my childhood. I played football when I was a child.

.....

.....

.....

.....

.....

.....

.....

.....

10. I feel happy when someone gives me a new dress. This sentence has two clauses:

i. 'I feel happy'

ii. 'when someone gives me a new dress'.

The clause 'when someone gives me a new dress' is an adverb clause which describes the reason why I feel happy.

Complete the following sentences.

a. I feel happy because _____ .

b. I feel sorry if _____ .

c. I get irritated when _____ .

d. I am overjoyed when _____ .

e. I become uncomfortable when _____ .

11. Answer the following questions about yourself. Choose from the options given in brackets. One has been done for you.

a. When do you feel sad?
I feel sad when I am alone
.....
(am alone, don't have play time, miss my favorite cartoon show on TV)

b. What do you do when you are sad?
When I am sad I
.....
(weep, sit silently, run to my grandmother)

c. When do you feel happy?
.....
(help my mother in kitchen, get good marks in maths, someone gives me gift)

d. What do you do when you are happy?
When I am happy I .....
(laugh loudly, jump up and down, sing loudly)

e. When do you get angry?
.....
(am punished, am asked to go early to bed, someone sits on my seat)

f. What do you do when you are angry?
.....
(cry, don't take food, fight with my friends)

12. Read the following sentence carefully.

a. Tom was a big old cat
b. Jerry was tiny brown mouse

Explanation.

a. In the phrase big old cat 'big' is used to show 'size' of the cat and 'old' is used to show the 'age' of the cat.
b. In the phrase tiny brown mouse, 'tiny' is used to show 'size' and 'brown' is used to show 'colour' of the mouse.

Match the words given in column 'A' with 'B'.

A	B
small	type
new	colour
beautiful	opinion
slow	size
red	age
round	shape
wooden	speed

Hint : Adjectives are used to show the type, colour, opinion, size, age, shape, speed etc. Attached to any noun/ pronoun. Sometimes more than one adjectives are used with a noun/ pronoun.

As: a big old cat.
Adjectives are used in following order
size → age → shape → colour → speed
opinion → type → noun

13. Pick out any three adjectives from the box given below and complete the phrases using adjectives in order. You will have to use an when you make a phrase using *old* or any other word beginning with a vowel sound.

a .... flower
a .... frock
a .... baby
a .... car
a .... bag
a .... table
a .... garden
a .... pen
a .... tree
a .... building

small, new, big, long, red, round, Indian, fast, bright, old, young, evergreen, cute, silk, glass, costly, wooden

14. Read the following sentence.
If you see the cartoon show, you will like it.
In the above sentence the first part in bold shows condition, whereas the next part shows result (future time). This type of clause is called the **Conditional** clause.

	Part - I		Part - I
i	A cat crosses your path		
ii	You walk under a ladder		
iii	Some one sneezes when you start		
	your journey		
iv	You break a mirror		
v	You see an empty vessel in the morning	,	
vi	Your left palm is itchy		
vii	You find a spider on your clothes		
viii	You find gold on the way		

(i) If a cat crosses your path, you will be late for your work

.....
.....
.....
.....
.....
.....
.....

15. Write the answers of the following questions.

What will you do if you	see a snake near you find a mobile phone on the way meet your old friend break an egg in your hand catch a thief miss your maths class fail in the examination	?

If I see a snake near me, I will

.....
.....
.....

.....
.....
.....
.....
.....

16. Read the following lines.

Look at the following sentences carefully.

First Condition: If you walk every day, you will keep fit. *(This shows rules, general conditions and scientific truths)*

Second Condition: If I were the Captain of the school, I would go for a picnic every month. *(This shows impossible things which are not likely to happen)*

Make sentences using the second condition using the following prompts:

If I were the Prime Minister .....

If I were a bird .....

If I were the Principal of the school .....

If I were the Sports Secretary .....

17. Instruction for the teacher :

Read aloud the details about the game of Cricket given in the appendix slowly and ask students to do the following task.

Complete the table with the details that you listen to

i.	The number of players in each team	.....
ii.	The distance between two stumps on the pitch	.....
iii.	The width of the pitch from centre side ways	.....
iv.	Length of the bat	.....
v.	Weight of ball	.....
vi.	Diameter of the ball	.....
vii.	Width of the wickets	.....
viii.	No. of scorers	.....
ix.	No. of umpires	.....

18. Work in pairs. Ask and answer the following questions. **Ask the following questions.**

a. What is your favourite game?
b. Who is your favourite player?
c. When did you start playing your favourite game?
d. Have you played in your school team?
e. How many matches have you won?
f. How did you feel when won a match?
g. How do you celebrate your victory?

19. Examine the two notices given below. Which notice is better? Why?

(i)

There is going to be held a cricket match on 14 th of this month at 11:00 – 01:00 PM. The match will be between Govt. Boys High School and Raj Kumar High School on the municipal play ground.
Interested boys can submit their names to Mr. Ravi Sahu, the Sports Officer.

(ii)

NOTICE

February 2, 2017
A cricket match is going to be held on 14 th of this month from 11:00 – 01:00 PM. The match will be between Govt. Boys High School and Raj Kumar High School on the municipal playground. Interested boys can submit their name to Mr. Ravi Sahu the Sport Officer by the 10th of this month.
Sports Captain

Imagine that a match is going to be held in your school. Write a notice for your school notice board on the following points:

1. Name of the game
2. Date and Time
3. Place
4. Name of the teams
5. Contact Person

Unit 3

Awareness about Health

Reading A : India's Battle to Ban Chewing Tobacco

Reading B : The Dentist and the Crocodile

Reading C : Ayurveda

Awareness about Health

Pre-reading

1. Look at the poster and read it carefully. What is it about?

2. Discuss in groups the harmful effects of gutka chewing and also what makes it harmful.

PHZCVQ

Reading A

India's Battle to Ban Chewing Tobacco

In September 2010, Mahadev Prasad Sharma, a potato and onion vendor from the eastern Indian state of Bihar, was diagnosed with stage four mouth cancer. In Mumbai, where he went for surgery, the central portion of his lower jaw was removed.

Less than three years later, the cancer returned, this time as two marble sized, yellowish lumps on the inside of his left cheek. When his surgeon, Pankaj Chaturvedi, told him that the only treatment was another surgery, the 57 year old man started to sob.

He asked for the operation to be put back a month as his daughter was studying for her computer course exams and he didn't want to give her the bad news.

Mr. Sharma's cancer is caused by chewing 'khaini,' a mixture of tobacco and lime that is popular in Bihar, said his surgeon Mr. Chaturvedi, Associate Professor and head and neck surgeon at Tata Memorial Hospital in Mumbai.

Around 14% of Indian adults smoke cigarettes and 'beedis' (hand-rolled cigarettes), but nearly 26% use smokeless tobacco, including chewing tobacco, according to the Government of India and World Health Organization Global Adult Tobacco Survey of 2009-2010.

"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.

The opportunity to advocate for the gutka ban arose with the *Food Safety and Standards Act of 2011*, under which the central government prohibited the use of tobacco and nicotine as ingredients in any food product.

Gutka is a crushed preparation of tobacco and 'paan masala,' a mixture of areca or betel nut, sugar, spices and perfume.

Under the FSSA, gutka can be categorized as a food product, and therefore should not contain substances injurious to health, like tobacco.

The implementation of the FSSA lies with the health ministry of each state. Voices of Tobacco Victims directed its efforts to have the gutka ban implemented at state legislatures and in April 2012, Madhya Pradesh became the first Indian state to ban gutka, said Mr. Chaturvedi.

With the support of other doctors and cancer survivors, he launched similar campaigns and filed public interest litigations in other states and union territories. This month, Karnataka became the last Indian state to make the manufacture and sale of gutka illegal.

The ban's effect on stopping Indians from chewing tobacco is limited. Pure chewing tobacco and paan masala continue to be sold as two separate packets that users can mix for themselves before consumption, according to Mr. Chaturvedi.

“But (the ban) has drawn widespread attention to the public health epidemic tobacco has caused. Until it was banned, gutka was marketed as a mouth freshener to target youth,” he added.

In the western Indian state of Maharashtra, the ban on gutka has been more effective than in other states because the manufacture and sale of paan masala has also been prohibited since July 2012.

“In Maharashtra, manufacturing units of gutka and paan masala have been closed and the state government has seized 16 crore rupees ($ 2.9 million) worth of tobacco products, more than all other states combined,” said Mahesh Zagade, Commissioner of the *Food and Drug Administration* in Maharashtra.

“There are no figures for the decrease in consumption yet... but the general perception is that consumption of gutka and paan masala has significantly decreased,” he said.

However, boundaries between Indian states are porous, and paan masala that is manufactured in other states can illegally be brought into Maharashtra, Mr. Zagade added.

The Maharashtra FDA must also submit a report to the state government each year to renew the ban on paan masala. This is because it is banned under a different section of the FSSA than the one that bans gutka. Paan masala has addictive and carcinogenic properties itself, but it is prohibited because its magnesium carbonate content is above the permissible level. The Food Commissioner needs to demonstrate annually if the amount of magnesium carbonate is above the permissible level. The state ban on paan masala is up for renewal on July 19.

“Many children are as young as 12 when first exposed to gutka and paan masala... they don’t even know what cancer is, and by the time they realize it is bad for their health, they can’t stop,” said Mr. Chaturvedi.

“Once diagnosed with cancer, even if a patient stops chewing tobacco, the genetic damage is irreversible,” he added.

Patients stream into his clinic, their faces disfigured and stitches running from their lips to necks. Many have had part or all of the tongue removed and can barely speak. Pradeep Kumar Sharma, a 52 year old coalfield worker from Madhya Pradesh, has been consuming liquids through a tube in his nose since March. A patch of flesh the size of a golf ball was removed from his thigh to replace cancerous cells in his cheek.

“He’s in a lot of pain. But his children and I are in even more pain... they used to beg him not to chew gutka but he never listened,” said his wife, Durga Sharma.

Shanoor Seervai

About the Author

Shanoor Seervai is a freelance writer based in Bombay.

Meanings in context

lump	:	small hard swelling
launched	:	started
campaign	:	a planned activity
stringent	:	strict
empowers	:	encourages
survivors	:	those who continue to live despite being close to death
litigation	:	process of fighting a case in a court
consumption	:	eating or drinking something
carcinogenic	:	substance that can cause cancer
genetic	:	related to genes
stream	:	rush to a place in large numbers

Comprehension

1. What difficulties might Mr. Sharma's family have suffered because of his illness?
2. List the activities carried out under the campaign called 'Voices of Tobacco Victims'.

3. Mr. Chaturvedi filed public interest litigations against the use of gutka in many states and union territories. Who helped him in this effort?
4. Which state has been most successful in banning tobacco? Give evidence in support of your answers.
5. "He's in a lot of pain. But his children and I are in even more pain…" Who is 'he'? Who is 'I'?
6. Which line in the lesson suggests that a person suffering from mouth cancer can pass on the disease to his or her children?
7. How is gutka popularized among the youth?

PX98XD

Vocabulary

Rewrite the following sentences using appropriate forms of the words given in the brackets for the words/phrases in bold. One has been done for you.

Example: You must start **drinking** more water**. (consume)**

You must start **consuming** more water.

1. Hundreds of vehicles are **moving in large number** towards the Kisan Mela (stream).
2. I do not eat gutka because some of the ingredients in it **can cause cancer.** (carcinogenic)
3. Duleshwari was the only **one who came out safe from the plane crash.** (survivor)
4. School will **begin** a campaign against alcoholism in July. (launch)
5. The Principal has announced that **severe punishment** will be given to those who do not follow the school rules. (stringent)
6. The government has **given** women the right and freedom to work in the most challenging positions in the military. (empower)
7. The forest department is **doing many planned activities** for spreading the awareness of the need for planting trees. (campaign)
8. Many a times the only symptom of cancer that a patient reports is a **hard growth** of flesh. (lump)
9. Full form of FSSA .....

   FDA .....

Grammar

Reduced Relative Clauses

Read the following sentence from the text and notice the phrase in bold.

In September 2010, Mahadev Prasad Sharma, **a potato and onion vendor from the eastern Indian state of Bihar**, was diagnosed with stage four mouth cancer.

This phrase can be expanded into the following relative/adjective clause and the sentence will be rewritten as below.

In September 2010, Mahadev Prasad Sharma, **who was a potato and onion vendor from the eastern Indian state of Bihar**, was diagnosed with stage four mouth cancer.

As you can see from the example, the relative clauses begin with relative pronouns such as who, which, that, those etc. It is preceded by a comma (,) and ends with a comma (,). Here is another example of the reduced relative clause which does not have a comma before and at the end.

The man **hiding behind the curtain** is perhaps the thief.

Underline the reduced relative clauses. Rewrite them after expanding them into relative clauses. You may begin the relative clauses with who/ which.

1. The progress he has made in the last one year is remarkable.
2. The boy talking to my daughter is her class fellow.
3. The person dragged by the police is the killer.
4. The road closed for the Republic Day Parade is now open to the public.
5. The cyclist hit by the speeding bus is admitted to the hospital.
6. The English text book prescribed for ten years has at last been revised.
7. The desk next to you is broken.
8. The seat reserved for the Chief Guest is lying vacant.

Writing

1. Write a slogan against the use of gutka.

Example :

'Say no to gutka. Say yes to life.'

2. How does mouth cancer disfigure a patient? Describe in 30 words.

Listening

This morning Radha has listened to the symptoms of influenza on the radio. She has written them down for the class. She has made some mistakes in it.

Now you listen to it and tick the symptoms that you have listened to.

Symptoms of Influenza

People who have the flu often feel all of these signs and symptoms

- Someone with flu will have fever
- Stuffed nose
- Some peoples will have diarrhoea
- Some may have headache
- Some may have pain in the body
- Some will have swelling in the leg
- Some people may get boils on the face
- Hairfall
- Vomiting

Speaking

Work in groups. Given below are opinions of different people. Which of these opinions do you agree or disagree with? Give reasons.

All my friends eat gutka. So I too eat gutka.

Why waste money on a harmful things like gutka.

I will not stop taking gutka. It is my freedom. It is my decision.

85% mouth cancer patients are smokers or gutka chewers.

Taking gutka is thrilling.

Not everybody gets cancer from gutka.

Chewing gutka is stylish.

Eating gutka is harmful like smoking beedi or cigarette.

Gutka is a kind of dangerous drug.

Study Skills

Look at the poster and answer the following questions.

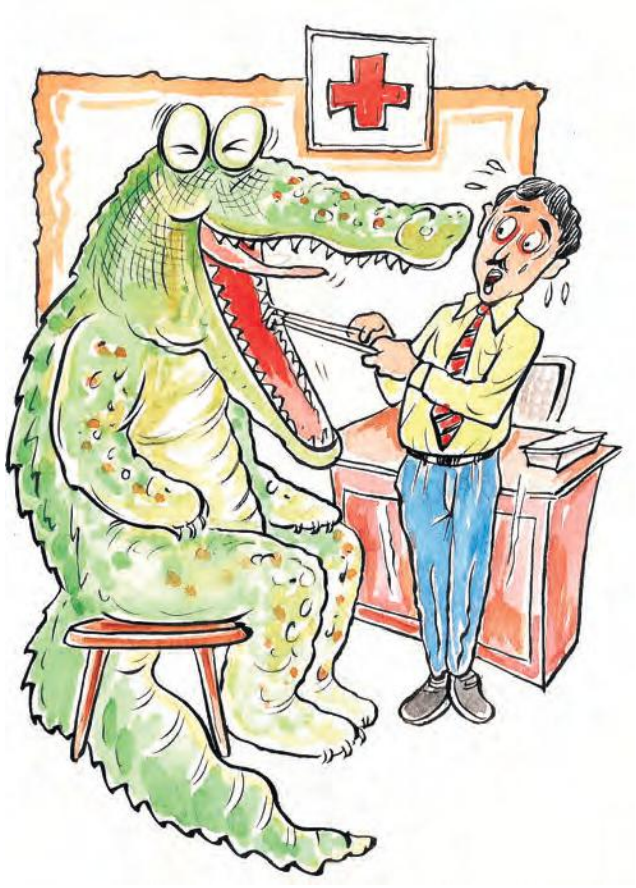
1. In which different forms is tobacco sold in the market?
2. What makes tobacco dangerous?
3. What are the after-effects of consuming tobacco?
4. Which parts of the human body are affected by tobacco?
5. What are the visible and invisible damages caused by tobacco?

