

A
COMPOSITE
MODERN ENGLISH TEXT BOOK
Class VI

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FOREWARD

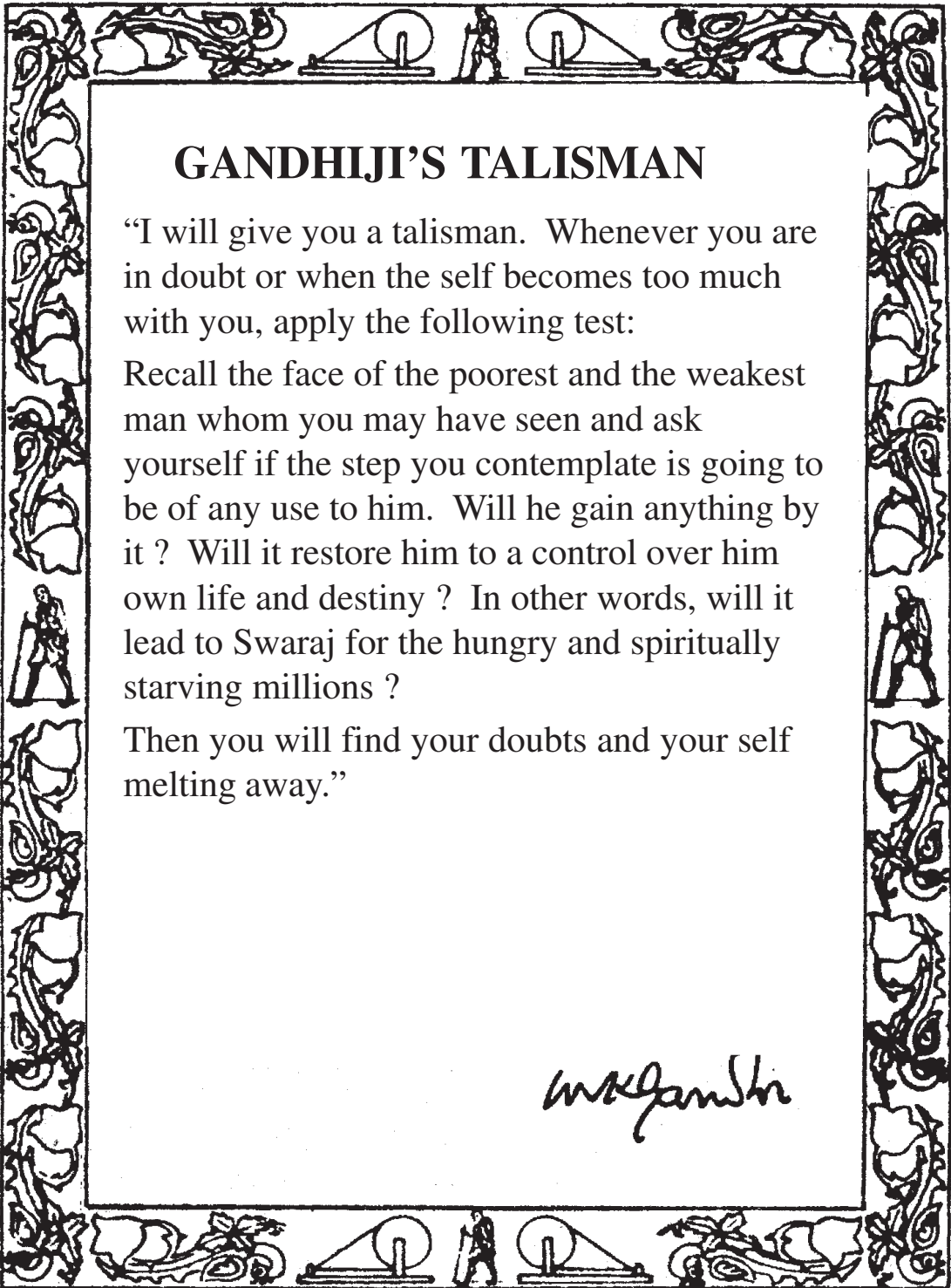
In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has been trying to promote education for improving the quality of life in the state.

The text-book in its present form is an outcome of a series of consultations & meetings held with the authors and reviewers. Utmost care has been taken to relate to local context and made suitable for use by students in Manipur. Every effort has been given to make the book holistic and engaging.

I thank the authors and reviewers and all those who have contributed in bringing out the book.

The Board welcomes valuable suggestions for improvement.

Dr. Chithung Mary Thomas
Secretary



GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away.”

M.K. Gandhi

Revised and Improved

**Dr M. Priyobarta Singh
Ksh. Chetan Singh**

Editor

Prof. N. Khagendra Singh

CONSTITUTION OF INDIA
Part VI A
FUNDAMENTAL DUTIES OF CITIZENS

Article 51 A

Fundamental Duties: -

- (a)** It shall be the duty of every citizen of India – to abide by the Constitutional and respect its ideals and institutions, the National Flag and the National Anthem;
- (b)** To cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c)** to uphold and protect the sovereignty, unity and integrity of India;
- (d)** to defend the country and render national service when called upon to do so;
- (e)** to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;
- (f)** to value and preserve the rich heritage of our composite culture.
- (g)** to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h)** to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i)** to safeguard public property and to adjure violence;
- (j)** to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

Learning Outcomes

Class VI

English

The Learner :

- ❖ recites poems/songs in groups and individually with appropriate pause and intonation.
- ❖ responds to oral messages, announcements, telephonic communication in English.
- ❖ participates in role play, group discussion, debate, etc.
- ❖ uses meaningful and grammatically correct sentences to describe / narrate factual/ imaginary situations.
- ❖ identifies main ideas, characters, sequence of ideas and event in texts read/heard.
- ❖ responds to information from notice board, railway timetable etc.
- ❖ infers meaning of unfamiliar words by reading them in context.
- ❖ asks questions based on reading and events around him/her.
- ❖ reads and interprets tables, charts, diagrams and maps.
- ❖ refer to dictionary and suggested websites for input in readings and writing.
- ❖ uses grammatically appropriate sentences in context.
- ❖ writes simple sentences and short paragraphs as dictated by teacher.
- ❖ drafts, revises and writes short paragraphs based on verbal, print and visual clues.
- ❖ writes messages, invitations and letters.
- ❖ writes and speaks on issues like environment, gender equality etc suggesting personal views

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Unit I



1

CRADLE SONG

From groves of spice,
O'er fields of rice,
Athwart the lotus-stream,
I bring for you,
Aglint with dew,
A little lovely dream.



Sweet, shut your eyes,
The wild fire-flies
Dance through the fairy neem;
From the poppy-bole
For you I stole
A little lovely dream.

Dear eyes, good-night,
In golden light
The stars around you gleam;
On you I press
With soft caress
A little lovely dream.

– Sarojini Naidu

Glossary

groves	: small woods or group of trees
spice	: a substance obtained from plants having a strong taste and smell and used in cooking
athwart	: across
aglint	: giving out small bright flashes of light
fireflies	: flying insects that glow in the dark
fairy	: small imaginary creature having magical powers
neem	: Indian medicinal plant with green leaves
poppybole	: the stem or trunk of poppy plant
caress	: to touch gently

Comprehension

1. Answer the following questions :

- I. Who are the "I" and "You" in the poem?
- II. Why is the dream described as "A little lovely dream"?
- III. What is the meaning of "fairy neem"?
- IV. What are the beautiful things that the poet names to make the dream lovely?
- V. Describe how the poet builds up an enchanted world of dream.

2. Explain what the poet means by:

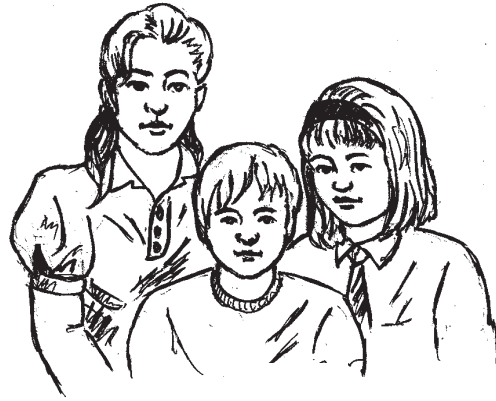
- I. From the poppybole
For you I stole
A little lovely dream.
- II. On you I press
With soft caress
A little lovely dream.



2

FAMILY AND HOME

My name is Bembem. I am eleven years old. I am studying in the sixth standard. I have a younger sister and a younger brother. Naobi is the name of my sister. She is nine years old and studying in the fourth standard. Naoba is our youngest brother. He is six years old and studies in the first standard. I love my sister and brother very much. We go to school together.



Thoiba is the name of my father. He is forty years of age. He is an officer. He works for the promotion of handloom and handicrafts in Manipur.

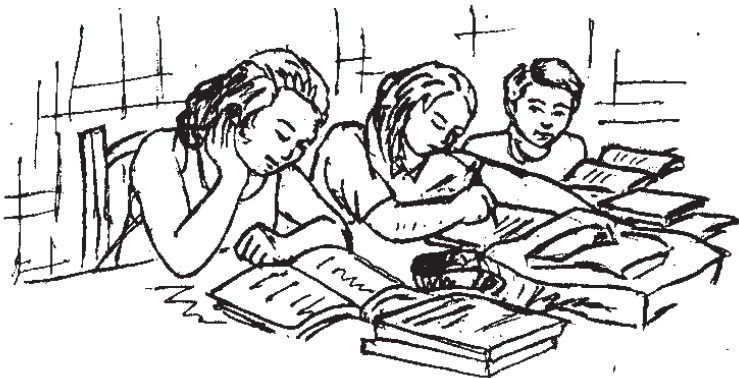


Our land has a rich tradition of handloom and handicrafts. My mother's name is Mani. She is a teacher. She teaches in a high school. Our parents love us very much. We also love our parents very much.

Tomba is the name of our grandfather. He is sixty-nine years old. Sana is the name of our grandmother. She is sixty-six years old. They are very affectionate. They always tell us many stories. We are very fond of their stories. Grandmother tells us stories about birds and animals sitting around the **Phunga**. She also told a very popular Phunga wari called **Kabui Keioiba**. Kabui Keioiba had the body of a man but the head of a tiger. This is a Manipuri folk-tale. Grandfather takes us for morning walks. He says it is a good habit to get up early and go for a walk.



We live at Uripok, a locality in Imphal. We live in a simple and ordinary house. It is not a huge mansion. But it is very cosy and comfortable. We have all the comforts of a good house. In our house, we have a room where we keep our books. We study in this room. We also have a number of books here. Father calls it our home library. There is a room where we keep the television. The whole family can watch their favourite television



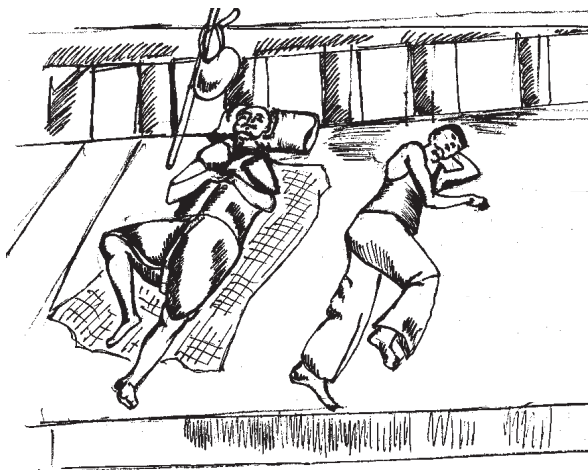
programmes here. Mother is strict and ensures that we do not watch television late in the night. She says it will disturb our studies. In another

room, we have a separate spot which is sacred for us. It is an empty corner. There are no idols or pictures. Here, we pray to our deity known as **Sanamahi**. We keep our house neat and clean.

My family and the house we live in make our home. Home stands for the combination of the family and the house. Happiness and comfort are essential for a home. Grandmother always says, "Home is where the heart is." My mother often tells us, "A house is built by hands while a home is built by hearts." A home is where the family finds love and warmth. We are all deeply attached to our home. We feel secure in our home.



It is important for us to remember that there are many people who do not have homes. There are many poor people who cannot even have a



small house. In India, there are millions of homeless people. It is because of poverty. Father always says that we, human beings, are responsible for poverty in society. Poverty is a curse on human beings. There are many reasons for poverty. Only we, human beings, can make our world a better place to live in.

Glossary

promotion	: development
handloom	: a hand-worked weaving loom
handicraft	: skill in using hands
tradition	: beliefs, practices, customs that have come from the past
ensures	: makes sure
affectionate:	loving
idols	: images of gods
Phunga	: fire-place in a traditional Manipuri house
Phunga wari	: folk tale
mansion	: large house
deity	: local god or goddess

Comprehension

1. I. Answer the following questions in a sentence each :

1. Who studies in the sixth standard?
2. Who studies in the fourth standard?
3. Who is the youngest in the family?
4. Who always tell stories to the children?
5. Name the folk-tale told by the grand mother.
6. What is the name of the deity the family prays to?

II. Answer the following questions in about 20 - 25 words each :

1. What do Bembem's father and mother do?
2. What is a home?

III. Answer the following questions in about 50-60 words each :

1. Describe Bembem's family.
2. Poverty is responsible for many people being left homeless. Write on poverty and homelessness.

Vocabulary

2. I. Fill in the blanks by choosing the correct words from the box:

wakes	studying	watching	remove	promote
disturb	affectionate	working	fond	comfortable

1. He is..... in the first standard.
2. We want to our sporting talents.
3. Parents are towards their children.
4. She is of dancing.
5. I feel..... in my cotton shirt.
6. My friend..... up early in the morning.
7. He is a football match.
8. She is studying. So, don't..... her.
9. He is hard to achieve success.
10. We can poverty from society.

II. By adding - "ly" to certain words, we form new words.

Example:

mother + ly = motherly

A sentence can be written using the new word :

Mother Teresa showed motherly affection for the poor.

Now, Add '-ly' to the following words and make sentences using the new words in the box:

brother	father	sister	friend	elder
---------	--------	--------	--------	-------

III. Find the odd words from the groups and encircle them :

1. mother father sister brother friend
2. teacher officer college lawyer doctor
3. television refrigerator kitchen radio telephone
4. courtyard street verandah bedroom bathroom
5. study play school watch sleep

IV. Find the words with wrong spelling and encircle them:

1. sailor singer visitor govenor
2. magicean politician electrician historian
3. employer manufacturer sweeper caterer

Now, write the wrongly-spelt words correctly in the space provided:

a. b. c

Pronunciation

3. I. The word 'standard' has two syllables :

stan - dard

Break up the following words into syllables as shown in the example above and read them aloud :

promotion	happiness
handloom	remember
handicraft	exploitation
affectionate	responsible
grandmother	freely

television	society
separate	language

II. Read the following words loudly and slowly. Try to note the difference in the endings :

mansion

extension

passion

admission

television

tradition

revision

vision

decision

question

Grammar

4. I. Nouns are naming words. There are five kinds of **nouns**.

A **Proper Noun** is the name of a particular person, place or thing. It always begins with a capital letter.

Example: Manipur, Hijam Irabot, Rani Gaidinliu, etc.

A **Common Noun** is the name of a class or any member of a class.

Example: leader, pen, dog, etc.

A **Collective Noun** is the name of a group of persons, creatures, or things of the same kind.

Examples: mob, herd, crowd, etc.

A **Material Noun** is the name of a substance or material from which things are made.

Examples: ink, gold, iron, water, etc.

An **Abstract Noun** is the name of a concept, quality or feeling. We can only feel and think of them.

Examples: fear, joy, beauty, etc

Now, identify the kinds of the following nouns from this lesson:

Standard, brother, promotion, Mani, India, bird, family, Kabui Keioiba, happiness, people, poverty, love, world, tradition, combination, warmth, number, curse.

- II. Write down five Proper Nouns and five Abstract Nouns from this lesson.**
- III. One kind of noun is absent from this lesson. What is that ?**
- IV. For a sentence in the Present Continuous Tense, the verb takes the '- ing' form. Here is an example of the verb 'study' :**

study + ing = studying

He is studying in his room.

Write sentences in the Present Continuous Tense using the following verbs with '- ing' form. See that in some of the words the spelling will change:

promote

live

teach

watch

tell

build

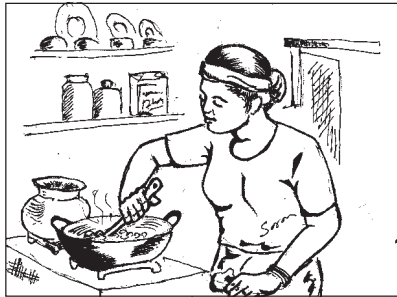
keep

work

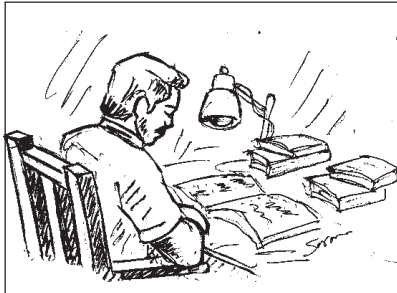
walk

put

- V. Look at the pictures closely and write out what the person is doing.
One has been done for you.



.....She is cooking.....



.....



.....



Examples:

Begin :	She began working hard.
	She began to work hard.

Make sentences, as shown in the examples, using the verbs in the box in their Gerund and Infinitive forms:

Communicative work

- ## Life of a homeless person

Unit II



3

LACHIT BARPHUKAN THE GREAT ASSAMESE PATRIOT



Manipur and Assam are neighbours. Assam lies in the west of Manipur. The Assamese people love Assam as we love Manipur. They are also proud of their glorious history as we are proud of ours. In Manipur, great patriots like Tikendrajit, Paona Brajabasi and Thangal General were born. In Assam also, a great patriot called **Lachit Barphukan** was born. He was a valiant fighter who fought for his motherland, Assam. Now let us read his story.

