

A
Composite
Modern English Text Book
Class- VIII

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FOREWORD

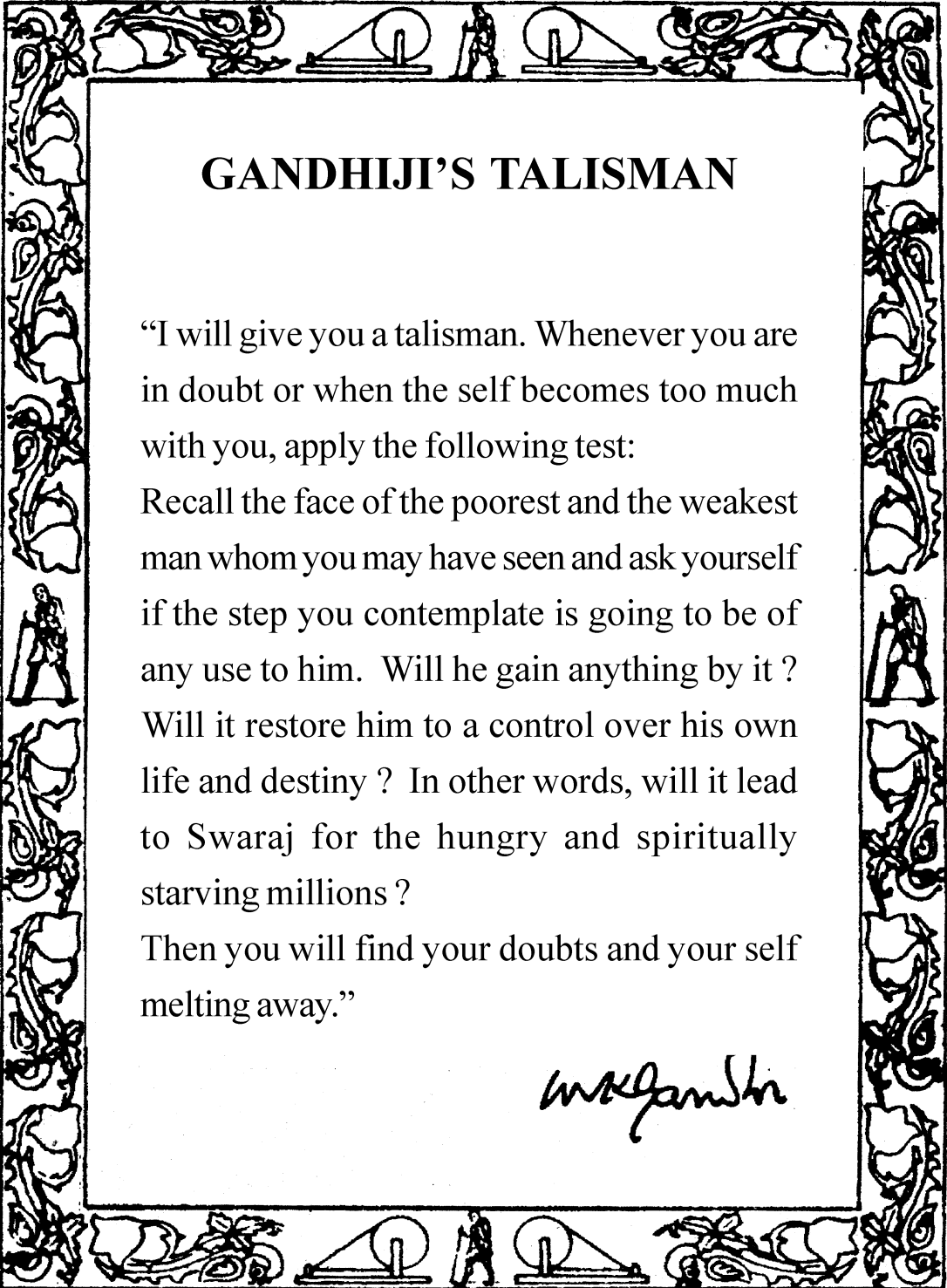
In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has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

L. Raghumani Singh
Sunita Manoharmayum

Editor

Prof. N. Khagendra Singh

CONSTITUTION OF INDIA

Part IV A

Fundamental Duties of Citizens

ARTICLE 51A

Fundamental Duties :

It shall be the duty of every citizen of India

- (a) to abide by the Constitution 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 practices 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 abjure 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 VIII

English

The learner:

- ◆ recites poems/songs in groups and individually with appropriate pause and intonation.
- ◆ responds to oral messages, announcements, telephonic communications 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 events 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.
- ◆ refers to dictionary and suggested websites for input in readings and writings.
- ◆ 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



'Tis a lesson you should heed,
Try again;
If at first you don't succeed
Try again;
Then your courage should appear,
For if you will persevere
You will conquer, never fear,
Try again.

Once or twice, though you should fail,
Try again;
If you would at last prevail,
Try again;
If we strive, 'tis no disgrace,
Though we do not win the race;
What should we do in that case?
Try again.

If you find your task is hard,
Try again.
Time will bring you your reward,
Try again.
All that other folk can do,
Why, with patience may not you?
Only keep this rule in view,
Try again.

— W. E. Hickson

GLOSSARY

heed	:	pay attention to
persevere	:	to continue to do in spite of difficulty
prevail	:	overcome
strive	:	struggle
disgrace	:	shame
folk	:	people

COMPREHENSION

Answer the following questions :

1. Tick the right answer :
The poem deals with the mood of
 - i. ambition and hope.
 - ii. disappointment and frustration.
 - iii. perseverance and hope.
2. What should you do if you do not succeed at first?
3. Why and how should we follow what other folk can do?
4. Write a few sentences on what the poem is trying to say.
5. Explain what the poet means by the following lines :
 - i. If at first you don't succeed
Try again;
Then your courage should appear.
 - ii. Though we do not win the race ;
What should we do in that case?
Try again.
 - iii. Time will bring you your reward,
 - iv. Only keep this rule in view,
Try again.
6. Find out the rhyming words in the poem.
7. Memorize and recite the poem to the class.



I live with my family. In my family there are seven members — my grandfather, grandmother, father, mother, sister and brother. Family is a group of persons related to each other by blood, marriage or adoption. Members of a family live together. It is the most universal group in the world. It is regarded as the first institution in the history of human beings. Family has, perhaps, been there since prehistoric times. No society has ever existed without some form of family organization. Like our family, there are other families. A number of families build up the society. Everyday, we interact and share many things with each other in society.

The family exercises the greatest influence over its members. It moulds the characters of individuals since birth. The parents or the family are the first to socialise a child. From the parents and elders in the family, a child learns

speech and language. Thus, education begins at home with the family. Again, each family cherishes some values in life. Now, the family concerned transmits those values to the members in the fold. It is the breeding ground of our mores, the nurse



I learn many things about cooperation, tolerance, self-sacrifice, honesty, love and affection in the family. My parents always tell me to behave properly with others. We must show respect and regard for elders. We should never offend anyone specially our elders. They have more experience and wisdom than us. We are very young and we can learn many things from them. If we are polite to our elders, we have learned something about discipline. Discipline is very important for all of us in life. Discipline gives us the strength to stand for truth.

One day, when I was playing in the courtyard I broke a flowerpot. I was afraid of my parents. My mother took care of the flowers. I decided to remain silent. In the afternoon, my mother discovered the broken flowerpot. Immediately, she asked, "Who broke this flowerpot?" Nobody replied.

tell the truth to my mother. Slowly, I walked up to her and said, "I am sorry, mother, I broke the flowerpot while playing in the courtyard." I expected to be scolded. But my mother smiled and said, "My dear daughter, it is all right, I am happy to find that you have the courage to speak the truth. Instead of remaining silent or telling a lie, you have told the truth." She hugged me and said, "My dear child, I am proud of you."

My grandfather always says, "Honesty is the best policy." It is a virtue. To be honest is to be truthful. Standing for truth is honesty. My parents want us to be honest. Telling lies and doing wrong things are never encouraged in the family. Honesty requires the courage to speak the truth. Even if I have to face difficulties and unpleasant situations, I should always tell the truth. It shows how courageous a person is. Many times, we try to hide the truth to avoid difficulties. It shows that we lack courage. We should be courageous to stand for truth. The important point to be remembered is that truth, honesty and courage are virtues that go together.

My father always tells me to be modest and humble. He says, "Greatness is known by modesty and humility. Pride and vanity have no place in life." Learning to be modest and humble is very important. Decent behaviour means modesty. My grandfather says, "It is important to behave properly with everyone we come into contact with." As we show respect to our elders, we must behave properly with those who are younger than us. We must show the same behaviour to all the people around us. Now, human beings pursue different occupations in life. We must not be rude to those who are doing manual labour. A farmer or a sweeper or a rickshaw - puller is as important as an officer or a teacher. They also contribute their might to the society. It will be difficult to live without them. That is why we must behave properly with them. My father says, "It is necessary to show the same behaviour to them. We can prove that we are modest and well-behaved only when we show similar behaviour to all human beings." It is always important to show respect and regard to everyone, irrespective of their occupation.

Again, humility is a rare virtue. Our grandmother tells us many stories of poverty, humility, modesty and strength of Khamba and Khamnu in the Manipuri legend. Our grandfather also has told us many times the Christian story of the Fall of Man and the Fall of Satan. He said that the first man and woman fell from Paradise because of their disobedience of the commands of God, their Creator. He also said that a great angel called Satan fell from Heaven because of his pride and rebellion against God, the King of Heaven. Along with these interesting stories our grandparents have advised us never to be proud and always to be humble.

GLOSSARY

adoption	:	take into relationship as one's own child
institution	:	system or rule
universal	:	true or applicable to all persons or things in the world
humanity	:	the quality of not being proud; modest
transmits	:	sends or conveys to another person or place or thing
vanity	:	pride in one's own self

COMPREHENSION

1. Answer the following questions in a sentence each :

- i. What is a family?
- ii. What builds up a society?
- iii. What moulds the characters of individuals since birth ?
- iv. What do we learn in the family?
- v. How can we show that we are disciplined?
- vi. What is necessary to tell the truth?

- vii. How can greatness be known?
- viii. What does grandmother tell the children?

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

- i. How does the family exercise the greatest influence over its members?
- ii. Why should we respect our elders?
- iii. How can we show courage?
- iv. Write about modesty and humility.

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

- i. Narrate the incident of the broken flowerpot.
- ii. Explain. 'Honesty is the best policy'.

VOCABULARY

4. Look at the *phrasal verbs* below. Make sentences using them as shown in the example :

Example :

back up — support morally or verbally
 A large number of students came to the field to ***back up*** the school team.

back out	withdraw
break up	destroy, terminate
bring forth	produce
bring up	rear, educate
call off	cancel
carry on	continue

cut down	reduce
do away with	abolish
find out	discover
give in	yield, cease to resist

5. Make sentences using the words given below to illustrate the difference between the words in each group :

- i. misery, agony
- ii. new, fresh
- iii. discover, invent
- iv. famous, illustrious
- v. clumsy, awkward

6. Match the words in Group A with those in Group B to form the correct compound word :

A	B
snake	hold
news	warm
home	wide
world	born
strong	paper
in	charmer
lute	sick

PRONUNCIATION

7. Read the following words aloud with the help of your teacher :

cheer	severe
mere	clear

jeer	career
here	queer
dear	tear
fear	bear

GRAMMAR

8. Look at the underlined words in the following passage :

I live with my family. In my family there are seven members - my grandfather, grandmother, father, mother, sister and brother. Family is a group of persons related to each other by blood, marriage or adoption. Like our family, there are other families.

These underlined words are used in place of some names of man or things. In English grammar such words are called 'PRONOUNS'.

9. Point out such words from the following paragraph:

I learn many things about cooperation, tolerance, self-sacrifice, honesty long and affection in the family. My parents always tell me to behave properly with others. We must show respect and regard for elders. We should never offend anyone specially our elders. They have more experience and wisdom than us.

Note: There are different forms– **I, my, me, mine, we, our, us etc.**

e.g. I know him. He gives her a pen. etc. My name is Chaoba.

Such Pronouns are called **PERSONAL PRONOUNS.**

The difference in forms is due to the difference in Case, Person and Number.

Look at the following :

PERSON	NUMBER	NOMINATIVE CASE	OBJECTIVE CASE	POSSESSIVECASE
First Person	Singular	I	me	my mine
First Person	Plural	We	us	our ours
Second Person	Singular	You	you	your yours
Second Person	Plural	You	you	your yours

Third person : Singular -

Masculine	He	him	his	his
Feminine	She	her	her	
Neuter	it	its		
Plural	They	them	theirs	

Second person, singular: Thou they thine

10. There are other forms. Look at the following :

1. Who are you. 2. What is your name?

The underlined words are used for some other names. These are also Pronouns.

In other words, they are other forms of Pronouns.

Look at the following :

- i) Personal - I, me, my, mine, we, us, our, ours etc.
- ii) Reflexive - myself, himself, herself, themselves, etc.
- iii) Interrogative - who, what, which, etc.
- iv) Relative - who, what, which, etc.
- v) Demonstrative - this, that, these, those etc.
- vi) Indefinite - one, any some etc.
- vii) Distribute - each, other, neither
- viii) Reciprocal - each other, one another etc.

In English there are eight classes of PRONOUNS.

11. Choose the correct forms of the pronouns in the brackets :

- (i) The person (who/whom) entered the room was not the one (who/whom) we had invited.
- (ii) As a teacher, he knew many parents (who/whom/which) took much interest in their children's education.
- (iii) I wonder (who/whom) you expect to believe these ridiculous stories.
- (iv) My parents do not mind (me/my) going to bed early because I get up early.
- (v) This is a useful instrument (whose use/the use of which) nobody knows.

6. I recognise the man's face; it was (he, him) who started the fight .

12. Develop a story from the outline given below and supply an appropriate title :

Birthday party at Ichal's house cake and candles, sweets, fruit juice, tea nice afternoon children sing songs and dance happy forget to clean Naobi nudges at a glass on the table glass falls shatters into pieces Ibecha's feet hurt is rushed to hospital bad end to a nice party.

COMMUNICATIVE WORK

13. Divide the class into groups of five or six students each and discuss the following topic :

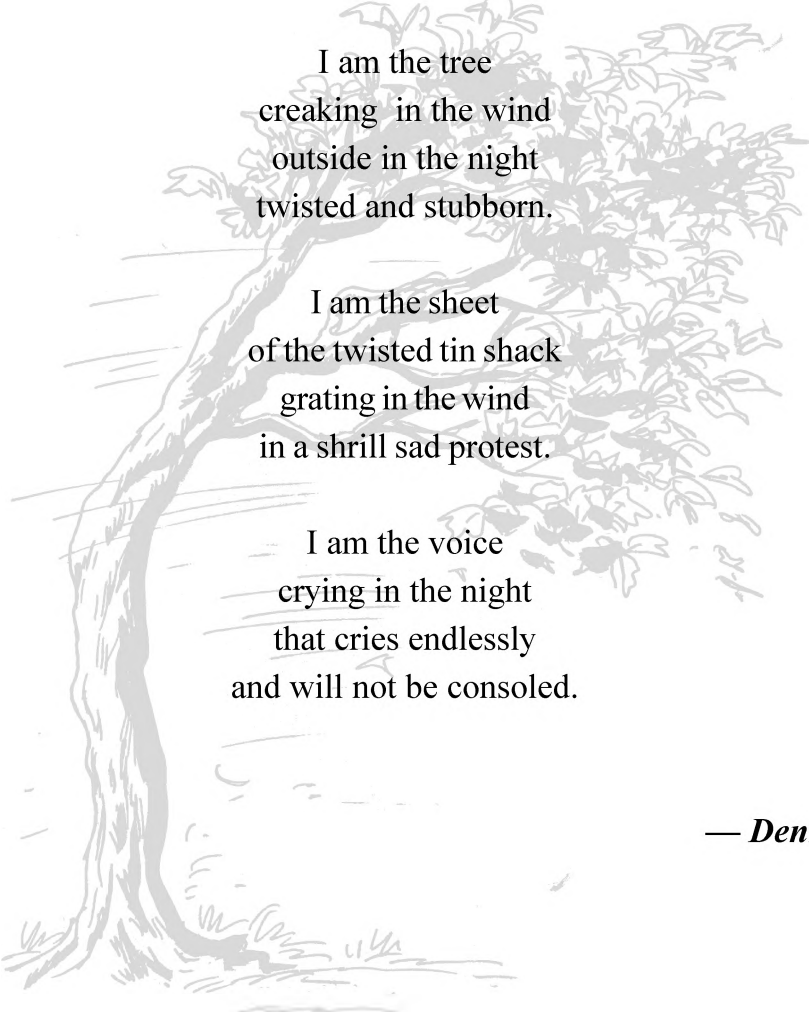
Discipline is necessary for success in life.

PROJECT WORK

14. Collect pictures of five persons who have shown discipline in their lives. Paste them in your note book. You can think of people like Lal Bahadur Shastri, Hujam Irabot, etc.



Unit II



I am the tree
creaking in the wind
outside in the night
twisted and stubborn.

I am the sheet
of the twisted tin shack
grating in the wind
in a shrill sad protest.

I am the voice
crying in the night
that cries endlessly
and will not be consoled.

— *Dennis Brutus*

GLOSSARY

creaking	:	making a harsh unpleasant sound
twisted	:	turned or wound around
stubborn	:	determined and having a strong will
shack	:	roughly - built house or hut
grating	:	making a harsh unpleasant sound like that produced by rubbing on a rough surface
consoled	:	comforted and reduced the grief.

COMPREHENSION

Answer the following questions :

1. What does the poet compare himself to?
2. How does the tree behave?
3. How does the twisted tin sack behave?
4. Why does the poet protest?
5. Why will not the poet be consoled?
6. What is the mood presented in the poem?
7. What are the images that the poet has used to express his feelings?
8. What does the poet mean by "twisted and stubborn"?
9. Explain the meaning of the following lines :

I am the voice
crying in the night
that cries endlessly
and will not be consoled.

4 COURAGE IN THE STRUGGLE FOR HUMAN RIGHTS



Violation of the basic human rights has been a chronic problem eating into the vitals of human life through the ages. But some courageous men and women, here and there in the world, struggled tenaciously to prevent this violation of human rights and the resultant erosion in the dignity of the life of man on the earth. Mohandas Karamchand Gandhi was one of such courageous fighters. The following incident is one of such episodes in his life.