PXS11N

PY1W3B

Reading B

The Dentist and the Crocodile



The crocodile, with a cunning smile, sat in the dentist's chair.

He said, "Right here and everywhere my teeth require repair."

The dentist's face was turning white. He quivered, quaked and shook.

He muttered, "I suppose I'm going to have to take a look."

"I want you," Crocodile declared, "to do the back ones first.

The molars at the very back are easily the worst."

He opened wide his massive jaws. It was a fearsome sight-

At least three hundred pointed teeth, all sharp and shining white.

The dentist kept himself well clear. He stood two yards away.

He chose the longest probe he had to search out the decay.

"I said to do the back ones first!," the Crocodile called out.

"You're much too far away, dear sir, to see what you're about;

To do the back ones properly you've got to put your head

Deep down inside my great big mouth," the grinning Crocky said.

The poor old dentist wrung his hands and, weeping in despair,

He cried, "No, no! I see them all extremely well from here!"

Just then, in burst a lady, in her hands a golden chain.

She cried, “Oh, Croc, you naughty boy, you’re playing tricks again!”

“Watch out!” the dentist shrieked and started climbing up the wall.

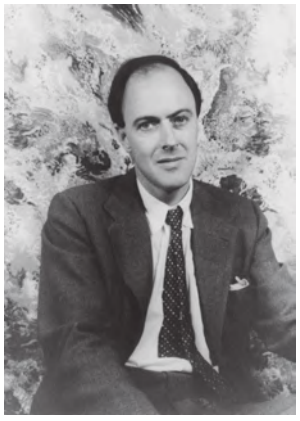
“He’s after me! He’s after you! He’s going to eat us all!”

“Don’t be a twit,” the lady said, and flashed a gorgeous smile.

“He’s harmless. He’s my little pet, my lovely crocodile.”

Roald Dahl

About the author



Roald Dahl (1916-1990) was a British novelist, short story writer, poet, screenwriter. He has been referred to as “one of the greatest storytellers for children of the 20th century”. Dahl’s short stories are known for their unexpected endings and his children’s books for their unsentimental, often very dark humour. His works include *James and the Giant Peach*, *Charlie and the Chocolate factory*, *Matilda*, *My Uncle Oswald*, *The Witches*, *Fantastic Mr. Fox*, *The Twits*, *Tales of the Unexpected*, *George’s Marvellous Medicine*, and *The BFG*.

Meanings in context

quivered	:	moved slowly
quaked	:	shook because of fear
muttered	:	spoke quietly complaining about something
massive jaws	:	very big jaws
twit	:	a silly person
wrung his hands	:	twisted his hands
shrieked	:	made a sudden loud noise because of fright
gorgeous smile	:	very beautiful and pleasant smile

Comprehension

Answer the following questions.

1. Pick out the words that express the dentist's fear of the crocodile.
2. How is the dentist's fear of the crocodile expressed?
3. What steps does the dentist take to examine the crocodile's teeth?
4. Why did the crocodile tell the dentist to do the back ones properly?
5. Why was the crocodile grinning?
6. Pick out the phrases that describe Crocky's physical appearance?
7. Which line shows that the crocodile was playing a trick?
8. What is the most comic sight in the poem?
9. Pick out the lines which describe the dentist in the most pitiable condition.

PYAS4Y

Vocabulary

The dentist 'quivered, quaked and shook.' These three verbs describe how scared the dentist was. Look up a dictionary and see how each one of these words describe a different state.

Here are some more words :

scare, dread, horror, terror, unease, nightmare, cold feet

Look them up in a dictionary and see how each one of them is used. Use them in your own sentences.

PYJN6L

Reading C

Ayurveda

PYTJ89

Suman was very happy that morning. She had rightly recognized some of the important herbs that her grandmother wanted her to bring from the backyard. Dadi had many little patches of the backyard where wild herbs were cared for. There were Lycopodium, Bhringraj and Aloevera. She liked the names and wanted to see how Dadi prepared medicines from the herbs.

"Dadi, we eat so many fruits and vegetables. But how do wild plants make medicines when some people say they are poisonous?"

All plants have some special features and medical science owes the cure of many chronic diseases to the plant kingdom. Nature opens itself to Ayurveda with a cure to the chemical and biological imbalance.

"Dadi, have you studied all about Ayurveda?" Suman asked.

"I will have to study the whole of Ayurveda all my life, I have only learnt a little till now."

"Will you tell me something about it?'' Suman asked curiously.

There are several systems of medicines in the world. These mainly include: Allopathy, Homeopathy and Ayurveda. Allopathy is today the mainstream system of health care and treats the physical systems by using tried out medicines. Homeopathy 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. When translated from Sanskrit, Ayurveda means 'the science of life.' The Sanskrit root *ayur* means 'longevity' or 'life' and *veda* means 'science.'

While allopathic medicine tends to focus on the management of disease, Ayurveda provides us with the knowledge of how to prevent disease and how to eliminate its root cause if it does occur.

"How old is this science?" Suman looked into Dadi's wrinkled face.

"Quite old. The knowledge of Ayurveda was passed on orally for thousands of years through a lineage of sages in India until it was collated into a text," said Dadi smiling. "The oldest known texts on Ayurveda are the *Charaka Samhita*, *Sushruta Samhita*, and the Ashtanga Hrudaya. These texts detail the effect that the five elements found in the cosmic system – earth, water, air, fire, space – have on our individual system, and expound on the importance of keeping these elements balanced for a healthy and happy

life. Ayurveda places great importance on one's *pathya*, or lifestyle (eating habits and daily routine). Ayurveda also provides guidance on how to adjust our lifestyle based on the change of seasons. According to Ayurveda, each person will be influenced by certain elements more than others. This is because of their *prakriti*, or natural constitution. Ayurveda categorizes the different constitutions into three different doshas.

Yes, according to Ayurveda, each one of us has a unique mix of three mind/body principles which are responsible for our 'unique' physical, mental and emotional characteristics. These doshas are the 'governing principles' of 'Intelligence' that literally govern everything in the universe…and therefore each one of us…including you!"

''Dadi, what kind of doshas are they?" Wrong things? Suman tried to confirm.

The three doshas are known as Vata, Pitta, & Kapha. Understand these three doshas and how to influence them and you literally hold the reins of life in your hand. As the doshas govern 'everything,' if you know how to balance them, you can eliminate ill-health, create perfect balance and therefore enjoy ideal health…without any need for an external expert, doctor, guru or anyone or anything outside your own 'self'.

According to Ayurveda, everything consists of different proportions of five fundamental elements - space, air, fire, water and earth.

Vata is expressed as 'space and air' and is responsible for all 'communication and movement.' It's qualities are light, dry, changeable, quick, cold & subtle…like the 'wind.' Vata Dosha - the space and air - energy that controls bodily functions associated with motion, including blood circulation, breathing, blinking, and your heart beat. If kept in balance, it leads to creativity and vitality. When out of balance it produces fear and anxiety.'

"But Dadi, how is air, water, fire or earth felt in our bodies?" Suman looked confused.

"Listen carefully. Pitta is seen as fire and a little bit of water. Pitta governs all ''energy and transformation'' in our bodies and the universe. Its qualities are like fire - hot, intense, sharp, dynamic, sour/acidic, related to colour (red, orange, yellow etc). This is *the energy that controls* the body's metabolic systems, including digestion, absorption, nutrition, and your body's temperature in proper system it leads to contentment and intelligence. Losing balance can cause ulcers and anger.

Kapha is dominantly expressed as water and earth. As such it is almost the exact opposite of Vata dosha. It is heavy, slow, non-changing, sweet and moist/ oily. Kapha governs all 'structure and lubrication.' This is the energy that controls growth in the body. It supplies water to all body parts, moisturizes the skin, and maintains the immune system. It is expressed as love and forgiveness. Lacking in adjustment, it can lead to insecurity and envy".

Suman, it is interesting to know that people can be identified by their tendencies to the doshas. Dadi said, 'Whether you go to an allopathic, homeopathic or an ayurvedic doctor, you must always go to the professional doctor if you are not well. Taking any medicine without professional advice can be dangerous.'

Meanings in context

doctrine	:	a set of principles or beliefs
eliminate	:	to remove completely
cosmic system	:	belonging or related to universe
dominate	:	to be the most powerful or important
steadiness	:	not likely to change quickly
tendency	:	an unpleasant habit or action that keeps an occurring

Comprehension

Answer the following questions.

1. What was the task given to Suman by her *dadi*?
2. Why did *dadi* need the herbs?
3. List the various systems of medicines prevalent in the world.
4. How are the three systems of medicine different from one another?
5. What are the basic principles of Ayurveda?
6. What effects do the five basic elements in the universe have on us?
7. What are the three energies (doshas)? List them.
8. How are people with *vata/pitta/kapha* different from one another in the functions of their body?
9. Name a well known person in your town who runs 'a health care centre'. Which system of medicine does he/she practice?

PZ3F9H

Vocabulary

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

1. *Vata* people are very easy to recognize.
   (a) mix up (b) identify
   (c) to be friendly with (d) socialize
2. *Kapha* people are easy going and relaxed.
   (a) calm (b) social
   (c) open minded (d) talkative
3. *Pitta* people are very energetic and organized, warm and friendly.
   (a) well-planned (b) sincere
   (c) honest (d) lively
4. Usually one *dosha* or two are dominant in a person.
   (a) famous (b) powerful
   (c) exceptional (d) significant

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

1. _y_rv_d_ 2. D_m_n_nt
3. R_c_gn_z_ 4. B_l_nc_
5. M_xt_r_ 6. C_nf_d_nt

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

1. ayurveda, homeopathy, allopathy, medicine
2. health, personality, diet, nutrition
3. organised, efficient, tidy, well-ordered
4. energetic, enthusiastic, tired, refreshing
5. aggressive, relaxed, calm, confident

IV. Find two words form the passage that are related to the words/pharses given below.

eg.: metabolism: circulation, breathing

a. *doshas* :
b. elements of nature :
c. system of medicine :

Grammar

PZCBBJ

Passives

Look at the sentences given below.

i. The chief guest ***was welcomed*** by the principal

ii. The library ***was arranged*** by the students.

The above sentences are in passive. In active voice, we can write these sentences as :

iii. The principal welcomed the chief guest

iv. The students arranged the library

In sentences (i) and (ii) the action is more important than the doer (Passive) whereas in sentences (iii) and (iv) doer is more important (Active)

Now, consider these sentences from the text:

a. The knowledge of Ayurveda ***was passed*** on orally for thousands of years throught a lineage of sages in India until it ***was collated*** into a text.

b. Dadi had many little patches of the backyard where wild herbs ***were cared for.***

c. Pitta ***is seen as*** fire and a little bit of water.

d. Kapha ***is*** dominantly ***expressed as*** water and earth.

- **A passive sentence begins with the person or thing that receives the action. It must have a passive verb.**

  Passive sentence : The door was painted by Ashok yesterday.

  Eg. : *Active sentence* : Ashok painted the door yesterday.

- **When we change a sentence from the active voice to the passive voice, the tense of the verbs has to remain the same.**

  Eg. : Pitta governs all energy and transformation. *(active voice, present tense)*

  All energy and transformation are governed by Pitta. *(passive voice, present tense)*

Tense	Active voice	Passive voice
Simple Present	main verb example : give	am/are/is + past participle of verb example : am given
Simple past	main verb example : given	was/were + past participle of verb example was given
Present continuous	am/are/is + main verb with 'ing' example : is giving	am/are/is + being + past participle of verb example : is being given
Past continuous	was/were+main verb with 'ing' exmaple : were giving	was/were + being + past participal of verb example : were being giving

- **When we change a sentence from the passive voice, we need to make sure the verb agrees with the subject in number.**

  Eg.: The sages descirbe the three *doshas* as *Vata, Pitta, & Kapha.* *(active)*

  The three *doshas are* descirbed as *Vata, Pitta, & Kapha by sages.* *(passive)*

- **When we do not know who did the action or what was the cause of action, a passive sentence does not contain an agent.**

  Eg.: The documents have been checked.

  Present passive : eg.: Kapha ***is*** dominantly ***expressed as*** water and earth.

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

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

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

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

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

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.

v. Push in the disk until the botton 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!

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

  First the monitor keyboard and printer are linked up. Then the _____ is _____. The monitor is _____ at the back. When the light \ appears on the screen _____ in Drive A. The disk is _____ until the _____. About 30 seconds _____ by computer to load the programm. The drive button _____ and the disk shoots out. The Day Disk _____ with the Documents Disk. Finally the function key _____ . The word processor is then ready to use.

Writing

I. Read the information given in the table on the next page. Now write a descriptive paragraph about each of the following.

Vata, Pitta, Kapha.

A descriptive paragraph of *Vata* people is given here.

'Vata' people are imaginative persons. They often get excited by things. They forget things quickly. For them, making a decision is difficult. They often get worried. Physically, they do not put on weight easily. Often they have cold hands and feet and dry skin. They often find it hard to sleep. They walk quickly and talk a lot.

Vata	Pitta	Kapha
Often get excited by things	Like to have an organized life	Calm, relaxed person
Do not put on weight easily	Become angry easily	Gain weight quickly but lose it slowly
Learn quickly but forget quickly	Have a good appetite	Tend to walk slowly
Often have cold hands and feet	Like ice-cold drinks	Like to get up late
Like to talk	Do not like spicy food like Chillies	Learn slowly but remember well
An imaginative person	Critical of oneself and others	Do not like cool, wet weather
Often have dry skin	Often feel too hot	Feet tired after eating
Making decision is difficult	Have a good appetite	Eat slowly
Walk quickly	Often impatient	Do not get angry easily
Often find it hard to sleep	Become tired in hot weather	Kind, friendly person

II 'Get - well card'

Your friend is not coming to school due to some illness. Here is an example of a 'Get-well card' for her.

☺

24th July 2015

Dear Anu,

We are sorry to hear that you are not feeling well. We all miss you, especially in the Maths class. We hope you will be back to school soon. Take a healthy diet and cooperate with your parents.

Best wishes,

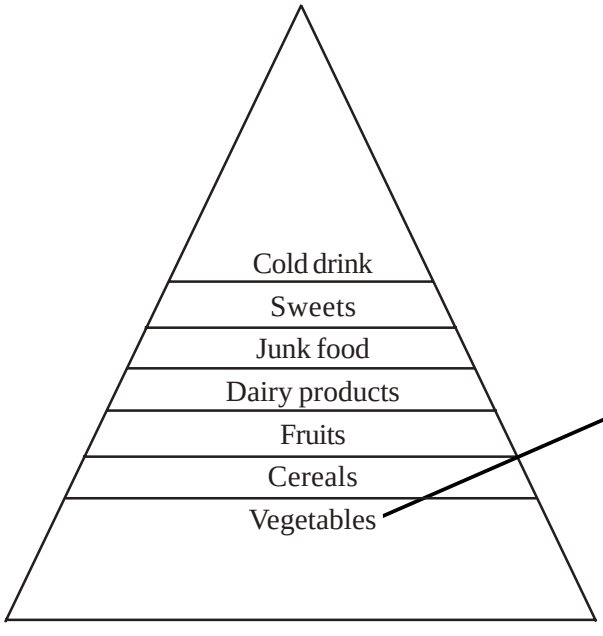
Ravi, Pooja, Kaneez and Kamal

Write a 'Get-well card' for another classmate who has been confined to bed for nearly two weeks.

You may get some help from the sentences given in the box.

We are sorry to hear that/about ————————
You have a cold/stomachache/headache/fever.
We are sorry to hear about ……..
Your broken arm/leg/accident
We hope that…….
You will be better soon/will be back at school/soon/will be out of hospital soon.
You should ……..
Take rest/follow the instructions of the Doctor/take medicine in time/take healthy diet/ cooperate with the parents.

III. Look at the following food pyramid and the food categories given below.



Chocolates, sweets, sugar
Burger, chips, kurkure, pizza/samosa
Butter, cheese, milk
Onion, potato, tomato,
Apple, banana, orange, mango
Bread, pasta, rice, pulse
Coco-cola, Pepsi, Miranda, Fruity, Thumps up

Food pyramid **Food items**

1. Match the food items in the box with the food categories in the pyramid.
2. Based on the food items listed by you in the food pyramid, write a brief description of your food habits.

Project Work

Look at the chart indicating the kind of food good for '*Vata*' '*Pitta*' and '*Kapha*' people. Observe three of your friends and write about their personality. Also suggest the kind of 'food' that is good for each of them.