Lachit was born in **1612**. His father Momai Tamuli Barbarua was a top-ranking officer in the service of the Ahom King of Assam. Since his early days, **Lachit** had shown signs of greatness. He was clever, tactful and hardworking. He developed

an ability to think independently. He was always driven by strong determination.

In **1667**, **Aurangzeb** sent a huge army to conquer Assam. The Ahom army under **Lachit, the Barphukan** of Gauhati, had to fight this huge Army to defend Assam. Aurangzeb's general Raja Ram Singh of Amber came with an army of ten thousand soldiers to conquer Assam. Lachit made preparations to defend his motherland. He gave the charge of repairing a broken fort near Amingaon to his uncle. He said : " Dear uncle, please finish repairing this fort tonight. Otherwise, our position will be lost tomorrow!"

"Yes sir, it will be definitely done," replied the uncle. However, next morning, **Lachit** found that the work was not completed. He declared, "My uncle is not greater than my country. My motherland is more important than my uncle."

He punished his uncle severely showing his great love for Assam.

In **1671**, **Lachit** attacked Ram Singh, the valiant Rajput hero, at Saraighat near Pandu. Under his leadership, the three divisions of the Ahom army – infantry, cavalry and navy attacked the Mughal invaders. The Mughal army was defeated. Ram Singh was forced to flee. Thus, Aurangzeb gave up his idea of conquering Assam. **Lachit Barphukan** nipped the Mughal imperialism in the bud in Assam. His determination and patriotism saved the freedom of the Assamese people.

Lachit Barphukan worked hard to unite Assam. He succeeded in creating an independent and united Assam. Obedience to duty was his slogan. He sacrificed personal comforts and interests for his motherland. His love for Assam made him rise from the lower official rank of **Ghora Barua** to the top official rank of **Barphukan**. He will always be remembered with love and respect by the people of Assam.

Glossary

glorious	: splendid, magnificent
determination	: firmness of purpose; resolution
huge	: very great
severely	: violently, strictly
infantry	: soldiers who fight on foot
cavalry	: soldiers who fight on horseback
navy	: a country's warships and the members of the crew
imperialism	: policy of extending a country's empire and influence

Comprehension

1. I. Answer the following questions in a sentence each :

1. On which side of Manipur does Assam lie?
2. What kind of a fighter was Lachit?
3. When was Lachit born?
4. What was Lachit's father?
5. Who sent a huge army to conquer Assam?
6. How many soldiers were there under Aurangzeb's general Raja Ram Singh?
7. Which thing was more important to Lachit than his uncle?
8. What did Lachit show in punishing his uncle?
9. Where did Lachit attack Ram Singh?
10. What were the three divisions of the Ahom army?

II. Answer the following questions in 20-25 words each :

1. How is Manipur related to Assam?
2. How do the Assamese people love Assam?
3. What are the Assamese people proud of?
4. In what aspect is Lachit Barphukan compared to Tikendrajit, Paona Brajabasi and Thangal General?
5. What did Lachit show in his early days?
6. What duty did Lachit give to his uncle?

III. Answer the following questions in about 50-60 words each :

1. What did Lachit Barphukan nip in the bud?
2. What made Lachit rise from **Ghora Barua** to **Barphukan**?
3. Give an estimate of **Lachit** as a patriot.

Vocabulary

2. I. Match the words in group A with those in group B having opposite meanings :

Group A	Group B
love	divide
valiant	small
greatness	defeat
clever	breaking
huge	lightly
conquer	fall
repairing	smallness
severely	hate
rise	cowardly
unite	foolish

II. Complete the sentences with the right alternatives given in the brackets:

1. Lachit's father was in the.....
(service/work) of the Ahom king.
2. He was a brave(worker/
fighter) of the time.
3. Lachit made
(preparations/calculations) for meeting the Mughal army.
4. The Assamese army fought with the
(intruders/invaders)

III. Combine the words from the two boxes to form compound words :

Example : mother + land = motherland

hard	to	governor	leader	mother
------	----	----------	--------	--------

night	ship	working	land	general
-------	------	---------	------	---------

IV. Fill in the following blanks using appropriate words from the box :

patriot	martyr	infantry	historian
---------	--------	----------	-----------

1. A person who strongly supports his/her motherland is a
2. Soldiers who fight on foot belong to
3. One who writes a history is a
4. The person who dies for one's country is a

V. 1. Add "our", "or", "ure" to complete the words :

lab.....	col	fract	tail
mirr	hon	dev	tract

VI. 2. Form as many words as you can by supplying the missing letters to the following :

.....ietieniendceiveeiling

3. Pronunciation

Read the following words with stress on the underlined syllables. You may use a dictionary:

governor	mother	patriot	conquer	remember
----------	--------	---------	---------	----------

4. I. Grammar

A Verb can be used in different Forms, Tenses and Numbers. This is called Conjugation of Verbs. It is an important part of language learning activity.

Now, read the following sentences

Present Indefinite

Singular	Plural
1. I read	We read
2. You read	You read
3. He reads	They read

Present Continuous

1. I am reading	We are reading
2. You are reading	You are reading
3. He is reading	They are reading

Present Perfect

1. I have read	We have read
2. You have read	You have read
3. He has read	They have read

Present Perfect Continuous

1. I have been reading	We have been reading
2. You have been reading	You have been reading
3. He has been reading	They have been reading

You have seen Conjugation of the Verb 'read' in Present Tense. You can do it in the Past and Future tenses. Practise this kind of Conjugation with the Verbs like send, fight, come, give, say, work, etc.

II. Supply suitable Verbs from the box to the blanks given below:

had, is, repairing, were, could, defending

1. Great patriots..... born in Manipur.
2. Lachit..... show signs of greatness.
3. He..... to fight a huge army.
4. The uncle had to finish.....the fort.
5. Lachit succeeded in..... his motherland.
6. He..... always remembered by the people of Assam.

3. **Group Discussion**

**Make groups of five or six students and discuss among yourselves
The following topic:**

Patriotism and courage



4

RANI GAIDINLIU, A GREAT MANIPURI LEADER

Many great leaders were in Manipur. As Manipuris, we are always proud of them. We remember them with love and respect. These leaders had shown remarkable courage in their sufferings and sacrifices for Manipur. One of them was Rani Gaidinliu. She was born on 26 January, 1915 in a village called Nungkao. It is situated in the scenic Tamenglong hills of Manipur. Since her early days, she was very independent in her thinking and action. She grew up as a fearless girl. She had very strong will-power. She was also sincere and determined.



As a young girl, she was deeply aware of the injustice in society. The exploitation under the British colonial rule in Manipur made her realise the need to fight colonialism. She decided to fight colonial oppression. In this, she was influenced by Haipou Jadonang who led a resistance movement against the British. At the young age of thirteen, she joined the movement. She had all the qualities of a leader. She was a good organiser who cleverly mobilised the people to fight against British colonial rule in Manipur. After Jadonang was hanged on 19 August, 1931, Gaidinliu was accepted as

the leader of the Zeliangrong movement. It was a movement that aimed at her people's liberation from the British colonial rule. The movement also worked for the integration of the Zeliangrong people. The British colonial rulers felt threatened by this movement. They saw it as a revolt against their rule.



Gaidinliu organised her people and revolted against the British colonisers. She was very active from 1931 to 1932. She was deeply involved in an armed struggle against the British. Her military campaigns caused serious concern among the colonial authorities. The British tried to arrest her several times. They also tried hard to suppress the rebellion. Gradually Gaidinliu became a legendary figure. She was finally arrested in October, 1932. The British Political Agent in Manipur sentenced her to life imprisonment. However, her arrest did not end the rebellion. Her ideas spread far and wide and influenced many people to continue the movement. One of the important resolutions adopted in the meeting held on the Chinga hillock on December 30, 1938 under the leadership of the great revolutionary, Hijam Irabot pressed hard for the release of Gaidinliu. The Indian freedom fighter Jawaharlal Nehru admired her courage and gave her the title 'Rani' in 1937.

The British colonial authorities in Manipur were very afraid of Gaidinliu. Like many other leaders of Manipur, who were sent to prisons in distant lands, Gaidinliu was sent to Guwahati Jail. She protested against the inhospitable conditions in the prison. She went on a fast. The British were scared. They transported her to Shillong Jail. Then the British tried hard to convert her to Christianity. But Gaidinliu firmly believed in her culture and her religion. She wanted to protect the identity of the Zeliangrong people. She was very proud of her culture.

Gaidinliu was released after fourteen years of imprisonment. But she was not allowed to return to her native village. She was kept isolated in Chang village of Yimrap. Finally, she returned to her native birthplace Tamenglong in Manipur in the year 1951. She passed away on 17 February, 1993. Manipuris will always remember her courage and sacrifice.

Glossary

remarkable	:	noteworthy or distinguished
scenic	:	beautiful
colonialism	:	occupation and control by foreign power with the purpose of exploitation
oppression	:	treatment with cruelty and injustice
resistance	:	opposition
integration	:	unity into a whole
liberate	:	to free the people
suppress	:	to put down, to prevent people from opposition

Comprehension

I. Answer the following questions in a sentence each :

1. Who are we proud of ?
2. What have our leaders shown ?
3. Who influenced Rani Gaidinliu ?
4. Where was Gaidinliu born ?
5. What was the aim of the Zeliangrong movement ?
6. Who was the Manipuri leader who urged for her release ?

7. Who gave the title 'Rani' to Gaidinliu ?
8. What will Manipuris always remember ?

II. Answer the following questions in about 20-25 words each :

1. How did Rani Gaidinliu grow up?
2. Give reasons why she decided to fight the British.
3. What did Rani Gaidinliu do between 1931 and 1932?
4. What was her attitude to her culture and religion?
5. Write on her life in prison.

III. Answer the following questions in about 50-60 words each :

1. Give an account of Rani Gaidinliu's struggle against the British.
2. Write a note on Gaidinliu's ideas.

Vocabulary

2. Fill in the blanks in the following sentences by choosing the correct words from the box:

courage	imprisoned	pressed
born	exploited	liberation
proud	urged	protect
mobilised	determined	

1. Rani Gaidinliu wasin Manipur.
2. Manipuris areof Rani Gaidinliu.
3. She was a woman full of
4. Gaidinliu wasto drive the British away from Manipur.

5. The Britishthe people of Manipur.
6. Gaidinliuthe people to fight
against the British colonisers.
7. The Zeliangrong movement fought for
of the people.
8. It wasagainst British colonial rule.
9. Gaidinliu wasby the British.
10. The great revolutionary leader Hijam Irabot
for her release.
11. She wanted tothe identity of the Zeliangrong
people.

3. Pick five words from the lesson that are used to describe the character of Rani Gaidinliu and make sentences of your own :

Example - fearless

Paona Brajabasi was a fearless soldier.

4. Write the opposites of the words given below :-

remember	.....
early	.....
strong	.....
active	.....
wide	.....
far	.....
release	.....

5. Complete the words by using - able or - ible :

Example : **advise + able = advisable**

contempt + ible = contemptible

memory	force
move	sense
consider	admire
access	regret
respect	suit
avoid	value

Grammar

6. Adjectives are formed by adding -'y' to certain nouns. An example is given below :

ice + y = icy

They are jumping into the icy water.

Now, add- 'y' to the following nouns and make sentences using them :

air	salt	cloud	silk	sun	oil	fire
------------	-------------	--------------	-------------	------------	------------	-------------

- 7.** When the Subject is actively doing something or is acting and is not being acted upon we say that the sentence is in Active Voice. And when the Subject remains passive and is not the doer, we say that the sentence is in Passive Voice.

Study the following sentences.

- I.** The man shot the tiger.

This sentence is in Active Voice. Here, *man* is the doer. Man is the Subject and tiger is the Object.

II. The tiger was shot by the man.

In this sentence *tiger* is the Subject but it is passive, not in action. The Subject is being acted upon.

The two sentences mean the same thing. But they are in different forms. From an examination of the above sentences we find that the Subject in Active Voice becomes the Object in Passive Voice. And, the Object in the Active Voice (*tiger*) becomes the subject in Passive Voice. In the Passive voice we use *was* as the be verb because *shot* is in Past Tense. We then use the past participle form of the verb *shot* (*shoot shot shot*) in the Passive Voice. *Man* which becomes Object in Passive Voice is governed by the preposition *by*. You should remember that usually we change a sentence in Active Voice into Passive Voice. But we can also change a sentence in P.V into A.V. A little more practice will be helpful in changing Active Voice into Passive Voice and Passive Voice into Active Voice.

Let's try to understand Voice Change better by studying the following sentences:

1. Rabindranath Tagore wrote the play— Active Voice

The play was written by Rabindranath Tagore – Passive Voice

2. The fisherman has caught a big fish –Active Voice

A big fish has been caught by the fisherman - Passive Voice

3. John will do the work - Active Voice

The work will be done by John – Passive Voice

4. They elected him chairman – Active Voice

He was elected chairman by them— Passive Voice

5. I know him – Active Voice

He is known to me – Passive Voice

6. The police arrested him on a charge of murder– Active Voice

He was arrested on a charge of murder by the police – Passive Voice

7. I expect you to finish the work on time – Active Voice

You are expected to finish the work on time–Passive Voice

Now, change the Voice of the following sentences:

The first two sentences are changed for you.

1. My book has been stolen.

Someone has stolen my book.

2. The court punished him.

He was punished by the court .

3. The man was arrested by the police.

4. How can the fire be extinguished?

5. The flood water swept away all the houses.

6. Poets love the poor.

7. Success cannot be achieved easily.

8. Who causes war ?

Pronunciation

8. Read the following pairs of words and try to distinguish between the two sounds:

fair	pair
fail	pail
feel	peel
fine	pine
fool	pool
full	pull

Communicative work

9. Divide the class into groups of five or six students and discuss the following topic . Note down the points and later read them out to the whole class :

The reasons for Nehru's admiration for Gaidinliu



5

DECEMBER 12



The night has passed,
Another day has gone,
Devi, tuck and tie your hair
Hanging loose and dishevelled.
One December Twelve's gone and
Another December Twelve's come,
Have you forgotten that ?
Did you believe hair'll be tucked and tied ?
Did you really think the day'll come again ?

– An English rendering of a Manipuri poem on Nupi Lan by Hijam Irabot Singh

Glossary

tuck	:	fold and gather up
Devi	:	woman, the qualities associated with womanhood
dishevelled	:	(of hair) ruffled, untidy and hanging loose

Comprehension

I. Answer the following questions :

1. What does the poet mean by December 12?
2. Who is the Devi the poet has referred to?

II. What does the poet mean by the following lines :

1. The night has passed,
Another day has gone,
2. Devi, tuck and tie your hair
Hanging loose and dishevelled.
3. One December Twelve's gone and
Another December Twelve's come.
4. Did you believe hair'll be tucked and tied?
Did you really think the day'll come again?

III. Why does the poet think that the day will come again?

Unit III



6

MANIPUR AND ITS NATURAL RESOURCES

It was a beautiful morning of early May. Birds were singing sweetly in the bushes and the trees growing around the school campus. Flowers of various colours bloomed in the school garden. The lively students gathered in the class room. Then, a lady-teacher was seen entering the room.

Students Good morning, teacher.

Teacher Good morning, my dear students. Please sit down. Today, let's discuss the natural resources of our state.

Bembem Miss, what is natural resource?

Teacher It's something based on a good and meaningful relationship between human beings and nature.

Ibecha Miss, what kind of relationship is it?

Teacher It is a relationship that satisfies our needs. The relationship benefits human society also. Resources, machineries, etc. are all useful things. Therefore, they can be called resources. To be resources, they must be available for use by man.

Naobi Then, Miss, resource is always useful to man.

Teacher Yes, it must be useful to man. Petroleum is an important resource today. We use it in many ways to satisfy our needs. It is used for running engines, cooking, making candles and cosmetics, etc. However, in the pre-historic days, when human beings used to live in caves, it was not a resource. It was just a natural element. Human knowledge turned it into a resource.

A type of sand known as monazite sand is found in the beaches of Kerala. It contains thorium. Thorium is used in nuclear power plants. This discovery turned the sand into a highly valuable resource. The early men did not know the use of coal. Hence, it was not a resource for them.

Abe Miss, it means that human knowledge is also important?
Teacher Yes, knowledge is very important. It makes us realise what resource is. It grows richer everyday. Our knowledge is what we call human resources. As human knowledge increases day by day, human resources also increase.

Bembem Miss, what's necessary for developing human resources?
Teacher Education is necessary for the development of human resources. Education should be provided to all the children. If all the children are educated, human resources will grow.

Abe But Miss, millions of children in India cannot get proper education.

Teacher Yes, you're right. India should take education very seriously.

Ibecha Miss, are there many kinds of resources in the world?

Teacher We have three broad kinds of resources — human resources, natural resources and cultural resources.

Naobi Miss, please tell us more about natural resources.

Teacher Natural resources are those resources provided by nature. They are "free gifts of nature". These include the air above and the water beneath, soil, natural vegetation, all creatures including man and the rocks and minerals. Natural resources constitute the basis of all life. Among them forest, fuel and minerals are exhaustible. If we do not use them properly, a time will come when they will be completely exhausted. We have to take proper care of our forests. Minerals like coal, iron ore, and fuel like petroleum should be used with great care.