Shortly after his arrival in South Africa a lawsuit required his presence in Pretoria, the capital of Transvaal. He boarded a train for the overnight journey and entered a first class compartment with his first class ticket. At Maritzburg in Natal at about 9 p.m. a white passenger entered the compartment. He was disturbed to see a brown intruder. He went out and reappeared a moment later with two railway officials. One of them said,

"Come along, you must go to the van compartment."

"But I have a first class ticket," Gandhi said.

"That doesn't matter," rejoined the other. "I tell you, you go to the van compartment."

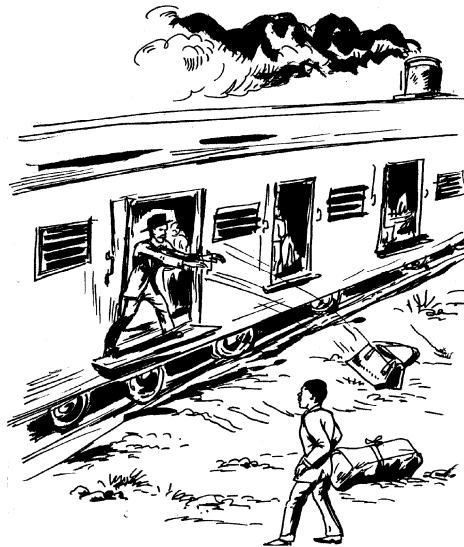
"I tell you, I was permitted to travel in this compartment, at Durban," continued Gandhi.

"No, you won't," said the official. "You must leave this compartment or I shall have to call a police constable to push you out."

"Yes, you may. I refuse to get out voluntarily."

A constable came and threw Gandhi and his suitcases out on to the station platform. As the people on the platform took away his luggage and overcoat, he sat through the night shivering and meditating. Soon after that Gandhi introduced

the first lessons of *Satyagraha* in South Africa where he had to fight for the rights of his fellow countrymen. We all know very well that *Satyagraha* is a force, growing out of truth and love, superior to the force of arms. Gandhi used it with great effect during the movement for the freedom of India.



Another such incident took place in an American town called Montgomery in December, 1955. The following is a story based on that incident.

Rosa Parks had been working all day. Work had been heavier than usual. At the end of the day, there was only one thought in her mind. She wanted to sit down. But it was getting late, and everybody was going home.

Rosa walked to the bus stop and got on a bus. There were many vacant seats. She paid her fare and sat down in the nearest seat.

The bus was nearly empty. Rosa felt grateful. Her feet were very tired. They really needed a rest.

That was, however, something only Rosa knew. The driver of the bus knew nothing about her feet. He did not even know her name. But he saw that she was not *white*. She was a *black* passenger. And that, he thought, was all he

needed to know about her. But he was making a mistake. It was a mistake that cost his company a lot of money. Rosa was an ordinary woman with a job in a dress-maker's shop. The day too was an ordinary working day. It was the first day of December in the year 1955.

Rosa had a loving family. She envied nobody. Her manners were mild. She spoke in a quiet, soft voice. She always obeyed the laws of the country and broke no rules.



But in those days, not all laws and rules were fair. That day, when Rosa sat in that seat on that bus, she had not thought of breaking any rules.

It had happened before the bus started. When the warning bell rang, passengers rushed in. Many of them were white Americans. Each time a white passenger climbed into the bus, a black passenger got up from a seat and moved away.

The rule was simple and clear. Black passengers had to give up their seats when white passengers came in. They had to get off the bus and go round to the back door. They could then get on the bus again and travel as standing passengers.

That day, all the sitting black passengers gave up their seats except Rosa. She did not seem to notice what was happening. A white passenger stood at the door and looked at her. Still she did not move. She sat still.

It was time for the bus to leave. But how could the driver start? A white passenger was standing near the door, and a black passenger was not getting up! Other passengers grew impatient. They gave her angry looks. They muttered curses at her. Rosa neither spoke nor stirred. She sat still.

She was thinking, " Why should I get up? I've paid the same fare as the white passenger has paid. My ticket is not a cent cheaper than his, and I am more tired than he is. And he is neither old nor disabled. So why should I give up my seat? He is asking for this seat because he is white. That can't be right." That moment, Rosa made a decision.

"This rule is unfair. And rules ought to be fair. If a rule is unfair, it ought to go. It ought not to be in the rulebook. Therefore, it ought not to be obeyed. If people go on obeying such a bad rule, it will stay in the book for ever. So someone should do something about it some day. I think that day has arrived."

Now, when Rosa did not get up, the driver got angry. If he let her sit and left a white passenger standing, he was breaking the law. He and his company could be punished for it. He got up from his seat.

"Get up and go to the back," he ordered. But Rosa sat still.

"I told you to get up," he said. But Rosa did not move. She did not get up. The driver got off the bus and brought the police in.

They arrested Rosa, said that she had broken the law, and sent her to jail.

The news of Rosa's arrest soon spread all over the town. The black people of Montgomery decided to fight for her to come out of jail. They knew they could not fight with the police. They decided to fight with the bus company instead.

They boycotted the buses. This means they stopped using them. "No black passenger," they said, "will use the city buses until Rosa is free." Instead,

they went to work in private cars and shared the cost of taxis.

The Montgomery bus-boycott went on in this way for more than a year. It lasted exactly 381 days. During the boycott, the bus company lost millions of dollars. This was because there were many, many more black bus users than white bus users. Without black passengers, buses ran almost empty.

Meanwhile, Rosa Parks was tried in a court of law. The judge ordered her to pay a fine. He said she had broken the law of segregation. Rosa's lawyers advised her not to pay the fine and she took their advice. Then, they went to the higher courts, and finally to the highest court, the Supreme Court.

The judges of the Supreme Court said that segregation was unlawful in public transport services. They said it was against the law of the country.

So Rosa Parks moved a million minds. She began the black American people's fight for fairness and justice to all human beings. Americans call her the Mother of the Black Civil Rights Movement. "Civil rights" are the rights of a country's citizens.

GLOSSARY

violation	:	breaking oath, treaty, rule, etc.
chronic	:	continual; lasting for a long time
vitals	:	supreme, indispensable parts
tenaciously	:	holding tightly; refusing to let go
erosion	:	the act of wearing away or eating into
episodes	:	events in a chain of events
boarded	:	got on or into a bus or train or ship
compartment	:	one of the several separate divisions of a railway carriage or coach
grateful	:	feeling or showing thanks
envied	:	felt disappointment and resentment at another's better fortune

muttered	:	spoke in a low voice
stirred	:	caused to move
boycotted	:	refused to have anything to do with
segregation	:	putting people in separate groups on racial grounds

COMPREHENSION

I. Answer the following questions in a sentence each :

- i. What kind of men and women fought against violation of human rights?
- ii. Why had Gandhi to go to Pretoria?
- iii. Which compartment of the train did Gandhi enter?
- iv. Where did the railway official ask Gandhi to go to?
- v. Where did Rosa Parks work?
- vi. What happened each time a white passenger climbed into the bus?
- vii. What did the driver order Rosa Parks to do?
- viii. How did the black people fight against the bus company?
- ix. What did the judges of the Supreme Court say about segregation?
- x. How do Americans call Rosa Parks?

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

- i. Why was Gandhi asked to leave the first class railway compartment?
- ii. How did Gandhi introduce the first lessons of Satyagraha in South Africa?
- iii. Why did Rosa Parks feel grateful when she was in the bus?
- iv. What was the rule that existed in relation to white and black passengers in Montgomery?
- v. Why did Rosa Parks decide not to get up and leave her seat?

- vi. Why was Rosa Parks arrested?
- vii. What followed when the lawyers advised Rosa Parks not to pay the fine?

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

- i. Narrate Gandhi's fight against racial injustice in Pretoria.
- ii. Describe the incidents that led the driver of the bus to ask Rosa Parks to leave her seat.
- iii. Narrate the Montgomery bus-boycott.
- iv. Why was Rosa Parks called the 'Mother of the Black Civil Rights Movement'?

VOCABULARY

4. The words in Group B have of similar meanings to those given in A. Match them :

A	B
violation	bags and trunks
chronic	person entering without invitation
tenaciously	better than the average
boarded	continual
intruder	breaking
refuse	holding tightly
luggage	not to accept
superior	rode
fare	person conveyed by a vehicle
empty	place for sitting
ordinary	honest
fair	quiet

still	having nothing inside
seat	normal
passenger	fee for riding a vehicle

5. The word in bold letters in the following sentences is used both as a verb and as a noun.

Example : a) Soldiers **fight** their enemy.

b) Many died in the bloody **fight**.

In example a) **fight** is used as a verb.

In example b) **fight** is used as a noun.

Frame sentences using the following verbs in the box as nouns and verbs:

struggle	journey	walk	stop	fine
----------	---------	------	------	------

6. Combine two words from the box to form compound words:

Example : rail + way = railway.

law	first	warning	country	arm	rail
bell	force	way	suit	men	class

7. Use appropriate words from the box to fill in the blanks in the following sentences:

official	constable	incident	vacant	judges
----------	-----------	----------	--------	--------

- i. Gandhi was not afraid of the who threw his suitcases out on to the station platform.
- ii. Justice was done by the of the Supreme Court.
- iii. The railway favoured the white people.
- iv. Rosa Parks was made famous by the of Montgomery bus-ride.

- v. Black people could not occupy seats in a bus of Montgomery.

GRAMMAR

8. Put the verbs given in the brackets in their proper forms and complete the paragraph :

A fox (make) friends with a crow. The crow (sit) on the branch of a tree with a piece of meat in its beak. The fox (want) to eat the meat. So it (request) the crow to sing a song. The crow (sing). The meat (fall) down on the earth. Then the fox (take) it and (run) off with it.

9. See the following phrasal verbs and their meanings :

get up	=	rise
get on	=	advance
get down	=	leave the table after a meal/depress
get in	=	arrive
get off	=	start
get out	=	become known
get about	=	be no longer confined to bed/house
get across	=	be understood
get ahead	=	go forward/make progress
get away	=	manage to escape/leave.

Now, use these phrasal verbs in your own sentences.

PRONUNCIATION

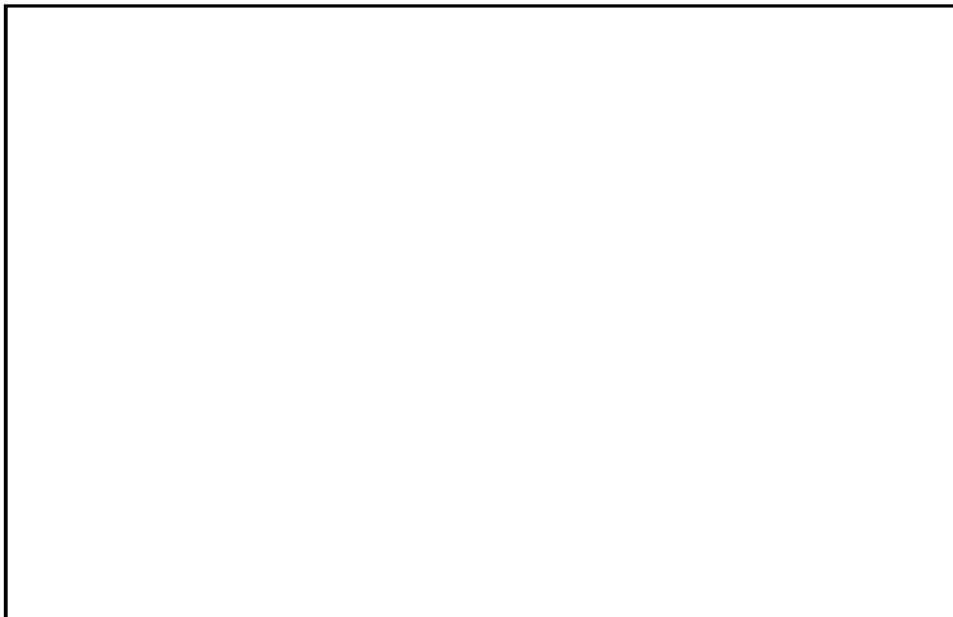
10. Read the following words with the proper stress on the underlined syllables :

police polish introduce segregation
everybody ordinary

COMMUNICATIVE WORK

11. Make groups of five or six students and discuss the following topic.
After discussion, read out your group opinion :

Discrimination in the society



5 A HERO OF THE STRUGGLING MASSES



The British colonised India and the Indians suffered at the hands of the colonisers. As the British continued to exploit and oppress the people in India, many decided to fight for freedom. They thought of throwing the British out of their country. In that struggle for freedom, which went on for some decades, many brave and courageous Indians sacrificed their lives. In addition to the well-known Indians who sacrificed their lives for the freedom of India there were also many not so well known Indians who sacrificed their lives for the same cause. Ramprasad Bismil, Jogesh Chatterjee, Sachindranath Sanyal, Ashfaqulla Khan, etc. are some of them. Their bravery and courage influenced many young men and women to follow their path of struggle for freedom. Some of them are Bhagat Singh, Chandrasekhar Azad, Shiv Varma, B.K. Dutt and Sukhdev.

In Manipur also, many brave and courageous people sacrificed their lives fighting against the British colonisers for the freedom of their motherland. Bir Tikendrajit, Thangal General, Paona Brajabasi and many others gave up their lives fighting for the freedom of Manipur. In addition to the glorious struggle and sacrifice for freedom some of them struggled for the improvement of the life of the common people.

Bhagat Singh was a young man who was deeply involved in the struggle for the freedom of the colonised Indians and for the improvement of the life of the Indian masses. Born in 1907 of peasant parents, Bhagat Singh was a voracious reader since his early days. A nephew of the famous revolutionary Ajit Singh, he grew up to be one of the very well-read among the political workers of the time. As a student he spent hours in the Dwarkadas Library at Lahore reading books on revolutionary movements all over the world, especially those of Russia,

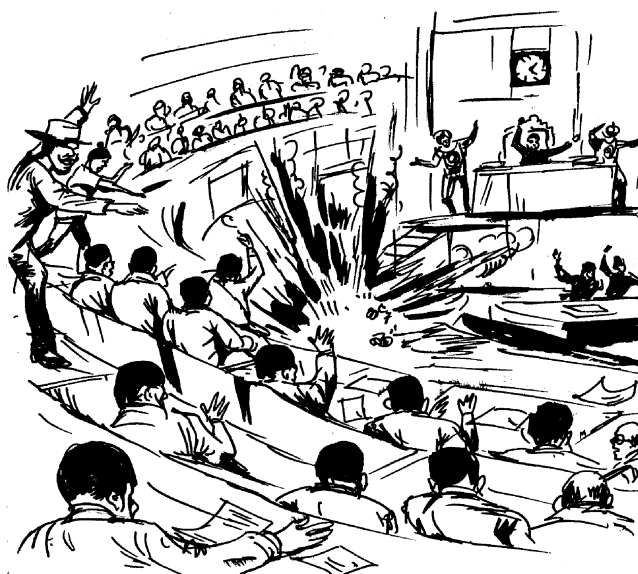
Ireland and Italy. Along with his friend Sukhdev, he organized several study circles for serious political discussions. He was always keen to read and discuss revolutionary ideas with his fellow students.



A remarkable change in the concept of struggle for freedom amongst the revolutionaries fighting for independence in India came with Bhagat Singh. He strongly advocated the need of popular, broad-based mass movements for a successful revolution. In his view, the organization of a mass movement of the exploited and suppressed sections of the society was very important. He firmly believed that the real revolutionary armies are in the villages and in factories. To spread revolutionary ideas to the masses, he took a leading role in establishing the *Punjab Naujawan Sabha* in 1926. As the founder secretary of that organization, he worked hard to spread political consciousness among the youth, peasants and workers. He was also involved in organizing the *Lahore Students' Union* for active, open and legal work among the students.

Bhagat Singh joined the *Hindustan Republican Army (HRA)*, a revolutionary organization that declared in 1925 that it stood for the abolition of all systems which make the exploitation of man by man possible. Soon after joining the HRA, Bhagat Singh presented the people with a radical political

programme, which stressed on starting labour and peasant organisations and an armed revolution. As a great innovator of ideas in the freedom movement, he was deeply concerned with the problems posed by communalism. He understood its threat much more clearly than any of his contemporaries. He always asserted that communalism was as big an enemy as colonialism and that it should be fought relentlessly. To him, communal killings were barbaric acts as a communal killer did not kill someone for any reason but simply because the person belonged to a particular community.



Bhagat Singh would not recognise any differences based on religion and always talked of being a human being in the first place. In a meeting of nearly all the major young revolutionaries of northern India at the ruins of Ferozeshah Kotla Grounds in Delhi on 9th and 10th September, 1928, Bhagat Singh spoke of the grave dangers posed by communal forces and political organizations, solely interested in power, parading in the guise of freedom fighters. On his initiative, the HRA changed its name to the *Hindustan Socialist Republican Army* (HSRA).

After the dramatic assassination of Sounders, a British Police officer

involved in the brutal assault on Lala Lajpat Rai, Bhagat Singh and his comrades decided to make the objectives of the HSRA known to the people. They asked the people for their participation in the revolutionary movement. It was indeed ironical that not only the British colonial authorities but the vernacular Indian media and many leaders of India also tried to portray Bhagat Singh and his comrades as terrorists. To clarify their position and their ideas on the need for a revolution by the masses, Bhagat Singh and Batukeshwar Dutt threw a bomb in the Central Legislative Assembly on 8th April 1929. Those bills introduced in the Assembly would virtually empower the British to snatch almost all civil liberties and rights of the people in general and workers in particular. The bombs were harmless as they were basically meant to make the deaf hear. They did not run but courted arrest as planned, in order to use the trial court to spread their revolutionary ideas to the people.

In prison, Bhagat Singh wrote some very powerful essays on the need for a revolutionary movement in India. He wrote that the first objective was national liberation from the imperialist yoke. After this, the revolution should continue to create a social order, which would mark the end of 'exploitation of man by man. His last message on 3rd March, 1931 spoke of the struggle in India, which would continue so long as a handful of exploiters would go on exploiting the labour of common people for their own ends. It mattered little whether these exploiters are purely British capitalists, or British and Indians in alliance, or even purely Indians. Bhagat Singh's name spread like wildfire but the proceedings of the trial court became very irrational and repressive. Along with his comrades Sukhdev and Rajguru, he was hanged by the British on 23rd March, 1931. He was dead but he became a martyr. Huge spate of protests followed his death as thousands all across the country wept at the loss of such a great hero. Fondly remembered as Shaheed Bhagat Singh, his ideas still live on proving the fact that death can never erase revolutionary ideas.