Vata	Pitta	Kapha
Good Warm food and drinks sweet, sour and salty tastes, spicy and oily food, small, frequent meals	**Good** Cool food and drinks, sweet tastes, regular meal times, vegetables and salads	**Good** Warm food and drinks, bitter tastes, light meals, salads and soups
Bad Cold foods, raw vegetables and iced drinks, heavy and infrequent meals	**Bad** Sour and salty tastes, irregular meal time and quick snacks	**Bad** Cool food and drinks, sweet and sour and salty tastes, snacks between meals
Danger foods • Spinach, potatoes, peppers mushrooms, tomatoes, aubergines • Apples • All dried fruits • Curd, pickles • White sugar	**Danger foods** • Tomatoes • Bananas • Oils • Seafoods • Hot spices, salt, garlic	**Danger foods** • Tomatoes, potatoes • Very juicy fruits • Milk, cheese, yoghurt • Fried food, oily food • Sugar and all sweets except honey

PZL7D7

PRACTICE EXERCISE - III

Link Unit : Awareness About Health

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 to bacco 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.

(Reading A : India's Battle to Ban Chewing Tobacco)

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

(i) Oral cancer is caused by_____.

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

(ii) Voices of Tobacco Victims' is _____.

a. an agency
b. a hospital
c. a campaign
d. a magazine

(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

(iv) 'Gutka' is _____.

a. beedi
b. cigarette
c. betel nut
d. chewable tobacco

2. Answer the following questions.

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

.....

.....

b. What is the campaign's greatest success?

.....

.....

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

.....

.....

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

Name of the campaign _____

_____

Year of launching the campaign _____

_____

Aims of the campaign _____

_____

_____

_____

People involved _____

_____

_____

_____

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

survivor, oral, campaign, empower, healthy

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

b) organizing 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 .....

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

	Words	prefix	suffix
a)	empower	.....	.....
b)	survivor	.....	.....
c)	awareness	.....	.....
d)	storage	.....	.....
e)	distribution	.....	.....
f)	advocacy	.....	.....
g)	healthy	.....	.....
h)	successful	.....	.....
i)	smokers	.....	.....
j)	proven	.....	.....
k)	approximately	.....	.....

II Read the extract from the poem, 'Sick Day' by Kenn Nesbitt carefully and answer the questions that follow.

SICK DAY

I'm feeling sick and getting worse.
I think I'd better see the nurse.
I'm sure I should go home today.
It could be fatal if I stay.
I'm nauseated, nearly ill.
I have a fever and a chill.
I have a cold. I have the flu.
I'm turning green and pink and blue.
I have the sweats. I have the shakes,
a stuffy nose, and bellyaches.

Kenn Nesbitt

1. Put a tick (✓) 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

(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

(iii) The speaker is at _____.

a. the hospital

b. school

c. home

d. the office

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

a. is actually ill

b. is afraid

c. is using make up

d. is pretending to be sick

2. Answer the questions in brief.

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

.....

.....

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

.....

.....

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

.....

.....

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

parts of the body	associated symptoms
nose	fever, chill, flu
body	ache
stomach	rash
throat	sore, cough, slurred
eyes	blurred
head	cold, stuffy nose
ankle	feeble
skin	sprain

4. Complete the sentences with words from the poem

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

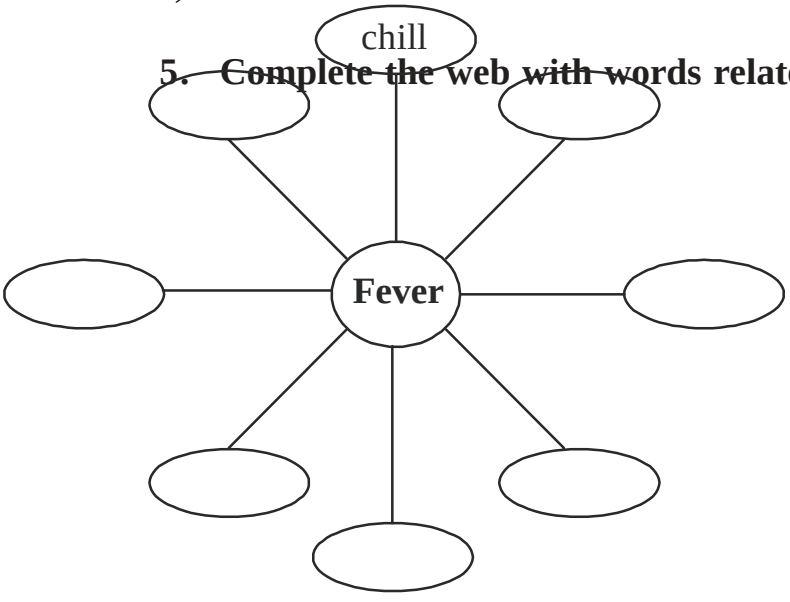
b) A patient suffering from influenza will have fever, ..., ... & .....

c) One who has fever ..... after he takes a medicine.

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

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

5. Complete the web with words related to fever.



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	.....	farthest
much	.....	.....
early	.....	.....
fast	.....	.....

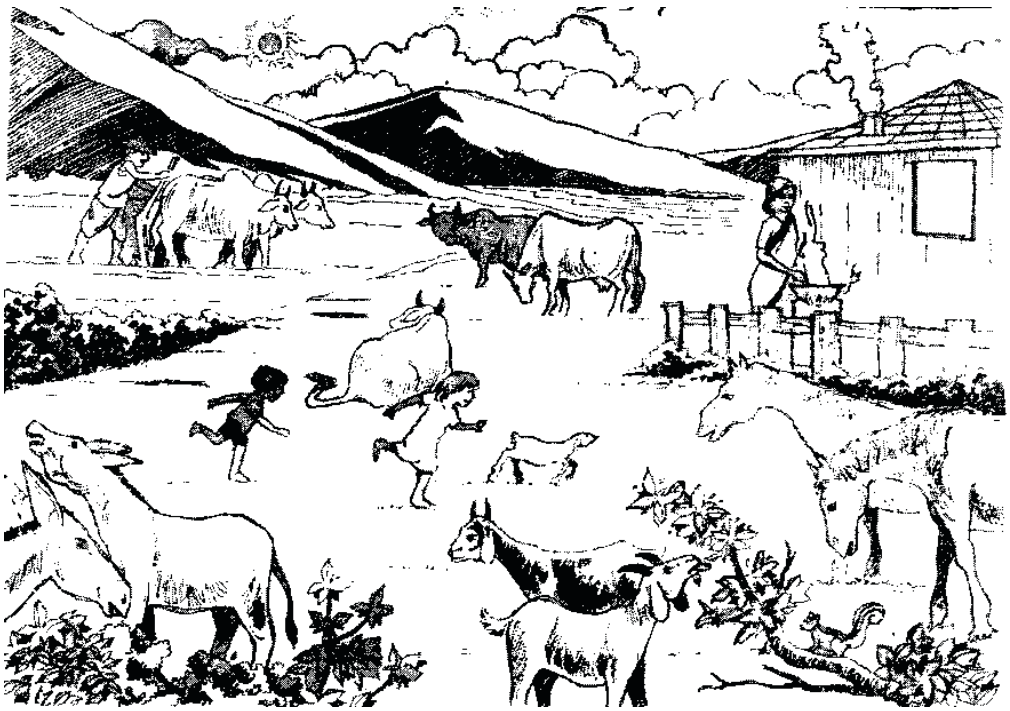
7. Look at the following line carefully;

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: cook, run, rise, plough, bring, graze, carry, sit, stand, enjoy,

'Noun' box: farmer, cows, goat, boy, girl, woman, hut, tree, road, donkey, horse, farm

a) .....

b) .....

c) .....

d) .....

e) .....

f) .....

g) .....

h) .....

i) .....

j) .....

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 attend music class at 4.00 pm today. After that we will go for a walk

Monday

.....

.....

Tuesday

.....

.....

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 type of verb forms is called as **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 - 'm	I'm						
is - 's			he's				
are - 're		we're					
have - 've	I've						
has - 's							
had - 'd	I'd						
will - 'll	I'll						
would - 'd	I'd						

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

is not	.....	do not	.....	can not	.....
are not	.....	does not	.....	could not	.....
was not	.....	did not	.....	will not	.....
were not	.....			would not	.....
has not	.....			should not	.....
have not	.....			must not	.....
had not	.....			need not	.....

11. Put the auxiliaries in these sentences in their contracted forms.

	Sentences	**Sentences with contracted forms.**
a.	Raipur is not the capital of India.	.....
b.	They do not live in Raipur.	.....
c.	She cannot swim	.....
d.	He does not speak English.	.....
e.	You were not so busy.	.....
f.	She was not in time.	.....
g.	He will have a big house.	.....
h.	I do not have a car.	.....
i.	They could not reach home.	.....
j.	You have worked hard.	.....
k.	She will not come today.	.....

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 ……...
……...
……...

13. Complete the table using words from the box.

I We You They My friends	have	a	
He She It Ramu	has	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.

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

I don't have headache.
He doesn't have 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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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 for passing the test.
Write 10 sentences that you have to do every day. One is done for you.

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

ii. .....

iii. .....

iv. .....

v. .....

vi. .....

vii .....

viii. .....

ix. .....

x. .....

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.

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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' (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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17. 'Should' as a modal verb showing 'suggestion'

Should + verb (I) is used to suggest/advice some one 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
'You should apply clove oil.'

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b. has fever.

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c. has got cold.

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d. has broken his leg.

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e. has got bellyache.

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18. Recipe for a Hippopotamus Sandwich.

For the teacher : Read out the text in the appendix slowly and clearly. ask your student to listen to the poem once and then do the task after listening to you for the second time.

a. **Your teacher will read out the poem to you but she will make a few mistakes. Identify and encircle the words which are wrongly pronounced.**

A hippo sandwich is early to make
All you do is simply fake
One slice of beard,
One slip of cake,
Some mayonnaise
One onion rich
One hippo elephant
One piece of string
A dash of paper
That ought to do it
And now comes the problem of biting into it.

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...

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.

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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.

	Diseases	**Dos**	**Don'ts**
a.	cold and cough	.....	.....
b.	head lice	.....	.....
c.	injury	.....	.....
d.	bad stomach	.....	.....

Unit 4

Travel and Tourism

Reading A : The Eyes Have It

Reading B : The Muddle Head

Reading C : Mainpat

Travel and Tourism

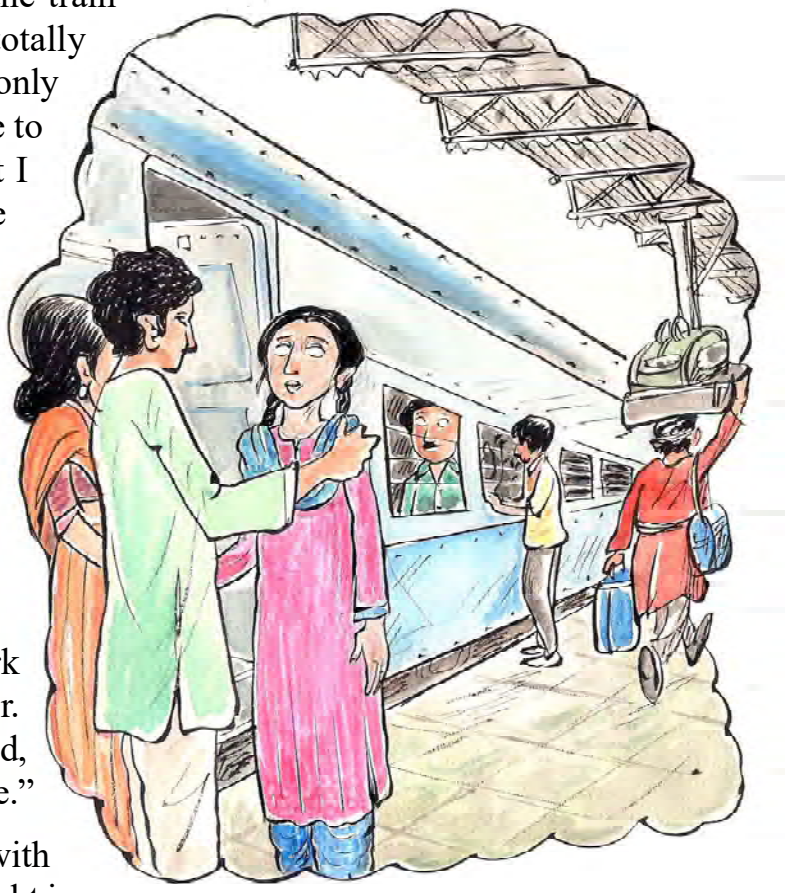
Pre-reading

What are the thoughts that come to your mind when you look at the two pictures and the poster? Share your thoughts with your classmates.

Reading A

The Eyes Have It

I had the train compartment to myself upto Rohana, then a girl got in. The couple who saw her off were probably her parents. They seemed very anxious about her comfort and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.



They called their goodbyes and the train pulled out of the station. As I was totally blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like. But I knew she wore slippers from the way they slapped against her heels.

It would take me some time to discover something about her looks and perhaps I never would. But I liked the sound of her voice and even the sound of her slippers.

"Are you going all the way to Dehra?" I asked.

I must have been sitting in a dark corner because my voice startled her. She gave a little exclamation and said, "I didn't know anyone else was here."

Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas people who cannot see (or see very little) have to take in only the essentials, whatever registers tellingly on their remaining senses.

"I didn't see you either," I said. "But I heard you come in."

I wondered if I would be able to prevent her from discovering that I was blind. "Provided I keep to my seat" I thought, "it shouldn't be too difficult." The girl said, "I am getting off at Saharanpur. My aunt is meeting me there."

"Then I had better not get too familiar," I thought. "Aunts are usually formidable creatures."

"Where are you going?" she asked.

"To Dehra and then to Mussoorie."

"Oh, how lucky you are. I wish I were going to Mussoorie. I love the hills; especially in October."

"Yes, this is the best time," I said, calling on my memories. "The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log fire and drink a little brandy. Most of the tourists have gone and the roads are quiet and almost deserted. Yes, October is the best time."

She was silent. I wondered if my words had touched her or whether she thought me a romantic fool. Then I made a mistake.

"What is it like outside?" I asked.

She seemed to find nothing strange in the question. Had she noticed already that I could not see? But her next question removed my doubts.

"Why don't you look out of the window?" she asked.

I moved easily along the berth and felt for the window ledge. The window was open and I faced it, making a pretence of studying the landscape. I heard the panting of the engine, the rumble of the wheels, and, in my mind's eye I could see telegraph posts flashing by.

"Have you noticed," I ventured, "that the trees seem to be moving while we seem to be standing still?"

"That always happens," she said. "Do you see any animals?"

"No," I answered quite confidently. I knew that there were hardly any animals left in the forests near Dehra.

I turned from the window and faced the girl and for a while we sat in silence.

"You have an interesting face," I remarked. I was becoming quite daring but it was a safe remark. Few girls can resist flattery. She laughed pleasantly—a clear, ringing laugh.

"It's nice to be told I have an interesting face. I'm tired of people telling me I have a pretty face."

Oh, so you do have a pretty face, thought I. And aloud I said,"Well, an interesting face can also be pretty."

"You are a very gallant young man." she said. "But why are you so serious?"

I thought, then, that I would try to laugh for her, but the thought of laughter only made me feel troubled and lonely.

"We'll soon be at your station." I said.

"Thank goodness it's a short journey. I can't bear to sit in a train for more than two or three hours."

Yet I was prepared to sit there for almost any length of time, just to listen to her talking. Her voice had the sparkle of a mountain stream. As soon as she left the train she would forget our brief encounter. But it would stay with me for the rest of the journey and for some time after.

The engine's whistle shrieked, the carriage wheels changed their sound and rhythm, the girl got up and began to collect her things. I wondered if she wore her hair in a bun or if it was plaited. Perhaps it was hanging loose over her shoulders. Or was it cut very short?

The train drew slowly into the station. Outside, there was the shouting of porters and vendors and a high-pitched female voice near the carriage door. That voice must have belonged to the girl's aunt.

"Goodbye!" the girl said.

She was standing very close to me. So close that the perfume from her hair was tantalizing. I wanted to raise my hand and touch her hair but she moved away. Only the scent of perfume still lingered where she had stood.

There was some confusion in the doorway. A man, getting into the compartment, stammered an apology. Then the door banged and the world was shut out again. I returned to my berth. The guard blew his whistle and we moved off. Once again I had a game to play and a new fellow traveller.