- Naobi** Yes Miss, I see signboards with the words "Save Earth, Protect Forests," "Plant More Trees" and "Oil is Precious, Save It".
- Teacher** A day may come when there are no minerals and petroleum left on the earth. We have to use them carefully. If we don't, life will be difficult for us.
- Abe** Miss, what are cultural resources?
- Teacher** Culture is produced by man and nature together. It is closely related to knowledge. Cultural resources include our skills, knowledge, ideas, thoughts and beliefs. All the productive and creative activities of man are cultural resources.
- Bembem** Miss, please tell us something about the resources of Manipur.
- Teacher** As I have told you, the most valuable resource is knowledge. We have to enrich our knowledge. For this, we need to educate each and everyone in our society. Manipuris are highly talented, skilled and intelligent people. We have lots of potentials. Education is important for developing our potentials.
- Ibecha** Miss, we have heard that Manipur has abundant forest resources. Is this true?
- Teacher** Yes, this is true. Manipur is called a bio-diversity hot-spot. It means that we have thousands of plant species. Varieties of plants, flowers, orchids, grasses and trees grow in Manipur. Many of them have medicinal properties. Scientists are studying them.
- Naobi** Miss, what about our wildlife?
- Teacher** Our wildlife is very rich. Tigers, leopards, deer, sheep, buffaloes, wildbears and mithuns, *yongmus*, etc. are found in Manipur.
- Abe** Miss, we also have cane, pine, teak, oak and bamboo, etc.
- Teacher** Yes, but we have to use them carefully. We have to take proper care that our forests are not misused and destroyed.

Naobi Miss, my father told me that we also have abundant water resources.

Teacher Yes, we are blessed by nature. Manipur has abundant rainfall. We have many rivers, streams and lakes. **Loktak lake**



of Manipur is the largest freshwater lake in the North-Eastern region. Electricity is produced through the **Loktak Hydrel Power Plant.**

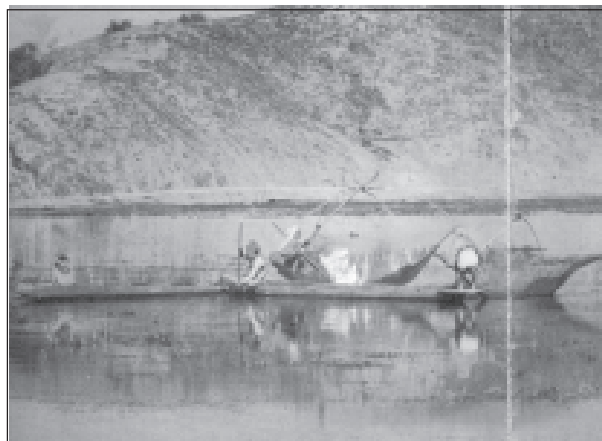
Bembem Miss, what about minerals ?

Teacher Minerals are also found in Manipur. Limestone is found in Hundung hills of Ukhrul district. Iron ore is found in Kakching and Sadar hills. Salt is found in some areas of Thoubal. We have to take proper care of these minerals too.

Bembem Miss, what about Manipuri dance, theatre and sporting talent, known all over the world ?

Teacher They are part of our cultural resources. We shall have to develop them further.

Students Miss, we will do our best to enrich and protect our resources.



Glossary

resources	:	wealth
cosmetics	:	substances for aiding beauty
thorium	:	radioactive metallic element found in monazite sand
proper	:	fit
prehistoric	:	relating to the period before written records
precious	:	of great value
caves	:	hollow places in the side of cliff or underground
exhaustible	:	that which can be used up
potentials	:	hidden quality
abundant	:	plentiful
Yongmus	:	a kind of monkey black in colour
cultural	:	having to do with culture
discovery	:	finding out

Comprehension

1. I. Answer the following questions in a sentence each :

1. What are the three kinds of resources?
2. Where is monazite sand found in India?
3. What is thorium?
4. Where did the early men live?
5. How do human resources increase?
6. What is natural resource based on?
7. What are cultural resources?
8. Name the place where salt is found in Manipur.
9. Name three important natural resources of Manipur.
10. What is the largest fresh water lake in the North-Eastern region of India?

II. Answer the following questions in 20-25 words each :

1. How is monazite sand a valuable resource?
2. Why is Manipur called a bio-diversity hot-spot?
3. What are the minerals found in Manipur?
4. What is the relationship between human beings and natural resources ?
5. What should we do to preserve natural resources?

III. Answer the following questions in about 50-60 words each:

1. What is the importance of the three kinds of resources?
2. Write why we should be careful about using natural resources.
3. Write about the natural resources of Manipur.

2. Match the words in column A with those in column B to make them meaningful sentences:

A	B
1. Petroleum is	gifts of nature.
2. Early men lived in	Hundung hills.
3. Monazite sand is found	for the early men.
4. Coal was not a resource	caves.
5. Manipur is called	an important resource .
6. Natural resources are	in the beaches of Kerela.
7. Limestone is found in	a bio-diversity hot-spot.

3. Here is a list of resources. Put them in their classified groups in the table given below :

rain	sand	wind	coal	education	soil	knowledge
talent	dance	sports	theatre	man	scientists	

Natural Resources	Human Resources	Cultural Resources

Grammar

1. Add 'full' to the following words and rewrite them. One has been done for you:

meaning+full = meaningful

Note that the double 'll' becomes single 'l' in the new word.

resource	use	care	right	will	colour	power	skill
need	thought	thank	hope	help			

2. Give the Comparative and Superlative Degrees of the following Adjectives:(two examples are given for you)

Examples:

Positive	Comparative	Superlative
easy	easier	easiest
useful	more useful	most useful

good, meaningful, free, difficult, rich,
large, important, great, valuable

3. Material Nouns and Abstract Nouns are Uncountable Nouns.

Examples :

Material Nouns : gold, sugar, money, etc.
Abstract Nouns : fear, honesty, patience, etc.

Underline the Uncountable Nouns in the following sentences:
Sand, coal, iron, petroleum, etc. along with free gifts of nature, such as, water, soil, oil, air, etc. constitute the basis of all life.

Moreover, our forest resources including tigers, leopards, wild bears, cane, pine, teak, bamboo, etc. bring about the beauty, joy and hope of our people.

Communicative work

Form groups of five or six students and prepare slogans/posters for the protection of the following:

sangai water forest birds

(i)

(ii)

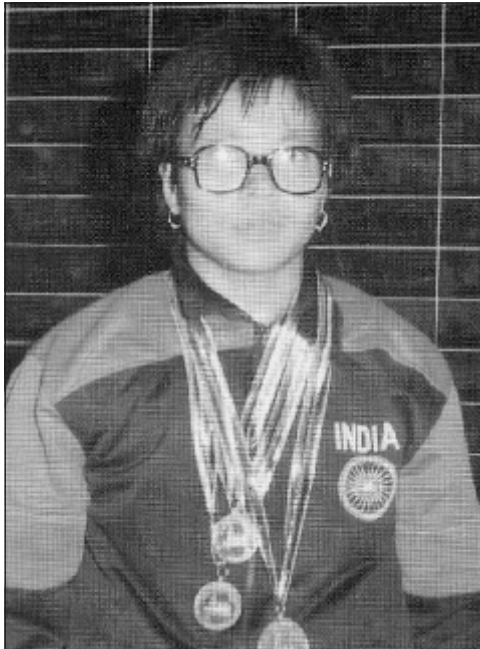
(iii)

(iv)



7

KUNJARANI A PRIDE OF MANIPUR



Manipur is in the north eastern corner of India bounded by rows of mountain ranges. It used to be known to the world only for her colourful dances and the beautiful brow-antlered deer, the Sangai. Some people who visited Manipur described her as a 'paradise on earth'. The Japanese called Manipur 'a flower on the lofty heights'. Unfortunately, most people in the world did not know the real people of Manipur.

In the recent past, the name of Manipur appeared again and again in different newspapers. The heroic performance of many Manipuris in the field of games and sports has kept the name of Manipur in the news of the world. One of the consistent performers is Nameirakpam Kunjarani Devi.

As a matter of fact, Manipuri women have played very important roles in society. In the family and the society, their role is distinctly fundamental. That is why they are given a pride of place in social functions. Indeed, they are at the centre of the family. Manipuri women have been brave and hard-working. But the world has not seen their ability so far. Only recently, they have made their presence felt in the world. One of the leading lights is Kunjarani Devi, who is known to her friends as **Kunju**.

Kunjarani had a humble upbringing. She is the fourth child in a family of three brothers and six sisters. However, poverty is no bar to fame when human spirit moves forward. Kunjarani is a glaring example. She attended different training sessions outside Manipur. She won the national titles in



1982 and 1988. From then onwards, she went from strength to strength.

In 1989, Kunjarani participated in the World Championship at Manchester. There were strong contenders from the USA, Germany, China and many other countries. But Kunjarani bagged three silver medals. In the Beijing Asiad of 1990, Kunjarani won only a bronze medal. However, it was more than satisfactory as it was India's first medal.

Kunjarani made an outstanding performance in the world championship of 1991 in Germany. She again won three silver medals. In the 1995 Asian meet at Pusan (Korea), Kunjarani won two gold medals. She was called the diminutive Manipuri powerhouse. So, she had won 12 silver medals from world championships by 1995. From Asian meets she had collected two gold, 10 silver and four bronze medals.

Kunjarani underwent surgery of the knee in 1996. Many people thought that it was the end of her career. But in the 10th Asian Weightlifting Meet of 1997 at Yongzhu in China, Kunjarani won the silver medal again. It was the indomitable spirit that guided her from success to success. At the age of 36, she represented India in the 46 Kg. class in the Athens Olympics of 2004. She came fourth, but it was an outstanding performance by a Manipuri girl.

When we look back to her performances, it will be simply admirable.

She was ranked by the World Weightlifting Federation among the greatest women weightlifters of all time.

She is the only Indian to have won more than 45 medals.

She is the first Indian to win three silver medals in the Manchester World Championship of 1989.

She is the first Indian to win a gold medal at Pusan Asian Championship of 1995.

In fact, Kunjarani is a Pride of Manipur.

Glossary

bounded	: being the boundary
brow-antlered	: horns in the shape of a bow growing on the head
recent past	: not long ago
pride of place	: the most important position
outstanding	: excellent
upbringing	: rearing
diminutive	: tiny

Comprehension

I. Answer the following questions in a sentence each :

1. Why was Manipur famous for in the past?
2. How did the Japanese call Manipur?
3. How is Kunjarani known to her friends?
4. How many medals did Kunjarani win in the World Weightlifting Championship of 1989?
5. When did Kunjarani win two gold medals?
6. What is the total number of medals Kunjarani has won so far?
7. What is the ranking of Kunjarani in the world in 1993 ?

II. Answer the following questions in about 20-25 words each:

1. What are the names given to Manipur by other people of the world?
2. How does Kunjarani prove that poverty is no bar to fame?
3. Give the names of some other famous sportswomen of Manipur associated with other games.

III. Answer the following questions in about 50-60 words each :

1. How was Manipur known to the world in the past?
2. How has the name of Manipur spread in the recent past?
3. Why do Manipuri women occupy the pride of place in society?
4. What is the achievement of Kunjarani in Asian Championships?
5. Describe the performances of Kunjarani in World Championships.

IV. Write 'T' for true and 'F' for false statements:

- | | |
|---|----------------------|
| 1. Kunjarani won 45 medals in the Olympics. | <input type="text"/> |
| 2. In the World Championship in Germany, Kunjarani won 3 silver medals. | <input type="text"/> |
| 3. In the Manchester World Championship, no Indian won a medal. | <input type="text"/> |

Grammar

2. Join the following sentences into one :

- (a) Manipuri women have been brave and hard-working.
(b) But the world has not seen their ability.

3. Frame sentences using the following words :

- | | | |
|------------------|-------------------|--------------------------|
| (a) colourful | (b) recent past | (c) pride of place |
| (d) hard-working | (e) leading light | (f) come into prominence |
| (g) upbringing | (h) powerhouse | |

4. The adjective form of Asia is 'Asian'. Give the adjective forms of the following and pronounce them:

- | | | |
|-----------|-----------|--------------|
| (a) India | (b) Japan | (c) Poland |
| (d) China | (e) Korea | (f) Scotland |
| | | |
| | | |

5. Rewrite the following sentences with the correct forms of the verbs given within brackets:

- (a) Manipur isby ranges of hills (**bound**) .
- (b) Kunjarani was to her friends as Kunju(**know**).
- (c) The world has not the best of Manipur(**see**) .
- (d) Kunjarani has beena rough diamond (**call**) .
- (e) The four walls of the family cannot the Manipuri women at home (**keep**).

6. Change the following sentences into the passive forms :

- (a) The Japanese called Manipur 'a flower on lofty heights'.
- (b) The world has not seen their ability so far.
- (c) Mary Kom conquered the world of boxing in her category.

Pronunciation

7. Say the following words with the help of your teacher:

- | | | |
|------------------|-------------------|------------------|
| (a) bounded | (b) performance | (c) fundamental |
| (d) recently | (e) weightlifting | (f) hard working |
| (g) championship | (h) outstanding | (i) rough |

Communicative work

XI. Form groups of five or six students and discuss the merits and demerits of sports in student life. Record the points of your discussion.

Later on, the group leader should read them out to the whole class.

Unit IV



8

THE EARTH'S ENVOY



Yuri Gagarin, the first cosmonaut, was ready for the blast-off into the space. He mounted the lift platform and turned round to look at the square below. There was a sea of faces looking up at him. It was so quiet that one could hear the wind driving scraps of paper along the concrete. All had their eyes upon him. He made a short speech and said, "Dear friends, close and unknown, fellow-citizens, people of all countries and continents!" he began, and the loud speakers carried his excited voice over the steppe. "In several minutes this powerful starship will take me far out into the vast expanses of the Universe..... Am I happy? Well, my whole life now seems to me to

have been one marvellous moment. Everything I've done and lived for was for its sake..... I want to dedicate my first space flight to the people of communism. See you soon, dear friends!"

Cheers and shouts went up from the crowd below. Gagarin stepped into the lift. From the top platform, he waved his hand again. Everybody moved away from the rocket. Fuelling began.

Korolyov, the Chief designer, went back to the bunker. As he gave orders, he kept his eyes glued to Gagarin's face on the TV screen. He called through the microphone, "How're you, Yuri ?"

"Feeling excellent. Made a final test of all the equipment. All systems are working fine."

"I read you. Everything's alright here too, Yuri. I hope you're not bored, are you ? Shall I give you some music ?"

"Music ? Oh, that would be fine !"

Meanwhile, the preparations were in full swing. The commands followed one after another, and, finally, the flight-director announced : "Lift-off!"

"Lift-off !"

"Good luck to you, Yuri !" the chief designer shouted into the microphone.



The rocket lifted itself slowly off the pad and headed into the sky. And then the powerful loudspeakers carried Gagarin's triumphant voice.

"Off we go !"

This is what happened on April 12, 1961. The spaceship with Yuri Gagarin aboard orbited the Earth and landed safely in a field, not far from the city of Saratov.

It so happened that Gagarin landed in the very same area where he first learned to fly planes, as a cadet of the Saratov flying club.

It was a warm spring morning. The Volga was half a kilometer away. All around was low ground still swampy after the spring flood. Small lakes glistened here and there. The wind was bending last year's wormwood.

Stepping out onto firm ground again and looking around, Gagarin caught sight of an elderly woman and a small girl, standing near a dappled calf. The three of them were staring at him in astonishment. His bright-orange spacesuit frightened them. They had never seen the likes of it before.

Yuri went up to them and smiled.

"Hello. I'm Gagarin, the cosmonaut."

"Good Lord !" the woman gasped. "Can it be that you've come from up there !" And suddenly she burst into tears. They hugged and kissed each other like close friends.

Gagarin's flight was a magnificent triumph. The world was thrilled. Radio stations kept repeating the name of the first spaceman in different languages. The words "space" and "Gagarin" were picked up by all newspapers. Gagarin's smiling face became familiar to everyone.

A special airplane brought the first cosmonaut to Moscow. The capital was jubilant. Crowds of people had gathered at Red Square. A tremendous festive meeting was held there.

Time passed and soon people of other countries greeted Gagarin enthusiastically.

Bulgaria, Czechoslovakia, India, Ceylon, Great Britain, the United States — everywhere people gave their warmest welcome to Yuri Gagarin, the first earthman to go into space.

Glossary

envoy	: messenger
marvellous	: very good, excellent
steppe	: grassy treeless plain
bunker	: strongly built underground shelter for soldiers
triumphant	: victorious, joyful
cosmonaut	: Russian word for men travelling in space
magnificent	: splendid
enthusiastically	: with great eagerness
hugged	: put arms around tightly to show love
astonishment	: great surprise
jubilant	: rejoicing

Comprehension

I. Answer the following questions in a sentence each :

1. Who is the first cosmonaut?
2. Who was the chief designer of Gagarin's space flight?
3. Give the date and year of Gagarin's flight into the space.
4. Who gave the 'lift-off' order to Gagarin?
5. Who were the three staring at Gagarin when he landed in the field?
6. Name the countries which gave their warmest welcome to Gagarin.
7. Where did crowds of people gather to receive the first cosmonaut?
8. In which flying club did Gagarin first learn to fly planes?

II. Answer the following questions in 20-25 words each:

1. How did the chief designer try to cheer up Gagarin before the lift off?
2. Why did the elderly woman and the small girl stare at Gagarin in astonishment?
3. How did Gagarin's smiling face become familiar to everyone?
4. How did the people of Moscow receive Gagarin?