GLOSSARY

concept	:	idea or notion
abolition	:	bring an end to
radical	:	far-reaching
innovator	:	person who brings in new ideas or make changes
assault	:	attack
imperialist	:	supporting the empire building process
capitalists	:	people who have collected wealth and use it for business
martyr	:	a person who dies or suffers for a noble cause

COMPREHENSION

1. Answer the following questions in a sentence each :

- i. Why did Indians decide to fight for freedom?
- ii. What did Bhagat Singh advocate?
- iii. Where are the real revolutionary armies, according to Bhagat Singh?
- iv. What did the Hindustan Republican Army stand for?
- v. Why did Bhagat Singh and his comrades protest against the draconian laws?
- vi. Why, according to Bhagat Singh, should the revolution continue?
- vii. What was Bhagat's last message?
- viii. How did Bhagat Singh become a martyr ?

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

- i. Write on Bhagat Singh's life as a student.
- ii. How did Bhagat Singh view communalism?
- iii. How did he try to prove that the HRSA was not a terrorist organization?

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

- i. Write a note on Bhagat Singh's ideas.
- ii. Write about the circumstances leading to his death.

4. Mark 'T' for the true statements and 'F' for the false ones :

- i. Many brave and courageous Indians sacrificed their lives in the struggle for freedom. ☐
- ii. Bhagat Singh was not interested in reading. ☐
- iii. He was aware of other revolutionary movements. ☐
- iv. He did not work among the youth, peasants and workers. ☐
- v. He felt the need to work for an organized and armed revolution. ☐
- vi. He was not against those people who were interested only in power. ☐
- vii. The draconian laws were made by the British to protect the Indians. ☐
- viii. Bhagat Singh wanted to use the trial court to spread revolutionary ideas. ☐
- ix. His view of revolution was to end the struggle with the departure of the British from India. ☐
- x. Bhagat Singh was not concerned about the exploitation that will continue after the British leave India. ☐

VOCABULARY

5. Make sentences using the Phrasal Verbs given below :

Example : give up — He had to *give up* smoking.

go on —

go through —

go without —

hold on —

hold up —

look for —

look into —

look through —

point out —

put off —

6. Adjectives are formed by adding - 'able' or - 'ible' to nouns and verbs.

Examples: memory + able = memorable
 sense + ible = sensible

Add - able or - ible to the following words :

advise

consider

move

value

avoid

force

convert

respect

PRONUNCIATION

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

vie	why
veal	wheel
vine	wine
vest	west
vile	while
vein	wane
veil	wail

GRAMMAR

8. Fill in the blanks with some or any :

- i. There isn't tiger in the zoo. There are lions.
- ii. I am sorry there isn't food left.
- iii. I saw birds in the forest. I didn't see animal.
- iv. Don't eat more of that candy.
- v. Can you give me food ?
- vi. There isn't paper for me to write.
- vii. These boys have come to college without book.
- viii. There are members who haven't paid their subscriptions yet.
- ix. We didn't have rain in these parts for several months.
- x. Give me money. I want to buy new clothes.

COMMUNICATIVE WORK

9. Divide the class into groups of five or six students. Each group is to discuss the following topic for ten minutes. Make notes of the main points and later on one of the students from each group should read them out to the whole class.

Sacrifice is necessary in struggle

PROJECT WORK

10. Collect pictures of Bhagat Singh, Chandrasekhar Azad and Paona Brajabashi. Paste them in your scrap book.



Unit III

6

TRUTH



Sticks and stones may break my bones,
but words can also hurt me.
Stones and sticks break only skin,
while words are ghosts that haunt me.

Slant and curved the word-swords fall
to pierce and stick inside me.
Bats and bricks may ache through bones,
but words can mortify me.

Pain from words has left its scar
on mind and heart that's tender.
Cuts and bruises now have healed;
It's words that I remember.

— *Barrie Wade*

GLOSSARY

haunt	:	to visit a place repeatedly
slant	:	not straight, leaning on one side
curved	:	bent
word-swords	:	sharp biting words
stick	:	to push a pointed object into something
bats and bricks	:	pieces of brick thrown as weapon
ache	:	cause pain
mortify	:	hurt deeply
scar	:	the mark left on the skin after a cut or wound has healed
bruises	:	marks on the skin that appear after some body has fallen or been hit

COMPREHENSION

1. Answer the following questions :

- i. How many kinds of hurt has the poet described ?
- ii. Which hurt is the more painful ? And why ?
- iii. Why does the poet compare words to ghosts ?
- iv. What does the poet mean by sword-words ? Why are they "slant and curved" ?

v. *Explain the meaning of the following lines :*

Pain from words has left its scar
on mind and heart that's tender.
Cuts and bruises now have healed;
It's words that I remember.

2. Do you think that the title " Truth " is suitable to the poem ?

Give reasons for your answer in two/three lines.

3. Pick out the rhyming words in the last two stanzas :

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

4. Write the substance of the poem.

7 SANATON AND HIS ROAD



The rain fell throughout the night and it made the road so muddy that life became miserable for everyone who had to walk on it in the morning. The level of the road was also so low that mud and slime from the gutters overflowed into it. Shoes and sandals sank into the mud and slime. The men and women who walked in it seemed to be wearing boots of mud. The shoes of school going children, which they had polished bright and beautiful before they came out of their homes were covered with the mud. In some cases even their uniforms were splattered with the mud. Bicycle wheels were caught in the sticky mud and the riders had to struggle with the pedals.



It pained Sanaton deeply to see the miserable condition of the road. He was a person habitually neat and clean. His dhoti and shirt were snow white and his shoes were always polished black and bright. A strong sense of disgust came

over Sanaton at the thought of walking through the ugly stretch of mud on his way to his office. But he was compelled to struggle through it till he reached the metalled street.

As Sanaton worried over the road an idea suddenly struck him. "If the men of the locality work one or two hours everyday in the evening after their day's work, then our problem can permanently be solved. What we should do is to dig the earth in the open ground near the road and raise the level of the road with the earth dug out of the ground," he thought. He decided to discuss the matter with some of his neighbours.

And so in the evening that day Sanaton met several of his neighbours and sounded his idea to them. He said, "Dear friends, you all see the condition of our road. Don't you think that , we ourselves should do something to improve its condition? I propose that we carry earth dug out of that open ground and raise the level of the road. Then we can be free from the mess that has been troubling us everytime it rains."

"But, that's the duty of the government. That's no business of ours. Why should we waste our time and energy on something that the government should do ?" replied one of the neighbours. The others said, "Yes, Yes", showing their agreement with the neighbour.

Sanaton tried to explain, "It may be the government's duty to look after the road. But our government is hard pressed with a lot of problems. If we wait for the government to come and improve the condition of the road, it will take ages, and meanwhile we all shall go on suffering like this."

Sanaton at last found that the general opinion of his neighbours was to do nothing but to wait for the govenment to improve the road's condition.

Sanaton was disappointed. He never expected that the people would turn down his proposal so lightly. But he was a tough man who could not be easily thwarted from doing what he thought was right. It was his firm belief that people should help themselves for the improvement of their own lot. He remembered how a Manipuri young man had taken care of a *shamballei*¹ plant

and finally got for himself a place in the Guinness Book of World Records as the man who grew the tallest Plant. "It is not a trifling effort. Tenacity and perseverance are what made that man achieve that feat. Years and years of care, love and devotion are needed to attain such great things. Compared to it, my work of raising the level of the road is a child's play only," Sanaton said to himself.

Sanaton also remembered a line of Rabindranath Tagore's song "If no one responds to your call, then take the road alone." What beautiful lines, thought he! He would exactly do that. "Whether the others join me or not, I'll do the work on my own," he decided.

Coming back home he confided his thought to his wife. "You have always taken manly and important decisions at difficult times and I've always supported you. The same thing goes this time too," said his wife. She was an intelligent woman and had always been a source of inspiration and support to her husband.

So in the early hours of one night in the moonlight, Sanaton took a spade and a basket and began to dig the earth in a corner of the open ground. He then carried the loose earth in a basket and threw it down on the road. One, two, three and four and more basketfuls of earth fell on the road and its level grew higher and higher. His wife, after she had prepared the dinner, came out with a piece of cloth tied around her waist like a belt, and began to help her husband in lifting the earth-filled baskets on his head. In this way, the wife and the husband went on with their work for an hour or so, and then they retired for the night. Both husband and wife experienced a strange kind of joy that usually fills one's heart at the sense of having done something good.

The next morning the people found that the level of the road had gone up by about one foot for a stretch of about five feet. They knew who had done it. But they winked and smiled at one another, meaning that someone was doing what was not his business.

The next night, and then the next, and then the next night, every night Sanaton and his wife continued to work with the spade and the baskets; and the stretch of the road that had been raised grew longer and longer.

But, by this time a change had come upon the people of the locality. The initial smile of cynicism and ridicule began to disappear gradually. They were serious now. "The wife and husband are turning a dream into reality with their sense of determination. That too for the good of the whole community. And we are simply looking at it as idle spectators. We are not being men enough! Showing what kind of face shall we walk on that road?" They began to murmur.



And one night, Sanaton and his wife were surprised, as they were working as usual, to see three of his neighbours come to that open ground. They began to dig without uttering a word to one another. "You win," one of them said to Sanaton when they finished their night's work.

The next morning the people found that the length of the improved road had stretched by about fifty feet.

That night many more men and women came out and began to dig and

carry the earth. At first they were silent. Then they began to talk and to cheer up and encourage one another. They compelled Sanaton not to carry the loads any more, but to supervise the work done by them. The joy of Sanaton and his wife knew no bounds.

Within a few days the repairing of the road was complete. Then one day all the people gathered in the open ground and celebrated the happy occasion of the completion of the work they had so boldly taken up. The people declared that Sanaton was some kind of a hero of the locality, who had inspired the people to come out of their lethargy and made them achieve something good and useful for all. They also declared that the road would now be called 'Sanaton Road' in honour of the man who had shown to them that self-help is the best help. The whole event pleased the people so much so that some of the rich men of the locality donated enough money to buy lorry-loads of pebbles required to cover the surface of the road they had made.

Then, one day the rain poured down and lasted throughout the night. But the people had no more fear that it would make their road muddy.

GLOSSARY

slime	:	unpleasant liquid
splattered	:	made dirty with mud
mess	:	situation that is full of problems
thwarted	:	prevented him from doing what he wanted to do
trifling	:	not important
tenacity	:	determination; the character of not giving up a work easily
perseverance	:	the quality of doing something in spite of difficulties

feat	:	a work that needs skill and courage
confided	:	told secretly what was in one's mind
inspiration	:	encouragement
cynicism	:	disapproving; not believing in the goodness of people
lethargy	:	the state of having no energy; laziness

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. How were the dhoti and shirt of Sanaton?
 - ii. Why did Sanaton's wife come out after she had prepared the meal?
 - iii. What did Sanaton and his wife feel at the end of their work on the first evening?
 - iv. What was the reaction of the people when they found that the road had been raised for a stretch of about five feet?
 - v. The neighbours did not allow Sanaton to carry the loads anymore. What did they ask him to do?
 - vi. Why did the people decide to name the road 'Sanaton Road'?
 - vii. What did some of the rich men do?

2. Answer the following questions in about 20-25 words each :
 - i. What was the condition of the road when it rained heavily?
 - ii. How did Sanaton feel about the condition of the road?
 - iii. What did Sanaton propose to his neighbours?
 - iv. How did the neighbours react to Sanaton's proposal?
 - v. How was Sanaton inspired by the man who had planted the *Shamballei* plant ?

- vi. What did Sanaton finally decide to do?
- vii. How did Sanaton's wife encourage her husband?
- viii. How did the people feel when they found the stretch of the raised road getting longer and longer?
- ix. Why were Sanaton and his wife surprised one night as they were working on the road?
- x. What did the people finally do?

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

- i. What were Sanaton's feelings when his proposal was turned down by the neighbours?
- ii. Write what kind of a man Sanaton was.
- iii. Bring out the moral of the story.

4. Match the words in column A with those in B to make complete statements :

A	B
Sanaton hated the thought that Sanaton was a man who firmly believed that The line from Rabindranath Tagore encouraged Sanaton Sanaton's wife had always	supported and encouraged her husband. they declared Sanaton a hero many of our problems could be solved by ourselves. the feeling of cynicism and ridicule disappeared.

As the work progressed	he would have to walk in the mud.
The people were so grateful that	to take up the work all by himself.

VOCABULARY

5. Study the following words. In each group there is a word that does not belong to the group. Find that out and encircle it.

- | | | | |
|-------------------|-------------|------------|---------------|
| a) tiger | lion | leopard | hawk |
| b) boat | car | raft | canoe |
| c) goodness | lying | honour | truth |
| d) discouragement | inspiration | motivation | encouragement |
| e) danger | harm | benefit | risk |

6. Fill in the blanks in the following sentences with the words given in the box.

slime	permanently	perseverance	stretch
inspiration	experienced	determination	

- i. I a feeling of sadness at the condition of the river.
- ii. The of road between Nambol and Utlou is very bad indeed.
- iii. Do not walk in the muddy water, otherwise your shoes will be covered with
- iv. The government should do something to solve the problem of power in Manipur.
- v. You do not have a sense of and that is why you have given up the work.

- vi. Tenacity and are needed to attain success in our efforts.
- vii. Gandhiji's simplicity was a source of to the common people during the freedom struggle.

GRAMMAR

7. Look at the following sentences:

- i. He was obliged to go there.
- ii. It was necessary for him to go there.
- iii. He was compelled to go there.

Sentences like the above can be expressed as :

He *had* to go there.

Now re-write the following sentences using the verb *have*.

- i. They were compelled to start early.
- ii. Romi was obliged to sing a song.
- iii. It will be necessary for me to buy a car.
- iv. I was required to sit silent.
- v. The minister was obliged to say sorry.
- vi. They have been compelled to leave the town.
- vii. It will be necessary for the students to work hard.
- viii. They were not compelled to do it.

COMMUNICATIVE WORK

- 8. Discuss in your group the character of Sanaton. List the points you have made and then read them out to the whole class.

8

A GLASS OF WATER**(A One-Act Play)****CHARACTERS**

Nungshi

Thoiba

David

Ali

[When the curtain rises, Nungshi's thatched hut is seen. A fading melancholic melody suggests the dreariness and poverty of the place. After a moment Nungshi appears bending over a water pitcher. She then hears the sound of Thoiba's scooter]

Thoiba : (entering) Sister.

Nungshi : Oh, it's you, Thoiba. What's the matter with you, my brother?

Thoiba : Did mother come here yesterday?

Nungshi : Sit down. Yes, mother came and gave me one thousand rupees.

Thoiba : I have no time to waste.

Nungshi : So what?

Thoiba : Please return the money, sister.

Nungshi : Let's discuss it.

Thoiba : What's there to discuss? You can't use the money in the way you like.

Nungshi : That way I won't give you the money back.

Thoiba : Are you mad, sister? The money is mine, not yours.

Nungshi : That's not the question of mine and yours. It's the question of mutual love and help, Thoiba.

Thoiba : Have you already spent the money, sister?

Nungshi : Not yet, but I'll make the best use of the money. See, here it is, still in my hand.

Thoiba : Please hand it over to me, sister. I only want to give it to you with my own hands with love.

Nungshi : Oh, there you are ! Take it then, and...

Thoiba : *(taking the money)* Sorry, sister. I am going back with it.

Nungshi : Listen !

Thoiba : No. I am going to the office. Please don't detain me any longer.

Nungshi : You might have many reasons and constraints, Thoiba. But it will not be nice for you to take the money that way.

Thoiba : Oh ! Let your curse fall on my head. That's my luck.

Nungshi : Why so ! I, your elder sister, would rather bless you. *(kissing on his forehead)* May you not suffer like me! Now take this two-rupee coin. Buy some sweets and eat with your friends there. *(dropping the coin into his pocket)*

Thoiba : Sister !
(Thoiba leaves the place. Nungshi looks at the empty sky. A smile lingers on her face. In the meantime, David enters)

David : Sister.

Nungshi : Thoiba !

David : No. It's me, David, Thoiba's friend.

Nungshi : Oh, David. Sit down, my brother. How is Diana, your sister?

David : *(sitting down)* She is all right, sister. Thoiba told me of your sickness.

Nungshi : I am all right now. You must be feeling thirsty. Let me fetch some water. *(goes inside)*

Ali : *(entering)* Oh, David. You have already arrived here.

David : Of course. I am glad to see you, Ali.

Ali : Thanks. *(sitting down)*



- Nungshi : *(coming out with a glass of water)* You have also come, Ali.
- Ali : Yes, sister. We also have come here to enquire after your health.
- Nungshi : I'm all right. First take this water. I'll bring another glass of water.
- David : It's all right, sister. Both of us can take the water from the same glass.
- (Ali and David share the water)*
- Nungshi : It is beautiful, really! I see so much purity in your feelings. You have shared the water. You have quenched your thirst together. Now, this glass of water stands as a proud symbol of our communal harmony. Every drop of water—drop by drop—joins with one another and makes the mighty ocean. And Love is the tie that binds us together.
- Ali : Well said ! Water knows no barriers. We belong to the same sea of humanity, the mighty human family. It should never fall apart. So, sister, please accept this humble gift. *(giving her a five hundred rupee note)*
- David : I have also brought a hand-made shawl for you, sister.

- Nungshi : I heartily welcome these tokens of love. You are all my kith and kin.
(accepting the gifts)
- David : Then, sister, we are going to the office.
- Nungshi : Well, please tell Diana and Amina, your sisters, of my well-being.
 Give my love to them.



- Ali : Thank you, sister.
(David and Ali leave the place. Nungshi's face glows with hope. But it is soon disturbed by the sound of Thoiba's scooter)
- Thoiba : Sister.
- Nungshi : What has happened ! What has happened, Thoiba, my brother ?
- Thoiba : I am sorry, sister. Please take this money back.
- Nungshi : Please don't request me to make another mistake.
- Thoiba : Won't you forgive me, sister ?
- Nungshi : Never have any doubt of that. I value our mutual love above everything else. I'll never allow money to poison it.
- Thoiba : I have also brought some new clothes for you. Please see if the

colour is after your heart.

Nungshi : Oh, how wonderful ! All is after my heart. If I put it on at any festival, my countenance will glow lovelier. But Thoiba, all that you've brought today is a bit late for me, your sister. I have no time to shine with it.

Thoiba : Please do accept it, sister.

Nungshi : I accept it, Thoiba. But you should meet Diana and Amina, the sisters of David and Ali. I'll be the happiest sister on earth if you go and present these gifts to them today itself.

Thoiba : To Diana and Amina, the sisters of my friends !

Nungshi : Yes. Never delay. Never deny. The root of social cohesion and harmonious living is in all of us. Never forget, the society is more important than any of us not I, not you.