The train gathered speed, the wheels took up their song, the carriage groaned and shook. I found the window and sat in front of it, staring into the daylight that was darkness for me.

So many things were happening outside the window. It could be a fascinating game guessing what went on out there.

The man who had entered the compartment broke into my reverie.

"You must be disappointed," he said. "I'm not nearly as attractive a travelling companion as the one who just left."

"She was an interesting girl." I said. "Can you tell me—did she keep her hair long or short?"

"I don't remember," he said sounding puzzled. "It was her eyes I noticed, not her hair. She had beautiful eyes but they were of no use to her. She was completely blind. Didn't you notice?"

Ruskin Bond

About the author

Ruskin Bond (born 19 May 1934) is a well known Indian writer in English. He is British by birth and lives with his family in Mussoorie. He has written more than hundred short-stories, six novels, three collections of verse and over thirty books for children. Ruskin Bond received Sahitya Academy award for his book '*Our Trees Still Grow at Dehra*' in 1992, and was honored with title Padma Shree in 1999 and Padma Bhushan in 2014, for his life time contribution to Indian literature in English. He has been writing for the last fifty years in different genres of literature.

Meanings in context

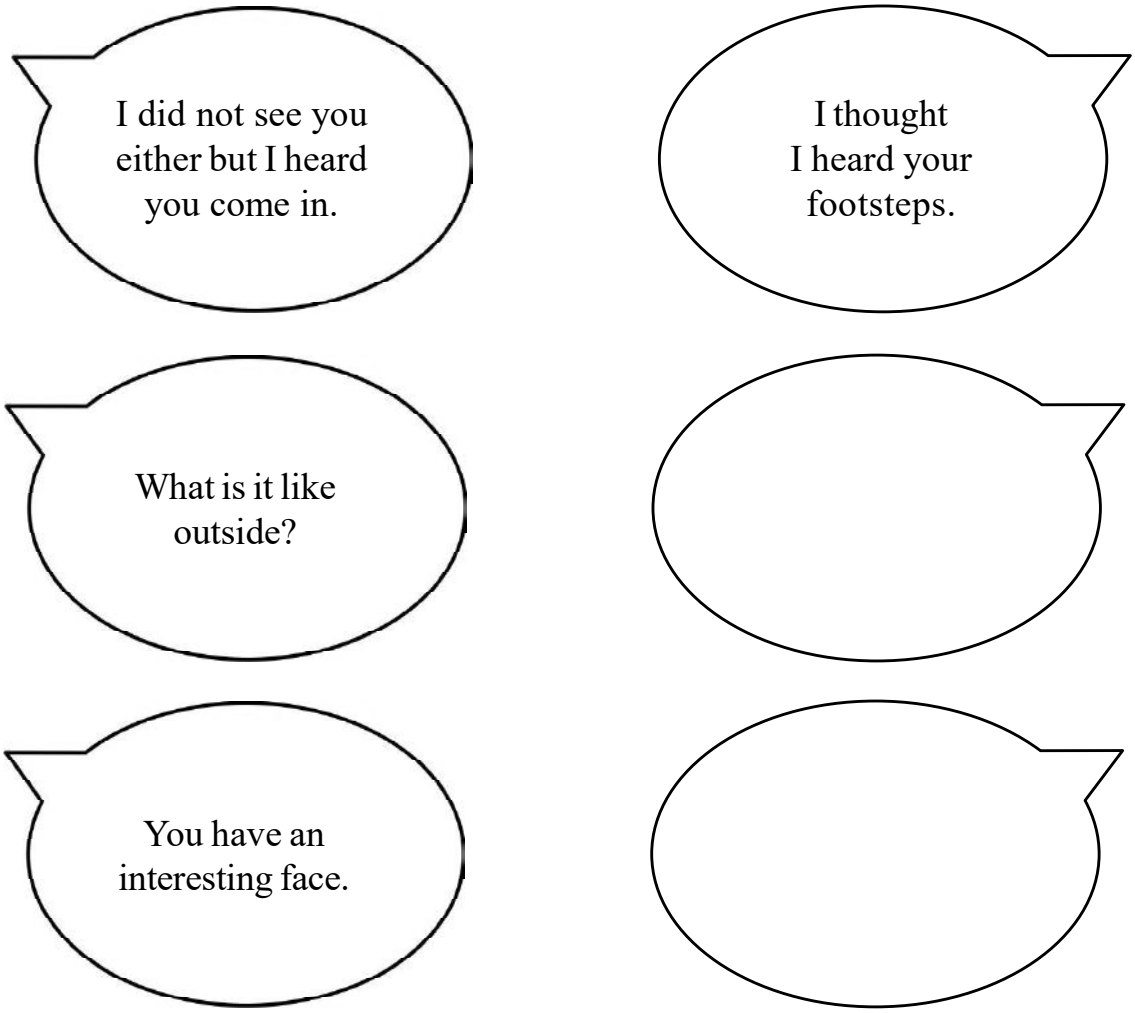
registers	:	gets understood
tellingly	:	effectively
formidable	:	inspiring fear or respect
making a pretence	:	acting
flattery	:	excessive praise
gallant	:	brave, heroic
encounter	:	meeting
shrieked	:	made a high pitched piercing sound
tantalizing	:	causing desire and excitement
stammered	:	spoke with difficulty
reverie	:	pleasant dream-like thoughts
pretence	:	a behavior that makes someone believe something that is not true
ventured	:	risked saying something

Comprehension

I. Answer the following questions.

1. What details could the narrator gather about the girl?
2. The girl was startled to hear the narrator's voice. Why was she startled?
3. What differences does the narrator point out between those who can see and those who cannot? List them.
4. Was the narrator able to hide from the girl and from the new fellow traveller the fact that he was blind? Give evidence from the story in support of your opinion.
5. Whose voices does the narrator hear when the girl i) boards the train and ii) gets off the train?

II. The narrator made some comments. What could have been his comments if he could see? Complete the bubbles with the imaginary comments of the narrator.



QC9BVE

Vocabulary

Write down the words/phrases used by the author to describe the sounds mentioned in the lesson.

Sounds mentioned in the lesson	Word/phrases used to describe the sounds
sound of slippers	
the girls' laugh	
the whistle of the train	
carriage	
wheels	
engine	
the aunt's voice	

Grammar

QCI7X2

1. Phrasal verbs

Read the following sentences from the story.

1. The couple who **saw** her **off** were probably her parents.
2. The train gathered speed, the wheels **took up** their song.

The words in bold are phrasal verbs. A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone.

In sentence 1, the object is between the verb and the preposition. It is thus a separable phrasal verb. In sentence 2, the preposition comes next to the verb and is therefore called inseparable phrasal verb. Sometimes, a phrasal verb may be both separable and inseparable, as in the sentence given below.

He **picked** the book **up**.

He **picked up** the book.

Now use the following phrasal verbs from the story in your own sentences.

1. take in	2. call on	3. get off
4. see off	5. turn from	6. break into

2. Narration

In the story we have read in this lesson, the main character is narrating his experiences during a train journey.

Compare column 1 with column 2. Write down the difference related to the use of pronouns, verbs, punctuation and word order in column 3. Some are done for you.

1	2	3
"You are a very gallant young man," she said.	She said that he was a very gallant young man.	you → he are → was 'That' is added. Inverted commas are removed.
"you have an interesting face," I remarked. She gave a little exclamation and said "I didn't see you either, " I was here."	I remarked that she had an interesting face. She gave a little exclamation and said that she hadn't known anyone else was there.	
"I didn't see you either," I said, " But I heard you come in."	I said that I hadn't seen her either, but that I had heard her come in.	
"We'll soon be at your station," I said. ("We will ...) "Where are you going?" she asked.	I said that we'd soon be at her station. (... we would...) She asked where he was going.	you → he are → was Inverted coomas are removed.
"Are you going all the way to Dehra?" I asked.	I asked if she was going all the way to Dehra.	

During the school excursion tour to Shivrinarayan, Vikas was interviewed by a local TV channel reporter.

Here is the interview.

Reporter: What is the purpose of the picnic?

Vikas : It's an educational tour.

Reporter: Have the students of all classes in your school come for the tour?

Vikas: No. Only the students of classes 9 and 10 have come.

Reporter: You said that this is an educational tour. How has your visit to Shivrinarayan been educational?

Vikas: Shivrinarayan has great religious importance. During Lord Rama's 'vanavasa' he stayed in this place and met Shabari. Shabari offered delicious fruits to Lord Rama.

Reporter: Would you like to comment on the scenic beauty of this place?

Vikas: Here three rivers meet: Mahanadi, Jonk and Shivnath. It's a wonderful sight.

Reporter: Have you seen Shivrinarayan Temple?

Vikas: Yes. My class teacher told us that this beautiful temple was built in the 12th century AD during Kalchuri period. The temple has a splendid idol of Chaturbhuji Vishnu and Goddess Shabari.

Reporter: Thankyou. Please watch this interview on our news channel.

Vikas: I will surely watch the interview.

Vikas gets back home and describes the tour to his family members.

Father: Welcome , my child.

Moni: Tell me bhaiya, was it fun?

Mother: Did you bring Prasad for us from the temple?

Vikas: Wait wait wait! Listen! Tomorrow you will see me on TV. A reporter interviewed me.

Moni: And what did you tell her? What did she ask you?

Vikas: She asked me about the tour. I told her that we were on an educational tour. I told her that the class teachers had also come with us. She asked me if we go for such tours every year. I denied and added that I was happy that our school had brought us to Shivrinarayan.

Mother: Did she ask you what you like about Shivrinarayan?

Vikas: Yes she enquired how the visit to Shivrinarayan was educational. I replied that Shivrinarayan has great religious importance. During Lord Rama's *'vanavasa'*, he stayed in this place and met Shabari. Shabari offered delicious fruits to Lord Rama.

She asked me if I had seen Shivrinarayan temple. I replied that my class teacher had told us that beautiful temple was built in the 12th century AD during Kalchuri period and that the temple has a splendid idol of Chaturbhuji Vishnu and Goddess Shabari.

She also asked me to comment on the scenic beauty of the place, the temple and the importance of Shivrinarayan . I told her that Shivrinarayan has great religious importance. I added that during Lord Rama's *'vanavasa'*, he stayed in this place and met Shabari and that Shabari offered delicious fruits to Lord Rama.

Moni: What else did she ask? Who else did she talk to?

Father : Enough for now. Let Vikas have a wash.

Complete Column 2 after making suitable changes in the direct speech given in Column 1. (Note that inverted commas have not been used since the text has been written in the dialogue form.)

Column 1	Column 2	Column 3
Vikas's comments in direct speech	**Vikas's comments indirect speech**	**Change**
It's an educational tour.	Vikas said that it was an educational tour.	It's → It was that is added
Only the students of classes 9 and 10 have come. Shabari offered delicious fruits to Lord Rama.		have come → had come that is added Offered → had offered that is added
My class teacher told us that this beautiful temple was built in the 12th century AD during Kalchuri period.		my → his told → had told us → them this → that was built → had been built that is added
I will surcly watch the interview.		will → would that is added I → he

Questions that the reporter asked	the reporter's questions in indirect speech	Change
What is the purpose of the picnic?		is → was was is moved to the end of the sentence
Have the students of all classes in your school come for the tour?		'if' is added 'have' is deleted your → his come → had come
Have you seen Shivrinarayan Temple?		'if' is added 'have' is deleted you → he
Has your visit to Shivrinarayan been educational?		.....asked me your → his has been → had been
Would you like to comment on the scenic beauty of this place?		add 'if' you → you would you like → he would like this → that

Listening

I. Listen to the announcements at a railway station and complete the table given below.

Train No.	Train Name	Scheduled Time	Platform No.	Late by ..... /on time/not mentioned

II. Answer the following questions.

1. On which station are the announcements being made?
2. How many trains are late?

Speaking

Suppose a visually challenged person travels with you through your village, how would you describe your village to that person?

(You may tell him about river/ponds, mountains/hills, temples and other religious places, festivals, things related to agriculture and industry in the village, educational institutions etc.)

Work in groups. Later, anyone from your group could tell the rest of the class how your group will describe the village.

Study Skills

Homonyms

A word that sounds the same as another word and has the same spelling, but has a different meaning is called a homonym.

Here is an example.

This house does not **suit** me.

He is wearing a new **suit**.

Use each of the words given below with two meanings, as in the example given above. Consult the dictionary to find more meanings of each of these words.

a. still _____

b. register _____

c. draw _____

d. move _____

e. face _____

f. train _____

QCS3YP

QD1Z1C

Reading B

The Muddle Head

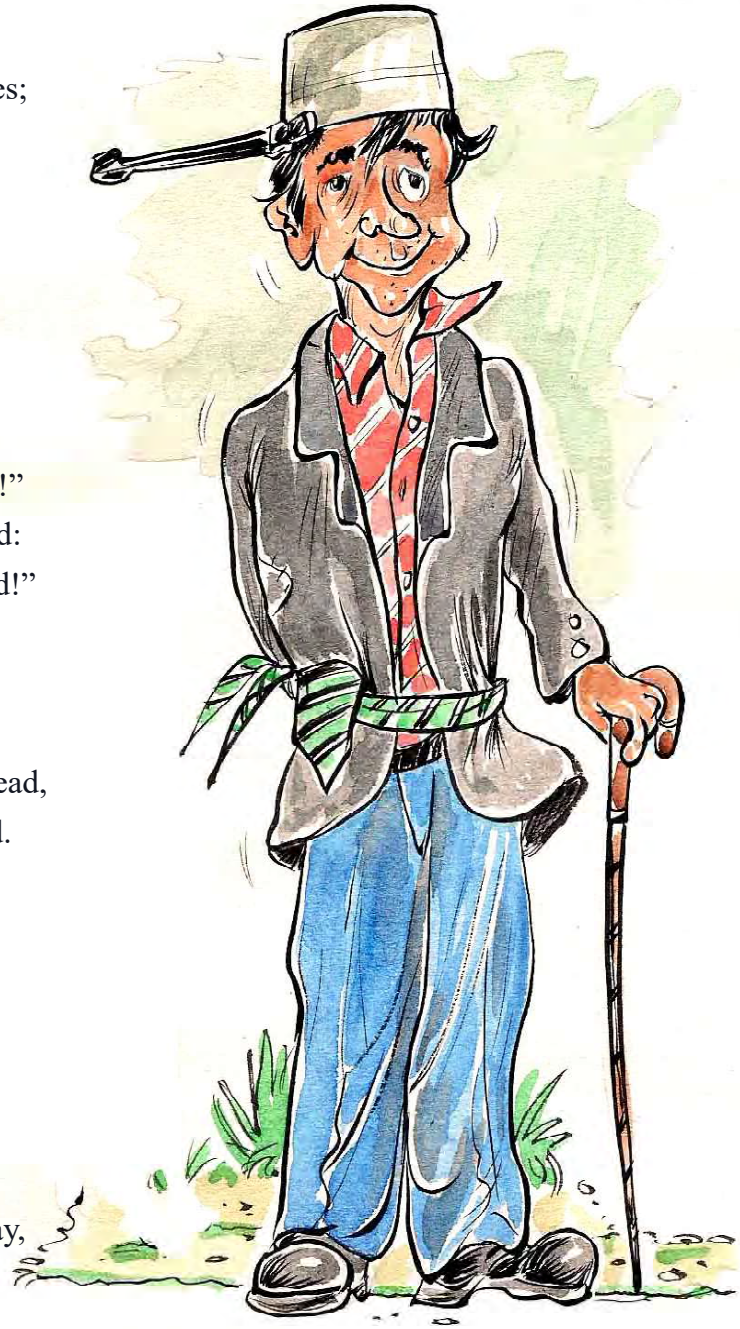
I knew a man from Petushkee
As muddleheaded as could be.

He always got mixed up with clothes;
He wore his mittens on his toes,
Forgot his collar in his haste,
And tied his tie around his waist.
What a muddle head was he,
That man who lived in Petushkee!

They told him as he went about:
"You've got your coat on inside out!"
And when they saw his hat, they said:
"You've put a saucepan on your head!"
What a muddle head was he,
That man who lived in Petushkee!

At lunch he scratched a piece of bread,
And spread some butter on his head.
He put his walking stick to bed,
And he stood in the rack instead.
What a muddle head was he,
That man who lived in Petushkee!

He walked upto a tram one day
And climbed in very sprightly;
Conductor thought that he would pay,
Instead he said politely:
"Parding your beggon,
Kister Monductor,



I'm off for a week's vacation;
I stop you to beg your cramway tar
As soon as we reach the station."
Conductor got a fright
And didn't sleep that nite.
What a muddle head was he,
That man who lived in Petushkee!