III. Write 'T' for true or 'F' for false against each statement:

- | | |
|---|--------------------------|
| 1. The chief designer went back to the bunker. | ☐ |
| 2. The rocket lifted itself fast off the pad. | ☐ |
| 3. Crowds of people had gathered on Red Square. | ☐ |
| 4. The Volga was a kilometer away. | ☐ |
| 5. Gagarin's bright orange spacesuit frightened the woman and the girl. | ☐ |
| 6. The spaceship with Gagarin aboard landed safely in a field near the city of Saratov. | ☐ |

Grammar

2. Learn the following contracted forms :

I've	= I have
How're	= How are
Your're	= You are
I'm	= I am

A question tag may be added to a sentence. Specially in conversation and a non literary question. Tag is used in order to express politeness or emphasise a point.

You can read the following sentences with question tags.

1. He is a good teacher, isn't he ?
2. Our teacher has come, hasn't he ?
3. The teacher has not come, has he ?

4. Let's go out for a walk, shall we ?
5. There was nobody in the house, was there ?
6. Please open the window, will you?

Now, supply question tags in the following sentences.

1. The weather of Manipur is very pleasant,.....?
2. He always praises me,..... ?
3. God is kind,.....?
4. You cannot help me,.....?
5. Please have some tea,.....?
6. A good man is respected by all,.....?

Communicative work

3. Complete the following telephone conversation :

Flight-director : How're you, Yuri ?

Yuri :

Flight-director engine doing?

Yuri : It's in order, doing fine.

Flight director : Wish you a happy return !

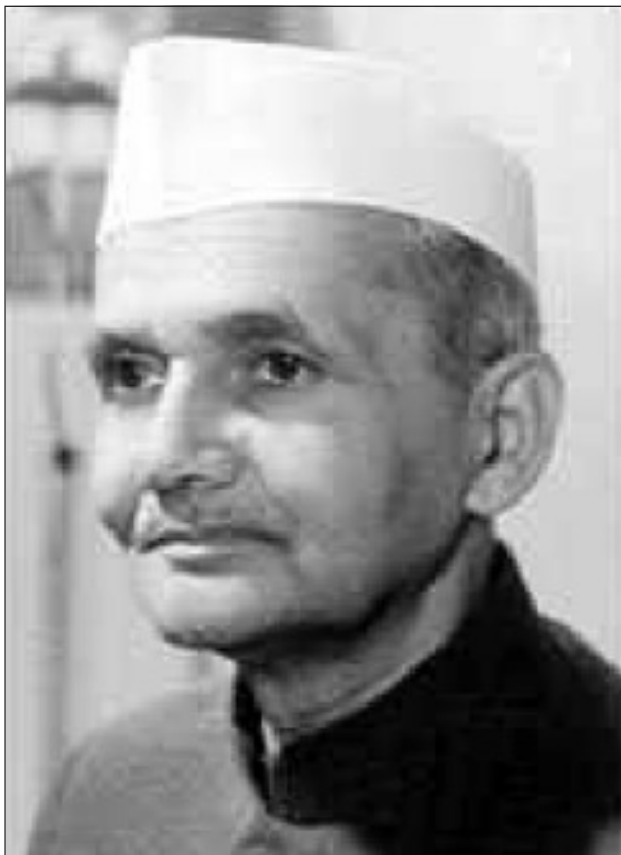
Yuri :



9

THE WAY A PERSON GROWS

When Prime Minister Jawaharlal Nehru died, Lal Bahadur Shastri was chosen unanimously to be his successor. He became Prime Minister on June 9, 1964. His rise from a humble, poor family to the Prime Minister's office can be compared to that of Abraham Lincoln, the famous president of America.



Lal Bahadur was born on October 2, 1904 to a poorly paid school teacher, Sarada Prasad and his wife Ramdulari Devi at Mughalsarai in Uttar Pradesh. His father, the sole bread-earner, died when he was only eighteen months old. His mother was only twenty then. What could a widow do at such a young age ? She went to her father's house. In spite of being the chief provider of his already large family, Hazarilal, the grand father, took affectionate care of the fatherless child. Thus, Shastri lived with his poor grandfather until he passed the sixth class. From his early days, Lal Bahadur had to face a series of hardships and difficulties.

After the completion of the sixth class, he lived at his maternal uncle's house. He joined a high school in Benaras. He was very poor. He struggled continuously. For months, he survived with a single meal a day. On many occasions, he swam the half-mile width of the Ganges because he had no money to pay the boatman. One day, he went to a fair with his friends. The fair was on the other side of the river. When evening approached, they decided to return home. But Lal Bahadur had no money to pay for the ferry-ride across the river. He did not want to bother his friends also. So he decided to swim. He quietly stayed behind. His friends went ahead. After they had crossed the river in a boat, he started swimming. Recalling this incident, he wrote :

"It was almost dark when I had to swim. Many were surprised. Some people travelling in a boat saw me. They said, 'Look at that boy, he is swimming alone'."

Lal Bahadur was very fond of reading. Like his predecessor Jawaharlal Nehru, he made efforts to read in prison. He read many books in prison to develop his mind and spirit. He wrote, "My jail life was interesting from more than one point of view. I used to do a lot of reading every time I went to jail." In the jail, he read works of Karl Marx, Lenin, Bertrand Russell, Harold Laski, Leo Tolstoy, Aldous Huxley, etc.

Lal Bahadur was a simple and modest man. He was also full of wit and humour. On one occasion, someone told him that Government officers were not polite like him. He smiled and replied, "Don't compare me with the officers. They are the rulers — and I am only a servant of the people." On another occasion, in the morning, at the celebration of Gandhi Jayanti at Raj Ghat, on 2nd October 1963, Jawaharlal Nehru asked Shastri, "I hear that today is your birthday ?" Shastri in his usual humble manner calmly said, "Today is the birthday of Gandhiji and hence it is not only

mine but everybody's birthday." Very few people were simple and humble like Lal Bahadur Shastri.

Another incident in his life is remembered by many. It also shows how modest and simple he was. The incident took place when he was the Minister of Railways. On one of his visits to Bombay as the Minister of Railways, he sent for some stenographers. A shortwhile later, the stenographers came and rang the doorbell. The door was opened by a small man. He greeted the visitors and asked who they were. One of the stenographers said, "Go, tell the minister that the stenographers have arrived." The small man smiled and requested them to wait for a few moments. He went inside. Immediately, another man came out of the room and said, "Yes, all of you can come in. The minister is waiting." When the stenographers went inside, they were shocked to find the small man who had opened the door. He was sitting and smiling at them. He softly said, "Please, sit down. I am the person who sent for you." The stenographers were startled and embarrassed. They immediately apologised for their behaviour. Lal Bahadur Shastri smiled and told them not to feel disturbed. He calmed them with his kind words. It is indeed rare to find such a great personality in a world which is full of pride and vanity. Lal Bahadur Shastri will always be remembered as a truly remarkable human being by generations to come.

Glossary

unanimously	: in complete agreement, agreed by all
provider	: one who supplies the family food and other needs
ferry	: boat carrying people and goods across a stretch of water
predecessor	: one who has gone before; (here) Jawaharlal Nehru
stenographers	: persons who can take down dictations in short hand and then type them out
embarrassed	: confused, perplexed

Comprehension

I. Answer the following questions in one sentence each :

1. When did Lal Bahadur Shastri become the Prime Minister of India?
2. Who was Abraham Lincoln?
3. How old was Shastri when his father died?
4. Why was jail life interesting to Lal Bahadur Shastri?
5. What did Lal Bahadur regard himself to be?

II. Answer the following questions in about 20-25 words each :

1. Who brought up Lal Bahadur Shastri after the death of his father?
2. Why did Lal Bahadur swim across the Ganges on his way home from the fair?
3. What kinds of books did Shastri read in the jail?
4. Why were the stenographers embarrassed when they found the small man seated in the chair?

III. Answer the following questions in about 50-60 words each:

1. Write about a few incidents showing that Lal Bahadur Shastri was a humble man.
2. Write a few lines about the life of Lal Bahadur Shastri.

IV. Write 'T' for true and 'F' for false statements:

- | | |
|--|----------------------|
| 1. Lal Bahadur, like Jawaharlal Nehru, was born in a rich family. | <input type="text"/> |
| 2. After Nehru, Lal Bahadur succeeded as the second Prime Minister of India. | <input type="text"/> |
| 3. Sarada Prasad looked after the education of Shastri. | <input type="text"/> |
| 4. When Lal Bahadur told his friends that he had no money, they left him. | <input type="text"/> |
| 5. In the jail, Lal Bahadur read various books. | <input type="text"/> |
| 6. The behaviour of the stenographers was much disliked by Shastri. | <input type="text"/> |
| 7. The stenographers apologised for their misconduct. | <input type="text"/> |

Vocabulary

2. A. A pair of words is given with each sentence. Choose one of the words and complete the sentences :

- i. All my friendsThoi Thoi were present on my birthday. **(accept/except)**
- ii. Sinthaleibi is theinheritor of the large family property after the death of Manglem. **(sole/soul)**
- iii. When the Prime Minister was speaking, the people were**(quite/quiet)**
- iv. The fox said that the grapes were very **(sore/sour)**
- v. Lal Bahadur swam and crossed the width of the Ganges as he had no money for the **(fair/fare)**

B. The words in column B have similar meanings with those given in A. Match them:

Example = **courage - valour**

A	B
illegal	refrain
prohibit	liberty
substitute	hope
idle	exile
expect	unlawful
freedom	forbid
abstain	replace
banish	lazy

Grammar

3. A. Read the following sentences:

(a)He was born *in* a town.

(b)The cat is *on* a table.

(c)The dog is running *towards* him.

In the above sentences, the italicised words are called Prepositions.

A preposition is used with a Noun or a Pronoun.

For example,

at a village

round the earth

in the class

to her

into the river

on his head

Generally, a Preposition indicates direction or position.

Now, fill in the blanks with the correct prepositions taken from the box:

in	towards	on
to	into	through

1. The bird flew the tree.
2. Give the book your sister.
3. We loved to jump the lake.
4. There is a cat the table.
5. The sunlight came the window.
6. There are many people Imphal.

B. Fill in the blanks with appropriate prepositions.

- (i) Your proposed suggestion is not acceptable — us .
- (ii) The Principal may comply — our request.
- (iii) Life is often compared — a short lived flower.
- (iv) He has a good command — English.
- (v) My grandfather passed — at the age of ninety.
- (vi) He never listens — good advice.
- (vii) All his hopes ended — smoke.
- (viii) The patient is — the brink of death.
- (ix) All — a sudden the bridge collapsed.
- (x) My son never argues — a bad man.

Pronunciation

4. Read the following pair of words loudly and try to note the difference:

sheet	seat
shave	save
shore	sore

short	sort
shine	sign
she	see

Communicative work

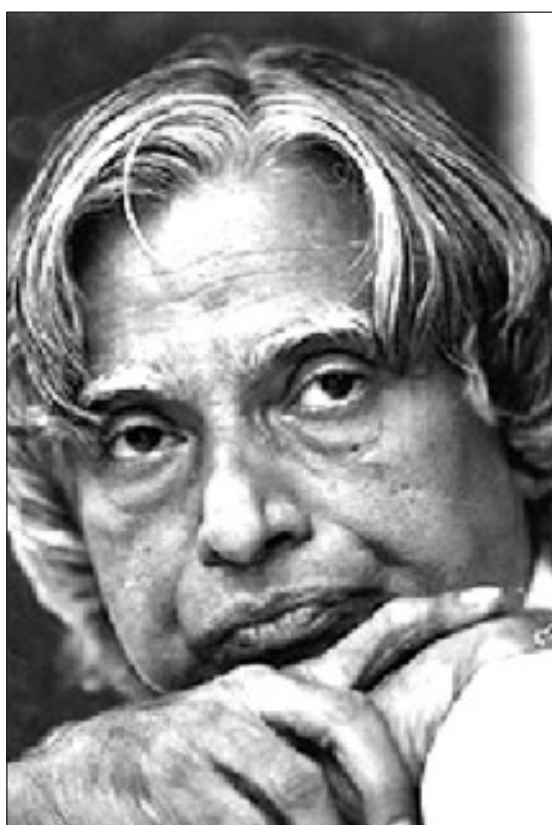
5. Form groups of five or six students and discuss any great leader you ever read or heard of. Note down the interesting incidents in the life of the great leader. Later on, the group leader should read it out to the whole class.

Unit V



10

GREATNESS GOES WITH SIMPLICITY AND HUMILITY



The year was 1997. A.P.J. Abdul Kalam was awarded the Bharat Ratna, the highest civilian award in India. He raised the nation to the level of a missile power of international recognition. Now, *Agni*, *Prithvi*, *Akash*, *Trishul* and *Nag* missiles have become well-known household names in India. Kalam has become famous as 'the Missile Man'. And the way this man grew up into prominence is a matter which will inspire young men and women everywhere.

Abdul Kalam has led a humble and modest life. When he was the Principal Scientific Advisor to the Prime Minister, a cabinet-rank post, he chose to occupy only two rooms in a Defence

Ministry Guest House though he was entitled to a palatial bungalow. There is one interesting story of his humility and his simple and modest life.

One day, the then Prime Minister, Indira Gandhi called him to Delhi. She wanted to felicitate him personally for putting the country in the world's space map. The moment was great but Kalam was in a panic. He had neither a suit

nor shoes. This was because he was used to only bush shirts and chappals. Satish Dhawan, the then Head of ISRO knew the situation. He simply said to help him, "You are already wearing the suit of success. So just be there."

Abdul Kalam has ascribed the greatness of his achievements to the influence of his teachers and mentors. In 1990, he was invited to Madurai Kamaraj University to deliver the convocation address. When he reached the place, he asked after his old high school teacher, Iyadurai Solomon. The old teacher was then a Reverend, eighty years old and living in a suburb of Madurai. Kalam immediately took a taxi and looked for the teacher's house. Rev. Solomon already knew of the programme but he had no means of going to the place. Kalam brought his teacher to the convocation. It was a touching re-union between a teacher and his pupil. Dr. P.C. Alexander, the then Governor of Tamil Nadu and the President of the function, was deeply moved on seeing the re-union. He requested the teacher to share the dais with him. Satisfied now, Kalam bowed down before the teacher and said that great dreams of great dreamers always transcended all barriers.

The child who had been born on October 15, 1931 was always fascinated by the mysteries of the sky and the flight of birds. His long-cherished dream was to become a pilot in the Indian Air Force. His father Jainulabdeen had the dream that his son would one day become a Collector. But, after Abdul Kalam's graduation as an aeronautical engineer, destiny took him in another way, and he became a rocket engineer.

When Abdul Kalam came out of Hindustan Aeronautics Limited (HAL), he had two employment opportunities. One was in the Air Force and another, the Directorate of Technical Development and Production, DTD & P (Air). After the interview at DTD & P (Air) in Delhi, he proceeded to Dehradun to transform his long-standing dream into a reality. He appeared at the interview for selection. Only eight officers were to be selected for commissioning out of the 25 candidates. The result was soon out. Abdul Kalam came ninth and he felt deeply

disappointed that the opportunity to join the Air Force had just slipped through his fingers. Burdened with thoughts about his future, he went to Rishikesh. There, he took bath in the Ganges and then walked to the Ashram of Swami Sivananda. When he entered, he felt intense vibrations. A large number of sadhus were seated all around in a state of trance.

Swami Sivananda, in his snow-white dhoti, was sitting among the sadhus in meditation. Kalam introduced himself and his muslim name aroused no discouraging reaction. The Swami inquired into the source of his sorrow. Kalam told him the story of his failure to join the Air Force. But Swamiji's words washed away all his sorrows. Sivananda said, "Accept your destiny and go ahead with your life. You are not destined to become an Air Force pilot. Search, instead, for the true purpose of your existence. Become one with yourself, my son ! Surrender yourself to the wish of God."

Now, much relieved, Abdul Kalam returned to Delhi and enquired at the DTD & P (Air) office about the result of his interview. There, his appointment letter was handed over to him. Next day, he joined as Senior Scientific Assistant. And thus, his journey started. His success in the development of an indigenous hovercraft '*Nandi*' at the Aeronautical Development Establishment (ADE) gave rise to a leap in his career. Prof. MGK Menon, Director of the Tata Institute of Fundamental Research (TIFR), came on an unexpected visit. He asked if Kalam could give him a ride in the machine. Much enthused, Kalam took Menon for a ten-minute ride. Menon asked Kalam a few questions about himself and then departed. After a week, he received a call for an interview from the Indian Committee for Space Research (INCOSPAR). After the interview, he was absorbed as a rocket engineer at INCOSPAR. From then on there was no looking back for the Missile Man. He is to-day, the President of the resurging India, which is one of the most important countries of the world.

Glossary

prominence	: fame
humility	: state of being humble
felicitate	: congratulate
ascribed	: attributed, regarded as belonging
convocation	: large formal gathering, as for giving degrees and awards
indigenous	: originating naturally in a region
hovercraft	: vehicle that travels over land and water on a cushion of air provided by a downward blast
transcend	: rise above
resurging	: the state of rising again

Comprehension

I. Answer the following questions in a sentence each:

1. What is the Bharat Ratna?
2. Why was Abdul Kalam awarded the Bharat Ratna?
3. What was the cabinet rank post Abdul Kalam held?
4. Who was Iyadurai Solomon?
5. What had been Kalam's fascination when he was a child?
6. Why was Abdul Kalam disappointed when he was not selected for commissioning for the Air Force?
7. How were the sadhus in the Ashram?

II. Answer the following questions in about 20-25 words each:

1. Why was Abdul Kalam in a panic when Indira Gandhi called him to Delhi?
2. How did Abdul Kalam bring his teacher to the convocation?
3. How was Iyadurai Solomon honoured by the then Governor of Tamil Nadu?
4. What did Abdul Kalam find in the Ashram of Swami Sivananda?
5. What did Abdul Kalam do after he returned from Rishikesh?