Thoiba : I'll obey you, sister, But please accept at least something from me. It will make me feel that I have been forgiven.

Nungshi : Pour some drops of water into my mouth. There's still some water at the bottom of the glass. I want you also to share some drops of water, some drops of humanism, Thoiba. Let the sense of oneness prevail in the midst of all differences.

Thoiba : Yes, sister. I get fully enlightened today. (*pouring some drops into her mouth*)

[The curtain falls]

GLOSSARY

thatched	:	straw-roofed
melancholic	:	sad
dreariness	:	gloominess
pitcher	:	earthen pot
detain	:	delay
curse	:	evil wish
linger	:	remain for long
quenched	:	removed the thirst
kith and kin	:	relatives
countenance	:	face
cohesion	:	togetherness

COMPREHENSION

1. Answer the following questions in one sentence each :

- i.** What does Thoiba ask Nungshi to return?
- ii.** How does Nungshi bless him?
- iii.** Who are David and Ali?
- iv.** Why do they come to meet Nungshi?
- v.** What does Nungshi offer them?
- vi.** What can she see in the feelings of David and Ali?
- vii.** What is the tie that binds us together?
- viii.** What does the glass of water stand for?
- ix.** What gifts are presented by David and Ali to Nungshi?
- x.** What does Nungshi heartily welcome?

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

- i. How does Thoiba take the money from his sister?
- ii. How do David and Ali accept Nungshi's offer of a glass of water?
- iii. Why does Thoiba come once again?
- iv. What does Nungshi advise him to do?
- v. How do all of them share the water from the same glass?

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

- i) How does Nungshi conquer the heart of Thoiba?
- ii) Write why Nungshi regards David and Ali as her kith and kin.
- iii) Nungshi is the central figure of the play. Discuss.

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

A	B
i. Mother came and ii. It will not be nice for him iii. She sees much purity iv. Water knows v. We belong to vi. She will never allow money vii. All that he has brought today is viii. Thoiba should meet Diana and Amina	no barriers. the same sea of humanity. to poison their mutual love. to take the money that way. in their feelings. gave her one thousand rupees. the sisters of David and Ali. a bit late for her.

- i.
- ii.
- iii.

- iv.
- v.
- vi.
- vii.
- viii.

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

- i. David and Ali are the friends of Thoiba. ☐
- ii. Nungshi gives them two glasses of water. ☐
- iii. Love is the tie that binds us together. ☐
- iv. Nungshi accepts Thoiba's gifts for her. ☐
- v. Thoiba pours some water into the mouth of his sister. ☐

VOCABULARY

6. Fill in the blanks with the correct words from those given in the box :

humanism quenched linger mutual waste

- i. You should never your time.
- ii. A glass of water has their thirst.
- iii. The clouds in the sky.
- iv. Our love will succeed at last.
- v. Nungshi is thirsty for some drops of

GRAMMAR

7. CONCORD

(a) Concord of Numbers

Look at the following sentences :

A	B
i) The girl is in the park ii) There is a doll iii) The boy kicks the ball	i) The girls are in the park. ii) There are dolls iii) The boys kick the balls

In sentence (i), (ii), (iii) under group (A) the subjects 'girl', 'there', 'boy', are **singular** in number. So the verbs - is, is, kicks, are **singular**.

Again, in sentences (i), (ii), (iii) under group (B), 'girls', 'There', 'Kick', are **plural** in number. Hence the verbs - are, are, and kick are **plural**.

Note: If the subjects is third person, singular number - we add 's' or 'es' to the verb in **Present Indefinite** tense.

e.g. The boy kicks the ball.
 He does the work.

Thus, we find that the verb agrees with its subject in **Number**. This is called **Concord of Number**.

Some Nouns (subjects) look as if they are **plural** but are treated as **singular**.

Examples :

Mathematics is an easy subject.

Politics is an interesting subject.

Physics, Economics and Statistics are also to be treated as **singular**.

The following are also treated as **singular**.

The news is good.

Twenty shillings is equal to one pound.

The United States is a superpower.

The Wages of sin is death.

Gerunds, Infinitives, Noun Phrases and Clauses used as a subjects are treated as **singular**.

Examples: Smoking is injurious to health (Gerund)
 To smoke is bad for health (Infinitive)

The good king was dead (Phrase)

What I mean is this (Clause)

Collective words are treated usually as **singular**.

e.g. The class is big.

The team is strong.

The family is small.

The committee is holding a meeting.

Subject and Complement agreement :

Examples :

Our guide was the stars.

The stars were our guide

The child is an angel.

The children are angels.

The poor are helpless.

Either he or his brothers are wise.

The police have made no arrest.

The following nouns are **plurals** and have no **singular** forms:

i) Clothes: socks, trousers, breeches.

ii) Diseases : measles, mumps.

iii) Games : billiards, olympics.

iv) Tools : tongs, bellows, scissors, pincers.

v) Miscellaneous : alms, annals, riches, tidings

(b). Concord of Persons and Gender

There is also Concord of Person between Subject and Verb.

Persons	Singular	Plural
1st Person	I am/was	We are/ were
2nd Person	You are/were	You are / were
3rd Person	He/ she is/ was	They are/were
	It is/ was	

Mark the concord in the following sentences :

She hurts herself.

He hurts himself.

They hurt themselves.

I do my duty.

They do their duty.

It is time to feed the body.

Every boy has to make up his mind.

Every girl has to make up her mind.

Both boys and girls have to make up their minds.

She is a spinster.

He is a bachelor.

One should do one's duty.

Nouns having no plural forms - the verb will be to the context:

The deer is running.

The deer are running.

The sheep is grazing.

The sheep are grazing.

(c) Concord of Tenses

The tenses of the verbs of subordinate clauses must agree with the verb of the Principal clauses This is known as the **Concord of Tenses**.

Look at the following sentences.

- A. (i) Raju is a boy who is good. (Present)
(ii) Raju is a boy who was good. (Past)
(iii) Raju is a boy who will be good. (Future past)
(iv) Raju said that he loved his mother (Past)

Rule 1.

If the Tense of the Principal Clause is present or future, the verb in the Dependent (Subordinate) clause may be of any Tense:
as in example (A) above.

Rule 2.

If the Tense of the Principal Clause is past, the tense of the verb of the Dependent (Subordinate) clause should be in the corresponding past Tense: as in example (B) above .

But, when the Dependent clause expresses universal truth or a habitual fact, the verb is not changed : (Usually the verbs are put in the simple present)

e.g. She said that the earth is round.

She said that man is mortal

She said that the sun rises in the east.

Note: Tense form used in the above dependent clauses is, *is, rises*, covering all the divisions of time, present forms which are used to express a universal truth or habitual fact is called **Timeless Present**.

8. Frame sentences of your own by using the following words as directed :

i. **love**

a) [as a verb]

b) [as a noun]

ii. **help**

a) [as a noun]

b) [as a verb]

iii. **use**

a) [as a verb]

b) [as a noun]

iv. **face**

a) [as a noun]

b) [as a verb]

v. **water**

a) [as a verb]

b) [as a noun]

- vi. **hope**
- a) [as a noun]
- b) [as a verb]
- vii. **request**
- a) [as a noun]
- b) [as a verb]
- viii. **value**
- a) [as a verb]
- b) [as a noun]

COMMUNICATIVE WORK

9. Form groups of five or six students. Each group then should discuss the following topic for ten minutes. Make notes of the discussion and later on one student from each group should read them out to the whole class.

We belong to the same human family

Unit IV

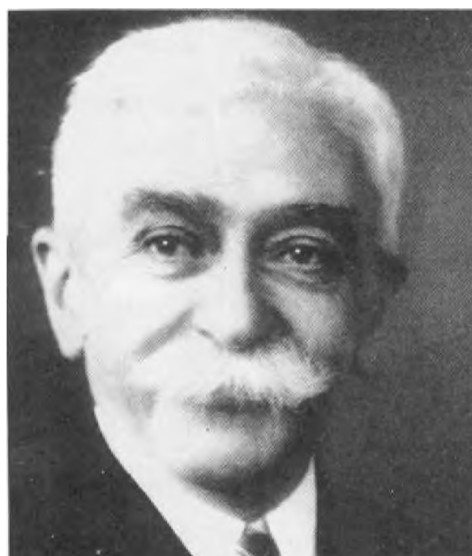
9 THE VALUE OF GAME AND SPORTS



The World of Sports is full of wonderful stories of sportspersons and sportswomen with strong will and hard work. Sports bring in people of all races, castes and creed together. There is no barrier of race or religion. It is in the field of sports that the world is united into one.

Competition in games and sports began as a show of physical fitness of human beings. In ancient days, people had to be physically fit and strong. In wartime, they fought and in peace time they showed their physical strength in games and sports. The spirit of competition has been in human beings from time immemorial. In ancient Greece, in Olympia, the Greeks organized celebrations in honour of Zeus. In that there was competition in sports and games and it was the beginning of Olympics.

The idea of games and sports has changed in modern times. Physical fitness is one of the important aspects of games and sports. But games and sports are of great value for many things in life. When Baron Coubertin revived the Olympic Games, he had many other things in his mind. Unity of the whole world is one important aim. The Olympic flag with five rings represents the five continents. It shows the spirit of unity of the whole world.



Another essential aspect of games and sports is the purity of mind among the sportspersons. The Olympic flame is the symbol of purity. Fire is said to be the gift of Prometheus to mankind and it is the symbol of purity. The idea of the torch was first conceived by the German scholar, Carl Diem and it has become an essential part of the games. The oath affirms fairness in competition and maintenance of the glory of sport.



Games and sports impart the spirit of unity, purity and sincerity. The spirit of competition should always go with the spirit of honesty and a sense of fellow-feeling. Then a sense of discipline and good behaviour runs through the games. There was an interesting incident during the European Football Championship in 2004 in Portugal. During a match between Italy and Denmark there was a bad incident. Francisco Totti of Italy spat on Poulson of Denmark. Later on Totti apologised. Not only that he went to the Church of Holy Madonna of Divine Love and prayed for forgiveness. But because of the strictness of the rules of the game he was banned for three matches. The rules of games and sports teach everyone to have discipline and proper behaviour. There should be no dishonesty. A glaring example is that of Ben Jonson. He had been a good sprinter and he represented Canada in the Seoul Olympics. He was found using drugs to win the championship. Because of that he was banned from

competitions. This has clearly shown that in all games and sports there should be a sense of healthy competition.

The Olympics of 1936 is a memorable one. The Nazis under Hitler looked down upon the American Negroes as an inferior race. But when Jesse Owens, an American Negro, won the 100 m race, the German crowd gave him a standing ovation. More was to come. In the long jump Owens defeated the German, Luz Long. And Long was the first to congratulate Owens. It was a wonderful gesture. Healthy rivalry and friendly spirit always go with the true and real games and sports. Again, hard work



and indomitable spirit are the moving principles that bring glory to man. The case of Raymond Clarence Ewry is a classic example. Ewry was born in the USA in 1873. He had contracted polio as a small boy and had to be confined to the wheelchair. But his hard work and undying spirit brought him to the top of the world. He won 10 gold medals in four Olympics.

In many of the games, it is teamwork and team spirit that is very important. In hockey, football, cricket and even in some very important track and field events, the spirit of teamwork is essential. When it fails, the team suffers. In this the sense of discipline goes with the team spirit. Obey the rules, obey the captain and obey the umpire. Only strict discipline and sincere teamwork will enable a team to win.

Then in games and sports there is no distinction of caste, creed, race, religion and sex. In the Amsterdam Olympics of 1928, women were allowed to

take part in the competition for athletics removing the barrier between man and woman. In the Mexico Olympics of 1968, a woman Enriqueta Basillio Sotela took oath along with a man. It was a wonderful spectacle symbolising the equality of sexes in sports. In the Sydney Olympics of 2000, a woman competitor and an aborigine, Cathy Freeman lighted the Olympic flame. It sends a clear message to the world that in games and sports, there is no barrier of colour, race and religion. Games and sports bring the world together. The modern Olympic Games started in April 1896 at Athens with 14 countries and in the 2004 games at the same venue in Athens there were 203 countries of the world. What can bring so many countries together except the spirit of games and sports? The games teach mankind the spirit of co-operation, love and fellow feeling. As a matter of fact games and sports can be used as a powerful means to bring the whole world together.

GLOSSARY

creed	:	beliefs
barrier	:	something that keeps people apart
immemorial	:	ancient, beyond memory
Olympia	:	ancient site of the Olympic Games in Greece
Zeus	:	In Greek mythology, chief diety regarded to be the bearer of rain, thunder and lightning
flame	:	glowing portion when something burns
Prometheus	:	In Greek mythology, the man who was punished by God for stealing fire
impart	:	make known
apologise	:	say that one is sorry
look down	:	consider somebody to be inferior
congratulate	:	express pleasure at the happiness, good fortunes or excellence of others
rivalry	:	competing with one another

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. Where is Olympia?
 - ii. Who was Ben Jonson?
 - iii. How many rings are there in the Olympic Flag?
 - iv. What is the championship other than the Olympics mentioned in the lesson?

2. Answer the following questions in about 20-25 words each:
 - i. What is the importance of games and sports?
 - ii. What is the significance of the Olympic Flag?
 - iii. What is the importance of the Olympic flame?
 - iv. Why is the name of Prometheus brought in the lesson?
 - v. What did Francesco Totti do?
 - vi. Why was Ben Jonson given punishment?
 - vii. Why is Jesse Owens prominent in the history of Olympics?
 - viii. What are the team-games that help in giving the team spirit?
 - ix. How did the Olympics show that Hitler was wrong?

3. Answer the following questions in about 50-60 words each :
 - i. Why did people in the past need physical fitness more than now?
 - ii. Describe the origin of the Olympic games.
 - iii. Describe the origin of modern Olympics.
 - iv. How do the Olympic Games symbolise unity of the world and purity of mind?
 - v. What are the instances which show that strict discipline is necessary in the Olympic Games?

- vi. Why is the Olympics of 1936 a memorable one?
- vii. Why is the case of Ewry a classic example of indomitable spirit?
- viii. Show how games and sports encourage team spirit among people.

4. Fill in the blanks of the following statements with a word or words from the lesson :

- i. Sports bring in people of all races, castes
- ii. Competition in games and sports began as a show of
- iii. The idea of games and sports has changed
- iv. revived the Olympic games.
- v. The Olympic Flag with five rings represents the five
- vi. The Olympic flame is the symbol of
- vii. Luz Long was the first
- viii. Ewry won
- ix. Only strict discipline and sincere
- x. The games teach mankind

GRAMMAR

5. Frame sentences with the following words :

<i>inmemorial</i>	<i>celebrations</i>	<i>essential</i>
<i>impart</i>	<i>glaring</i>	<i>indomitable</i>

6. Read the following passage and underline the words that express some action or work.

In many of the games, it is teamwork and team spirit that is very important. In hockey, football, cricket and even in some very important track and field events, the spirit of teamwork is essential. When it fails the team suffers. In this, the sense of discipline goes with the team spirit. Obey the rules, obey the captain and obey the umpire. Only strict discipline and sincere, teamwork will enable a team to win.

Words like *is*, *fails*, *suffers*, *goes*, *obey* and *enable* show some work or action. Such words are called Verbs.

7. Underline the verbs in the following sentences.

The Olympics of 1936 is a memorable one. The Nazis under Hitler looked down upon the American Negroes as an inferior race. But when Jesse Owens, an American Hero, won the 100m race, the German crowd gave him a standing ovation.

8. (a) Look at the following sentences.

- (i) He walks slowly
- (ii) Birds fly
- (iii) She sings sweetly
- (iv) The man died yesterday

Note:

The underlined words are Verbs. Such Verbs are called Intransitive Verb. They don't require an object after them.

(b) But look at the following verbs

- (i) She brings the book.
- (ii) He helps me
- (iii) I read the book

Such Verbs are called Transitive Verbs. They required an object—a noun or pronoun after them.

PRONUNCIATION

9. Say the following words aloud:

united

competition

beginning

symbol

behaviour

distinction

feeling

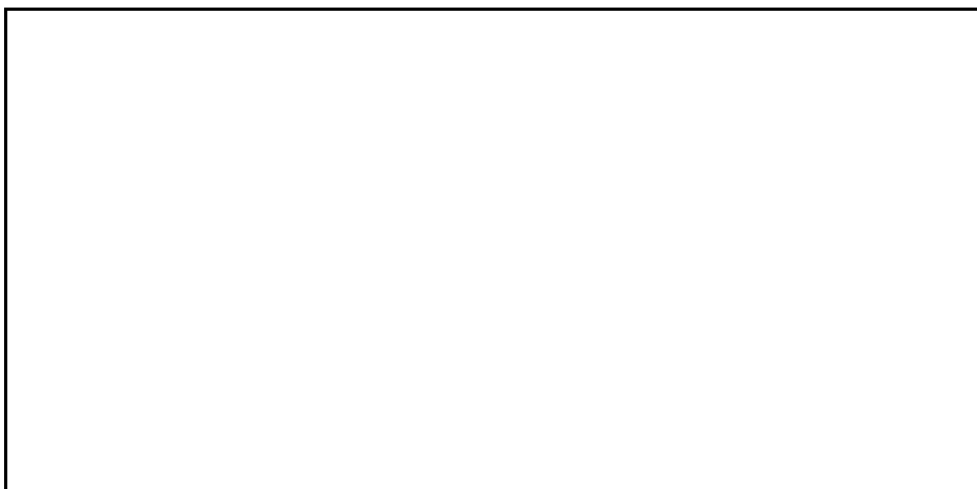
COMMUNICATIVE WORK

10. Form groups of five or six students and discuss the following topic and then read out to the whole class what you have discussed :

Discipline in life.

PROJECT WORK

11. Collect photographs of as many Olympic stars as you can and paste them in your Scrap Book and show them to your teacher.



Unit V

10 THE SCHOOL BOY



I love to rise in a summer morn
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me.
Oh! What sweet company.



But to go to school in a summer morn,
O ! It drives all joy away;
Under a cruel eye outworn,
The little ones spend the day

In sighing and dismay.
Ah ! Then at times I drooping sit,
And spend many an anxious hour,
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn thro' with the dreary shower.

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring?

O ! Father and mother, if buds are nipped
And blossoms blown away,
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay.