He rushed into the first café:
"A railway ticket please, One way."
And at the ticket office said:
"A slice of tea and a cup of bread."
What a muddle head was he,
That man who lived in Petushkee!

He passed the man collecting the fares,
And entered a carriage awaiting repairs,
That stood on a siding, all by itself.
Half of his luggage, he put on a shelf,
The rest on the floor, his coat on his lap
And settled himself for a bit of a nap.
All at once he raised his head,
"I must have been asleep"- he said.
"Hey, what stop is this?" he cried
"Petushkee," a voice replied.

Once again he closed his eyes
And dreamt he was in Paradise.
When he woke, he looked about,
Raised the window and leaned out.
"I've seen this place before, I believe,
Is it Kharkov or is it Kiev?
Tell me where I am," he cried.
"In Petushkee," a voice replied.

And so again he settled down
And dreamt the world was upside down
When he woke, he looked about,
Raised the window and looked out.
"I seem to know this station too,
Is it Nalchik or Baku?
Tell me what its called," he cried.
"Petushkee" a voice replied.
Up he jumped: "It's a crime!
I've been riding all this time,
And here I am where I began!
That's no way to treat a man!"
What a muddle head was he,
That man who lived in Petushkee!

Ogden Nash

Notes : The muddle head mixes up words and mispronounces them. The expressions he uses are explained below.

Parding your beggon	-	*begging your pardon*
Kister Monductor	-	*Mister Conductor*
Stop you to beg	-	*beg you to stop*
Cramway tar	-	*tramway car*

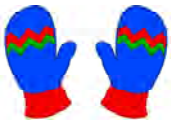
About the author

Frederic Ogden Nash (1902-1971) was an American poet well known for his humorous poetry. Nash wrote over 500 pieces of comic verse. The best of his work was published in 14 volumes between 1931 and 1972.

Meanings in context

muddle : confused

mittens : a type of glove



saucepan : a deep cooking vessel with a handle

sprightly : lively, energetic

cramway tar (tramway car) : rail vehicle which runs on tracks along public streets

Parding your beggon (Begging Your Pardon) : excuse me (polite language, used when addressing a stranger)

I stop you to beg (I beg you to stop) : I request politely to stop

Comprehension

Answer the following questions.

1. Describe briefly the dream the muddle head had when he slept in the train.
2. Did the muddle head lie down to sleep? Quote the line from the poem in support of your answer.
3. Who is 'I' in different stanzas of the poem?
4. Point out why the following lines in the poem sound funny.
   "A railway ticket please, One way."
   "A slice of tea and a cup of bread."
5. List the things that make the poem look funny to you.

QDAV2Z

Reading C

Mainpat

QDJR4M

Famously known as the Shimla of Chhattisgarh, Mainpat is a plateau located at a height of 1099 m from the sea level. Out of this area 226 sq.km. is a dense forest cover. This entire plateau is called Mainpat.

Spread over an area of 368 sq.km., this plateau offers breathtaking views of mother nature. Melodiously singing streams, gracefully flowing tranquil rivers, and dense forests brimming with rich flora and fauna enchant millions of travellers. Ayurvedic herbs, rare plants and vibrant varieties of avifauna enliven the beautiful plateau.

Mainpat consists of 24 villages with a total population of 25000. Mainpat is truly a hidden gem, with lots of adventure awaiting tourists in its green slopes, beautiful valleys, gently flowing brooks, unexplored waterfalls and forests.

Historic importance: After the India-China war in 1962-63, Tibetan refugees settled on the plateau and today, the Tibetan population here is approximately 1800. Very rich in their roots, Tibetans have maintained their vibrant culture and Buddhist flavour. A very authentic and highly unique way of life, Buddhism offers the way to Nirvana. Based in Surguja, the people here offer a warm delight to the travellers, giving a glimpse of their Buddhist culture that transcends all religions.

Buddha Temple: This is the only temple dedicated to Lord Buddha in Chhattisgarh, and the most authentic Buddhist rituals are performed here every day.

The most famous Tibetan festivals are celebrated in this temple. These include: The day of Lord Buddha's first speech after enlightenment, The day lord Buddha returned from heaven to meet his mother after attaining nirvana, new year and Dalai Lama's birth day.

This temple is of special interest to various tourists because it has the rare confluence of Surguja's simplistic Adivasi culture and Tibetan Buddhist culture.

Tiger Point: At the centre of the Mahadev Muda River, where the forest cover is extremely dense, there is a beautiful waterfall that falls from a height of 60 m. Since this was a territory marked by Tigers, it came to be known as the Tiger Point. At this point the river is at its most beautiful best and surrounded by lots of medicinal herbs. The Government has constructed railings so that travellers and tourists can enjoy the breathtaking views from here.

Machali Point: Enveloped in the deep mountain ranges, is a clean river called

Machali Nadi. Full of little fishes, this river falls deeper, creating a spectacular waterfall. This point is called the Machali Point and the height of the waterfall is 48m. Through the droplets and fog of the falling water, the hills look even more mesmerizing. Here, you can also see an 80m waterfall, cascading down like milky white satin. This waterfall is rightly called the Milky Way. For geologists and environmentalists, this point is of special importance. Various water sports can be enjoyed here and tourists can take back memories of a thrilling and exhilarating experience.

Parpatiya: Located in between forest department vigilance point no.2328 and 2329, Damali, Parpatiya presents unlimited natural beauty and heart-stirring surroundings. Many awe-inspiring points can be seen from Parpatiya, mainly- Bandarkot Mountains Raksamada Caves, Dulha-Dulhan mountains, Banraj Dam, Shyam Ghunghutta Dams and Ramgarh Mountains.

The Chhattisgarh Tourism Board has created a spot for adventure sports here. Tourists can enjoy paragliding here.

Mehta Point: Just 8 km away from Mainpat, this spectacular waterfall is embraced by tall mountain ranges. Blending together the borders of Surguja and Raigarh, the Mehta Point is a must visit for all travellers. Comfortable shelters of the Forest Department are available to tourists. The Mehta Point is very much reachable by private vehicles.

Dev Pravah(Jaljali): This beautiful stream located in Kamleshwar, flows incessantly, later falling into an 80m waterfall. This waterfall is called the Dev Pravah and is extremely famous for rich herbs and medicinal plants that grow around it. Enriched with unique flora and fauna, this waterfall offers the tourists an interesting getaway in the proximity of nature.

Caves: Chhattisgarh is a land of mysterious caves, and Mainpat is no exception here. The caves of Mainpat include- Bandarkot, Raksamada (32 km), Bhalumada (8km) and Paiga Khoh.

Cultural Delight: A beautiful blend of various cultures can be enjoyed at Mainpat. The main delights are tribal village, Asgava and Tibetan camps.

Pilgrimage: Different pilgrim destinations welcome you to this sacrosanct land. These include Buddha Math, Kala Mandir (16 km), Banjari Temple (12 km), Jungleshwar Temple (18 km), Shivalaya (12 km), Panhi Pankhna (36 km) and Dulha-Dulhan (31 km).

Forests and Valleys: Bathed in rich green foliage, Mainpat blushes in green with beautiful valleys like – Kadnai (28 km), Kardna(26 km), Sakriya (16 km), Govindpur (21 km) and Paiga (15 km).

Accomodation: In Saila Tourist Resort operated by Chhattisgarh Tourism Board, 2-room forest department shelters are available. Apart from that, at Ambikapur via Darima (55 km) one can reach luxury hotels and authentic Dharmashalas.

How to reach

By Air: Raipur(100 km) is the nearest airport well connected to Mumbai, Delhi, Nagpur, Bhubaneswar, Kolkata, Ranchi, Vishakhapatnam and Chennai.

By Rail: There are trains available from Bilaspur (240 km) from Ambikapur.

By Road: Mainpat is reachable by buses, taxis and private vehicles from Ambikapur (85 km) and Raigarh (193 km)

*(An extract from a **brochure** published by Chhattisgarh Tourism Board.)*

Meanings in context

plateau	:	highland
breathtaking	:	extremely exciting, beautiful or surprising
tranquil	:	peaceful
brimming	:	full, overflowing
flora and fauna	:	plants and animals
enchant	:	charm
vibrant	:	lively
authentic	:	real
enlightenment	:	illumination, wisdom
confluence	:	joining together
spectacular	:	exciting to watch
mesmerizing	:	having someone's attention completely
cascading	:	falling quickly in large amounts
milky way	:	a group of stars and planets which can be seen like a in the sky (Akash Ganga)
thrilling	:	extremely exciting
exhilarating	:	giving strong feelings of excitement and happiness
heart-stirring	:	inspiring
awe-inspiring	:	worthy of admiration
blending	:	coming together
mysterious	:	strange
sacrosanct	:	sacred
proximity	:	closeness

Comprehension

I. Answer the following questions.

1. Name the most prominent places in Mainpat.
2. What are the festivals celebrated in Mainpat?
3. Why do you think Machali waterfall is called the 'milky way'?
4. What makes the culture of Mainpat different from the rest of Chhattisgarh?
5. How do you think Mainpat is similar to Shimla?

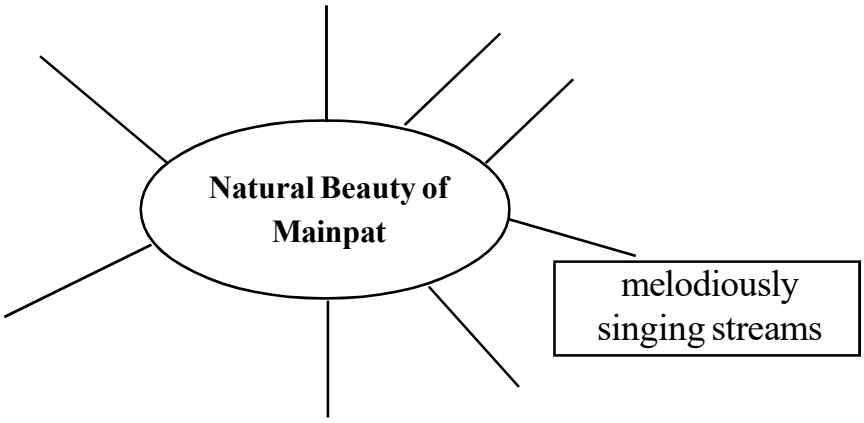
II. Complete the table given below with the names from the text you have read.

	Names
temples	
waterfalls	Devpravah
caves	
rivers	
animals	
plants	
means of transport	
adventure sports	

Vocabulary

Complete the web with the phrases from the text that describe the natural beauty of Mainpat. One has been done for you.

QDTM6A



Grammar

QE3I7X

Subject - Verb Agreement

Look at the following sentences from the lesson.

1. **The government** has constructed railings so that travellers and tourists...
2. **Chhatisgarh** is a land of mysterious caves.
3. **Different pilgrim destinations** welcome you to this sacrosanct land.

The words in bold in the above sentences are subjects. In sentences 1-2 the subjects are singular and therefore take verbs 'has', and 'is'. In sentence 3 the subject is plural and it takes the verb 'welcome'(plural).

Remember

- Nouns which look plural in form but are singular take a singular verb.

  The news was a great shock to him.

  Economics is an interesting subject.

  Measles is very common among small children.
- In sentences with *either, neither, as well as,* etc. the verb agrees to the subject nearer to it.

  Neither I nor **he was** allowed to go.

  Either he or **they are** to blame.

  Neither of **them know** the way to Mainpat.
- We normally use a singular verb with these words :

  it, one (of), each (of), every, nobody, no one, everyone, anybody, staff, furniture, information, luggage, advise, Mathamatics, Physics, athletics, gymnastics, measles, news.
- We use a plural with the following words/phrases.

  scissors, trousers, police, people, a number of

I Tick (✓) the incorrect sentences and correct them.

1. The things I gave to my sister are the gifts I received.
2. Bread and butter are good for breakfast.
3. Either the director or the workers are to be blamed.
4. The cost of all commodities have risen.
5. Law and order is considered important in elections.

II Select the correct alternatives in brackets

1. A number of students (has/have) opted for science.
2. This furniture (is/are) very strong.
3. One of the children (have/has) gone for NCC camp.
4. Most of my luggage (is/are) still missing.
5. The scissors (is/are) on the table.
6. Each of my brothers (has/have) his own bicycle.
7. Gymnastics (was/were) my favourite activity in school.
8. The news (was/were) better than expected.
9. The staff (is/are) busy preparing for function.

III. Fill in the blanks with the correct forms of the verbs given in brackets.

1. Mr John, with his wife and daughter ..... (live) next door.
2. The horse and the carriage ..... (be) now at his door.
3. R.K. Laxman the cartoonist and his brother, the writer ..... (be) famous.
4. To take pay and then not go to work ..... (be) bad.
5. The United States ..... (have) a big military force.
6. Ten kilometers ..... (be) not a long way to go for work.

Writing

Describe one of your favourite places you may have visited recently.

Project Work

Prepare a brochure of your city/village similar to the brochure of Mainpat. You need to mention the places worth visiting, the distance from the nearest railway station / bus station, contact information, etc.

QECE9K

PRACTICE EXERCISE - IV

Link Unit : Travel & Tourism

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

I had the train compartment to myself up to Rohana, then a girl got in. The couple who saw her off was probably her parents. They seemed very anxious about her comfort and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.

They called their goodbyes and the train pulled out of the station. As I was totally blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like. But I knew she wore slippers from the way they slapped against her heels.

(Reading A : The Eyes Have It)

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

(i) I had the compartment to myself upto Rohana. It means that_____.

a. the narrator was alone in the compartment

b. other travellers got down at Rohana

c. there were other people in the compartment before Rohana

d. the whole compartment was booked by the narrator

(ii) The couple who saw her off was probably her parents. It means that _____.

a. the narrator was sure that they were her parents

b. the narrator guessed that they were her parents

c. the narrator did not know who they were

d. the narrator had met the girl's parents before

(iii) They seemed very anxious about her comfort. Anxious means _____.

a. relaxed

b. careful

c. worried

d. tired

2. Answer the following questions:

a. Who saw the girl off?

.....

.....

b. What instructions were given to the girl?

.....

.....

3. Complete the sentences:

a. The narrator could not tell what the girl looked like because

.....

.....

b. The speaker's eyes were

.....

.....

4. Write T for True and F for False statements.

a. The girl's parents were travelling with her.

b. Her mother told her where to keep her things.

c. She asked the girl to take help from strangers.

d. The narrator was blind.

5. Read the above passage carefully and find out one word for the following phrases. One has been done.

e.g. husband and wife - couple

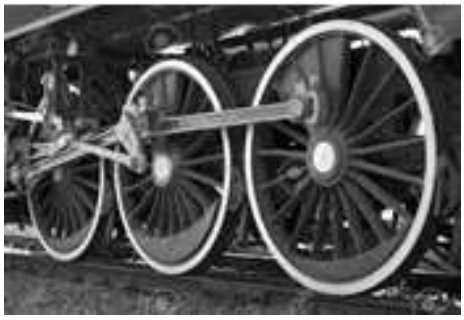
a. mother and father .....

b. unknown people .....

c. the place where a train stops .....

d. One who cannot see .....

6. **Given below is a list of words related to trains. Write each of these words in the space provided under the appropriate picture.**
berth, engine, wheels, station, platform



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7. **Crossword**
Identify seven words given in the word box which are related to natural beauty. One has been done for you. (Refer to Reading C : 'Mainpat' for help)

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

8. **The girl in passage might have been given the following instructions.**
Keep your things properly.
Take care of your luggage.
Don't lean out of the window.
Don't speak to strangers.
Write a few more instructions that your mother normally gives you about eating food, keeping your bag, riding the cycle, precautions about keeping money etc. when you go out of the house.

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9. **Imagine the dialogue between the speaker and the blind girl. Complete the dialogue given below. The beginning is done for you.**
Speaker : Where are you going?
Girl : To Dehradoon and then to Mussoorie
Speaker : I'm going to Rohana. Who lives in Dehra?

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II Here is an extract from the poem, 'My Walking Boots' by Gordon Mcconnell. Read the poem carefully and answer the questions that follow.

MY WALKING BOOTS

I have two pairs of boots for walking,
One is navy and the other brown,
Really comfortable they are,
Step by step up and down.

On my travels around Scotland
My boots are always on,
One day brown the other navy
Many miles traveled dusk to dawn.