III. Answer the following questions in about 50-60 words each:

1. Write how A.P.J. Abdul Kalam became a rocket engineer.
2. Write about the character of Abdul Kalam.

Vocabulary

2.(a) Write the long forms of the following abbreviations:

ADE	.....
DTD & P	.....
HAL	.....
INCOSPAR	.....
TIFR	.....

(b) Add 'or' or 'er' to the following words and form new words. Write the new words in the space provided:

visit	start
cover	dress
gain	form
deem	place
search	course

(c) Fill in the blanks with suitable words selected from the words in the box:

hovercraft dreamers destiny suit intense purpose

1. The name of thewas 'Nandi'.
2.takes Abdul Kalam to the right path of his life.
3. Great achievers are great
4. We have to search for theof our existence.
5. The best dress of a man is theof success.
6. When Kalam entered the Ashram he felt vibrations.

Pronunciation

3. Read the following words ending with -ough and see the difference in pronunciation between group I & II

I	II
Cough	Bough
Rough	Dough
Tough	Plough

Grammar

- 4.(a) Use *never, sometimes, often, always, usual* in the following blanks:

- A)
1. During the rainy season, itrains.
 2. It isfor an old man to feel weak.
 3. I don't like films much, I go to watch a film only..... .
 4.speak the truth.
 5. The sun will.....rise in the west.

- B) *A, an* and *the* are called Articles. *A* and *an* are known as indefinite articles and *the* is called Definite Article.

A is used before a Noun with a Consonant sound.

Example: a boy, a ball, a pen, a car, a toy, etc.

And, if a word has a Vowel sound, we use. **an**

Examples: an apple, an umbrella, an epic etc.

Note : Even if a word begins with a vowel, we use

a in place of an if the word is pronounced with a consonant sound.

Examples : a university , a unicorn, a unique chance, etc.

The is used when we define a particular noun.

Example: The boy who stood first in the examination is my younger brother.

In this sentence we are speaking about a particular boy. We are defining him.

Note: An abbreviation may be written as follows .

SP, M.P. MBBS, MLA, etc.

But all of them are pronounced with vowel sounds at the beginning

S.P. is pronounced as **es Pee**

M.P. is pronounced as **em Pee**

So, we say “He is an SP”, not “ He is a SP”

Similarly, we say “ My uncle is an MP”, not

“My uncle is a MP.”

But, when we expand the abbreviation we have to say “My uncle is a Member of Parliament”. It will be wrong if we say “My uncle is an Member of Parliament”

The definite article “the” has a special use.

When ‘the’ is used before an adjective , the adjective becomes a noun in the plural number.

Example : The rich are powerful = The rich people are powerful.

2. The strong are respected = The strong men are respected.

3. The weak are helpless = The weak people are helpless.

Add a or an where necessary:

- a. Chair has four legs.
- b. He is European.
- c. Cat is animal
- d. Give me one-rupee note.
- e. Artist is man or woman.

Add the where necessary:

- a) Two pages of book are missing.
- b) Poor are loved by rich.
- c) Moon is shining in sky.
- d) Lion in Zoo is sick.
- e) I saw boy who helped blind man.

Communicative work

5. **Write a few sentences on the following topic and read it out to the whole class:**

Life is not an empty dream.



11

DIGNITY GROWS OUT OF WORK

Chetan was the lone son of his parents. But he grew to be a lazy man. He wished to be an officer but he did not succeed. Since then, he had been unwilling to work. His mother was worried about him. The father was, however, tolerant. The old man only advised his wife to wait and watch. Thus, they busied themselves quietly working all the time.

"Must I remain unemployed for ever?" Chetan started complaining and finding fault with his father.

"How much do you expect to earn a month?" his father asked.

"Not less than three thousand rupees," Chetan replied.

"Well then, I'll give you five thousand rupees," the father promised.

"Five thousand rupees !" Chetan wondered.

"Yes, that too on the first day of every month," his father said with a sense of certainty.

Whereupon Chetan looked at his father with distrust. The old man suggested that his son simply had to get up early in the morning, wash his face, do some physical exercises, take his breakfast, look after the cattle and check the water of their paddy-field.

"That's manual labour for lowly people only," Chetan got up in anger.

"For lowly people only !" his father muttered in despair.

Those words broke the old man's heart. How long had he been living and working for his son ? How well had his hoe and spade supported his

family? He had brought up his son with his lowly occupation. Chetan had been the apple of his eye. But now his loving son was laughing at him. His shock knew no bounds.

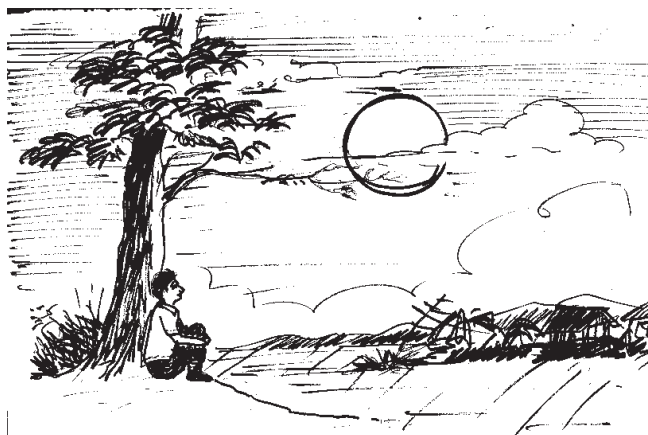
Chetan, in the meantime, went out and saw a paddy-field. The greenery was pleasing to his eyes. His mind saw his father there. It was the image of an unending toil. The image seemed to gaze down on the ground. It seemed to say, "Come here. Life is work.

Work is worship. How will you live without work ? Where will you go without it ? There is no way out."



Chetan reached a town. There he came across many manual labourers — barbers, blacksmiths, carpenters, cobblers, rickshaw-pullers, sweepers, tailors, vendors of clothes, fish and vegetables, etc. Their arms and legs stretched everywhere. He murmured to himself, "Everybody works. Everybody is busy."

Everybody is proud of it. Every work is for the good of all. The town is unthinkable without them. It would have been rotten and rotting without the sweepers. No work is higher nor lower than another work. What really counts is how well one does it. Everybody should respect all labours." Chetan was sorry for what he had spoken to his father.



The night came. The memory of home returned to Chetan's mind. On his way back home he took rest under a banyan tree. The moon was shining overhead. He wondered if he would also succeed and shine in life. The innumerable insects kept singing to him, "Yes". Chetan remembered the words of an ant to a grasshopper, "If you work in the summer, you'll eat in the winter". He stood up. He just wanted to accept the offer of his father. Not for the money but for the work. "I'll succeed, I'll succeed," Chetan smiled, "I'll succeed in showing my love for my parents -- that too for the first time in my life. This will be possible only when they come to know that I obey them." Chetan quickened his steps towards home and towards work.

Glossary

lone	: single
tolerant	: enduring
muttered	: uttered in a low voice
hoe	: an instrument with a narrow blade for digging up the earth

the apple of his eye	:	someone especially dear to him
knew no bounds	:	unlimited
image	:	mental picture of a man
toil	:	labour
gaze	:	look steadily
vendors	:	sellers
grasshopper	:	a jumping insect

Comprehension

I. Answer the following questions in a sentence each:

1. Why was Chetan unwilling to work?
2. How did he start complaining to his father?
3. How many rupees did his father promise to Chetan?
4. What broke the heart of his father?
5. What should everybody respect?
6. Where did Chetan take rest at the night?
7. What did Chetan accept at last?

II. Answer the following questions in about 20-25 words each:

1. What had Chetan to do in order to get the money promised by his father?
2. How did his father feel when Chetan laughed at the parental occupation?
3. Whose arms and legs stretched everywhere?
4. What did Chetan remember about the ant and the grasshopper?
5. Why did Chetan say "I'll succeed, I'll succeed"?

III. Write, in about 50-60 words, what you know of the following:

1. Chetan's experience at the paddy-field
2. His experience at the town
3. His homecoming at night

IV. Match the words in column A with those in column B and rewrite them in the blanks provided :

A	B
1. Chetan grew to be	tolerant.
2. Every work is	the offer of his father.
3. What really counts is	shining overhead.
4. Chetan was sorry	for the good of all.
5. The moon was	a lazy man.
6. Chetan wanted to accept	towards home and towards work.
7. Chetan's father was	for what he had spoken to his father.
8. Chetan quickened his steps	how well one does it.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

V. Write 'T' for true and 'F' for false statements :

- | | |
|--|----------------------|
| 1. Chetan wished to be an officer. | <input type="text"/> |
| 2. Chetan's mother was tolerant. | <input type="text"/> |
| 3. Life is possible without work. | <input type="text"/> |
| 4. Dignity grows out of laziness. | <input type="text"/> |
| 5. Chetan accepted work at last. | <input type="text"/> |
| 6. Chetan was never willing to obey his parents. | <input type="text"/> |

Vocabulary

2.(a) Fill in the blanks with the correct words from those given in the box :

bounds	quickened	stretched	tolerant
unwilling	vendors	image	worried

1. Chetan had been..... to work.
2. His mother was..... about him.
3. His father was, however.....
4. The shock of Chetan's father knew no.....
5. Chetan's mind saw the..... of his father.
6. He came across many of clothes.
7. The arms and legs of labourers..... every where.
8. Chetan..... his steps towards home and towards work.

(b) Frame sentences of your own by using the following phrases :

bring up	the apple of one's eye	know no bounds
in the meantime	come across	rotten and rotting

Grammar

3.

- (a) Give the adjective forms of the words in the box and frame sentences of your own:

certainly	anger	greenery	obey	water
effect	success	business	tolerance	truth.

- (b) Give the noun - forms of the words in the box and frame sentences of your own:

live	die	do	give	see	sing
speak	choose	fly	think		

- (c) Rewrite the following passage in the Present Tense :

The night came. The memory of home returned to Chetan's mind. On his way home, he took rest under a banyan tree. The moon was shining over-head. He wondered if he would also succeed and shine in life. The innumerable insects kept singing to him. "Yes" He stood up. Chetan quickened his steps toward home.

- (d) Interrogative Adverbs such as **when, where, why, how** begin in Interrogative sentences with them. Even then, an Auxiliary Verb known as Operator must precede the Subject of each sentence.

Examples :

- i) How will you live without work ?
- ii) When can their glory fade?
- iii) Where did you go yesterday ?

Now, Correct the following sentences :

- i) Why you came here ?
- ii) How she sings so sweetly ?
- iii) When Columbus discovered America ?
- iv) Why you are angry with me?
- v) Where we shall go now ?

Communicative work

4. **Make groups of five or six students and discuss the following topic. Each group should note down the main points of the discussion. After a few minutes, each group leader should read out the points it has made for further discussion in the class as a whole.**

Life is Work.

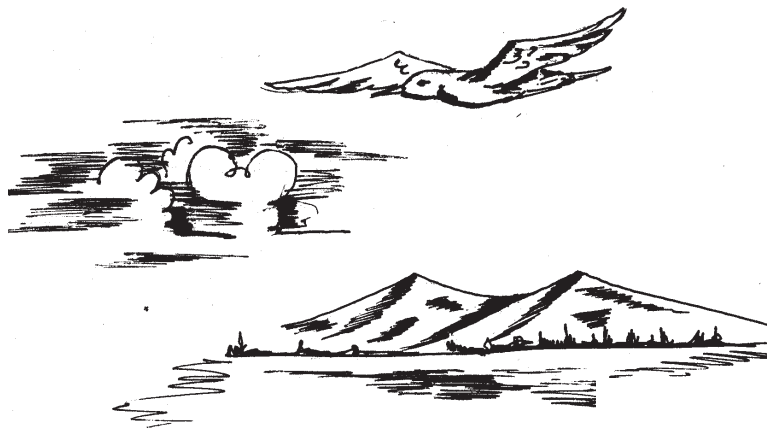
Composition

5. **Attempt a story of your own narrating how a naughty child becomes obedient.**



12

FREEDOM



They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

- J. R. Lowell

Glossary

slaves	:	a person legally owned by another and is forced to work for him against his will
scoffing	:	mocking
abuse	:	wrong use, insult
shrink	:	to become smaller in size and amount, to move back or away because of fear or disgust
in silence shrink	:	remain silent
needs	:	necessarily

Comprehension

Answer the following questions:

1. Who are the slaves and what is their nature ?
2. What should a free man do ?
3. What does the poet mean by the following lines ?
 - (a) They are slaves who fear to speak
For the fallen and the weak,
 - (b) Rather than in silence shrink
From the truth they needs must think.
 - (c) They are slaves who dare not be
In the right with two or three.
4. **Pick out the rhyming words in the poem and write them:**
Example: **speak**
weak

5. **Memorise the poem.**

Unit VI



13

DINOSAURS

Probably you think that men have always been on this earth but, actually, compared to some animals, men are very new on this earth. There was a time, long before men began to live on this earth, when different kinds of animals roamed about the plains of this earth. The dinosaur was one of these animals.

Scientists believe that dinosaurs first appeared on the earth about 180 million years ago. This was long before human beings appeared on this earth and also before the appearance of such animals as dogs, rabbits, horses, monkeys and elephants, etc.

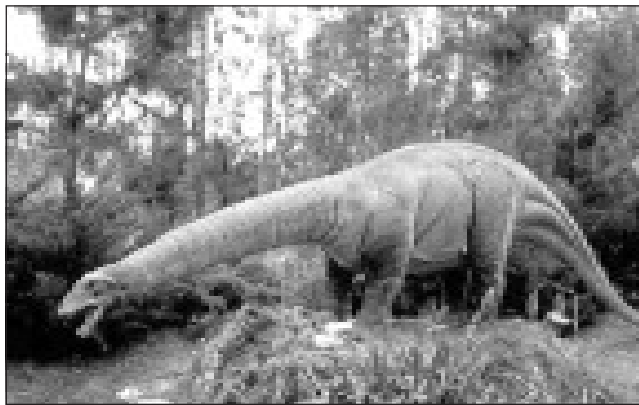
One may ask : how do we know about the dinosaurs ? Well, everything that we know about dinosaurs or any other animal that had lived long ago comes from fossils. The most common fossils are petrified remains of what were the hard parts of the bodies of the animals' bones, teeth, etc. Scientists can reconstruct from these fossils how the whole body of the dinosaurs looked like.

Fossils can also be formed from the tendons and skins of the animals. Fossils can also be that of trails or footprints that were made by the animals in wet sand or mud and that had hardened into stone over the ages. From these, it is possible to tell how the dinosaurs walked. And the rarest of all the fossils are the dinosaur eggs.

Scientists say that the dinosaurs were reptiles living on land. About 180 million years ago the reptiles ruled the earth. In fact, there were so many of them and they were so powerful that this period is known as the Era of Reptiles. The scientific name for this period is Mesozoic Era.

The first dinosaurs resembled lizards. They were slender and probably not bigger than a cock. Some of them began to eat flesh while others ate plants and leaves for their livelihood. Over the years, some of these

dinosaurs grew heavier and longer. Some of the plant-eating dinosaurs became so large that even their four legs could not support them on land. They had, therefore, to spend most of their lives in rivers and swamps. One of these giants is called Brontosaurus, 20-24 meters long and weighing about 40 tons.



Brontosaurus
(The thunder lizard)

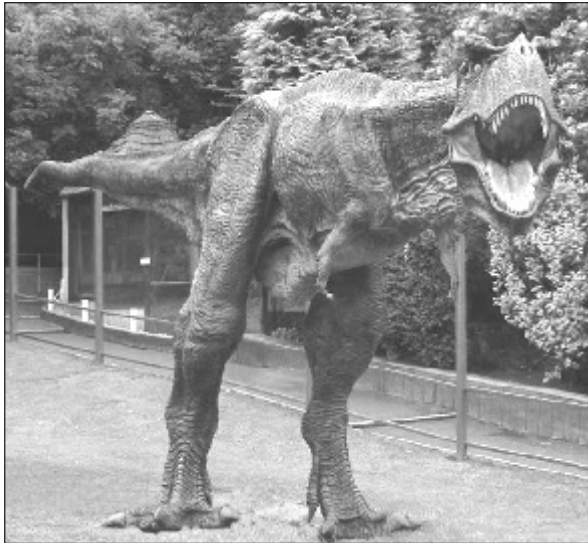
The brontosaurus had a small head, like that of a horse, at the end of a very long neck. The body was elephantine and the tail was very long. Living most of the time in water, they nibbled at the vegetation in the water and on the banks of the lakes and rivers. 'Brontosaurus' means 'thunder lizard'. They were so called because it was thought that the earth must have

groaned under their weight as they moved. You may have some idea about other types of dinosaurs from these pictures. :

Fiercest carnivore dinosaur. 12 meters in length and weighing 2 tons. It could kill and eat the largest dinosaur.