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

— *William Blake*

GLOSSARY

morn	: morning
hunter	: hunter
winds	: blows
horn	: a musical instrument looking like a horn
outworn	: old, old-fashioned
dismay	: fear, alarm
drooping	: with the head hanging down weak and wearied
learning's bower	: shady and serious place meant for learning
dreary shower	: tired and disinterested flow of learning and knowledge
annoy	: to make angry
youthful spring	: youthful energy
nipped	: checked growth
stripped	: removed layer or layers of coverings and clothes
springing	: lively, cheerful
care's	: of anxiety
mellowing	: ripening
blasts	: strong winds

COMPREHENSION

1. Answer the following questions :

- i. Describe the feelings of the school boy on a summer morning.
- ii. What does the poet mean by "Oh! What sweet company"?
- iii. What does the boy feel about going to school in a summer morning?

2. Explain what the poet means by the following lines :

- i. Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay.
- ii. Nor sit in learnings bower
Worn thro' with the dreary shower.
- iii. How can the bird that is born for joy
Sit in a cage and sing?
- iv. How can a child, when fears annoy
But droop his tender wing,
And forget his youthful spring?
- v. Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

3. What, according to the poet, are the things that go against the joys and fruits of summer?

4. Write the substance of the poem.

5. Pick out the rhyming words from the first two stanzas :

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

6. Pick out the stanza that you like best and write them below :

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

11 GOD CREATED MEN AND WOMEN AS EQUALS



The house and its surrounding are a sight of peace in the early morning of April. It nestles by the side of a small stream of crystal-clear water. The stream tumbles down the green mountains only two miles or so away. There is a stretch of hundreds of acres of fertile land rolling with yellow mustard flower, between the mountain range and the house. A garden is in front of the house. Trees of many kinds bearing flowers of various hues and fruits grow on all sides of the house.

The courtyard smells of jasmine which blooms in bunches of white pearls. The fragrance mingles with the thin smoke that rises from sweet smelling incense sticks. The burning incense sticks are glowing at the altar of God in the middle of the courtyard.



Ashangbi is in her reading-room and is busy writing an article. She is a middle-aged mother of three children, and a journalist and woman's rights activist. Lanthoi, her youngest daughter, enters the room. She is an intelligent girl. Today she looks thoughtful, and she takes a seat by her mother's side. At the sight of

her child, Ashangbi lovingly asks, "Have you finished your study, my dear? " "Yes, mother, I finished it last night. Today being Sunday, I want to do something interesting." Lanthoi says and waits for her mother's response. "Tell me what you want to do," Ashangbi asks her, quite amused. "Mother, tomorrow I'm going to represent the Siroi Lily House as a speaker in a symposium at our school. The topic is 'God Created Men and Women as Equals.' Will you spare some time to have a discussion with me ?" Lanthoi presses on her mother.

Lanthoi has just had a discussion with her father on the topic. Tomba, her father, is a husband supportive of the activities of his wife and a loving father. He is a lawyer and a social-worker, who advocates the cause of women. He is always proud of his wife, the two daughters and the son. In times of need, he extends his helping hand to his wife and children and to the society at large. He does not discriminate between a man's work and a woman's work anywhere. He shares equally with his wife in doing the household chores like cleaning, washing, cooking and feeding the children. Had he not shared in these activities in the way he does, his wife would not have been a successful professional. He wholeheartedly believes in equality irrespective of class, religion and gender. In his discussion with his daughter, he laments over the great injustice done on women in the society, telling her, "My dear child, the world is still full of inequalities. We have to find a way to bring equality between men and women".

Her father's words are still ringing in the ears of Lanthoi. And she tells her mother of what her father has told her.

Appreciative of her husband for his views, Ashangbi says, "Your father is right. In no society, do women enjoy the same opportunities enjoyed by men. It is because of your father that I feel no difference or inequality at home. But, outside our home, I have seen that women have been subjugated in many ways. It is against the will of God. God has sent men and women to our Earth to share the joys and sorrows of life equally, to share His blessings and to enjoy the bounty of Nature equally. This is what your topic means."

Ashangbi knows well that men and women are equals. Women, who are half of the human race, are as important as men. She writes and talks about such topics. Her daughter, though a child, also understands well that her mother is not a person of lesser quality than her father. She says, " Our home is full of love with you, mother."

The mother beams with joy at the words of her daughter. As a matter of fact, mother is the fountain of love in a family. This bond of love is beyond comparison with anything else in the world. It is because of this that motherhood has been glorified and women accept the challenges in life to become a mother.

Showing deep affection, Ashangbi continues, "Pioneer women testify to the equality of women with men. Actually, life is not possible without both women and men."

Lanthoi has been fascinated by the stories of pioneer women. Her grandmother narrated many stories of the brave queens like Linthoingambi and Kuranganayani who were as brave as kings. There were also many brave women among the common people. These women, as her grandmother narrated, were makers of home, family, society and the nation. They were the civilising influences. At the same time, they were also adventurers who claimed their shares in free land, ploughed and raised crops with their own hands, and drove cattle. Modern women have become mountaineers, naturalists, astronauts, scientists, soldiers and political leaders. This proves that there is nothing a woman cannot do, and also that women and men were created as equals.

Then she asks her mother further, "Mother, you've thrown light on the equality of men and women, and also have emphasized that the world is still an unequal world. Then, what I would like to know is if there are moral, social and legal provisions to enable women to express their physical and mental potential and to set themselves free from suppression." Amazed at the curiosity of her daughter, Ashangbi adds :

" There are many. Under the aegis of the United Nations, there is a declaration for a new world of equality. It has the following dimensions :

- (a) equal access to basic social services including health and education.
- (b) equal participation in political and economic decision-making.
- (c) equal reward for equal work, and
- (d) elimination of discrimination and violence against women."

Then the mother concluded "My dear daughter, we can affirm along with the United Nations that men and women are equals."

Lanthoi understands what her mother means and what the topic of the symposium means. Thus, confident of success tomorrow, after thanking her mother, the girl of twelve happily rushes out of the room in the bright morning sun. The blue sky meets the range of the eastern mountains. The small girl is always fascinated by the small trail which winds up the distant purple mountain.

GLOSSARY

rolling	:	extending in long gentle waves
fragrance	:	pleasant smell
symposium	:	a meeting at which experts have discussion on a particular subject
discriminate	:	to treat one person or group better or worse than another in an unfair way
gender	:	fact of being male or female
glorified	:	praised
potential	:	the qualities that exist and can be developed
aegis	:	with the protection or support of a particular organization or person
dimension	:	the size and extent of a situation

elimination	:	removal
fascination	:	attraction

COMPREHENSION

1. Answer the following questions in a sentence each :

- i. Where are the trees growing ?
- ii. What does the fragrance of the jasmine flower mingle with ?
- iii. What do you understand by the words 'woman's rights activist' ?
- iv. What was Tomba's attitude to his wife's activities ?
- v. What does Ashangbi see of women outside her home ?
- vi. What is a mother in a family ?
- vii. What was Lanthoi fascinated by ?

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

- i. Why does Lanthoi enter the room where her mother is busy writing something ?
- ii. What are Tomba's views about man's work and woman's work ?
- iii. How does Tomba help his family ?
- iv. Why does Ashangbi not feel any difference or inequality at home ?
- v. Why is subjugation of women against the will of God ?

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

- i. How do the house and its surrounding show a sight of peace ?
- ii. Write about Tomba as a man and as a husband .
- iii. How did grandmother's stories about women show that women were no inferior to men ?
- iv. What are the provisions of the UN to protect women from discrimination ?

VOCABULARY

4. Fill in the blanks in the following sentences with the words given in the box :

fragrance	discriminate	article	response
injustice	express	curiosity	irrespective

- i. Let us our opinion without fear.
- ii. I read an about Irabot in a magazine.
- iii. The room is filled with the of roses.
- iv. We should not between the poor and the rich.
- v. The to the advertisement for the vacant post is encouraging.
- vi. The father has done great to Romen by disinherting him.
- vii. We shall distribute one orange to everyone of age.
- viii. The strange sound in the wood aroused the of the men.

GRAMMAR

5. Look at the following sentences :

We watched the boys.

They were swimming in the river.

These two sentences can be joined together as shown below :

We watched the boys swimming in the river.

(A) Words, Phrases and Clauses are connected by certain words.

Now, look at the following sentences :

- (i) He said that he came for peace
- (ii) She is a teacher who care for children.
- (iii) When night comes, the sky shows many stars.

The underlined words are known as Connectors.

The following are some of them:

that, what, which, when, how, where, why, however, as, but, still, yet, till, until, unless, though, although etc.

Choose the correct connectors from the alternatives given to fill in the blanks:

- (i) The doctor told him to rest—— he went on working. (yet, hence, therefore)
- (ii) The hotel was not good —— it was very expensive (but, otherwise, and)
- (iii) I know the place —— is famous for orchid. (what, why, which)
- (iv) The flight was cancelled —— the weather was bad. (when, as, but)
- (v) There was no news about the boy —— he had a mobile phone. (as, till, though)

Now, join together each pair of the sentences as shown above in the space provided :

- i. Sheila went out into the field. She was looking for her sheep?

Ans.

- ii. We were in the drawing room. We were watching a live football match on the T.V.

Ans.

- iii. They watched the cobra and the mongoose. They were fighting in the clearing.

Ans.

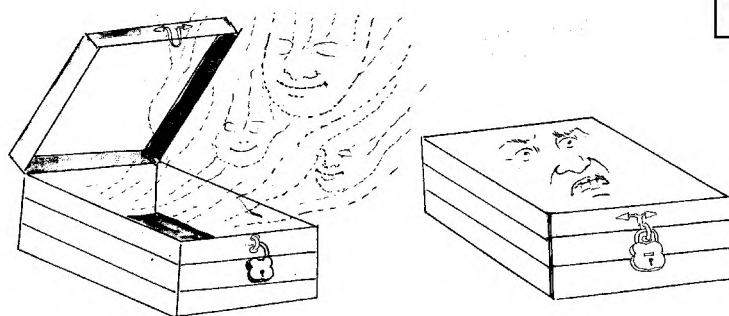
- iv. The students listened to the radio. It was playing in the chowkidar's quarter.
- Ans.
- v. Mrs. Shimray watched the rain. It was falling through the trees.
- Ans.
- vi. We saw the plane. It was flying around Tamenglong.
- Ans.
- vii. Kumar could feel his heart. It was beating fast.
- Ans.
- viii. Mrs. Gangte smelt the meat. It was burning in the kitchen.
- Ans.

COMMUNICATIVE WORK

6. Discuss in groups of five or six students the following topic.

Position of women in Manipur

Unit VI



If I knew the box where the smiles were kept,
No matter how large the key
Or strong the bolt, I would try so hard,
'Twould open, I know, for me;
Then over the land and sea, broadcast
I'd scatter the smiles to play,
That the children's faces might hold them fast
For many and many a day.

If I knew a box that was large enough
To hold all the frowns I meet,
I would gather them, every one,
From nursery, school and street;
Then folding and holding I'd pack them in
And turn the monster key,
And hire a giant to drop the box
To the depths of the deep, deep sea.

— *Enid Blyton*

GLOSSARY

broadcast :	sent out in all directions
scatter :	throw out in all directions, disperse
fast :	fixed firmly
frowns :	angry looks
monster :	extraordinarily big

COMPREHENSION

1. Answer the following questions :

1. What would the poet do if she were to find the box where smiles were kept?
2. Where would the poet scatter the smiles, and why?
3. Where would the poet gather all the frowns in the world?
4. After gathering the frowns what would the poet do?
5. Write a few sentences on what the poet thinks about smiles and frowns.

13 A BRAVE HEART DEDICATED TO SCIENCE AND HUMANITY



The history of men's progress from the darkness of ignorance to the glorious light of knowledge and enlightenment is full of chapters that tell of extraordinary men and women. These men and women worked with great courage, commitment, dedication and singleness of purpose in their effort to attain what seemed to be unattainable. These men and women were driven in their effort to uncover the truth and the mystery of the universe with an indomitable spirit which characterise the human spirit. And this is the spirit that drove Columbus and Vasco-de Gama to sail to the unknown seas, Robert Peary to race to the Pole, Sir Ronald Ross to fight against malaria, Hillary and Tenzing to reach the top of Everest, and Armstrong and his team to go to the moon.

One great woman who dedicated her life to the cause of science and to the welfare of humanity is Madame Curie, the discoverer of radium. The mere statement that Madame Curie discovered the radium will never tell the true

story of the extraordinary courage, determination and singleness of purpose that this noble woman showed in the face of extreme poverty, pain and suffering that comes along with such condition.

Born Maria Sklowdaska in Warsaw, Poland, on Nov. 7 1867, Marie Curie's childhood dream was to study science in Paris, but her father could not afford the expense for this. So Maria took a job as a governess and saved a little money. With that little money she finally went to Sorbonne, the University of Paris, to study science. Her father could send her only a small amount, and her life in the university was a disheartening experience in poverty and hunger. She lived only on bread, butter and tea, and she often fainted for lack of food. In spite of all this she pursued her studies indomitably, and she topped her class with Honours in Physics and Mathematics.

It was in the university that she met a Frenchman, Pierre Curie, a brilliant but poor scientist. Then they together began to work in a shabby laboratory. Soon, their friendship turned into love and in less than a year, in July, 1895, they were married. The couple then took a flat in Paris with scarcely any furniture in it except their books, a lamp, a white wooden table and two chairs.

After the birth of a daughter, Irene, the next year, Marie and Pierre set up a laboratory in a wooden shed near their flat. It had a leaky skylight and an earthen floor. Here Marie, after her daily household work, settled down to study.

Marie was specially interested in a substance called uranium which was obtained from pitchblende, a black, very hard and very expensive substance. Uranium was known to give off very powerful rays by which men could see through many substances. Now Marie discovered that what was left after obtaining uranium was even more powerful. Later on, Pierre and Marie found that there was not one, but two new substances giving off these rays although they had not yet been able to obtain either of them. They called one of them Polonium, in honour of her country, Poland, and the other was called Radium. Radium is the most powerful of the radio-active elements. And radio-active elements can give off rays which can penetrate substances that are opaque to

light. There was another French scientist called Henri Becquerel, who in 1896, had discovered that uranium possessed this property. But Polonium and Radium possessed radio-active in much higher degree.

The Curies now began to work with greater enthusiasm, but they were poor, and pitchblende itself was an extremely expensive substance, which they could not afford to buy in large quantity. They, however, sacrificed all the luxuries of life to save money to buy whatever little amount of pitchblende they could. They lived in utter penury, not buying costly food and warm clothes for the extremely cold Parisian winter. Often they could not sleep during the cold nights due to lack of warmth. Overwork seriously affected Madame Curie's health. Often she was forced to leave the laboratory to take a much needed rest. Her husband begged her to give up the struggle, but she resolutely refused. Marie was driven by a mad determination to discover the mystery of radium. With courage she faced all the miseries of a life of poverty and carried on with her research along with her husband who loved and supported her.

Luck, however, favoured the Curies and a windfall came to them. It was a gift of a ton of pitchblende from the emperor of Austria, who was an admirer of the Curies. It was the most precious gift the Curies had received and in their shabby laboratory they toiled along, boiled and burnt, overpowered by heat in summer and frozen with cold in winter.

The Curies continued their work for four more years. Wearing an acid-stained, dust covered smock, Marie toiled along stirring large pots of pitchblende ensuring that the fires beneath were active throughout the day and the night. Then in 1902, success finally came. On a September night the Curies, after a day's tiresome work, went home. Then just as they were about to go to bed they went to the laboratory to have another look at the hundreds of small bowls into which they had poured filtered pitchblende. In the dark laboratory, as they moved cautiously forward there were all around them rays of soft, bluish purple light coming from the small, glass covered bowls. Radium had been discovered! Marie said to her husband, "Do you remember the day when you told me that you wanted radium to have a beautiful colour? Look look!"



Actually, what they had produced was just a tiny pinch of white powder that looked like salt. But it was to become one of the wonders of the world. With its rays people would be able to see through the hardest of substances except lead.

The benefits of radium in the world of medicine are incalculable. It has been used with great effect in the treatment of cancer. The bacteria of such diseases as typhus, cholera, and anthrax can also be killed by radium.

In 1903 the Curies, along with Henri Becquerel, were awarded the Nobel prize for Physics, for the discovery of Radium and Polonium. The Curies, if

they wished, could have patented their discovery and become rich, but this noble woman refused to do so and gave it free to the world to be used properly.

In 1906, Pierre was knocked down and killed by a horse-drawn wagon. Marie clung to his lifeless body and remained disconsolate.

In 1911, Marie was awarded the Nobel prize for the second time and this was for Chemistry. Madame Curie remained comparatively poor, and when asked why she did not make money by her discoveries, she replied, "I am working for science. Radium belongs to the people, not to me."

In 1934, the health of Marie Curie failed and in the July of that year this great scientist, who had given her life for the cause of science and humanity, died. In every great man and woman there is a compulsive desire to discover the truth. Madame Curie, who pursued her life's goal with great courage, endurance, dedication and strength of character, is a living example of this statement.

There are also men and women who show extreme courage when they are face to face with great danger. But greater is the courage of men and women who display a strength of mind that is not defeated by extremely hostile and unfavourable conditions of life. Madame Curie certainly belongs to this latter group.

GLOSSARY

commitment	:	willingness to work hard
indomitable	:	not willing to accept defeat
governess	:	a woman employed to teach the children of a rich family in their home and to live with them
fainted	:	lost consciousness
skylight	:	a small window in the roof
pitchblende	:	a black radio-active mineral
opaque	:	not allowing light to pass through

enthusiasm	: a feeling of great interest
penury	: poverty
windfall	: money or something useful that somebody suddenly receives
shabby	: old and in poor condition
smock	: a long loose clothing worn over other clothes to protect them from dirt
patented	: obtained the right to make or sell a product or an invention
wagon	: a vehicle with four wheels pulled by horses
disconsolate	: not to be comforted

COMPREHENSION

1. **Answer the following questions in a sentence each :**
 - i. How did Maria Sklowdaska save money for her study in Paris?
 - ii. Why did Maria often faint while she was a student at Sorbonne?
 - iii. Where did Marie and Pierre set up a laboratory?
 - iv. Why did Marie Curie name one of the two substances she discovered "Polonium"?
 - v. How did the Curies get a windfall of a ton of pitchblende?
 - vi. In the treatment of which disease, is Radium used with great effect?
 - vii. For which subject, were the Curies awarded the Nobel Prize in 1903?
 - viii. How did Marie react when Pierre was killed?

2. **Answer the following questions in about 20-25 words each :**
 - i. Give examples of some great men and women who attained greatness?