Gordon McConnell

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

(i) 'Navy' and 'brown' refer to_____.

a. names of boots

b. colours of boots

c. names of places

d. names of people

(ii) The words that show the act of walking in the poem are_____.

a. really comfortable

b. step by, up and down

c. travel around

d. many miles

(iii) The boots of the poet are_____.

a. not comfortable

b. very costly

c. always on

d. good looking

2. Answer in brief :

a. Who is 'I' in the poem?

.....

.....

b. Around which country did he travel?

.....

.....

c. How long does the traveler travel?

.....

.....

d. Point out the line which tells that the poet does not put on the same boots everyday.

.....

.....

e. How many boots does the poet have?

.....

.....

f. Which quality of the walking boots make them the poet very happy?

.....

.....

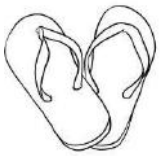
f. Which line expresses the poet's love for travelling?

.....

.....

3. Look at the picture of different kinds of footwear. What are they called? Choose the words from the box. Write the words that describe their quality.

....



....

slippers, boots, shoes, sports shoes, sandals

4. Give one word for the following. Choose the right answer from the box given below.

a. Time in the evening just after sun set

b. At the break of the day .....

c. Two in number .....

d. One by one .....

e. Dark blue colour .....

f. Not uneasy .....

navy, dawn, step by step, pair, comfortable, dusk

5. Write describing words/phrases related to nature for the picture given below.

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6. Read the following sentences.

Example : a) I had the train compartment to myself up to Rohana

b) I slipped and hurt myself

'Myself' in these sentences is a reflexive pronoun. In these sentences myself refers to I. So in these sentences instead of saying 'I slipped and hurt I', we are saying I slipped and hurt myself.

They can be used to emphasize the subject or object of a sentence.

E.g. a) I saw I in the mirror sounds awkward, so we write I saw myself in the mirror.

b) I made the cake myself.

Here is a table showing the subjective and objective pronouns in English and their reflexive forms

Subjective	Objective	Reflexive
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
one	one	oneself
we	us	ourselves
they	them	themselves
you (plural)	You (plural)	yourselves

Fill in each blank with an appropriate reflexive pronoun as in the example above.
(themselves, ourselves, myself, herself, himself, itself)

a) He had the train compartment to.....
b) She had the room to.....
c) They had the library to.....
d) We had the road to.....
e) The lion kept all its food to.....

7. Read the following examples

a. The train had left **before I reached the station.**
b. You may go **wherever you like.**
c. I cannot go to school **because I am ill.**

In these sentences the clauses in bold are **adverb clauses.** An adverb clause is a group of words that function as an adverb. It can modify verbs, adverbs and adjectives by telling when, where, why, how, how much and under what condition. It begins with a subordinating conjunction (e.g. after, if, because and although, as etc.) and it contains a subject and a predicate

Example : I hired a taxi so that I could reach the station on time.

Given below are main clauses and adverbial clauses. Match main clauses with adverbials clauses to make meaningful sentences. One has been done. Rewrite the sentences in the blanks below.

Example : I hired a taxi so that I could reach the station on time.

Adverb clause	Subordinators	Example
Time	After, before, since,	The train had left **before I reached**
	when, as	**the station.**
Place	Where, wherever	You may go **wherever you like.**
Reason	As, because, since, for	I cannot go to school **because I am**
		not feeling well.
Purpose	So that, in order that	He worked hard **so that he might**
		succeed.
Condition	If, in case, unless	**If you do exercise daily,** you will be
		healthy.
Result	So..that, such.. that	He is **so** weak **that he cannot walk.**
Comparison	As, th an, as…as	Gold is **more** valuable **than silver.**
Concession or	Though, although, yet	**Though he is poor,** he is honest.
contrast		
Manner	As, as if, as though	You may do **as you please.**

Given below are main clauses and adverbial clauses. Match main clauses with adverbials clauses to make meaningful sentences. One has been done. Rewrite the sentences in the blanks below.

Example : I hired a taxi so that I could reach the station on time.

Main Clause	Adverb Clause
I hired a taxi	Unless the rain stops
The paddy crop dried up.	so that I could reach the station on time.
We cannot play	as if he had seen a ghost.
He can read without glasses.	as there was no rain this year
He cried in great fear	Although he is eighty years old

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8. Read the sentence given below:

As I was totally blind, I could not see the girl.

It can also be written as follows:

I could not see the girl as I was totally blind.

Now rewrite the following sentences as given in the example.

a. As they looked anxious about her comfort, the woman gave the girl detailed instructions.

.....

b. As I was not feeling well, I did not go to school.

.....

c. As he had a college degree, he was given a good job.

.....

d. As she worked hard. he passed the course.

.....

9. Look at the following examples:

a. He said,"I like to play football."
He said that he liked to play football.

b. She said,"I like to play football."
She said that she liked to play football.

c. Sameer said to Amit," You sing very well."
Sameer told Amit that he sang very well.

d. Sameer said to Arpita," I sing very well."
Sameer told Arpita that he sang very well.

Now change the following sentences from Direct speech to Indirect speech.

a. "I love the hills; especially in October," he said.

.....

b. "You are a very gallant young man," she said.

.....

c. "She was an interesting girl," I said.

.....

d. "We will soon be at your station," I said.

.....

10. The sentences in direct speech given below have two mistakes. Rewrite the sentences in reported speech correctly.

a. Mother said to the shopkeeper, “I want a packet of biscuits.”
Mother told the shopkeeper that I want a packet of biscuits.

.....

b. The teacher said to the students, “You must submit your project report tomorrow.”
The teacher told the students to submit her project report tomorrow.”

.....

c. The players said, “We liked our stay in your state”.
The players said that he liked the stay in your state.

.....

For the teacher : Read each sentence slowly and carefully. You might need to read each sentence twice.

11. Listen to the sentences and write the names of the girls in the space provided under each picture.

....

12. Your teacher will read out a passage about Chhattisgarh. Listen carefully and fill in the details in the table.
questions given below:

University	Location	Type	Established in	Specialization
Ayush Health Services Univ.				
Bastar University				
Guru Ghasidas Univ.				
Hidyatullah Nat. Law Univ.				
Indira Gandhi Agri. Univ.				
Indira Kala Sangeet Vish.				
Khushabhau Thakre Univ. of				
Journalism & Mass Comm.				
Pt. Ravishankar Shukla Univ.				
Pt. Sunderlal Sharma Open Univ.				
Dr. C.V. Raman. University				

13. Your teacher will give a list of twenty activities on the board. Select any two of the activities and say what you can or can't do.

E.g. sing a song, draw a picture

sing a song	draw a picture
work on computers	paint a wall
speak English	climb a mountain
ride a bicycle	drive a car
sweep the floor	cook food

Use this as an examples. I can sing a song but I can't paint.

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14. Look at the picture given below. The boy is on a hike to the mountains. Describe the things he is carrying and the clothes he is wearing.

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Unit 5

Culture

Reading A : Tattoos – A Tribal Heritage

Reading B : Namaste

Reading C : Hamaguchi

Culture

Pre-reading

Given below are pictures of people celebrating some festivals. List the things that you notice people doing. Think of one festival that you celebrate and talk about the things that you do on this day.

QELAB8

Reading A

Tattoos - A Tribal Heritage

Centuries before rockstars and celebrities, tattoos were used by tribal men and women across the world, whether it was the Maoris of New Zealand or the Apatanis of Arunachal Pradesh, to mark out identity and territory.

On his Orkut profile, Michi Laling, a 20-year-old Delhi University student, describes himself as a "free soul with strategically placed tattoos and body piercing." Ink, in fact, runs in Michi's blood. Back in his village in Arunachal Pradesh's Ziro valley, his 80-year-old grandmother also wears a tattoo, though for entirely different reasons. While body art is a fashion statement for Michi, his grandmother was forced to get her face tattooed when she was barely eight.

Centuries before it became an accessory for rock stars and celebrities, Arunachal Pradesh's Apatani tribe - to which Michi belongs - was tattooing its womenfolk to make them unattractive to rival tribes in neighbouring districts, who might otherwise abduct their prettiest women. Today's quintessential fashion statement, a tattoo, was a way to protect the identity of various tribes, revealing a rich and eerie intersection of primitive art and violence.

"Apatani women were often abducted by the neighbouring Nishi tribesmen for their beauty, so to make themselves look unattractive, they tattooed their faces and wore huge circular nose plugs," says S.K. Baruah, an anthropologist who has researched on the tribes of Arunachal Pradesh for more than 30 years. Though not many women born in the last three decades have chosen to get their faces inked - the 'inhuman' practice was banned by the government in the' 70s - elderly Apatani women can still be seen with a thick blue line running from their forehead to the tip of the nose and six smaller lines on their lower chin.

The Apatani tattooing procedure used to be a very painful affair. Unlike the state-of-the art tattoo guns and ink used today, the Apatanis used thorns to cut the skin and soot mixed in animal fat for the dark blue colour. The wounds were allowed to get infected so that the tattoos became larger and clearer.

The Apatanis are not the only tattooed tribe in northeastern India. The headhunting Konyaks of Nagaland used to tattoo their faces like headhunters from the Philippines, Taiwan and other Pacific islands. Facial tattoos were marks of the head-taker, the various designs indicating the person's prowess in battle and his head-count, write Aditya Arya

and Vibha Joshi in their book Land of the Nagas. Researchers also say that tattoos helped establish tribal identity besides enabling recognition after death in a war or a fatal accident. Facial tattooing was prevalent among Noctes and Wanchos of Arunachal as well.

The married women of the Singpho tribe found both in Assam and Arunachal, were tattooed on both legs from the ankle to the knee, while the men tattooed their limbs, while unmarried Singpho girls were barred from wearing a tattoo.

Head Hunting Tribes

KONYAK Tribes are recognized among the Nagas by their Tattoos, which they have all over their face and hands. The facial tattoos were earned for taking their enemy's head. The heads were brought as trophies to hang in the *Morong* (a communal house).

With the modernisation and urbanisation of northeast India over the decades, the tattoo culture has shifted significantly. The traditional patterns may have been replaced by modern motifs, but the meaning behind the pain-inducing practice hasn't changed much - just like today's city bred youth, Nagas regarded tattoos as a sign of strength, courage, and virility because of the pain associated with it.

Indian tribes are not the only ones that tattooed themselves. The Ainu of Japan traditionally wore facial tattoos. Today, one can find Berbers of Tamazgha (North Africa), Maoris of New Zealand, Arabic people in east Turkey and the Atayal of Taiwan with facial tattoos. The practice was widespread among Polynesian peoples and among tribes in the Philippines, Borneo, Samoaa, and Cambodia.

Despite some taboos surrounding tattooing, the art continues to be popular in many parts of the world.

Sanghamitra Baruah (The Times of India, June 12, 2010)

Meanings in context

orkut	:	social networking
profile	:	sketch
free soul	:	a bold and daring person
strategically	:	purposefully
rival	:	enemy
abduct	:	kidnap
quintessential	:	ideal, model
eerie	:	strange, odd
intersection	:	combination

Tattoo

soot	:	black powder that comes from burning things (gets collected in chimneys)
prowess	:	skill, ability
motifs	:	designs
virility	:	strength

Comprehension

I. How was tattoing in old days different from the way it has been in the recent times?

Complete the table.

Tattoing		
	Olden times	Recent times
Why?		
With What?		
Part of body?		

II. Where are these tribes from?

Tribes	Country
Ainu	
Gond	
Berbers	
Maoris	
Atayal	

III. What is the difference between tattooing and applying *Mehendi*?

	Tatoo	*Mehendi*
Colour		
Parts of body		
How it is prepared		
Life		
Pain		

IV. Answer the following questions.

1. Apatani women were beautiful. Pick out the line from the text which conveys this.
2. Is tattooing still practised in Arunachal Pradesh? Substantiate your answer from the text.
3. What is tattooing called in your local language? Do you find people tattooing today? How do they get these tattoos?
4. What is the name of the book written by Aditya Arya and Vibha Joshi?
5. How are modern-day tattoos different from the traditional tattoos?
6. Is tattooing harmful for the body? Write two precautions that need to be taken before getting ourselves tattooed?
7. "…. unmarried Singpho girls were barred from wearing a tattoo." Are there any such restrictions (related to ornaments, applying of henna/aalta etc.) in the present society for the unmarried girls. If yes,what are they?

QEV6CV

Vocabulary

I. Opposite Words

Pick out from the text the words which mean opposite to the words given below.

Words	Opposite
neglect	
harmless	
release	
weakness	
joy	

II. Suffixes and Prefixes

1. A scientific study of human past and present is called anthropology.

   A person who studies anthropology is an anthropologist.

2. What do you call someone who studies geology?

   Geologist

3. What do you call someone who studies biology?

   Biologist

4. What do you call someone who studies zoology?

……..

The suffix in all the above underlined words is ……

I. Read the suffixes and their examples carefully. Write the change in meaning after adding the suffix.

For example, when we add '-ess' to the word 'lion', it becomes feminine.

Suffixes	Example	Meaning
-ess	lioness, actress	
-est	tallest, biggest	
-ful	beautiful, thankful	
-hood	childhood, neighbourhood	
-ese	Japanese, Chinese	

However, 'ess' is not always a suffix as you can see from the words given here: 'congress', 'mess' 'less' like 'prowess'. Give five more words which end in 'ess' where 'ess' is not a suffix.

i. ……..
ii. ……
iii. ……..
iv. ……..…
v. ……..…

II. Prefixes also add certain meanings to the words. For example, in 'rewrite', *re-* gives the meaning of 'doing again'.

Circle the prefixes in the following words:

autobiography, television, semi-circle, co-editor, tricycle, regain, pre-historic, anti-government

Now complete the following table with the appropriate prefixes.

Meaning	Prefix	Meaning	Prefix	Meaning	Prefix
again, back	re	against		far	
more		three		self	
together		before		half	

III. Read the follwing words carefully and circle the prefixes in them. Also write in the blank column what each prefix means. One has been done.

Words	Meaning
disappear	
bicycle	two
anti-naxal	
Vice Principal	
Ex. Prime Minister	
incomplete	
mini-bus	

IV. Complete the blanks with words in brackets after adding appropriate suffixes and prefixes.

1. You shouldn't eat too much fast food. It is …… (health)
2. He behaves in a very _____ manner. (child)
3. The team was able to win the _____. (champion)
4. He was forced to _____ his decision to resign. (consider)
5. There were only a _____ of people in the audience. (hand)

Grammar

QF52EI

I. Read these sentences carefully.

1. Tattoos <u>were used</u> by tribal men and women across the world.
2. Apatani women <u>were</u> often <u>abducted</u> by the neighbouring Nishi tribesmen for their beauty.
3. The 'inhuman' practice <u>was banned</u> by the government in the 70's.
4. The Apatani women <u>can</u> still <u>be seen</u> with a thick blue line running from their fore head……

As you can see from the verbs underlined, all the sentences are in the passive voice. In sentences 1-3 the agent of the action is mentioned, whereas in sentence 4 the agent is unknown.

1. Pick out from the text 5 sentences used in the passive voice.
2. Pick out the agent of the action mentioned in each sentence.

In news items, it is very common to use the passive to report an action rather than who did it.

II. Read the newspaper cuttings carefully and suggest appropriate headings and write it on the given space.

A. _____

The city cinema hall was damaged badly. Several buildings collapsed and many others…

B. _____

Police were attacked by crowds of youths throwing stones and home – made bombs. One police vehicle…

C. _____

Three railway officials were suspended on Tuesday for negligence of duty.

D. _____

Twenty five children were given bravery awards on the Republic Day.

Writing

Here is an advertisement of a Henna Tattoo Centre. Prepare an advertisement about a skill in which you feel you have expertise.

1. Name the area/ skill (e.g tailoring, pottery, hair styling)
2. List the specialities

Listening

Listen to a text about application of Henna and tick (✓) the statements that are true according to the text you have just listened to.

1. Henna was always used both by men & women.
2. Henna first originated in Egypt.
3. Henna was used in the past for colouring the cloth, leather and hair.
4. Mehendi is used by all Indians during weddings and festivals.
5. In rural areas women prepare henna from fresh henna leaves.

Speaking

Here are some views on tattooing.

I don't get tattooed because I donate blood very often.

A tattoo can affect a person's health. So in many countries a tattooed person is not allowed to donate blood for 18 months after getting tattooed.

INDIAN EXPRESS.COM 29th July 2012

Candidates with tattoos (up to 3 sq inches) on the inner side of the area between the wrist and the forearm or on outer side of the palm will be considered for recruitment," Col Nisar A Seethi, Director Recruiting at the Army Recruiting Office at Amritsar, said.