Allosaurus

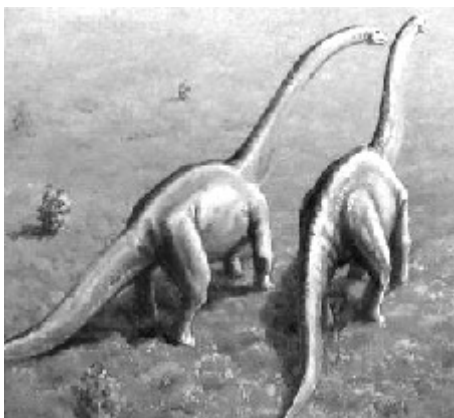
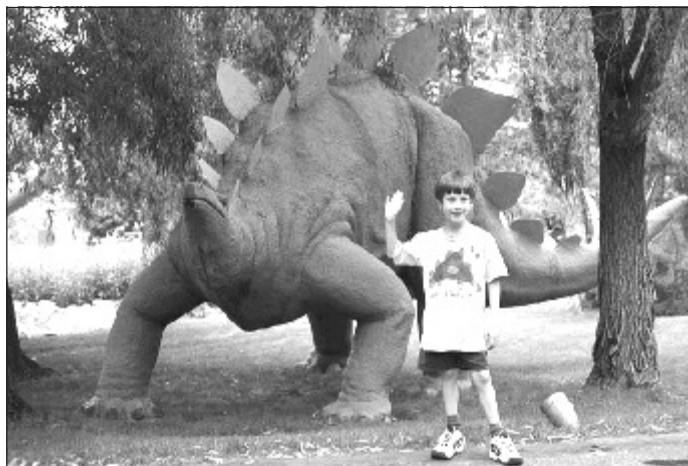


Tyrannosaurus Rex

Largest carnivore. 15 meters in length, 6 meters tall and weighed 7 tons. No animal could challenge it.

Stegosaurus

A harmless herbivore. It had a shield-like double-plate of bones on its body to protect it from carnivores.



Diplodocus

Largest harmless herbivore. It was 28 meters long and weighed 10 metric tons. It walked on four legs. It remained mostly in the water.

Plesiosaur

*It lived in the seas.
It had a tortoise-
like body and
snake-like neck. It
could swim with
the help of its feet.*



Strangely, all the dinosaurs died and disappeared 60 million years ago. No one is very sure how these giants that once roamed about the surface of the earth, making thunderous sounds completely disappeared from the face of the earth, leaving only fossils as proof of their unchallenged reign on the earth. There are many theories about their sudden disappearance. Dinosaurs developed in many ways, but none of them had well-developed brain. Probably, because of this they could not adjust themselves to the changing conditions of the earth. Scientists believe that when there were great changes in the climate of the earth, swamps dried up and mountains appeared. Many of the dinosaurs could not live on the dry land. Further, changes in climate produced changes in vegetation and many of the plant-eating dinosaurs could not find enough food to eat. Finally, as climates began to change from hot conditions to snowy winters, the dinosaurs could not adapt themselves to these changes and they gradually died out.

The fact that these mighty creatures, that once roamed about the face of the earth, unchallenged by any other creature, completely died out due to certain unknown laws of nature is a good proof that nature is indeed beyond human comprehension. Men today are cleverer and more intelligent in many ways than their forefathers of the distant past, but it is doubtful whether men can escape from the uncertainties that nature might bring on the creatures on the earth.

Glossary

fossils	:	remains or impressions of pre-historic plants or animals hardened in rock
petrified	:	bones of animals which have hardened into stone over a long period of time
tendons	:	strong tissues attaching a muscle to a bone
elephantine	:	like that of an elephant; huge
nibbled	:	took small bites of food or grass
swamps	:	water-logged grounds
adapt	:	adjust, fit in
comprehension	:	understanding

Comprehension

I. Answer the following questions in a sentence each:

1. Name some animals that used to live on the earth before men began to live.
2. What things help the scientists in learning about the dinosaurs?
3. Why is the age of dinosaurs known as the "Age of Reptiles"?
4. How developed were the brains of the dinosaurs?
5. Are scientists sure of the reasons for the disappearance of the dinosaurs?

II. Answer the following questions in about 20-25 words each :

1. What are fossils?
2. Why did the Brontosaurus prefer to live in water?
3. Why does the writer say that the ways of nature are not understandable to human beings?

III. Answer the following questions in about 50-60 words each:

1. How do scientists know about the dinosaurs?
2. Describe some of the habits of the dinosaurs.
3. Give the probable reasons for the disappearance of dinosaurs.

IV. From the four alternatives given for each question, choose the correct one and write them in the space provided:

1. Scientists can know about dinosaurs from the study of

- (a) records found in ancient books.
- (b) animals like lizards.
- (c) their remains in stone.
- (d) their remains found at the bottom of lakes.

2. The biggest dinosaurs were those that ate

- (a) plants.
- (b) flesh.
- (c) both plants and flesh.
- (d) themselves.

3. Which of the following is true?

- (a) all dinosaurs were flesh eating.
- (b) all dinosaurs were plant eating.
- (c) some ate flesh, some ate plants.
- (d) they ate themselves.

Vocabulary

2. (a) Read the following sentence:

Scientists can reconstruct from these fossils how the whole body of the dinosaurs looked like.

In the above sentence the word '**reconstruct**' has been made by adding '**re-**' to the word '**construct**'. The letters 're' indicate that the action described by the `verb' (here, construct) has been done again. Thus, `reconstruct' means `**to construct again**'.

In this way, we can make many new words by adding 're-' before a verb.

Now make new words from the following words by adding 're-' before them and write their meanings in the blanks provided :

Words	New words after adding 're-'	Meanings
charge		
build		
search		
run		
think		
design		
play		

Note : There are some words like repair, resign, etc. in which the letters re' are not an addition, but part and parcel of the entire word itself.

b. Match the words in A with their meanings in B :

A	B
roamed	lean and thin
remains	understanding
slender	make suitable to a new condition
swamps	walked about
adjust	parts of dead animals
comprehension	wet land

Grammar

3.(a) Read the following sentence:

Some of them began to eat flesh while others ate plants and leaves for their livelihood.

This sentence is formed by joining two separate sentences :

- (i) Some of them began to eat flesh.
- (ii) Others ate plants and leaves for their livelihood.

Thus, we can join two sentences with the word `while' if the two actions described in the two sentences happen at the same time.

Now, join the following pairs of sentences with `**while**'.

- (iii) Tomba was reading.

During that time Bina was singing.

.....
.....

iv. The cock crowed.

During that time the sun came out.

.....

.....

v. Nero was fiddling.

During that period Rome was burning.

.....

.....

vi. The father is toiling in the field.

During that time his son is enjoying in Delhi.

.....

.....

4. (a) Give the Adjective forms of the word in the box and frame sentences of your own:

certainly	anger	greenery	obey	water
effect	success	business	tolerance	truth.

(b) Give the Noun forms of the words in the box and frame sentences of your own:

live	die	do	give	see	sing
speak	choose	fly	think		

Pronunciation

4. Read aloud the following words:

bin	been
tin	teen
rim	ream
kin	keen
sin	seen
fit	feet

Composition

5. Write a few sentences about one of the dinosaurs, the pictures of which are given in the text book.



14

PASTEUR AND THE MICROBES

Today we know that innumerable tiny living creatures, not visible to the naked eyes, are present everywhere around us. These tiny creatures are known as microbes or germs. They are present in the air, in our clothes, in the food that we eat— as a matter of fact, everywhere around us. We have come to know that these microbes are responsible for many of the diseases from which we suffer. As a result doctors today try to tackle these microbes and make us free from these diseases. But, about a hundred years ago, no one, including the doctors, had any idea about microbes or germs and people had to suffer miserably from many diseases.



But a great Frenchman named Louis Pasteur made a great discovery about the existence of microbes or germs around us. He was born in a town called Dole in France in 1822. His father was a tanner. However, from his childhood Pasteur took great interest in the study of chemistry and he became a scientist.

Pasteur's fight against the microbes began when the silk-industry of France was threatened by a disease that attacked the silk-worms. After six years of hard work Pasteur found that it was germs that caused the disease among the silk-worms. Pasteur then found a way to kill these germs and thus saved the silk industry of France.

Pasteur now began to wonder whether germs were the causes of many other human diseases also. He devoted his time to this study and finally proved that there were in the atmosphere around us millions of tiny living creatures called microbes or germs. These germs get into our blood and make us ill with diseases like cold, influenza and other infectious diseases. Pasteur further proved that when we had a cut or a wound and when it festered it was due to the action of these microbes that had gone into it.

Pasteur began another important experiment with diseases when a deadly disease called anthrax attacked the cattle in France. Pasteur believed that if he injected a weak form of anthrax germs in the body of the animals, these animals would not die but would have developed antibodies in their bodies against this disease. And when the strong anthrax germs attacked them the antibodies would protect the animals. Pasteur then began to experiment with fifty sheep. He vaccinated twenty-five of them with weakened germs into their blood; the other twenty-five were not touched. Some days later a fluid containing strong germs of anthrax was injected into the bodies of the entire fifty. To the surprise of all, the twenty-five vaccinated sheep lived, while the other twenty-five, which were not vaccinated, caught the disease and died.

This was a great discovery of Pasteur. He had shown to the world how through inoculation doctors could prevent deadly diseases like cholera, plague, etc. In fact, this discovery revolutionized treatment and prevention of diseases. About half a century before Pasteur Edward, a British scientist, Jenner did the same kind of treatment against small-pox. But he did not know about microbes or germs.

Another great discovery of Pasteur was the cure for hydrophobia. Hydrophobia is the awful disease that comes from the bite of mad dogs. One day a nine year old boy was brought to him by his mother. The boy had been bitten 14 times by a mad dog. It was certain that the boy would die because till then no one had ever been recovered from the disease.

Pasteur, however, decided to try to cure the disease by 'inoculation'. He knew that one inoculation would not be enough for the boy. So he gave several inoculations to the boy over a period of several days. The treatment ended and the boy was cured. Pasteur thus made a great discovery which showed that anyone, who was bitten by a mad dog, could now be saved.

Louis Pasteur further showed that milk went sour because of the actions of bacteria present in the milk. He showed that, if the milk was boiled for a certain length of time, all the bacteria would be destroyed and the milk would not go sour. This process of heating foodstuff to kill the bacteria in it is widely applied today in food processing. This process of heat treatment to food is known as 'Pasteurisation' after the name of this great scientist. Today the word 'Pasteurisation' is a common vocabulary among housewives and food technologists.

Both science and mankind today are indebted to this French Chemist Louis Pasteur for his discovery of germs and microbes. Pasteur's 'experiment on vaccination' is also a great landmark in medical history. And no doubt his discovery of the anti-rabi vaccine is one of his great gifts to mankind.

There were other scientists during his time who were making important contributions to science. But he was different from the rest because he always tried to be perfect in whatever he did.

In addition to being a great scientist, Pasteur was passionately concerned with the welfare of mankind. As a result he became a legend in his lifetime and came to be known as 'the white knight of science'.

As a mark of respect and gratitude to this great scientist who devoted his life to fight against diseases, the Pasteur Institute was established in Paris in 1888. Today this Institute has become a great centre for the study of microbes and germs. Pasteur remained the head of this Institute until his death in 1895.

Glossary

innumerable	:	too many to be counted
tackle	:	to deal with
existence	:	the fact of being present
tanner	:	a person who makes leather out of animal hides
festered	:	(of wound) became rotten and filled with pus
antibodies	:	substances in the body of a man or animal that fight diseases
revolutionised	:	completely changed the way a thing is done
recovered	:	got well
went sour	:	(of milk) had an unpleasant taste and smell because it was not fresh
food processing	:	the process or way of preserving food so that it would not go bad
heat treatment	:	the process of heating food, etc.
passionately	:	with great feeling or enthusiasm

Comprehension

1. I. Answer the following questions in a sentence each:

1. What are the causes of many of our diseases?
2. What caused the disease among the silk-worms?
3. What did Pasteur inject to the twenty-five sheep?
4. How can diseases like cholera, plague, etc. be prevented?
5. What is hydrophobia?
6. How many times was the boy bitten by a mad dog?
7. What is Pasteur Institute in Paris?

II. Answer the following questions in about 20-25 words each:

1. What revolutionised the treatment and prevention of diseases?
2. Why did the people think that the boy would certainly die?

3. How did Pasteur show that a person bitten by a mad dog could be saved?
4. What is 'Pasteurisation'?
5. Name three important discoveries of Pasteur?
6. In what way was Pasteur different from other contemporary scientists?
7. Why was Pasteur known as 'the white knight of science'?

III. Answer the following questions in about 50-60 words each:

1. Write how Pasteur saved the silk industry of France.
2. Write about Pasteur's fight against the anthrax disease.
3. How did Pasteur save the nine-year-old boy?
4. How is 'Pasteurisation' a common household vocabulary today?

IV. Match the group of words in column A with those in column B to make complete sentences and rewrite them in the blanks provided:

A	B
1. Pasteur injected strong fluids with anthrax germs	was given inoculations for several days.
2. Pasteur showed that diseases like cholera and plague could be	among housewives to-day.
3. The boy bitten by the mad dog	to all the fifty sheep.
4. Pasteurisation is a common vocabulary	did not know about microbes.
5. Edward Jenner	prevented through inoculation.

1.

2.

3.

4.

5.

V. Write 'T' for true statements and 'F' for false statements :

1. Microbes are present all around us. ☐
2. Pasteur injected a strong form of anthrax germs to develop antibodies in the animals. ☐
3. Hydrophobia is a disease that affects silk-industry. ☐
4. Pasteur proved that milk went sour because of bacteria present in it. ☐
5. Pasteur was a scientist who was deeply concerned about the welfare of human beings. ☐

Vocabulary

2.(a) Fill in the blanks with the correct words selected from those given in the box:

indebted	legend	antibodies	microbes
festered	bite	pasteurisation	revolutionised

1. A hundred years ago doctors had no idea about.....
2. Pasteur found that a wound..... due to the action of germs.
3. When the weak anthrax germs were injected, it developed..... in the sheep.
4. Hydrophobia is caused by the..... of a mad dog.
5. Discovery of inoculation..... methods of treatment.
6. is the process of killing bacteria through heat treatment.
7. We are..... to Pasteur for discovering treatment of diseases through inoculation.
8. Irabot is a in Manipur.

(b) Match the words in A with their meanings in B :

A	B
festered	so many that counting is not possible
revolutionised	got well from sickness
awful	brought great change
innumerable	became septic
recovered	terrible

Grammar

3. Look at the following sentence:

To the surprise of all the twenty five vaccinated sheep lived.

In the above sentence the word 'vaccinated' is the Past-Participle of the Verb 'vaccinate'.

However, in the above sentence the word 'vaccinated' is not used as a Verb; but it is used as an Adjective, i.e., it qualifies the Noun sheep. The word 'vaccinated' gives additional information about the Noun sheep.

It means that we can use the past participle form of a Verb as an Adjective.

Now, use the Past Participle forms of the words in the box as Adjectives and fill in the following sentences to make them meaningful:

break	weaken	devote
prove	pasteurise	

1. It is a..... fact that germs cause diseases.
2. Put the milk in a bottle.
3. I don't want to sit on a stool.
4. It will be easy to kill the..... germs.
5. Tomba is a husband.

Communicative work

4. Make groups of five or six students and discuss the following topic. Each group should note down the main points of discussion. After ten minutes, each group should read out the points it has made for further discussion in the class as a whole.

Pronunciation

5. Read aloud the following words. Put a little more force on the underlined syllable than the rest in each words:

nation	partition	condition
dictation	religion	

Composition

6. From your reading of the lesson, write a few sentences about what kind of man Pasteur was. One sentence is already given. Add more of yours:

Pasteur was a hard-working scientist.

.....

.....

.....

.....

.....

.....

Unit VII



15

KING SOLOMON THE WISE



Once upon a time, there lived a wise king called Solomon. He was famous for his wisdom. Many people from far and near came to him for the solution of their problems. He helped them in the cause of justice. One day, a queen from a distant land came to see him. Her name was Queen of Sheba. She brought camels laden with the treasures of her lands as gifts for King Solomon. These included gold, spices, perfumes and the work of crafts people. King Solomon welcomed her. As the Queen of Sheba took rest with her companions, King Solomon called his councillor for foreign affairs. He asked the councillor about the queen.

The councillor told King Solomon that the Queen of Sheba had come from the land of Yemen. The land was known for its crafts people. They were highly skilled. As an example, the councillor showed the queen's palanquin. It was a real beauty. It was made of a metal that looked like silver. It had the most finely carved designs and curtains of the softest leather. King Solomon wondered why the queen wanted to meet him. The councillor told the king that she wanted to ask him questions to solve her problems. Now the king realized that she wanted to test his wisdom.

As the days passed by, the Queen of Sheba asked King Solomon many questions. She was pleased to get all the correct replies. Finally, as she decided to go back to her land, King Solomon gave her many valuable



gifts. He told her that she was a brave, courageous and intelligent queen. He was really happy to meet someone like her.

Finally, as she was departing, her companions brought two beautiful pots of flowers. They looked exactly alike. The queen told the king that she had saved this gift for the departing moment. The king admired the beauty of the flowers. Then, the queen of Sheba told the king that one flower pot is the work of a gardener. It was real flower. Another flower pot was the work of a crafts person. It was an artificial flower. It showed the skill of her crafts people. One was a pot of natural flowers grown in the garden, and the other of artificial flowers made by a skilled worker. She requested the king to tell which one was the real flower.

King Solomon looked hard at the pots. The soft fresh leaves and the petals of the flowers were exactly the same in both the pots. The slender stalks and the golden grains of pollen were similar in both. It was rather impossible to tell the difference. Then, King Solomon ordered the pots to be taken out and placed in the garden. After some time, the bees and

butterflies began to come near the pots. Soon, the bees and butterflies sat on the flowers of one of the pots leaving the other behind. King Solomon then told the queen that the pot on which the bees and butterflies settled contained the real flowers. He said that the creatures of nature had chosen between the work of the crafts person and that of nature itself. The queen was



delighted with King Solomon's wisdom. The councillors and the courtiers joined her in praising the king.

Glossary

councillor	:	a member of a council (here, a member of the king's council of ministers)
palanquin	:	a box borne on poles to be carried on men's shoulders
departing	:	going away
artificial	:	made by human beings
stalks	:	stems of plants
pollen	:	powder-like substance in a flower that helps fertilisation

Comprehension

1. Answer the following questions in a sentence each:

- (i) Why was King Solomon famous?
- (ii) Who came to see him from a distant land?
- (iii) What was the land of Yemen known for?
- (iv) Why did King Solomon feel happy?
- (v) What was the final gift of the queen to King Solomon?
- (vi) Why did everybody praise the king?