- ii. Why does the writer say that for Marie life in the university was a disheartening experience in poverty and hunger?
 - iii. How did Marie and Pierre meet and marry?
 - iv. Describe the laboratory that the Curies set up.
 - v. Why was Marie interested in uranium?
 - vi. In what way was Henri Becquerel's discovery different from that of Marie Curie?
 - vii. How did luck favour the Curies during their struggle for the discovery of Radium?
 - viii. Describe the night in which the Curies discovered Radium.
 - ix. Why are the benefits of Radium incalculable?
 - x. Why did Marie Curie refuse to patent the discovery of Radium?
- 3. Answer the following questions in about 50-60 words each :**
- i. What characteristics are necessary in men and women to attain greatness? Explain with examples.
 - ii. How did Maria Sklowdaska show her sense of determination when her father could not afford to send her to Sorbonne?
 - iii. Show how Marie Curie faced all the miseries of life with courage in her work to discover Radium ?
 - iv. Write how the Curies worked for four more years for the discovery of radium after they had received a ton of pitchblende as a gift ?
 - v. Write what kind of woman Marie Curie was ?
- 4. Choose the correct answer from the four alternatives given and write it in the space provided :**
- i. **Maria Sklowdaska became a governess because she wanted to**
 - a) travel to Paris for sightseeing.
 - b) earn money for her education in Paris.

- c) help her father financially.
- d) earn money to buy pitchblende.

Ans :-

ii. The Curies received a ton of pitchblende from

- a) a rich man in Austria.
- b) the prime minister of Austria.
- c) the queen of Austria.
- d) the emperor of Austria.

Ans :-

iii. Radium that the Curies discovered looked like

- a) ash.
- b) sugar.
- c) salt.
- d) dust.

Ans :-

iv. Marie Curie did not patent her discovery. It was so because

- a) she was ignorant of facts of life.
- b) she was noble and great.
- c) her husband did not like it.
- d) the government did not permit it.

Ans :-

VOCABULARY

5. Match the words in A with the words that have opposite meanings to them (antonyms) in B.

A	B
active	cowardly
depart	contract
bold	despair
cheap	major
expand	export
hope	passive
import	arrive
minor	expensive

Now, fill in the blanks in the following sentences with suitable words from those given above :

- i. With the coming of March, spring, the season of flower and colour will
- ii. Dr. Chaoba played a role in the improvement of the conditions of the hospital.
- iii. He always talks big, but when faced with danger he behaved in a manner.
- iv. Let us not, life is beautiful and purposeful.
- v. The economy of the state is in a bad state. Our leaders cannot have a attitude to it.

6. Look at the following words :

surgeon, scientist, actor, dancer, politician When we add *on, ist, or, er, ian* to a word, it indicates the person's profession.

Now, match the words in A below with their definition in B.

A	B
biographer	a person who composes music
chemist	a person who knows about language
composer	a person who is a specialist in treatment of illness
optician	a person who directs a film or drama
director	a person who writes the life story of a person
physician	one who is an expert in chemistry
linguist	a person who is a specialist about eyes

GRAMMAR

7. Look at the following sentence :

As Marie had no laboratory of her own, Pierre invited her to work in his laboratory.

The above sentence has two simple sentences :

a) Marie had no laboratory of her own.

b) Pierre invited her to work in his laboratory.

These two simple sentences have been combined with the word '*as*'. Words like '*as*' that connect two sentences are called **Connectors**.

Some other common **Connectors** in English are :- *and, but, while, when, which, where, so that, since, whereas, because, if, therefore, etc.*

They are used to show contrast, reason, result, place, time, comparison, condition, etc.

For example :

This is the place where I met him.

Here, 'where' shows the place where the speaker met the person.

Now, use suitable **Connectors** in the following sentences. The place where the **Connectors** will be used is indicated by the sign /.

- i. Ram is rich / Mani is poor.
- ii. The rain came down / the dance was in progress.
- iii. That is the dog / bit the cow.
- iv. Assam is a place / there are many oil fields.
- v. Manju came early / she could get a front seat.
- vi. The Principal has been on leave / 7th of July.
- vii. You can take rest / you are tired.
- viii. Jonathon studies hard / he has stood first.

COMMUNICATIVE WORK

8. Discuss in groups of five or six students the function of the Connectors given above. Note the important points and read them out in the whole class.

COMPOSITION

9. Write a letter to your brother who is studying in Delhi on what qualities he should develop to achieve greatness as a man.

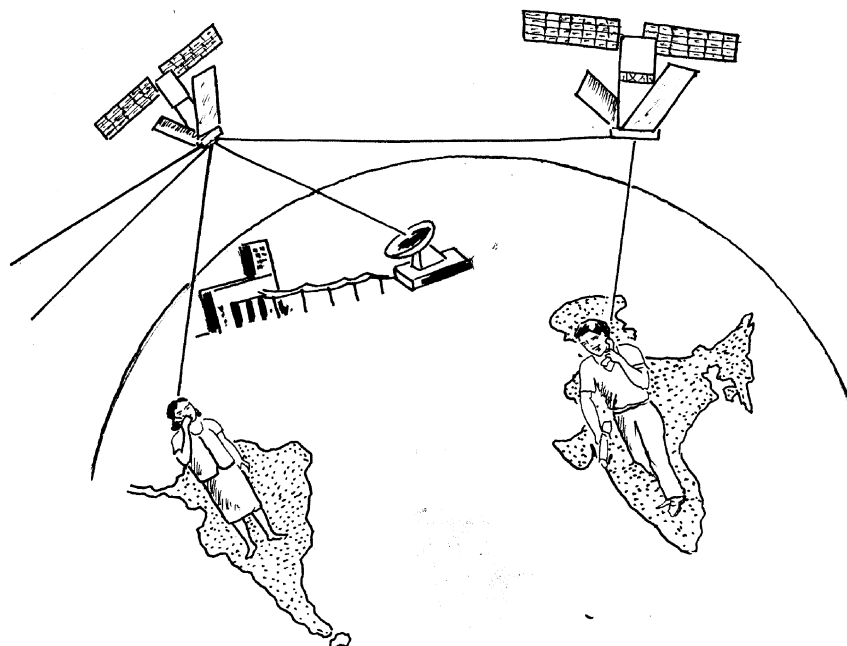


It was a bright sunny morning, a perfect day for the school picnic. The bus had already arrived. Suddenly, some sound was heard. Everybody was surprised. The teacher smiled and slowly took out a mobile phone from her pocket. As she finished talking, a curious Naoba asked, "Miss, your telephone has no wires?" "It is a mobile phone. It works without wires. It uses satellite communication technology," replied the teacher. The students looked confused. "Listen carefully, my dear students," the teacher went on, "we, human beings have been communicating with each other since pre-historic times. It is an inseparable part of human life. In ancient days, human beings could not communicate over long distances." An excited Gaithaolin said, "Miss, I read about the natives in America using smoke signals to communicate over long distances." "Yes, the ancient Egyptians used mirrors to send signals across long distances. Pigeons were also used to carry messages tied to their legs. But a number of difficulties were there." continued the teacher. "As human beings progressed, a lot of scientific inventions have improved communication. The telegraph and the telephone are two important inventions that have improved communication to a great extent. Ever since the invention of wireless by Marconi, the radio has become a popular means of communication," she further said.

Memcha was thrilled. "Miss, what about the television?" she asked. "The television was invented by John L. Baird. It has become one of the most popular forms of communication today. Radio, cinema and television reach out to millions and millions of people. They are considered the most important means of mass communication," replied the teacher.

The bus started moving. Soon, they reached Koubru Laikha, a popular

picnic spot in Manipur. After a light breakfast, the teacher picked up the subject again. "The world has seen great changes in the field of communication. Satellite communication is one of them." Amina cried excitedly, "Miss, please tell us about it."



The teacher continued, "Its technique was first designed by the great scientist Arthur C. Clarke in 1945. He thought that a satellite station placed hundreds of miles above the earth would enable signal to be transmitted to all the areas seen by the station. He further proposed that this station should be located at a height of 35880 kilometres above the equator. It would orbit the earth for every 24 hours. Three such satellites placed in orbit can establish communication on the entire earth. Satellite communication is the strongest means of communication today. This is a difficult subject. I am simply trying to introduce it to you."

Memthoi was listening carefully. Suddenly, she asked, "Miss, we have heard a lot about Information Technology today. What does it mean?" The

teacher continued, "Information Technology combines television, telecommunications, computers, consumer electronics, publishing and information services into a single but complex information industry." She went on "Information plays a vital role in society. In pre-historic days, information about water and food led to the formation of habitats. Technology of making fire by rubbing stones enabled human beings to cook food. And technology is derived from the processing of the information obtained."

The students were listening attentively and the teacher went on, "The transistor was invented in 1946. Silicon also appeared soon. These are used in computers. The first electronic computer appeared in February 1947. Today, we have super-computers where data are processed at high speeds. These super-computers work as Internet Information servers. Hundreds of satellites are used for the Internet." Then, Shimray cried excitedly, "Miss, what is an Internet server?" The teacher smiled and answered, "Well, my dear students. It is like an ocean of information. It provides knowledge about many things, anytime, anywhere in the world. Enormous information can be sent and received within a few seconds through the Internet server. There are information superhighways where thousands and thousands of computers are linked with the internet system in this process. Sitting in a room in Imphal or Ukhrul, we can have all the information that we want within seconds. At the pressing of a few buttons, the whole world of information will be in front of our eyes."

As they prepared to take lunch, Naobi asked the teacher, "Miss, in what ways does Information Technology help us?"

"Information Technology is itself a fast growing industry. The creation, establishment, operation and maintenance of this require the skills and knowledge of millions of people. It is changing the face of trade and commerce. Advertisement is done through the World Wide Web (www) servers and Home Pages where detailed information about a product, a company, a bank, etc. is provided. All the information can be updated anytime. The consumer can select

the products and place orders on the internet. The electronic mail commonly known as E-mail can be used to place orders. Payment can be made on the internet through a process called tele-banking where banks are linked to business firms through the internet."

"Miss, is it beneficial for students like us?" asked David and the teacher replied, "As I have already told you, in the field of education, it is very important. Information is converted into knowledge and wisdom. We can have encyclopedias, magazines, news -papers, journals, classics of literature, books on science and other subjects on the internet. New ideas spread much faster today with the help of Information Technology. Even in schools situated in remote villages, the students can get the same information at the same time on the internet. It has thus benefitted students in many ways."

The whole group was happy. They learnt a lot today. After lunch, they played on the banks of the river to their hearts' content. The picnic was a memorable experience. They came home with a great deal of knowledge and wisdom.

GLOSSARY

satellite	:	heavenly or artificial body revolving round the earth or other planets or a scientific device sent into space and that moves around the earth or a planet
technology	:	use of scientific knowledge/theories in practical ways
signals	:	signs conveying information
habitat	:	natural home of a plant or animal
encyclopedias	:	books of information on many branches of knowledge

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. What did the teacher take out from her pocket?
 - ii. Name two important inventions that improved communication.
 - iii. What are the important means of mass communication?
 - iv. Who was the first to design the technique of satellite communication?
 - v. What does Information Technology mean?
 - vi. What is like an ocean of information?
 - vii. Which systems of information technology provide information about a product, a company or a bank?
 - viii. How can payment be made on the internet?
2. Answer the following questions in about 20-25 words each :
 - i. Write about the ways in which people communicated before scientific inventions.
 - ii. Give an account of computers.
 - iii. How can we be benefitted as students from Information Technology ?
3. Answer the following questions in about 50-60 words each:
 - i. Write a note on the development of communication.
 - ii. Write a note on Information Technology.

VOCABULARY

4. The following pairs of words have some similarities in sound. Take the help of a dictionary to find the correct meanings and make sentences to illustrate the difference in them. An example is given below :

<i>adapt</i>	-	Many animals can <i>adapt</i> to the changing environment.
<i>adopt</i>	-	Chaobi has no children of her own. So she has adopted a girl.
<i>affect</i>	-	
<i>effect</i>	-	
<i>altar</i>	-	
<i>alter</i>	-	
<i>assent</i>	-	
<i>ascent</i>	-	
<i>bear</i>	-	
<i>bare</i>	-	
<i>born</i>	-	
<i>borne</i>	-	

5. In the following list of words some words are not spelt correctly. Encircle them and write them correctly.

anguler	ministeral	ancestral	naval
dictatorial	avoidable	tabular	contemptable
customery	convertable	fabulus	classical
precious	facial	grievous	

GRAMMAR

6. Fill in the blanks with the Conjunctions given below in the box :

yet	and	still	but	nor	so	as
-----	-----	-------	-----	-----	----	----

- i. Tomba and Chaoba were good friends sometime ago, they seem to have quarrelled since.

- ii. He doesn't like his tea with milk sugar.
- iii. Our forests should not be destroyed they help in bringing rain.
- iv. He is very rich, he is eager to make more money in all sorts of ways.
- v. He disobeyed the prohibitory order, he was arrested.
- vi. Naobi and Ichal are opposing each other in the election, they are good friends.
- vii. She has never done this kind of things, will she ever do it.

**7. Fill in the blanks with the Interrogative Pronouns given in the box:
You can use the same Pronoun more than once.**

<i>who</i>	<i>what</i>	<i>whose</i>	<i>whom</i>	<i>which</i>
------------	-------------	--------------	-------------	--------------

- i. is this pen?
- ii. is Bembem's pen, the blue one or the black one ?
- iii. did you say in answer to the question?
- iv. came asking for him this morning?
- v. was the cycle that was stolen?
- vi. For are you waiting?
- vii. is our duty at this time?
- viii. have they chosen President?
- ix. spoke at the beginning?

PRONUNCIATION

8. Read the following pairs of words loudly and note the difference :

vest	best
vile	bile
vent	bent
van	ban
vat	bat
vet	bet
vote	boat
very	bury

COMMUNICATIVE WORK

9. Divide the class into groups of five or six students each and discuss the following topic:

Computer education is necessary in school

PROJECT

10. Collect pictures of satellites, computers, television sets and mobile phones. Paste them in your scrap book.



Unit VII

15 LET US SAVE MOUNTAINS



Nature is benevolent. Nature has a holy plan for man. Yet this nature can at times be furious and cause havoc to mankind. Man needs water, and nature brings rain to man. However, this rain may sometimes cause devastating flood.

The most common natural devastation, that people all over the world face is flood. Houses are washed away by flood, the lives of human beings and animals are lost, crops are destroyed, and epidemics are caused.

The fury of storms can cause vast devastations. Storms take the shapes of cyclone, tornado, hurricane and typhoon. Reports of hurricane, tornado, etc. which are different names given to them, are found in dailies and journals and other mass media. On Monday, the 11th of May 1953, a terrible tornado struck the city of Waco in central Texas. It hit the residential colonies. Within seconds, two square miles of Waco was either completely destroyed or heavily damaged. Houses collapsed, many died, even in cars, and many were buried alive. Still today news of damages caused by flood and tornado continues to be reported in

the media. These devastations are generally called natural calamities.

Besides flood, storm, etc. other natural calamities of lesser dimension take place on the hills and the mountains. These are known as land-slides and mud-slides which can cause havoc to the inhabitants of the hills and the mountains. Such disasters usually happen when the ecological system on mountains and the hills gets disturbed. Torrential rain too adds to the causing of such harmful occurrences.

Mountains and hills have great roles to play as parts of nature. The tall summits of mountains have over the years protected many civilisations. Many people still consider mountains as the abode of the gods. Mountains are sources of inspiration for many epics, classics of literature and famous paintings of the world.

Mountains supply more than half of the fresh water of the world. They are therefore, named the Water Tower of the world. The Ganges, the Brahmaputra and the Yamuna have their origins in the Himalayas. The Imphal, the Iril and the Kongba rivers are fed by the water from the hills. In humid parts of the world people depend on mountain forests for their physical, cultural and economic survival. Forests on mountain slopes help reduce soil erosion and prevent land-slides, avalanches and flood. Forest is also an important source of food, fuel, fibres and medicine. Mountains are still sanctuaries for a wonderful variety of flora and fauna.

Next to the vast oceans, mountains play the most recognisable and valuable roles in the ecosystem on the surface of the earth. Earlier views that mountains had been built up with dead monolithic rocks, unchanging and unbreakable, are quite misleading. It is now being realised that the mountains are magnificent parts of ecosystems offering a wide range of services to the earth. They are also as fragile as any other parts of the ecosystem in the world.

This is evident from the recent land-slide and mud-slide that occurred in Senapati district of Manipur. Sometime in the second week of July 2004 a deadly natural devastation took place in Manipur too. After several days of incessant

rain Gopibung of Keithelmanbi in Senapati district, faced the effect of one of the most unexpected natural disasters. Mud-slide or mudflow of destructive magnitude washed away several houses, leaving many inhabitants homeless. Their houses could not be built again for some months. Another havoc was caused by the heavy land-slide in the Mao area along National Highway No. 39. One of the results was that the land-slide blocked the life-line of Manipur.



The age-old relationship between man and mountain seems to be going downhill. People have become more greedy. They are always on the look out to extract as much from the mountains as they can. They have resorted to activities that have ultimately led to the destruction of the fresh original wealth of the mountains. Such destructions have led to disastrous consequences. Interestingly, such devastations have also indirect effects on the people of the valleys. When the land-slide took place on the hilly areas of the National Highway 39, food stuff and other necessary commodities stopped being brought in. Manipuris could not travel to other parts of India.

Again, the impact of global ecological phenomenon such as 'global

warming' is first felt on the mountains. Fifty glacial lakes in Nepal and Bhutan are fast filling up with water. Due to the increase in temperature ice starts melting in the Himalayas. The overflowing or breaking of the banks of the lakes may result in unimaginable disasters.

There is loss of vegetation on the hill-tops of Manipur as in other parts of the Himalayas. Deforestation leads to unfortunate situations like soil erosion, loss of soil productivity, flood, etc. This will ultimately lead to disturbances of the ecosystem. And this might bring about ethical, economical and health-related side effects.

Luckily, people are now gradually becoming aware that destruction of forests on the mountain-side has dangerous effects on the life of man. Therefore we must think of saving and greening the mountains.

GLOSSARY

benevolent	: kind, helpful and generous.
devastation	: great destruction or damage, especially over a wide area.
epidemic	: a particular disease happening at the same time in a community in large scale
calamity	: an event that causes great harm or damage
ecology	: the relation of plants and living creatures to each other and to the environment
erosion	: gradual destroying of the surface of the earth by rain or wind
flora and fauna	: plants and animals
magnitude	: of great size or degree

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. Name three natural calamities.
 - ii. What happens when there is too much of rain?
 - iii. What is a hurricane?
 - iv. Why are mountains called 'Water Tower of the world'?
 - v. What do you understand by ecosystem?
 - vi. Where is global warming first felt?
2. Answer the following questions in about 20-25 words :
 - i. What are damages caused by flood ?
 - ii. How are mountains beneficial to us ?
 - iii. What are the changing views on mountains?
 - iv. Why do we say that 'The long relationship between man and mountains, seems to be going down hill' ?
3. Answer the following questions in 50-60 words each :
 - i. Write how the land-slide at Senapati district is related to deforestation.
 - ii. Why is greening of the mountains a necessity.