INDIAN EXPRESS.COM 16th July 2014

Getting a tattoo is not only a style statement but also a way to express your belief, thinking and the phase you are going through in life.

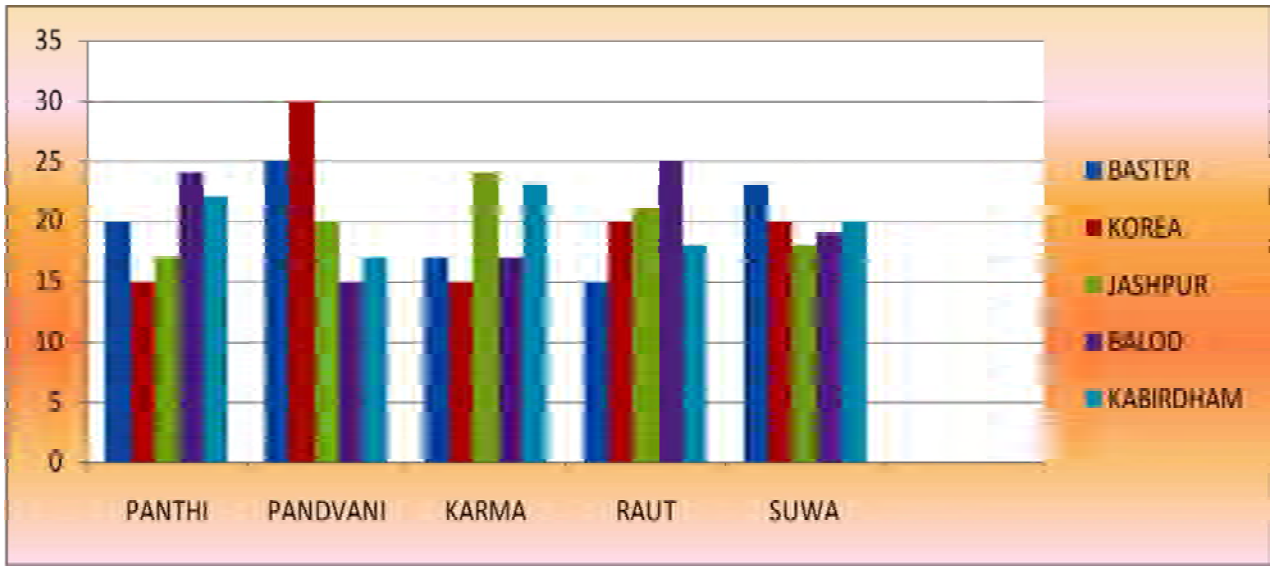
INDIAN EXPRESS.COM 16th July 2014

Football fans got a chance to show their loyalty and support towards the sport and different nations by getting the flags, or sport icons inked on their bodies. It not only helps define their personality but also reflects their passion for sports.

Tattoo/Godna is a practice in our culture. Work in groups and discuss your opinions for and against Godna/Tattoo.

Study Skills

Look at the bar diagram and complete the description given below.



The bar chart shows the rate of popularity in terms of percentage of people in Bastar, Koriya, …… ……, …….., in different forms of folk dances.

Panthi dance was …… by 24% of the people of……. followed by …… and …… with 22% and 20% respectively. …… was liked mostly by the people of Koriya followed by Bastar and Jashpur.

Of all the five districts, Raut dance is appreciated the most by the people of …… at rate of 30%. ..... Balod and ……. had the next-highest interest rate in this folk form with 21% and 20%, respectively. ……. had the lowest rate at 15%.

……

……

……

……

QR9ETF

Reading B

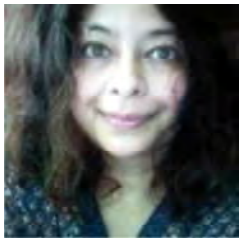
QRIAV3

Namaste

A heart that salutes
and greets
hands come together
palms touch
as in prayer
and fingers meet.
Head lowered
a slight bow
with respect due
a gesture that reads
The spirit in me honours
the spirit in you.
A welcome to the young
and old alike
to a guest a friend
anyone who might
walk your way
a word when parting too..
when it's time to leave
turn and bid adieu.
A simple word
yet has much to say
a word that wishes you well and hopes
you'll have a beautiful, blessed day.

Nishu Mathur

About the author



Nishu Mathur has been writing poems for a couple of years now. She has written more than 300 poems till date.

Meanings in context

gestures : a movement, especially from your face and hands for expressing something

adieu : good bye

Comprehension

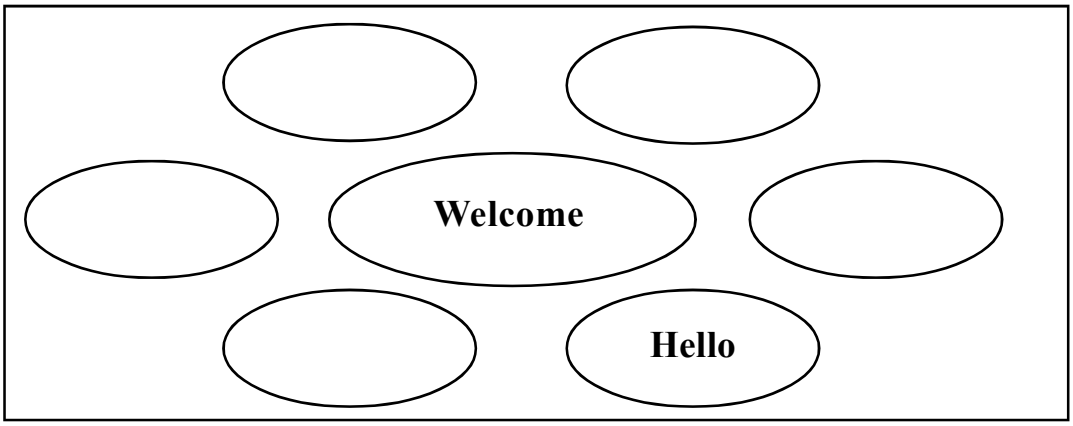
Answer the following questions.

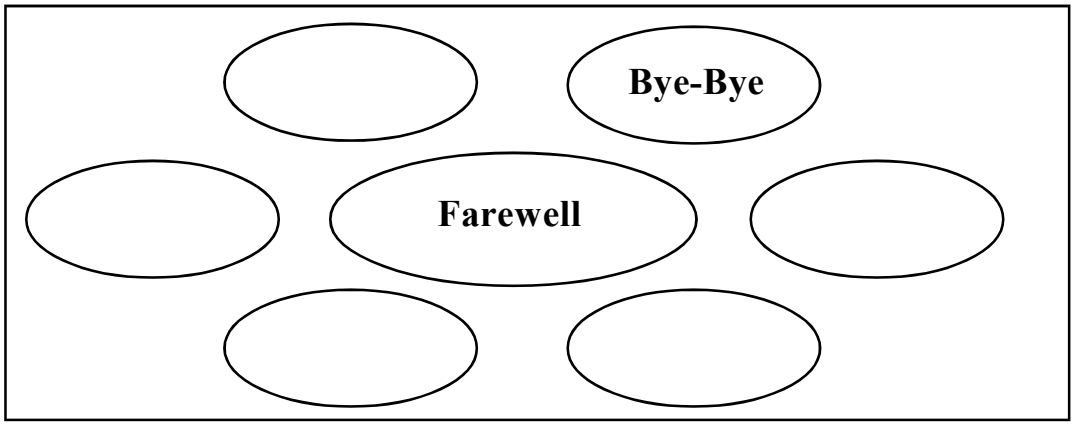
1. What body posture do we take to say 'namaste'?
2. To whom do we say 'namaste'?
3. At what time do we say 'namaste'?
4. What does 'namaste' convey?
5. How does the person feel when he/she says 'namaste'?

QRS6WQ

Vocabulary

I. Complete the word-web with the words related to the word in the center.





II. What does each of these gestures suggest? Write it in the space provided.

1 . …… 2. …… 3. …….. 4. ……

QS22YD

Reading C

Hamaguchi

QSAY11

Along the sea coast in Japan, earthquakes are sometimes followed by terrible tidal waves called Tsunami. This wonderful story of sacrifice and alertness tells of such a tidal wave that struck a small village in Japan.

Long ago, an old man whose name was Hamaguchi, lived in a village in Japan. His farmhouse stood on the edge of a plateau, a flat open space high up on the side of a mountain. Behind his house, the mountain stood still higher and full of dense forests. In front, it sloped gently down to the sea. At the foot of the mountain, along the shore, was the little village made up of about a hundred thatched houses. A little apart from them, stood the temple.

One afternoon, Hamaguchi sat with his grandson on the balcony of his house, watching the people of the village below enjoying the harvest festival. The rice crop had been very good and the villagers were very happy. All the shops and houses were gaily decorated with paper lanterns. The villagers wearing bright coloured clothes were about to start the harvest dance.

From his balcony, Hamaguchi could see the vast sea curling over waves in the bright afternoon sun. Suddenly, Hamaguchi felt a slight movement. The house rocked three or four times and then stood still. Hamaguchi had seen many earthquakes in his life and he was not frightened at all until he looked towards the sea.

The sea had become a menacing dark green and very rough. The tide had changed

all of a sudden. Instead of the waves rolling on to the beach, the water was now running away from the beach. The villagers stopped dancing and ran towards the seashore to see more of the peculiar and strange sight! None of them knew what this strange thing meant. But the old man on the mountainside had seen one such sight when he was a little boy. He knew what the sea would do. There was no time to send a message to the village, nor to ring the bell in the temple, and yet he knew that the people on the seashore had to be warned.

"Yone," he called his grandson, "Light a torch! Quick!"

The young boy was puzzled, but he asked no questions. He lit the torch at once. The old man ran to the fields, where hundreds of rice sacks were stacked. He ran from one sack to another, applying the torch to each. The dry sacks caught fire quickly. Soon the flames were shooting upwards and the smoke was rising in great columns to join the clouds in the sky.

Yone ran after his grandfather, shouting and crying. "Grandfather! Why are you setting fire to the rice?"

The old man had no time to answer. He just kept putting one stack after another on fire. The strong wind carried the sparks farther and farther till the whole field was ablaze.

The priest in the temple saw the fire and started ringing the big bell. The people turned from the sea to see why the bell was ringing all of a sudden.

In Japan, it is the duty of everyone in the village to help when there is a fire. No sooner did the people see Hamaguchi's stacks of rice on fire, that they ran towards his fields like an army of ants. Young men and boys, women and girls, old folks, mothers with babies

on their backs, even little children, they all climbed the mountain to join the race to put out the fire.

But, by the time they reached the plateau, it was already too late. The flames had destroyed the entire harvest and turned everything to ash.

"It is too bad!" the people exclaimed. "How did this happen?"

"Grandfather did it!" cried the young boy. "He lit each stack of rice. He has gone mad!"

The people were amazed. They couldn't believe what they had heard! They stared at Hamaguchi. "You did this?" they cried. "You set fire to your own fields?"

"Look towards the sea," said the old man, "and you will know why I did it."

The people turned and looked. Far out they saw a great wall of water sweeping towards them with great force and speed. It was the returning sea! The people shrieked, but their voices were lost in the great sound, louder than any thunder they had ever heard, as the water struck the side of the mountain. The hills shook and they were drenched in a great burst of foam.

When the cloud of spray had disappeared, the people saw a wild sea roaring over what was once their village. Great angry waves tumbled above the housetops, rolling, roaring and tearing off houses, trees, anything that came in its way. Great big rocks were torn away like they were pebbles being tossed around. Again the wall of water struck, and again but with less force each time. At last, it fell back in its former place.

The people stood speechless like statues on the side of the mountain. The village was gone, the temple was no more and the fields had been torn away. Nothing was left of their homes, but a few straw roofs that floated on the water. However, precious human lives were saved on the mountainside by this timely act.

The people now realized why old Hamaguchi had set fire to the rice. There he stood among them, as poor as any. Full of gratitude, all these people, fell on their knees to thank him.

Lafcadio Hearn

About the author

Lafcadio Hearn (1850-1904) became a Japanese citizen, taking the name Yakumo Koizumi. In his book '*Gleanings in Buddha*', published in 1897, Hearn has written about Japanese culture, Buddhist practices and many historical events. One of the most remarkable historical events in this book is that in which Hamaguchi Gohei saves all the villagers of his village from a tsunami.

Meanings in context

tsunami	:	a series of water waves in sea or ocean caused by the displacement of a large volume water
tidal wave	:	very large wave, usually caused by earthquake under the sea
thatched	:	roofs made of straw
menacing	:	frightening
plateau	:	raised ground

Comprehension

I. Answer the following questions.

1. What similarities and differences do you find between the celebration of harvest festival described in the lesson and that celebrated in your village/town?
2. Hamaguchi was frightened by the tsunami. Why? Write down the expressions which convey his fear.
3. Tada said that his grandfather was mad. Comment on Yone's use of the word 'mad' for his grandfather.
4. What, do you think, the bells in the temple conveyed to the villagers?
5. How would you describe Hamaguchi?
6. Describe the effect of the tsunami on the village. You can take the description from the text and also from your imagination.
7. What do you think would have been the efforts that the villagers would have made to bring life back to normal?

II. Group activity

Present a mute show on the story you have read in this lesson.

QSJU2N

Vocabulary

tsunami **flood** **cyclone**

I. Look at the pictures given above. They show different water related natural disasters. How are tsunami, flood and cyclone different? List other natural disasters.

II. The first letter of the word, 'tsunami' is silent. Speak these words aloud and circle the silent letter(s).

would, could, dumb, tomb, know, listen, comb, honest, hour bomb, doubt, thumb, often, debt, receipt, limb, column, sign, design, tongue, write, daughter, wrist, knife.

QSTQ4B

Grammar

Read the following paragraph from the story 'Hamaguchi'.

Long ago, **an** old man whose name was Hamaguchi, lived in **a** village in Japan. His farmhouse stood on **the** edge of **a** plateau, **a** flat open space high up on **the** side of **a** mountain. Behind his house, **the** mountain stood still higher and full of dense forests. In front, it sloped gently down to **the** sea. At **the** foot of **the** mountain, along **the** shore, was **the** little village made up of about **a** hundred thatched houses.

The words in bold are articles.

Fill in the blanks with 'a', 'an', or 'the'.

Once upon a time there lived ___1___ old man with his five sons. As ___2___ man was getting old and weak he wanted all his sons to join his business and work together. But ___3___ sons were perpetually quarrelling among themselves.

Once it so happened that they fought so much among themselves that they cut each other's moustache. When ___4___ old man failed to settle their disputes by his exhortations, he determined to give them ___5___ practical illustration of ___6___ evils of lack of union. He asked each one of his sons to bring ___7___ stick to him. The man tied all ___8___ five sticks in to ___9___ bundle. When he had done so, he placed ___10___ faggot into the hands of each one of them in succession, and ordered them to break it in to pieces. They tried with all their strength, and were not able to do it.

He next opened ___11___ faggot, took ___12___ sticks separately, one by one, and again put them into his sons' hands. The sons could easily break them now.

Writing

Study the following paragraph.

Onam is the most important festival of the state of Kerala. It is a harvest festival. The festival is celebrated to welcome King Mahabali, whose spirit is said to visit Kerala during Onam. Onam is celebrated in the month of August-September. Elaborate feasts, folk songs, elegant dances, energetic games, boat race and floral rangoli mark the celebration of Onam. The feast includes a variety of vegetarian dishes served on a banana leaf. The boats are decorated for the boat race and rowed by hundreds of boatmen who sing while the spectators cheer them.

Let's analyse the paragraph.

As you can see, the paragraph provides answers to the following questions.

Where is Onam celebrated?

Why is Onam celebrated?

When is Onam celebrated?

How is Onam celebrated?

Now write a paragraph on a harvest festival celebrated in your region/area/ state. Try to include the features listed above.

Project Work

Work in groups and collect information about various festivals celebrated in your area during the whole year and talk about the significance of each one of them. You may talk to the elders in the family and your neighbourhood. Also categorize the festival month-wise and say which is the most festive month in a year.

Hints : (You can use this grid while you collect information.)