2. Answer the following questions in about 20-25 words each:

- (i) Why did many people come to King Solomon?
- (ii) Give reasons why the king called his councillor for foreign affairs.
- (iii) Write on the crafts people of Yemen.
- (iv) What was the final test given by the queen?
- (v) How did King Solomon solve the final test?

3. Answer the following questions in about 50-60 words each:

- (i) Write a note on King Solomon's wisdom.
- (ii) Describe the encounter between King Solomon and the Queen of Sheba.

Vocabulary

4. Fill in the blanks using the words given in the box below:

curious	difficult	intelligent
solved	departing	famous
justice	test	distant

- (i) King Solomonthe problems of many people.
- (ii) The king stood for
- (iii) Queen of Sheba came from a land.
- (iv) Yemen wasfor its crafts-people.
- (v) King Solomon was to know the reason behind the queen's visit.
- (vi) Queen of Sheba had come to the king's wisdom.
- (vii) King Solomon was happy to meet an person like her.
- (viii) The queen saved a gift for the moment.
- (ix) The king found it to distinguish between the flowers.

5. Some of the words in the box can be used in place of the underlined words in the sentences given below:

Rewrite the sentences after replacing the underlined words with those from the box of equivalent meanings:

select	elect	inspect	reject	dissect
connect	project	protect	direct	suspect

1. Please come and help me choose a good brand of coffee.
2. He was voted councillor of our town.
3. I've lost my way. Could you show me the way to the town hall ?
4. I want to borrow your pipe. I want to join it to my pipe, which is short.
5. The wall has many cracks. It won't keep us safe from the cold winds.

6. Add 'ei' or 'ie' to complete the following words:

bel.....f	f.....ld	p.....ce
ach.....ve	gr.....f	sh.....ld
ch.....f	n.....ce	y.....ld

Pronunciation

7. The following words have 'ect'. They are all verbs of two syllables, with the stress on the second syllable. Read them aloud with the help of your teacher:

neglect	reflect	perfect
select	project	inspect
elect	suspect	detect

Grammar

8. Concord means agreement. In the structure of a sentence, the Verb must agree with its Subject in Person and Number.

Examples: (i) I am happy.

(ii) You (they, we, the boys) are busy.

The Verb is plural after Collective Nouns like people, police, sheep, cattle, etc.

Examples : (i) People are facing the problem.

(ii) The police have arrested the thief.

Names of subject, places, books and diseases ending in -s take singular verbs:

Example: (i). Economics is an important subject.

(ii). Athens is an ancient city.

The Nouns and Verbs after each and every should be singular :

- Example : (i) Each student gets a prize.
 (ii) Every boy is happy.

Now, fill in the blanks with the correct Verb forms :

- (i) Cattle– useful to man.
(ii) Physics– the Science of matters.

Communicative work

- 9. Students of your school are organising a cleanliness programme. The school campus is to be cleaned. Make presentations orally in the class on why cleanliness is important.**



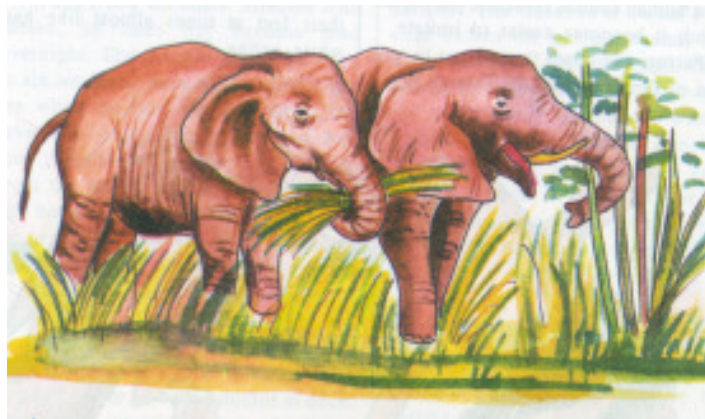
16

IN QUEST OF THE LOST SPEAR

In the interior of Africa there is a tribe which follows some strange practices. If two brothers have two sons, they would exchange the boys. That is to say each would adopt his nephew as his son. And they would never till the soil. They would depend on fruits and roots provided by the forest and the meat of the animals they kill.

This is the legend behind such practices :

Long long ago, all the members of the tribe lived together. Soon their number became so large that they had to scatter all over the forest. Podhu and Orub were two brothers bound by a very strong bond of affection. The two brothers and their wives moved deeper into the forest and settled down at the foot of a hill. They put in much labour and tilled the soil and raised a crop. They had few needs and they were quite happy. The place had a number of fruit-yielding trees and a spring which gave them clean and cool water.



One day Podhu was not at home when Orub saw a herd of elephants ransacking their crop. There was no time to lose. Orub picked up a spear

and hurled it at one of the elephants. The elephants stopped eating the crop. They seemed surprised. Then they trumpeted and left the field. But along with them was gone the spear Orub had thrown. It had remained stuck to its target's flank.

Now, it so happened that the lost spear was a very special weapon which Podhu had got from a wizard. It was meant to be used only to defend oneself when attacked. It was bound to destroy the enemy if one used it only to defend oneself and not to attack. Orub had forgotten about it in his hurry to drive away the elephant herd.

When Podhu was back home and heard from Orub how his magic spear had been lost, he got more angry than Orub had expected.

"You fool, you have not only endangered our lives — for the elephants will come back any time to wreak their vengeance on us — but also you have lost my most precious possession. Now, we must part, for I don't want to see your face any more !" shouted Podhu.

"Brother, give me some time. I will go out in search of the spear. I will try my best to bring it back, even if in the process I have to lose my life," said Orub.

"Go wherever you like. I am also leaving this place because I cannot let my family be trampled by the elephants", said Podhu with disgust. "Besides we should live separately so that we will not be able to raise a crop. If we raise a crop, we will make enemies with the elephants", Podhu added.

Orub and his wife left the place instantly. They walked in the direction in which the elephants had gone. They walked for a whole day, but did not see any elephant.

They came across a lush valley, narrow but beautiful. They built a hut in it. Leaving his wife alone there, Orub resumed his quest.

After a long walk he met an old woman trying to chip a dry log, but gasping and sweating profusely. Orub took pity on her. He took her axe into his hands and chipped the log for her. "Here, take them home," he said.

"My son, you must be hungry. Why don't you come with me?" asked the old woman.

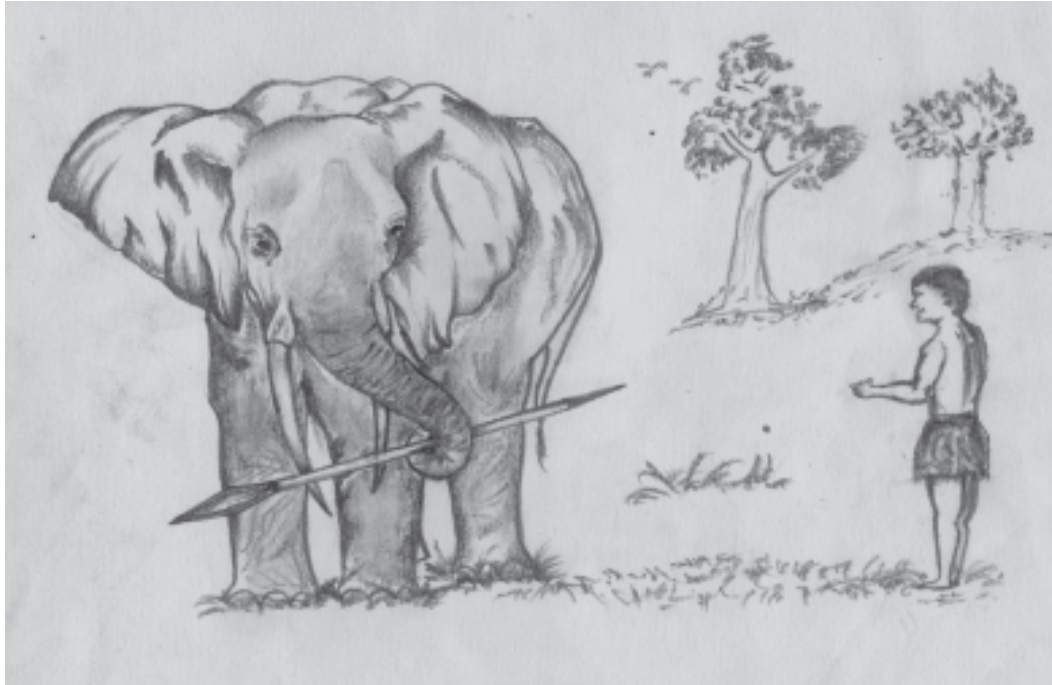
Orub was happy to go with her. She gave him food, and he told her what his mission was.

The old woman thought for a moment. Then she said, "My son, I can tell you where the elephants are. And I can also assure you that the elephants have no violence or hatred in them. If they ate up your crop, it is because they cannot distinguish between the plants grown by nature and those grown by men. However, since you have harmed one of them, they may charge at you the moment they see you. They may think that you have come to cause some greater harm to them."

"Then what should I do?" asked Orub.

The old woman gave him a pinch of dust folded in a leaf and said, "Keep this with you. Pluck some green grass and sprinkle a little of this on the grass and offer it to the leader of the elephants. The elephants do not refuse an offering. When the leader eats your grass, he will feel affectionate towards you."

Orub took the earth and thanked the woman and walked on. Soon he reached the domain of the elephants. He plucked some green grass and sprinkled half of the magic dust on it. Then he addressed the leader of the elephants and requested it to accept his gift. Laying the grass in front of it, he folded his hands and said, "I have done great injustice to you by throwing a spear at one of you. Kindly forgive me. Pray, either return to me the spear, which belongs to my brother or trample me under your feet."



The leader of the elephants had eaten the grass. He trumpeted and one of the elephants brought the spear, holding it in its trunk, and gave it to Orub. He knelt down and bowed to the elephants and then left for home. He and his wife then looked for his brother. At last when he located Podhu and returned the spear to him, Podhu was delighted. While the two brothers talked, Podhu's little son took the small packet of magic dust from Orub's hand. Orub did not notice it. After sometime when Orub and his wife got ready to depart, Podhu's son insisted on going with them. Orub realised what had happened. The little one had swallowed the magic earth and that was why he felt most affectionate towards Orub.

"Brother, let me take your son. I promise that when I have a son, I will give him to you," said Orub.

Podhu agreed to it. Till today their descendants follow their examples. Brothers exchange their sons.

Glossary

exchange	:	to give something to another person and receive something in return
adopt	:	to take somebody else's child into one's family as its legal child
till	:	to plough
legend	:	a story from the past
herd	:	a very large group
ransacking	:	stealing and destroying things
flank	:	the side between the rib and the hip
wizard	:	a man with magical power
vengeance	:	revenge
wreak	:	to do great harm or damage
trample	:	to tread heavily
disgust	:	strong dislike
lush	:	growing thickly and strongly
quest	:	to search; seeking for something
chip	:	a small piece cut off from wood
sprinkle	:	to scatter or throw small drops of something
descendants	:	issues, offsprings, children

Comprehension

1. I. Answer the following questions in a sentence each:

1. What was the strange practice followed by a tribe in the interior of Africa?
2. Who were the two brothers bound by a strong bond of affection?
3. Where did they move to settle down when their number increased?

4. What did Orub see one day when Podhu was not at home?
5. What did Orub do to the elephants?
6. From whom did Podhu get the spear?
7. Where did Orub and his wife build their hut when they left their original place?
8. What thing was given to Orub by the old woman?

II. Answer the following questions in about 20-25 words each:

1. What did the elephants do, when Orub hurled the spear?
2. What was the cause of Podhu's anger when he returned home?
3. What happened to the two brothers when the spear was lost?
4. How did Orub help the old woman when he saw what she was doing?

III. Answer the following questions in about 50-60 words each:

1. What was the cause of the quest in the story?
2. How did Orub get the spear back?

Vocabulary

2. I. Write 'T' for true and 'F' for false statements based on the text:

- | | | |
|----|---|----------------------|
| 1. | If two brothers have two sons they would exchange the boys. | <input type="text"/> |
| 2. | The place had a number of fruit yielding trees. | <input type="text"/> |
| 3. | The lost spear was not a special one. | <input type="text"/> |
| 4. | Orub will not go in search of the spear. | <input type="text"/> |
| 5. | The leader of the elephants had eaten the grass. | <input type="text"/> |

II. Complete the following sentences by choosing the right words from inside the given box:

tribes	surprised	struck
spring	trumpeted	special

1. The place had trees and awhich gave them clean and cool water.
2. The elephants seemed
3. The sword was a veryone.
4. The arrowat the side of the elephant.
5. The elephantswhen they saw a group of people running towards them.
6. Manylive in our state.

Grammar

3. I. Look at the following sentences:

1. He locked the door and went out.
2. You can stay with your uncle or join the hostel.
3. Halim is very rich but he is unhappy.

The first sentence shows the time sequence of the actions in the two main clauses.

The second sentence connects two main clauses containing alternatives.

The third sentence expresses the connection between the contrasting situations.

These sentences use **Co-ordinate Conjunctions**. Thus, a **Conjunction** is a word that joins together words, phrases, clauses and sentences.

II. Fill in the blanks with the Conjunctions given:

and	but	or	yet	still
-----	-----	----	-----	-------

1. The zoo has got some new animalsbirds.
2. Is your car whitered?
3. He tried his besthe didn't succeed.
4. He is poorhe is happy.
5. He passed in the first division in XII Class Exams.
he couldn't get admission to the medical course.

III. Some Verbs are in their Present, Past and Past Participle forms without any change.

Examples:	Present Tense (Base)	Past Tense	Past participle
	cut	cut	cut
	cast	cast	cast
	put	put	put

Some Verbs retain the same form in the Past Tense and the Past Participle:

Present Tense (Base)	Past Tense	Past participle
bend	bent	bent
bleed	bled	bled
deal	dealt	dealt
flee	fled	fled.

The following list shows how the Verbs in all three forms are different.

Present Tense (Base)	Past Tense	Past participle
arise	arose	arisen
awake	awoke	awoken
begin	began	begun
blow	blew	blown
break	broke	broken
draw	drew	drawn
eat	ate	eaten.

Now, give the **Past** and **Past Participle** forms of the following verbs:

read, go, come, forget, grow, hide, know, see, shake, speak, say, steal, swim, take, throw, lose, do, feel, hurt, write.

Try to make sentences of your own using these three forms of the verbs.

Pronunciation

4. I. Read the following words aloud. Try to mark the sound made by the letter 's' in these words:

decks	bags	forms	hours
things	tapes	jobs	ships
lines	mats	robs	shows
mills	eyes	locks	seats

II. Read the following words aloud. See the difference:

ship	sheep
pick	peak
still	steel

III. Communicative Work

Discuss the following topic in the class. Each one of you should take part in the discussion.

Forget and Forgive

Unit VIII



17

STRUGGLE FOR EDUCATION

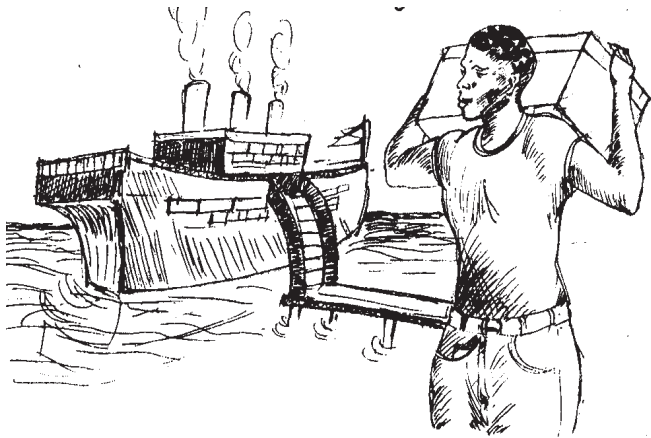
One day, while at work in the coal mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Hampton, Virginia. As they went on describing the school, it seemed to me that it must be the greatest place on earth. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. But I was constantly thinking of that burning desire to go to Hampton. This thought was with me day and night.

I had very little money to buy clothes and meet my travelling expenses. Finally the great day came, and I started for Hampton. I had only a small, cheap satchel that contained the few articles of clothing I could get. My mother at the time was rather weak and unhealthy. I found it difficult to expect to see her again. Thus our parting was all the more sad. She, however, was very brave through it all.

The distance to Hampton is about five hundred miles. By walking, begging rides both in the wagons and in the cars, in some way, after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. By then I was completely broke. I did not know where to go. I must have walked the street till after midnight. At last I became so exhausted that I could walk no longer. I was tired. I was hungry. I was everything but discouraged. I crept under the sidewalk and lay there on the ground for the night. My satchel of clothing was used as a pillow.

The next morning I found myself somewhat refreshed, but I was extremely hungry. As soon as there was light enough for me to see my

surroundings, I noticed that I was near a large ship. It seemed to be unloading a cargo of pig-iron. I went at once to the vessel and asked the captain to permit me to help him in unloading the vessel in order to get money for food. The captain, a white man, who seemed to be



kind-hearted, consented. I worked long enough to earn money for my breakfast and it seemed to me, as I remember it now, that I have eaten the best breakfast in my life so far.

My work pleased the captain so well that he told me that I could continue working for a small amount per day. Thus, I continued working on this vessel for a number of days. In order to economise in every way possible, I continued to sleep under the sidewalk.