GRAMMAR

4. Change the following words to their Noun forms.

One is done for you.

devastating	-	devastation.
residential	-	
ecological-		
economic	-	
natural	-	
original	-	
ethical	-	

Now, construct sentences using the noun forms.

5. A note on the structure of sentences:

A Sentence has some components.

Look at the following:

- A. (i) Ibemhal is beautiful
(ii) The bird flies
(iii) The teacher loves his students.

These sentences have two parts - Subject and Predicate. Such sentences are called Simple Sentences.

But look, again at, the following:

- B. Ibemhal is beautiful and she loves her students.

It is the combination of two Simple Sentences

- a) Ibemhal is beautiful and
b) She loves her students. Such sentences are called Compound Sentences.
There is another type.

Look at the following :

- c) Ibemhal is a girl who is beautiful.

In this sentence there are two groups of words making two sentences.

- a) Ibemhal is a girl.
b) Who is beautiful ?

The second group, "who is beautiful" is dependent on the first group. One is called the Principal clause and the other is called Subordinate Clause. Sentences with one Principal Clause and one or more Subordinate clauses are called Complex Sentences.

6. Pick out clauses from the following sentences:

- (i) You can do it when you come back.
(ii) I am glad that you pass the examination.
(iii) Read carefully less you should miss the point.
(iv) The boy who is industrious will succeed

7. Transform the following sentences into passive forms. One is done for you.

Act. The tall summits have over the years protected many civilisations.

Pas. Many civilisations have over the years been protected by the tall summits.

- i. The fury of the storm can cause much harm.
- ii. It hit the residential colonies.
- iii. Many people still consider mountains as the abode of gods.
- iv. Mountains supply more than half of the fresh water of the world.
- v. The land-slide blocked the life-line of Manipur.

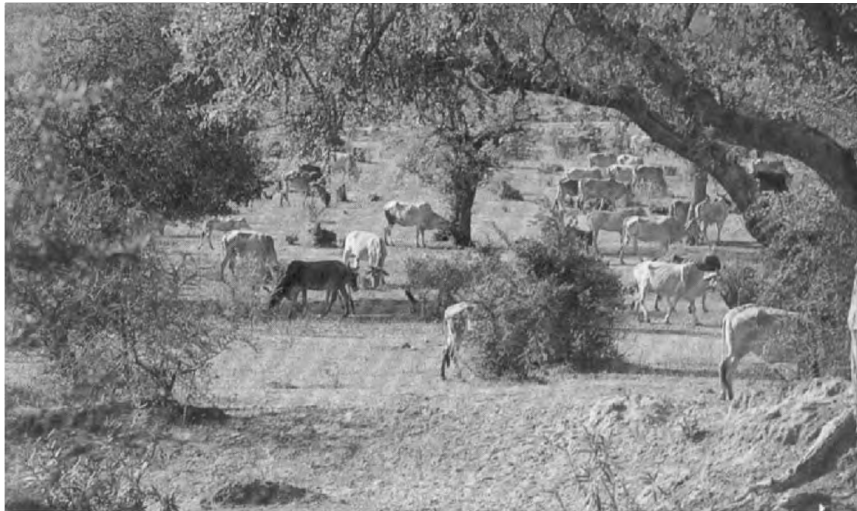
PRONUNCIATION

8. Read and note the different sounds represented by the letter 'a' in the words given in the box :

<i>Nature</i>	<i>man</i>	<i>all</i>	<i>human</i>	<i>harm</i>
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16 ENVIRONMENT AND ITS PROTECTION

(A Dialogue)



- Mani : Father, there's an essay competition at our school on June 5, the **World Environment Day**. The topic is "Your environment and what you can do to protect it." Could you kindly give me some important hints on it as I've only some vague ideas on environment?
- Father : Well, I'll be happy to do that. You ought to know that environment has become a major cause of human worries in the last few years.
- Mani : Father, please explain how it's so.
- Father : Let me, first of all, explain briefly what environment means. Environment means our surroundings. Air, water, animals, trees, in fact, everything that surrounds us are the different components which constitute our environment. In recent years

we've found that there is a close relationship between men and their environment. A man's life-style, habit, occupation depend on his environment. The life-style of a man who lives in the desert is influenced by his environment. So is the life-style of a man who lives in the coastal area. Men also have found that when there is a serious change in one of the components of their environment, their life is affected.

Mani : Now, I've some ideas about environment, father. Please tell me about the threat to it.

Father : Till very recently men had no idea about the relationship between man and his environment. So they did things that severely harmed the environment. One such human activity is the cutting down of trees. To meet their need men have cut down so many trees that the hills and the forests have become bare. Then men began to realise that the hills without the trees cannot retain water in the soil. It meant all the rain water falling on the hills came down the hill side causing severe flood and mud-slide, and you know how we suffer when there is a flood. The hill-side without trees cannot hold water. The rain water carries away the top soil also, leaving the area dry and infertile.

Mani : Father, have the mud-slides that occurred near Kangpokpi and Mao recently anything to do with the cutting down of trees?

Father : Probably, it has. Actually, such mud-slides and land-slides are a frequent occurrence now-a-days in many places all over the world.

Mani : What's the solution to the problem, father?

Father : We must put a check on the cutting down of trees. We may cut down trees that are absolutely necessary. And then we shall have to plant more and more trees so that the trees that have been cut down are replaced by the new trees.

Mani : Father, somewhere I read that fewer trees mean less oxygen. Could you elaborate on it, please?

Father : You know we need oxygen for our respiration. Oxygen is also essential for burning. It means we are constantly consuming oxygen. Now, the trees and the green plants absorb carbon-dioxide from the atmosphere and release oxygen. As a result we do not run out of the stock of oxygen. So, fewer trees mean less oxygen, which is a very dangerous thing to all living creatures.

Mani : If there are no trees, then there'll be no life on the earth.

Father : Exactly. That's why environmentalists, that is people who are experts on environment, have raised the slogan; '**Plant more trees**'. You should know that trees are of vital importance to our existence.

Mani : Father, now I understand how trees are important for human survival. Please tell me what the other threats to our environment are.

Father : Another thing that is of great threat to our environment is pollution. There are several types of pollution. The most severe of them are air pollution and water pollution.



Mani : Father, what's pollution exactly ?

Father : Pollution occurs when we make something impure with our activities. Let's take up air pollution first. Air pollution is mainly caused by the burning of coal, petrol, etc. Motor cars and other vehicles are part and parcel of human life today. When these vehicles burn petrol or diesel they release a poisonous gas called carbon monoxide through their exhaust pipes. This gas goes into



the atmosphere and pollutes the air. The smoke that comes out of the factories and industrial plants also do the same thing. The smoke released by jet planes also pollute the upper atmosphere. As a result of this air pollution man today suffers from diseases like allergy, cold, cough, heart diseases and many types of cancer.

Mani : Are there no other effects of air-pollution, father?

Father : There are. The presence of carbon dioxide in the atmosphere in an increasing amount has raised the temperature of the world. The world today is warmer than ever before. If this continues then all the ice in the North and South poles will melt and the water level in the oceans will rise and much of the dry land of the earth will be submerged.

Mani : Father, what's acid rain and has it anything to do with air pollution?

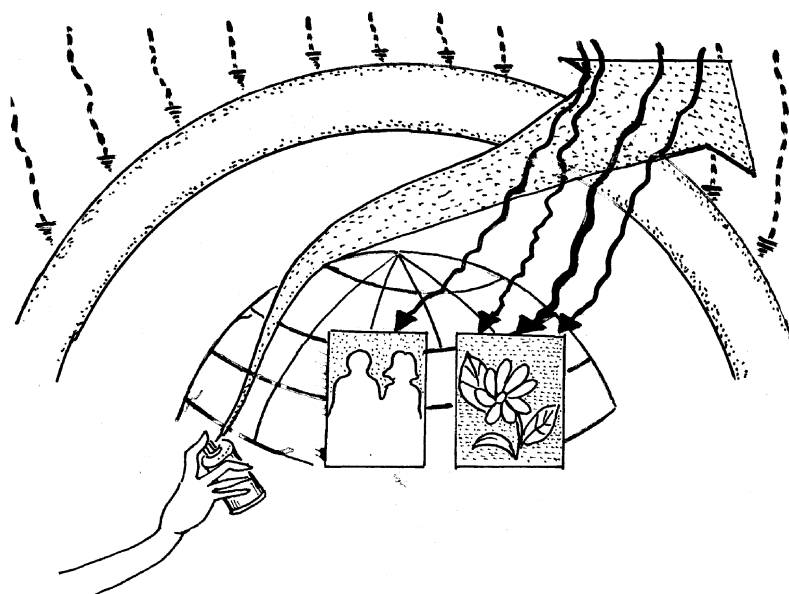
Father : Acid rain is a kind of rain that contains acid in it. The smoke emitted by the motor vehicles and also by the factories contains a gas called sulphur dioxide. This gas mixes with water vapour in

the atmosphere and sulphuric acid is formed. This acid, when it comes down with the rain water, causes a lot of harm to men, to the fishes in the water, to the trees in the hills and the forests and even to our houses and buildings.

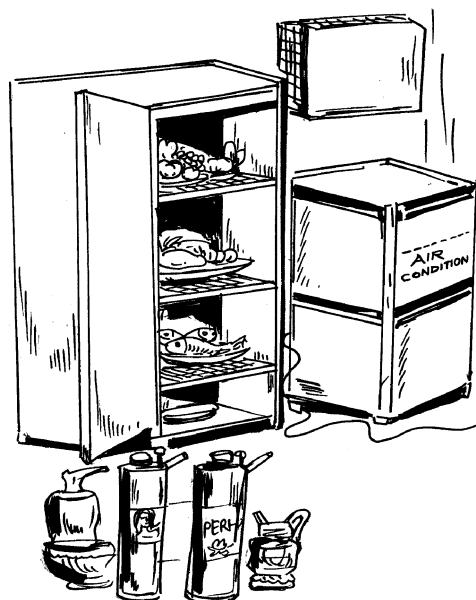
Mani : That's a dangerous thing, indeed. Father, I've also heard of the ozone layer and the holes in it. What exactly is it? Kindly explain it to me.

Father : Ozone is a gas that surrounds the earth in the heights between 25 to 40 kms. above the earth. The ozone layer is important to life on the earth because it is a kind of shield that blocks the ultra-violet rays present in the rays of the sun. It means that if there is no ozone layer, the ultra violet rays will reach the earth and then men and animals will suffer from skin cancer which is a dangerous disease. Even plant life will be affected seriously.

Mani : But, what causes a hole in it?



Father : I'm coming to that. You see refrigerators, air-conditioners and aerosole sprays are very common things today. Now, these things use a kind of gas called chlorofluorocarbon, CFC in short, as coolants. This gas escapes in the atmosphere and finally reaches the ozone layer and then it depletes the ozone. When that happens frequently holes develop in the ozone layer and through these holes unfiltered sunlight can reach the earth.



Mani : Ozone holes are indeed dangerous, father! Now, please tell me something about water pollution.

Father : Water pollution is caused by several human activities. One such human activity is the liquid wastes that are thrown out by factories and industrial plants into rivers, lakes and seas. These liquid wastes contain highly toxic chemicals like compounds of mercury and lead. When men use the water from these rivers or lakes or eat the fishes from these sources of water they too get poisoned.

Mani : Father, I think, the river and lake water is also polluted by the garbage that is thrown into them by men.

Father : You're right. Look at the condition of Nambul river. The garbage and the plastic bags that are thrown into it have made it one of the most polluted rivers in Manipur. At certain places the river is choked with these materials.

- Mani : What are the other reasons for water pollution, father?
- Father : Sometimes the oil that is carried by tankers get spilled in the sea. When such a thing occurs thousands of birds and aquatic animals die. The oil pollutes the water and affects the marine life. This is harmful to the environment.
- Mani : I saw the effect of such oil-spilling on the T.V. recently. It was a horrible sight.
- Father : That's right. It is a horrible thing, indeed! You also ought to know that the fertilizers, pesticides and insecticides that we use for agriculture in the fields are also dangerous pollutants. These chemicals get into the bodies of fishes and vegetables, which are eaten, by men, animals and birds, and they become ill.
- Mani : I've learnt many things about the dangers to our environment. Now, please tell me if there is anything that I can take up in my day-to-day life for the protection of environment.
- Father : Mani, there're many things that you can do for the improvement of our environment in our day-to-day life. Today, it is the duty of mankind as a whole to see to it that in his desire for comfort he does not do anything which will seriously affect the environment the world over. Meanwhile, there are many little things that each one of us can do in our effort to improve our immediate environment. Some of them are planting more trees at the appropriate places, not throwing garbage anywhere carelessly, not using motor vehicles all the time unnecessarily, not spitting anywhere carelessly, saying 'No' to polybags and making everyone environment-conscious.
- Mani : Thank you, father. To-day, I have learnt a lot about environment and the necessity for its protection. I am quite confident that I can now write a good essay for the school competition.

GLOSSARY

components	:	parts with which something is made
constitute	:	make up ; form
coastal area	:	area near the coast or shore of a sea or ocean
absolutely	:	extremely
elaborate	:	explain
respiration	:	breathing
exhaust pipe	:	pipes in vehicles, etc. through which exhaust gases come out
industrial plants	:	industrial factories
emitted	:	released
shield	:	a protection specially by forming a barrier
aerosole sprays	:	containers that have liquid in it under pressure to kill body odour, etc.
coolants	:	a liquid used for cooling something
depletes	:	to reduce something by a large amount
acquatic	:	living or growing in water

COMPREHENSION

1. Answer the following questions in a sentence each :

- i. On what a person's lifestyle, habit and occupation depend?
- ii. How have our hills and forests become bare?
- iii. What happens to the rain water when there are no trees on the hill-side?
- iv. What is the probable reason of the mudslide that occurred at Kangpokpi and Mao?

- v. How can you replace the trees that had been cut down?
- vi. Why do we not run out of the stock of oxygen?
- vii. What is the main cause of air pollution?
- viii. What causes global warming?
- ix. What protects men from the ultra-violet rays in the sun light?
- x. What is the effect of the CFC gas on the ozone layer?
- xi. What mainly pollutes the rivers, the lakes and the seas?
- xii. What has polluted the Nambal?
- xiii. What happens to marine life when oil spills into the sea-water?

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

- i. What do you understand by environment?
- ii. How is flood related to cutting down of trees?
- iii. How can you solve the problem that arises out of the cutting down of trees?
- iv. What is the threat caused by global warming?
- v. How is the ozone layer important to us?
- vi. How are the liquid wastes from the industrial plants harmful?
- vii. What is the condition of the Nambal today?
- viii. How are insecticides and pesticides dangerous?
- ix. What should be the general attitude of mankind towards environment?

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

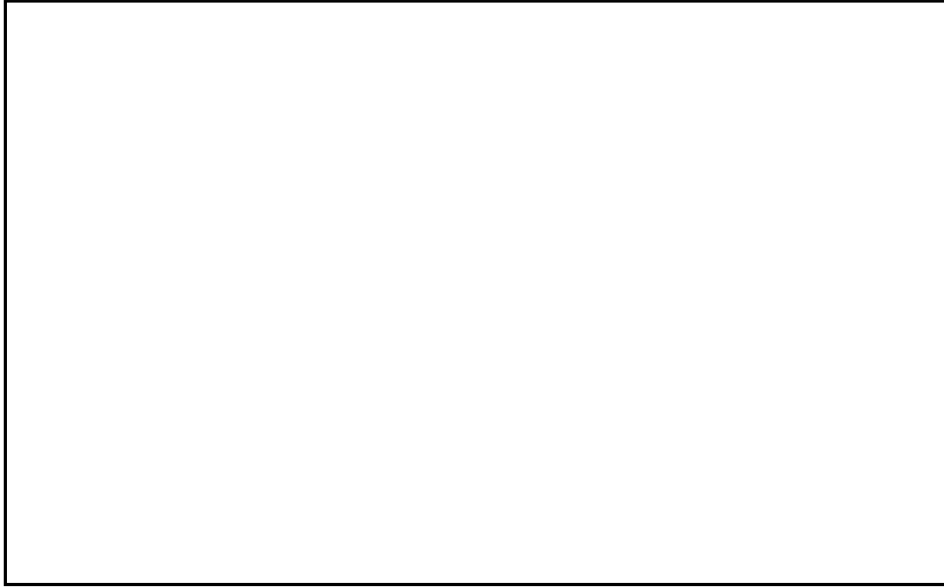
- i. How are man and his environment related?
- ii. What have men done to their environment before they realized the relation between the two?
- iii. Explain why fewer trees mean less oxygen.
- iv. Explain the importance of the slogan '**Plant more trees**'.
- v. Describe various forms of air pollution. How do they affect life on the earth?

- vi. How is acid rain caused? What are its effects?
 - vii. Explain ozone depletion and its effect on life on the earth?
 - viii. What are the causes of water pollution?
 - ix. Name some activities that you can do to improve your environment.
4. **Match the words in column A with those in B and form complete sentences:**

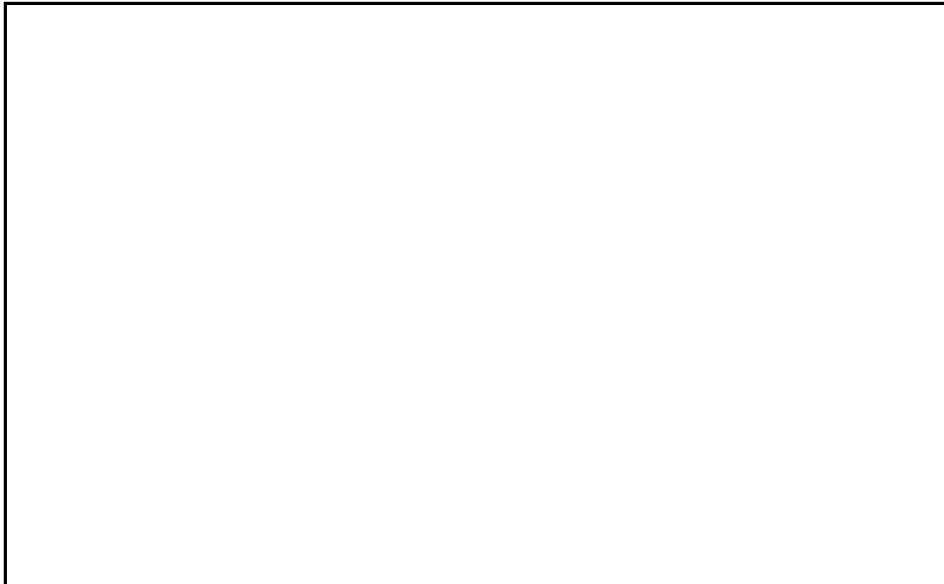
A	B
i. The lifestyle of a man who lives in the desert is	occurrence in many parts of the world.
ii. An area becomes dry and infertile	to take care of his environment.
iii. Mud-slides are a frequent	resupplied by the trees.
iv. The stock of oxygen is	we will have no dry land to live on.
v. If the ice in the Poles melt	water pollution is a sorry sight.
vi. The death of marine life due to	different from that of a man who lives in the coastal area.
vii. It should be the duty of every human being	when the top-soil has been washed away.