Months	Festivals	Importance

QT3L5Y

PRACTICE EXERCISE - IV

Link Unit : Culture

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

The Apatanis are not the only tattooed tribe in northeastern India. The headhunting Konyaks of Nagaland used to tattoo their faces like headhunters from the Philippines, Taiwan and other Pacific islands. Facial tattoos were marks of the head-taker, the various designs indicating the person's prowess in battle and his head-count. Researchers say that tattoos helped establish tribal identity besides enabling recognition after death in a war or a fatal accident. Facial tattooing was prevalent among Noctes and Wanchos of Arunachal as well.

(Reading A : Tattoos)

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

(i) Headhunters do not belong to_____.

a. Philippines

b. Sri Lanka

c. Taiwan

d. Pacific islands.

(ii) The tribe in northeastern India who tattoo their faces are_____.

a. Bhils

b. Gonds

c. Sherpas

d. Apatanis

(iii) According to the passage, tattoos showed_____.

a. a persons power

b. tribal identity

c. living habit

d. artistic taste.

(iv) The various designs of tattoos indicated_____.

a. the headcount of a person

b. protection from enemies

c. head hunting

d. the people from pacific island

2. Answer the following questions:

a. Which tribes of northeast other than Apatanis get their faces tattooed?

.....

.....

b. What did the various designs of tattoo indicate?

.....

.....

c. What was the role of tattoos?

.....

.....

d. Which tribe of Arunachal Pradesh uses facial tattoos?

.....

.....

3. Give on word for the following, as in the Example :

e.g. Something related to a tribe is tribal

i. A piece of land surrounded by water .....

ii. One who does research .....

iii. Causing harm to life, can cause death .....

iv. Some practice that is popular .....

v. Expertise in a particular skill or activity .....

4. Look at the following words : teacher, doctor, engineer, soldier

They are all "doers". The spellings of the words end in - -er, -or, -eer, or -ier.

Complete the following words using : -er, -or, -eer, or -ier.

a. act_____ b. bak_____ c. carpent _____ d. cash _____ e. collect_____

f. danc____ g. direct_____ h. doct _____ i. engin _____ j. paint _____

II Given below is an extract from the poem, 'Maori Greeting' by Francis Duggan. Read the poem carefully and answer the questions that follow.

MAORI GREETING

No matter where the cafe or the bus stop
The pub or sidewalk of the busy street
It's part of what is their time honoured custom
That Maoris will rub noses when they greet.

Do not ask me why the Maoris rub noses
For about their culture there's little I know
Perhaps their great ancestors brought it with them
From outer Islands centuries ago.

Francis Duggan

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

(i) When the Maoris greet each other they_____.

a. walk on the footpath

b. rub noses

c. shout aloud

d. wave hands

(ii) When Maoris say "How are you?" they do not_____.

a. shake hands

b. rub noses

c. smile

d. wave hands

(iii) The place that is not mentioned in the poem is _____.

a. cafe

b. bus stop

c. office

d. pub

2. Answer the questions in brief.

a. What does the poet not know about Maori culture of rubbing noses when they greet?

.....

.....

b. What is special about the old customs of the Maoris?

.....

.....

c. Pick out the lines that tell that the custom came from some other place.

.....

.....

3.A.Which words in the poem mean the following:

A place where you can buy drinks and food :

A place where you can buy coffee to drink :

A place where the bus stops :
A path for people to walk along :

.....

.....

B. Find a word and a phrase used for 'old' in the poem.

.....

.....

C. Complete the grid using the hints below :
(i) Old (ii) Tradition (iii) Footpath (iv) Hundred years (v) Hello (vi) Much work

			A		C		E			
			N							
			C							E
S			E							
			S							
			T		R					
			O							
			R		E					
	B		S							

4. Fill in the blanks with the appropriate forms of the words given in brackets.

Maoris are great ……..……. (war) but they follow good sense of ……....……. (friend) They always keep …….....…….. (smile) faces when they see each other. Wherever they are, they follow the custom of ……..... (rub) noses as a symbol of ……...…… (greet). Their ways of ……...….. (say) how do you do is full of energy and goodwill.

5. Read the following sentences and complete the table below. The first sentence has been done for you.

a. The old man felt a slight movement.
b. It is raining.
c. He laughs loudly.
d. The dry sacks caught fire quickly.
e. The priest in the temple saw fire.
f. The strong wind carried the sparks farther.
g. Meenu is walking to school.

No.	Subject	Verb	Object
1.	The old man	felt	a slight movement
2.			
3.			
4.			
5.			

Note : The subject, object or verb can consist of more than one word.

6. Look at the following sentence:

a. <u>Michi's grandmother wears a tattoo.</u>
Subject Verb Object

b. <u>Rival tribes abducted their women.</u>
Subject Verb Object

These sentences are written in active voice. They can also be written in passive voice as follows:

a. A tattoo is worn by Michi's grandmother.
b. Their women were abducted by rival tribes.

In passive voice, the object of the active sentence becomes the subject of the passive sentence, the form of verb is changed and the subject of the active sentence becomes the object of the passive sentence (or is dropped). Before the new subject 'by' is added.

Observe how the form of the verb changes in passive voice.

wear	is worn
wore	was worn
is wearing	is being worn
was wearing	was being worn
has worn	has been worn
had worn	had been worn
will wear	will be worn

Similarly, find out the subject, verb and object in the following sentences and change them into passive voice.

a. Ainu of Japan wore facial tattoos.

.....

b. Apatanis were various kinds of jewellery.

.....

c. Researchers used Tattoos to identify dead people.

.....

d. Her next question removed my doubts.

.....

e. Michi speaks tribal language.

.....

7. Newspaper headlines, public notices etc. often use the passive. Look at this newspaper cuttings.

JNU: Lookout notice issued for three students

New Delhi: Delhi Police issued a lookout notice for three youth – believed to be JNU students – in connection with the alleged "anti-India" sloganeering at the varsity campus last week, a source said on Saturday.

"Lookout notice was issued for Umar Khalid, Anirvan Bhattacharya and Riyaz. These are suspected of having raised anti-national slogans at a controversial event in Jawahar lal Nehru University (JNU)," the Delhi Police source told IANS.

Umar Khalid and Anirvan Bhattacharya are JNU students while it could not be ascertained whether Riyaz is a student of JNU. These youths had resigned from the Democratic Students' Union (DSU) three months back.

DSU is alleged to be affiliated to the banned organisation Communist Party of India (Maoist).

According to sources, police asked the Foreign Regional Registration Office

Kanhaiya's video sent for tests

New Delhi: 'Doctored' video allegedly showing arrested JNU student leader Kanhaiya Kumar as raising anti-India slogans has been sent to a forensic laboratory by the District Magistrate conducting a probe into the sedition row. The video was broadcast by certain news channels. PTI

Traffic disrupted in Gurgaon

Gurgaon: Authorities here in Haryana on Saturday imposed prohibitory orders banning unlawful assembly of people, as the Jat community disrupted traffic and stopped trains in many areas for the second consecutive day.

People blocked the road linking Gurgaon to Najafgarh in southwest Delhi, while the road at Bajghera Chowk was also blocked for a few hours, causing a huge traffic jam.

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In newspapers the editor cannot often identify the doer of the action because the doer may not be important or may not be known. Sometimes it is necessary to hide the identity of the doer. In such cases agent / doer can be omitted.
Observe the headlines in the news paper cuttings above

Maruti suspends production of cars	(Active Voice)
Traffic disrupted in Gurgaon	(Passive Voice)
Look out notice issued for three students	(Passive Voice)

Convert the sentences below into headlines.
(Remember to take out unnecessary words such as a, the, has, is, some). It is not always necessary to say who or what the action was done by.

a. The Policemen have arrested several terrorists.

.....

b. Violent storms hit the coast of Kanyakumari.

.....

c. Rain disrupted the last day's play between India and South Africa.

.....

d. The workers have finished the Railway bridge.

.....

8. A compound sentence is made up of two or more complete sentences connected by a conjunction (a joining word) such as **and, but, or, so, while etc.**
Read the following sentences.

a. The married women of the Singpho tribe were tattooed on both legs from the ankle to knee, ***while*** the men tattooed their limbs.

b. Ravi walked through the dark jungle ***but*** he was not scared at all.

Create your own compound sentences on the lines below by combining a sentence from column A with one from column B. Connect them with a conjunction, You can use sentences more than once.

A	B
Rani went to the carnival. Rani wanted to ride the roller coaster. Rani played arcade games. Rani tried to win a stuffed bear. Rani started to get hungry.	She had a great time. She rode on all the rides. She didn't have enough money. She didn't stay for long. She stood in a long line. It started to rain She won a barbie doll She ate panipuri.

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(ii) Rearrange the words to make sentences. Then write the story in a paragraph in your notebook Underline the conjunctions used in the story.

a. at/it/happened/the/beginning of/one day/winter

b. saw/we/little boy/a

c. he/when/tried/he/to run away/saw us

d. boy/the/not/we/to be/told/afraid
e. told/then/he/going to/wasn't/school/he/us
f. to go/he/home/said/wanted/he
g. took/to school/we/the/boy
h. actually/wanted/because/to go home/the boy/his/forgotten/lunch box/had/he
It happened at the beginning of one winter day

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9. Connectors are words that join sentences together and show how ideas are related. Words like : *and, but, where, while, after, until, so, if, as etc*. are used as connectors.
Read the following sentences

a. Neelam likes dancing **and** singing **but** her sister likes swimming.
b. The theater was half empty **as** it was raining heavily.
c. She decided to take only two meals a day **so that** she could reduce her weight.
d. An accident happened **where** the public meeting was going on.
e. The firemen had not arrived **when** the fire was put out.
f. Nayan can sing **as** well **as** any of his classmate.
g. You will feel comfortable **if** you open all the windows.
h. It rained **so** hard **that** we could not go out in the evening.

Given below is a small story. Read the story and fill in the blanks with suitable connectors.

It rained very well that year, ____ Farmer Jack's field was filled with golden corn. One day, Farmer Jack told his sons "Boys, you must reap this crop, sell it in the market ____bring me the money."

The three sons reaped the crop ____ sold it in the market at a good price. They then returned home ____ gave their father the money.

Farmer Jack divided the money amongst the three sons, and ____giving it to them he said, "This is the treasure I was talking about. This money has come from our field in which the three of you worked very hard. You will get treasure all your life like this ____ you will have to work hard every year. The lazy sons understood the wisdom of their father's words ____ they were precious. ____ they did not live together they continued to work hard.

10. Listen to the passage read out by your teacher about sea lions. Say whether the statements given below are true or false.

a. A sea lion can't ride on horse back while balancing a ball. ( )
b. A sea lion can bring up weights from the bottom of the pool. ( )
c. Sea lions are afraid of people. ( )
d. Sea lions can't jump over a bar above the water. ( )
e. A sea lion can balance a glass of water on a stick. ( )
f. A sea lion can easily balance a ball on his nose. ( )

For the teacher : Read the passage twice; once before the students have read the sentences, and again after the students have gone through the exercise.

11. Festivals are celebrated in different communities in various ways Divide the class into groups according to communities and talk about the customs followed in your community in the festivals.

Hints : i. Names of local festivals Navaratri, Holi, Makar Sakranti, Naya Khai, Hareli, Teeja, Bhai Dooj,

ii. Food Items prepared
iii. Decoration done
iv. Other customs followed

12. In India, we follow different customs of greeting. Write down the expressions and gestures (actions) used by people to greet and show respect to each other.

Expressions and Action
Pranam - Touching feet

13. You saw a dream last night in which you were on a far off land you had never seen before. Write a letter to your friend describing your dream.

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Appendix - II (A) Theme-wise Coverage
(Main Course Book)

Unit - I - Environment									
Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Writing**	**Listening**	**Speaking**	**Study Skills**	**Project**
A. The Jamun Tree	Story	Short answer questions Filling the grid Group Discussion	Multiple choice	Subject-predicate One and ones Introductory There : adv. clause	Dialogue writing informal letter	Sequencing events	Delivering a speech	Interpreting data from a table	Survey & Report
B. Beautiful Blue Planet	Poem	Questions Filling the grid Environment oath							
C. Saalumarada Thimakka	Biography	Bio-notes MCQs Filling bubbles	Prefixes and suffixes Defining words	Not only... but also Despite, in spite of	Bio-data				
Unit - II - Sports									
Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Writing**	**Listening**	**Speaking**	**Study Skills**	**Project**
A. The Race	Story	Sequencing Completion of dialogue grid Answering questions	MCQs Fill in the blanks	If clauses and use of 'Unless'	Completion of speech	Route map	Role play		
B. The Peaceful Game	Poem	Answering questions Simile and metaphor Completion exercise							
C. Ashok Rathod's Football OSCAR	Article	Answering questions Locating information	Matching phrases Acronyms and abbreviations jumbled words	Noun and Adjective clauses				Interpreting Score board	Gathering information

Unit - III -Awarness about Health									
Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Writing**	**Listening**	**Speaking**	**Study Skills**	**Project**
A. India's Battle to ban Chewing Tabacco	Article	Answering questions	Word substitution	Reduced relative clauses	Slogans	Editing	Debate	Interpreting a poster	
B. The Dentist and the Crocodile	Poem	Answering questions	Using the dictionary						
C. Ayurveda	Article	Answering questions	MCQs Spelling odd one out	Passives	Paragraph writing 'Get well' card Descriptions				Survey

Unit - IV - Travel and Tourism									
Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Writing**	**Listening**	**Speaking**	**Study Skills**	**Project**
A. The Eyes have it	Story	Answering questions adding comments in speech bubbles	Use of words and paragraphs to describe sounds	Phrasal verbs Narration		Announ-cement at the railway station Answering questions Completing table	Describing a place	Reference skill for Homonyms (dictionary)	
B. The Muddle Head	Poem	Answering questions							
C. Mainpat	Brochure	Answering questions Table completion	Word web	Subject-verb agreement	Describing a place				Preparing a brochure

Unit - V - Culture									
Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Writing**	**Listening**	**Speaking**	**Study Skills**	**Project**
A. Tattoos: A Tribal Heritage	Article	Answering questions Completing grids	Antonyms Prefixes and suffixes	Passive voice	Advertise-ment	Listening to a text and identifying correct ones	Debate	Interpreting Bar-diagram	
B. Namaste	Poem	Answering questions	Word-web Interpreting gestures						
C. Hamaguchi	Story	Answering questions Mute show based on reading the lesson	Silent letters Picture analysis for meaning	Articles : a, an, the	Paragraph				Survey about festivals

Appendix - II (B) Theme-wise Coverage
Practice Exercise - I

Theme	**Genre**	**Comprehension**	**Vocabulary**	**Grammar**	**Listening**	**Speaking**	**Writing**
Environment	Prose	MCQ Completion exercise Answer in brief	One word for New word from root word Sound/f/	Action word I, II, III forms of verbs	Rhyming Short Questions	Role play	Writing Description
	Poem	MCQ True of false Completion exercise Answer in brief	Opposites	Regular & irregular verbs Nouns Singular Plural as + adj + as (Similes)			

Practice Exercise - II

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Sports	Prose	MCQ Completion exercise Answer in brief	Prefix / suffix word web	Used to Used to & when Adverb clause Order of adjectives Conditional if' First and second condition	Filling in information	Asking Questions & responding	Writing notices
	Poem	Rhyming words Completion exercise Answer in brief	Synonyms Using words in sentences				

Practice Exercise - III

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Awa reness about Health	Prose	MCQ Completion exercise Answer in brief Filling a grid	Matching Prefixes suffixes	Comparative Adverbs Present continuous indicating future Contracted forms of auxiliaries Have as possessive Have to/ should	Recipe - hippo sandwich	debate	Writing arguments Dos & don'ts
	Poem	MCQ Completion exercise Answer in brief Matching	Mind map Words related to diseases				

Practice Exercise - IV

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Travel and Tourism	Prose	MCQ Completion exercise Answer in brief True or false	One word for Recognizing pictures Cross word	Reflexive pronouns Adverb Clause Differentiating Main Clause & Adverb Clause	Picture recognition Completing data	Expressing Ability / inability	Writing instructions
	Poem	MCQ Completion exercise Answer in brief Matching Recognizing pictures	One word for Describing words	Showing reason Narration			Describing a picture

Practice Exercise - V

Theme	Genre	Comprehension	Vocabulary	Grammar	Listening	Speaking	Writing
Culture	Prose	MCQ Answer in brief	One word for Spelling exercises	Subject-verb-object Passive voice Compound sentences using and/but/so when etc Sequencing words with conjunctions Connectors	True or false	Talking about festivals	Writing instructions
	Poem	MCQ Completing a grid exercise Answer in brief	Synonyms Spelling grid Appropriate words				Using expressions for greeting Writing an informal letter