When I had saved enough money to reach Hampton, I thanked the captain of the vessel for his kindness, and started again. The first sight of the large, three-storeyed brick school building seemed to have rewarded me for all that I had undergone in order to reach the place. The sight of it seemed to give me a new life.

I presented myself before the head teacher for admission to a class. Having been so long without proper food, a bath, and change of clothing, I did not, of course, make a very favourable impression upon her. I could see at once that there were doubts in her mind about the wisdom of admitting me as a student. For some time she neither refused to admit me, nor did she decide in my favour. In the meantime, I saw her admitting other students, and that added greatly to my misery. I felt, deep down in my heart, that I could do as well as they, if I could only get a chance to show what was in me.

After some hours had passed, the head teacher said to me, "The adjoining recitation room needs sweeping. Take the broom and sweep it." It occurred to me at once that here was my chance. Never did I receive an order with more delight.

I swept the recitation room three times. Then I took a dusting cloth, and I dusted it four times. All the woodwork around the walls, every bench, table and desk, I went over four times with the dusting cloth.

Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in some way my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher. She was a woman who knew just where to look for dirt. She went into the room and inspected the floor and closets. Then she took her handkerchief and rubbed it on the woodwork about the walls, and over the table and benches. When she was unable to find one bit of dirt on the floor, or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution."



I was one of the happiest souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I have always felt that the cleaning of the room was the best one.

– *Extracted and adapted from Booker T. Washington's autobiographical work:
The Story of My Life and Work*

Glossary

coloured people : Negroes are referred to as coloured people
in the Western Countries

satchel : bag

exhausted : tired

cargo : load in a ship

pig-iron : a mass of iron extracted from ore

vessel : ship

closet : cupboard

Comprehension

1. Answer the following questions in one sentence each:

- (i) Where did the writer work?
- (ii) What did he hear from the two miners?
- (iii) What did he feel?
- (iv) What was the condition of his mother when he left for the school?
- (v) How was he when he reached Richmond?
- (vi) What did he do to earn a small amount of money?
- (vii) What was the test given by the teacher?

2. Answer the following questions in about 20-25 words each :

- (i) How did he start for the school?
- (ii) How did he reach Richmond?
- (iii) What happened when he presented himself before the teacher?
- (iv) How did he get admission in the school?

3. Answer the following questions in about 50-60 words each:

- (i) Write about the writer's experience in Richmond.
- (ii) Explain why the writer says that the cleaning of the room was the best examination he had passed.

4. Choose the correct answer from the four alternatives given and write it in the space provided:

(i) The writer's mother

- (a) was happy to see her son go to Hampton.
- (b) was not concerned with his education.
- (c) bravely bade good bye to her son.
- (d) was willing to give his son a huge sum of money for the trip.

.....

(ii) The author slept under the sidewalk because

- (a) he felt comfortable there.
- (b) he did not want to spend money on a hotel.
- (c) he was completely broke.
- (d) his mother told him to do so.

.....

5. Fill in the blanks choosing the correct words from inside the box:

save	best	desire
impressed	earn	exhausted
miserable	discouraged	broke

- I. The writer had a burning to study.
- II. He was completely when he reached Richmond.
- III. He was so that he could not walk.
- IV. He was not by the difficulties he faced.
- V. He worked to a little money for breakfast.

- VI. He wanted to money to reach Hampton.
VII. He felt seeing other students getting admitted.
VIII. His work the head teacher.
IX. It was the examination he ever passed.

Vocabulary

6. Tick the words with the correct spelling. You can request your teacher to help you in consulting a dictionary:

perform	preform
prejury	perjury
perverse	perverse
percipitate	precipitate
perspire	prespire
preposai	proposal
professor	prefessor

Grammar

7. a) Write the following sentences in the negative form:

Example : She sits on the floor
She does not sit on the floor

1. She reads a book.
2. He swims in the river.
3. Abe knows English well.
4. Lembi sings well.
5. Tomba rides a horse.
6. The bird sits on a tree
7. My friend studies in this school.
8. The child plays in the garden.
9. Naobi likes coffee.
10. Ibungo goes to the cinema every Sunday.

b) Change the following sentences into the Interrogative sentences :

Example : You can help me.

Can you help me ?

- i) He arrives in time.
- ii) I may go now.
- iii) You went there.
- iv) They were playing football.
- v) Rita will sing a song.
- vi) All of us should leave the place

8. The following Verbs end in 'e'. While adding '-ing' to these verbs, the final 'e' is dropped.

Example : rise + ing = rising
The sun is rising slowly

Add '-ing' to the Verbs given in the box and make sentences as shown in the example.

love	live	take	argue	write
------	------	------	-------	-------

Pronunciation

9. Read the following pairs of words aloud and try to note the difference:

seat	sit
heal	hill
green	grin
beach	bitch
ease	is
dean	din
beads	bids
reach	rich

Communicative work

- 10. Make groups of five or six students and discuss among yourselves the following topic. Make notes of your discussion. Later on the group leader should read out the points to the whole class.**

Determination is the key to success



18

PROTECTION



My God and ancestors,
I thank you
For letting me see this day;
May I continue to see more
Till my hair becomes white;
May the hoe never cut my feet;
Protect me and my household
From evil men and spirits;
I wish no man evil,
But if anyone says I have lived too long,
Let him go before me to see
What it is like in the land of the dead;
The man who holds on to **owho**
Cannot get lost in his journey.

– An Igbo traditional verse translated by R.N. Egbu

Glossary

ancestors	:	people from whom a person descends
hoe	:	a tool for breaking up surface soil
protect	:	defend from harm
owho	:	a sacred staff which symbolises righteousness

Comprehension

I. Answer the following questions:

1. Why does the poet thank his God and ancestors?
2. What does the poet mean by "letting me see this day"?
3. What does the poet mean by "continue to see more"?
4. What does the poet mean by "Till my hair becomes white"?
5. What does the poet say about evil men and spirits?
6. What does "the land of the dead" mean?
7. What, according to the poet, does
"The man who holds to **owho**" mean?

II. Explain the meaning of the following lines:

1. Protect me and my household
From evil men and spirits;
I wish no man evil,
2. But if any one says I have lived too long,
Let him go before me to see
What it is like in the land of the dead;
3. The man who holds on to **owho**
Cannot get lost in his journey.

3. Pick out four of your favourite lines from the poem and write them :

Unit IX



19

ANIMAL STORIES

*Animal story is a fable, which is generally a short allegorical tale conveying a moral or a principle of behaviour. The characters are usually animals talking like human beings, but keeping their animal traits. Often the moral is appended in the form of a proverb. The earliest fables came from Greece and India. Examples are **Aesop's Fables** and **Panchatantra**.*

I. THE EAGLE AND THE BEETLE

Pursued by an eagle, a hare took refuge in the nest of a beetle, whom he begged to save him. The beetle felt compassionate for the hare and pleaded



with the eagle not to kill the poor creature. In the name of mighty Jupiter, the beetle requested the eagle to respect his intercession and the laws of hospitality even though he was nothing but a tiny insect. However, the

eagle became furious and gave the beetle a flap with his wing. In cold blood, he seized the hare with his enormous talons and devoured him right on the spot.

When the eagle flew away, the beetle followed her to find out where her nest was. Then he crawled in and rolled the eagle's eggs out, one by one, breaking them in the process. Grieved and enraged to think that anyone would do such an audacious thing, the eagle built her next nest in a higher place. But there, too, the beetle managed to get to it and destroyed the eggs as he had done before.

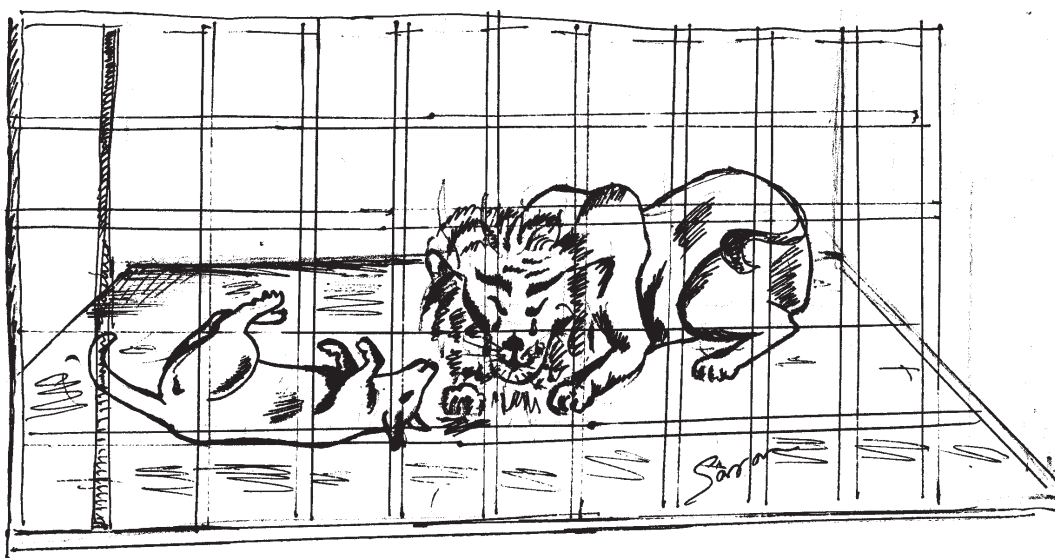


The eagle was now at a loss as to what to do. So she flew up to Jupiter, her lord and king, and placed the third brood of eggs as a sacred deposit in his lap, begging him to guard them for her. However, the beetle made a little ball of dirt and flew up with it to Jupiter and dropped it on his lap. When Jupiter saw the dirt, he stood up right away to shake it off, forgetting the eggs, which were again broken as they rolled off his lap. The beetle now informed Jupiter that he had done this to take revenge on the eagle, who had not only wronged him but had acted with impiety toward Jove himself. Therefore, when the eagle returned, Jupiter told him that the beetle was the wronged party and that his complaint was not without justification. Nevertheless, Jupiter did not want the race of eagles to be humiliated, so he advised the beetle to arrange a peaceful settlement with him. But the beetle would not agree to this, and Jupiter was compelled to change the eagle's breeding time to another season when there are no beetles to be seen.

No matter how powerful one's position may be, there is nothing that can protect the oppressor in the end from the vengeance of the oppressed.

- From Aesop's Fables

II. THE LION AND THE DOG



Once a dog happened to get into a lion's cage in the zoo.
The dog tucked its tail between its legs and crouched in a corner of the cage. The lion went up to it and sniffed at it.
The dog rolled over on its back and wagged its tail.
The lion nudged it with its paw and rolled it over.
The dog jumped up and then stood on its hind legs.
The lion looked at the dog, cocked its head this way and that, and did not touch it.
When the keeper tossed the lion a chunk of meat, the lion tore off a piece and left it for the dog.
That evening, when the lion lay down to sleep, the dog lay down beside it and rested its head on the lion's paw.
From that day on the dog lived in the lion's cage. The lion acted friendly towards it. It slept beside the dog and sometimes played with it.

Thus the lion and the dog shared a cage for a whole year.

At the end of the year the dog fell sick and died. The lion refused to eat. It sniffed at the dog, licked it and nudged it with its paw.

When the lion realized that the dog was dead, it reared up, bristled, lashed its tail against its sides, rushed at the walls of the cage and gnawed at the lock and at the floorboards.

All that day, the lion thrashed about in the cage and roared. Then it lay down beside the dead dog and became still. The keeper wanted to take the dead dog away, but the lion would not let him near it.

The keeper thought the lion would forget its loss if it were given another dog, and so another dog was let into the cage. But the lion rushed at it and killed it instantly. Then it lay down beside the dead dog, put its paws around it and remained thus for five days.

On the sixth day the lion died.

– Leo Tolstoy

Glossary

compassion	:	love and kindness
intercession	:	mediation, pleading (for another)
talons	:	hooked claws or fingers
audacious	:	bold and daring
impiety	:	lack of piety
tucked	:	drew or folded or closed together
crouched	:	stood or lied with legs bent close to the body
sniffed	:	smelled
nudged	:	pushed gently
gnawed	:	bit persistently

Comprehension

1.(a) Answer the following questions in a sentence each:

1. Who pursued the hare?
2. Who pleaded for the life of the hare?
3. What happened to the hare?
4. What did the beetle do?
5. Who can protect the oppressor from the oppressed?
6. What did the dog do in the lion's cage?
7. What did the lion do with the meat given by the keeper?
8. How long did they share the cage?
9. What happened to the dog?
10. What did the lion do after the dog died?
11. What did the keeper do?
12. What happened to the lion finally?

- (b)**
1. How did the beetle plead with the eagle to spare the life of the hare?
 2. How did Jupiter try to save the race of eagles?
 3. How did the dog behave in the lion's cage?
 4. What did the lion do when it realised that the dog was dead?

(c) Answer the following questions in about 50-60 words each:

1. How did the beetle take revenge on the eagle?
2. Write on the role played by Jupiter?
3. Write on the relationship between the dog and the lion.
4. Write a note on the theme of the oppressed having revenge on the oppressor as shown in the story of the Eagle and the Beetle.
5. Write a note on friendship based on the story of the lion and the dog.

(d) Mark 'T' for true statements and 'F' for the false statements :

- | | |
|--|--------------------------|
| 1. The beetle was pursued by the eagle. | ☐ |
| 2. The hare escaped from the eagle. | ☐ |
| 3. The eagle did not show respect to the tiny beetle. | ☐ |
| 4. Jupiter was pleased with the eagle. | ☐ |
| 5. Jupiter succeeded in protecting the eagle's eggs. | ☐ |
| 6. The lion was angry with the dog. | ☐ |
| 7. The lion and the dog lived together for a whole year. | ☐ |
| 8. The lion killed the dog after living together. | ☐ |
| 9. The keeper killed the lion. | ☐ |
| 10. The lion refused to eat when the dog died. | ☐ |

Vocabulary

2.(a) Verbs can be formed by adding '-ise' to certain nouns and adjectives:

Examples: hospital + ise = hospitalise
regular + ise = regularise
apology + ise = apologise

Add '-ise' correctly to the following words :

tranquil	.....
sympathy	.....
special	.....
pressure	.....
commercial	.....
equal	.....
familiar	.....

(b) Tick the words with the correct spelling from the following pairs:

umbrella	umberella
partner	partener
laundry	laundary
rememberance	remembrance
Spainish	Spanish
monstrous	monsterous
mischievious	mischievous
hundred	hundered
enterance	entrance
hinderance	hindrance
disastrous	disasterous
explanation	explanation

Grammar

3. (a) Idioms are word-groups with a special meaning. If we use idioms at the right moment, they will make the language more meaningful, effective and beautiful.

Study the following sentences with idioms (in italics)

- (i) The people went *in a body* to meet the Chief Minister to press their demands.
- (ii) The government refused to issue orders *in black and white*.
- (iii) *By virtue of* hard work he achieved success.
- (iv) My brother came out with *flying colours* in his B.A examination.
- (v) If you waste your time, you will have *to face the music* later.
- (vi) The family has *gone to the dogs* on account of financial mismanagement.

- (vii) It has been raining *cats and dogs* since early morning.
- (viii) He was *at a loss* what to do.
- (ix) The brothers are *at daggers drawn* over the family property.
- (x) The thief was beaten *black and blue* by the villagers.

Now, frame sentences with the following idioms . Your teacher will help you.

- (i) ABC of.
- (ii) a bolt from the blue.
- (iii) a cry in the wilderness.
- (iv) a hue and cry.
- (v) a fair weather friend.
- (vi) a shot in the arm.
- (vii) a fish out of water.
- (viii) to be caught red-handed.
- (ix) to call a spade a spade.
- (x) a burning question.
- (xi) a black sheep.
- (xii) hand in glove.
- (xiii) lion's share.
- (xiv) at one's wit's end.
- (xv) Himalayan blunder.

(b) Put the Adverbs in the correct places in the following sentences:

Example:

It has stopped raining. (**almost**)

It has almost stopped raining.

1. I have spoken to the principal. (**already**)
2. He wanted to reach home early. (**always**)
3. We lost all hope. (**finally**)
4. She has any money left. (**hardly**)
5. The teacher shouted at him to close the door. (**angrily**)
6. He has not finished doing his homework. (**yet**)
7. The fields were dry because of the drought. (**completely**)
8. I think that the plan will work. (**definitely**)
9. He was tall to reach the shelf. (**enough**)
10. She has been restored to health. (**completely**)

Pronunciation

4. Carefully pronounce each syllable while you read the following words:

Occasion	familiar	accompaniment
temperature	convenient	prominent
opposition	accidentally	disappointed

Communicative work

5. Divide the class in groups of five or six each and discuss the following topic:

Animals have feelings like human beings



20

IT'S BECAUSE



O *Langthrei*, why isn't there any bud?
It's because cow does eat.
O Cow, why do you eat?
It's because cowherd doesn't tend.
O Cowherd, why don't you tend?
It's because mother doesn't feed.
O Mother, why don't you feed?
It's because firewood isn't dry.
O Firewood, why aren't you dry?
It's because rain falls.
O Rain, why do you fall?
It's because frog croaks.
O Frog, why do you croak?
It's because it is the time,
I'll go on croaking croak croak croak.

– An English rendering of a Manipuri oral poem
sung to soothe a crying baby

Glossary

Langthrei	:	A herbal plant
tend	:	to take care of, to look after

Comphrension

I. Answer the following questions :

1. Why is it that the Langthrei plant has no bud?
2. What does the cow do?
3. Why doesn't the cowherd tend the cow?
4. What does the mother do?
5. What happens because of the rain?
6. What happens when the frog croaks and why does it croak?
7. Write what you think of the poem in the question and answer form.