5. **Write which of the following activities are environment friendly and which are not. Write them in the columns provided :**
- cleaning of forests
 - to walk short distances instead of driving
 - to carry clothe-bags instead of poly bags while marketing
 - to use insecticides in large amount on our vegetables
 - to use the dustbins and garbage bins
 - to spit anywhere and everywhere
 - planting of vegetables and flowers
 - throwing garbage in the river

ENVIRONMENT FRIENDLY ACTIVITIES :



ANTI-ENVIRONMENT ACTIVITIES :



VOCABULARY

6. Make compound words by combining suitable words in box A with those in box B and write them in the space provided :

A

brick	news	radio	over	post
mid	drawing	fare	drinking	

B

paper	well	water	coat	man
bat	station	room	night	

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

7. Fill in the missing words in the table given below. The first one has been done for you :

adjective

wise
.....
.....
singular
.....
merry

adverb

wisely
politely
positively
.....
cunningly
.....

GRAMMAR

8. Certain words modify or add some new meaning to a verb, an adjective or an adverb.

Such words are called Adverbs.

A) Look at the following :

- i. I came have yesterday.
- ii. People now close the gates early.

The words, yesterday, early add some meaning about time:

B) Look at the following sentences:

- i. Come here
 - ii. Go there
- These indicate place.
- i. I read my lesson twice.
 - ii. My father always taught me my lessons.

These words express Number/Frequency.

- C) i. You must speak clearly
- ii. She dances nicely.

The words express manners or quality

- D)i. She stood first in the examination
- ii. He came next.

These words indicate order .

(E) He won the race and therefore won the prize

The words, 'therefore' indicates reason

There are different types of Adverb.

Adverbs are also used in asking questions:

Look at the following

- (i) How did he pass the examination?
- (ii) Where is your house?

These are called Interrogative Adverbs.

9. Adverbs are also formed by adding "ly" to an adjective.

e.g. heavy — heavily
slow — slowly etc.

Now, form adverbs from the adjectives given below:

merry	usual	entire,	gentle,
regular	immediate	angry	greedy
angry	entire	usual	greedy

10. Look at the following two sentences :

1. They went to *no other place*.
2. They went *no where else*.

The two sentences are two different ways of saying the same thing.

Now re-write each of these sentences using the suitable phrases from the box in place of the words in italics :

something else	anything else	anybody else
nowhere else	who else	nobody else
somebody else	what else	where else

- i. Do you have *any other thing* to say?
- ii. Lasifa remembered *some other thing*?
- iii. *What other place* can she go to?
- iv. There is *no other person* in the room.
- v. Could you see *any other person*?
- vi. I'll ask *some other person* to help me.
- vii. They went to *no other place*.
- viii. *What other person* is coming with Rita?
- ix. *What other thing* should we do?

COMMUNICATIVE WORK

11. Discuss in your own groups and design as many posters and slogans as you can for the protection of your environment. Later on, read them out to the whole class.

COMPOSITION

12. Write a letter to the editor of a local newspaper showing your resentment at the throwing of garbage everywhere in your town.

17 THE PONY OF MANIPUR



Man is by nature a storyteller. He is also a maker of myths and a creator of legends. In the course of the progress of a myth or a legend incidents are added or dropped by people for reasons best known to them. Here is the skeleton of a story from the mythology of Manipur.

Long long ago, the powerful god Soraren fell in love with a beautiful girl of the Earth. Her name was Konthoujam Tampha. One day they got married and after the marriage, she was taken to the upper regions. Soon Tampha gave birth to a son and he was named Khoriphaba. Tampha had a burning desire to go down to the lower region and meet her parents and relatives. Her parents also wanted to meet her. An opportunity came when, looking down from the heights, Tampha and her divine consort saw something like a death in her parents' family. She asked her lord to give her permission to visit her former home on the Earth. Soraren gave her permission on the condition that she should not eat with the humans on the Earth. Thus she left her son with her lord and came down to her

parents' home with the help of a magic ladder. There she took her meal in the company of her parents and relations, thinking that Soraren could not see what she was doing down there. But the divine being saw and knew everything. In great resentment Soraren decided to part with Tampha and pulled up the magic ladder.

The separation left Khoriphaba completely disconsolate. The motherless child cried and cried and went here and there to look for his mother. Finally god Marjing of the North -East consoled the child by giving him a beautiful young pony.

So a pony or a type of small horse is mentioned in the Manipuri mythology. In addition to this there is also a story of gods, Thangjing, Marjing, Koubru, Wangbren and others playing Sagol Kangjei or polo in the mythical past of Manipur. Again, in the legend of Khamba and Thoibi, there is also the popular episode of Thoibi riding away very fast on a horse of Nongban to reach the house of Khamba. Even to-day at Heingang, at the shrine of god Marjing, people make offerings of statuettes of winged horse. From all the mythical, legendary and ritual facts mentioned above we can quite safely conclude that Manipur and its people have been associated with the animal called horse for centuries. As a matter of fact the small Manipuri type of horse called pony has been an inseparable part of the erstwhile Kingdom of Manipur.

The progress of history of most of the old civilizations of the world was always associated with horse and its power. The Chinese, the Japanese, the Romans, the Mongols, the Arabs and the Mughals— all of them used horse and its power to build up and spread their civilizations. The settlement of America by the people of Europe also took place with the help of horses and their power. We all have heard that the Red Indians of America were extraordinary horsemen. The great travellers, adventurers and some of the explorers of the world also used horses for their activities. The same is the case with Manipur and its history.

Manipur is a beautiful mountainous region. It is a projection of the Indian subcontinent into the various parts of South East Asia where the sun rises early.

This landlocked region has age-old stories of its association with its pony which is an indigenous breed of horse which is born and nourished only in Manipur. It can be said that the Manipuri ponies tell immortal stories of the courage, the spirit and the ceaseless quest for the distinct identity of the Manipuris. The Manipuris love their ponies. All the people, rich and poor, the king and the commoners, had a close relationship with this animal both in war and the peacetime. The famous game known as Sagolkangjei is believed to have started in the mythological past of Manipur with the help of its ponies. Its historical origin can be traced back to the time of Nongda Lairen Pakhangba. It has been recorded that the game was played in the year 78 A.D. on the first Saturday of the Manipuri month of *Lamta* (February-March) on the occasion of the Loukhatpa ceremony of the queen Laisna. Since the dawn of history the ponies carried the victorious Manipuri warriors in their courageous ventures into the hostile Indo- Burmese regions of tropical Asia. The formidable Manipuri cavalry under King Garibniwaz became a real terror in Upper Burma. The Manipuri cavalry armed with *Arambai* caused havoc in the river valleys of Chindwin in Burma and Barak in Assam, thereby proving the innate qualities of the small but tough ponies of Manipur.

Compared with the other ponies available in various parts of the world, the ponies of Manipur possess a more developed and stronger hind quarters. They are very sturdy with compact and very muscular bodies. Their hooves are closed and very strong, and shoeing is very rare in Manipur. One important quality found in them is their tremendous and time-tested power of endurance. It is a testimony to their sheer endurance power that a pony is rarely changed during the entire progress of polo match in Manipur.

In other parts of the world horses and ponies are used for ploughing, carrying heavy loads and pulling carts also. Manipuri ponies, with their surefootedness, strong and well-proportioned hind quarters, are mainly used for carrying riders on their backs. Thus, the Manipuri pony or Meitei Sagol is a very rare breed of ponies in the world. The Indian Council of Agricultural

Research regards it as one of the purest and most prestigious breed of horses of India. It is also the original polo pony of the world. In appreciation of its rare qualities, Sir James Johnstone, a British Political Agent in Manipur wrote: “Manipur in old days possessed a famous breed of ponies, larger and better bred than the so called Burmese ponies that came from the Shan states. On these ponies were mounted the formidable cavalry that in the last century made Manipur feared throughout upper Burmah, and enabled her rulers on more than one occasion, to carry their victorious arms within sight of Ava, where their Rajah Pamheiba erected a stone pillar to commemorate the event.”

GLOSSARY

divine consort	:	godlike husband/wife
disconsolate	:	feeling extremely sad and helpless
Satatuuettes	:	very small statues
indigenous	:	native or belonging naturally
formidable	:	difficult to overcome or resist
cavalry	:	the part of an army that fights on horses
innate	:	something that has been part of one's character since birth
sturdy	:	robust, hardy, strongly built
shoeing	:	fixing horse shoe on the hoof
testimony	:	a formal statement that something is true

COMPREHENSION

1. Answer the following questions in a sentence each :
 - i. Who makes myths and creates legends?
 - ii. Who fell in love with Konthoujam Tampha?
 - iii. Who was Khoriphaba?

- iv. Who played Sagol Kangjei in the mythical past of Manipur?
- v. What stories do Manipur ponies tell?
- vi. What became a real terror in Upper Burma?
- vii. What do the ponies of Manipur possess in comparison with others?
- viii. What is it regarded as by Scientists?

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

- i. How did Tampha lose the magic ladder?
- ii. Name some other civilizations associated with horses.
- iii. Trace the origin of Sagol Kangjei.
- iv. Mention some of the qualities of the Manipur pony.

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

- i. Write a note on association of the Manipuri pony's with the mythical past of Manipur.
- ii. What makes the Manipuri pony so important in the history of Manipur?

GRAMMAR

4.(a) Look at the following sentences showing Degree of Comparison :

- i. The Manipuri pony is a good breed. (Positive degree)
- ii. The Manipuri pony is better than the Burmese pony. (Comparative degree)
- iii. The Manipuri pony is one of the best breeds in the world (Superlative degree)

Rewrite the above sentences by using the positive, comparative and superlative degrees of 'pure' and 'large' in place of good, better and best.

Be careful of the case of Pronouns after than.

He is two years older than I. (am)

You can do it better than I. (can)

You like him better than I. (do)

You like him better than (you like) me.

I know you better than he (knows you)

I know you better than him (I know him)

5. The words of a speaker or his/her speech can be reported in two different ways

i) Direct Speech

ii) Indirect Speech

Direct Speech : When the actual words of the speaker are quoted within quotation marks, we have the **Direct Speech** or **Direct Narration**.

e.g. Peter said, "I am going home."

She said, " We missed the train."

Shakespeare said, "The world is a stage."

The above sentences have two parts -

a) one part inside inverted commas (" ") and

b) another part outside the inverted commas.

Note that in **Direct speech** the Principal verb is followed by a comma (,) the Actual Speech is placed within inverted commas (" ") and the first word of the Actual Speech begins with a Capital Letter.

Indirect Speech :

When the substance of what one said is given without quoting the exact words we have the **Indirect Speech** or **Reported Speech** or **Indirect Narration**.
e.g. Peter said that he was going home. She said that they missed the train, Shakespeare said that the world was a stage.

There are certain rules of changing **Direct Speech** to **Indirect Speech**.

i) In the **Indirect Speech**, inverted commas are not used. These are used in the **Direct Speech**.

ii) In the **Direct Speech**, a comma (,) is used after the Reporting Speech. In the **Indirect Speech**, it is not used.

iii) In case the Reported Speech precedes the Reporting Speech, then the

(.) comes at the end of the Reporting Speech.

iv) The tense of the verb in the Reported Speech (Reported Verb) is not changed if the verb in the **Reporting Speech** is in the Present Tense.

v) The Tense of the verb in the Reported Speech is changed to a corresponding past tense in the **Indirect Speech** if the Reporting verb is in the past Tense.

vi) In case, the Reported speech expresses a habitual fact or universal truth, the tense of the verb in the Reported Speech is not changed.

vii) Pronouns of the 1st person in the Reported Speech are changed in the Person, number and gender of the subject in the Reporting Speech e.g.

Direct : He said, " I like reading peotry."

Indirect : He said that he liked reading poetry.

Direct : She says, " Manipur is my state."

Indirect: She says that Manipur is her state.

viii) Second Person in the Reported Speech is changed to the person, gender and number of the object in Reporting Speech. e.g.

Direct : They said to her, " You are the most beautiful girl."

Indirect : They told her that she was the most beautiful girl.

Direct : I said to her, "What is your name?"

Indirect : I asked her what her name was.

ix) These are certain other words which are generally changed for **Indirect Speech**.

They are as follows:

now	is changed to	then
here	"	there
this	"	that
these	"	those
come	"	go
ago	"	before
today	"	that day
tomorrow	"	the next day, the following day
yesterday	"	the previousday, the day before

last night	"	the previous night
thus	"	that way etc.

Change the following into Indirect Speech.

Nungshi : (coming out with a glass of water) You have also come, Ali.

Ali : Yes sister. We also have come here to enquire after your health.

Nungshi : I m alright. First take this water. I 'll bring another glass of water.

David :It's alright sister. Both of us can take the water from the same glass.
(Ali and David share the water)

Nungshi : It is beautiful, really ! I see so much purity in your feelings. You have shared the water. You have quenched your thirst together. Now, this glass of water stands as a proud symbol of our communal harmony.

Changes in different kinds of sentences in Narration

Before changing the Direct Speech, it is necessary to find out the kind or form of the sentence, whether it is:–

1. **Assertive** (making ordinary statements or assertions);
2. **Interrogative** (asking questions);
3. **Imperative** (expressing command, order, request, suggestion, etc.);
4. **Exclamatory** (expressing strong feelings of joy, sadness, applause, etc.)
or
5. **Optative** (expressing some wish or prayer involving a wish).

(a) Assertive Sentences:

The **Assertive Sentences** are taken as examples to study the rules of changing the **Direct Speech** into **Indirect Speech**. For example:

Direct : He said to me, "I am going today."

Indirect :He said to me that he was going that day.

The changes are indicated below :

- (1) The comma after the reporting portion and the inverted commas enclosing the Actual (direct) Speech are removed.

- (2) Just after the reporting portion the conjunction 'that' is used to join the Reported Speech.
- (3) The Tenses, Personal Pronouns and words of nearness of the actual (direct) Speech are appropriately changed.
- (4) There is no need to change the reporting verb. The Reporting verb could be : said, told, informed, stated, replied, reminded, reported , etc., (especially when the sentences are in the pattern of a dialogue).

(b) Interrogative Sentences:

In the Interrogative sentences we can observe the changes from Direct into Indirect Speech with the following examples:

- | | | |
|----------|---|--------------------------------------|
| Direct | : | He said to me, "What is your name ?" |
| Indirect | : | He asked me what my name was. |
| Direct | : | He Said to us, " Is it tasty?" |
| Indirect | : | He asked us if it was tasty. |

The Changes are :

- (1) The Reporting verb say /said is changed into ask/asked or enquire of/enquired of.
- (2) When a question begins with an interrogative pronoun or adverb (Who, Which, What, When, Where, Why, How, etc.) they become the joining words instead of the conjunction that : as in
 Direct : He said to me, " who are you and what do you want?"
 Indirect : He asked me who I was and what I wanted.
- (3) When a question begins with a verb or an auxiliary verb (am, is, are, was, were, do, does, did, can, could, may, might, will, would, shall, should, has, have, had, etc.), the conjunction if or whether becomes the joining word instead of the conjunction that; as in
 Direct : He said to me, " Do you know me? "
 Indirect : He asked me if I knew him.
- (4) The Question form (verb + subject) of the sentences is changed into

Assertive form (subject + verb).

- (5) The changes of Tenses, Pronouns and Adverbs are the same as in the Assertive Sentences.

(c) Imperative Sentences:

In Imperative sentences, there are some rules.

- (i) The reporting verbs are changed to 'advise', 'request', 'order', 'tell' etc.

Generally the following verbs are used to express different meanings:

ask, beg, command, encourage, entreat, forbid, implore, invite, order, recommend, remind request, tell, urge, warn.

The verbs are followed by an object.

The Reported Verb takes 'to' before it.

Sometimes there may be no object.

But it may be supplied in the Indirect speech according to the meaning e.g.

Direct : He said, "Go home, Mani".

Indirect : He asked/told Mani to go home.

- (ii) In case of negative sentences, not + infinitive is used e.g.

Direct : She said to me, "Don't pay the money."

Indirect : She told me not to pay the money.

(d) Exclamatory Sentences :

These are certain sentences having an Interjection like 'Alas', 'Bravo', 'Hurrah', etc.

Direct : He said, "Alas! I am undone."

Indirect : He exclaimed with sorrow that he was undone.

Direct : The girl said, "Bravo! Well done!"

Indirect : The girl applauded that it was well done.

Note (i) In Exclamatory Sentences, the Reporting Verb is changed to 'exclaim' followed by 'in joy', 'in sorrow', 'in disgust' etc. as the meaning demands.

(ii) The Exclamatory sentence is changed to Assertive.

There are certain other constructions in English

- i) Interjections and Exclamations are omitted.
- ii) 'That' is generally used to join the Reporting portion and Reported Speech.
- iii) The sentence has to be complete, if it is incomplete.

(e) Optative Sentences

- i) In sentences expressing wish or prayer, the Reporting verb is changed into wish or pray
Direct : The father said, " May you succeed, my son".
Indirect : The father prayed that his son might succeed.
- ii) The Reported Speech is changed to an Assertive Sentence.

COMMUNICATIVE WORK

6. In groups of 4/5 students, discuss the importance of Manipuri pony in polo and read out the summary note of the discussion in the class.

PROJECT WORK

7. Collect the photographs of Manipuri pony and Manipuri polo players and insert them in your Scrap-book.

PRONOUNCIATION

8. i. C is soft in 'city' and hard in 'cat'

Pronounce the following words and make two separate lists of the words on the basis of the initial consonant sorts:

close certain clock century circle class cricket
change civic cloud centre calm civil clear car

- ii. G is soft in 'gem' and hard in 'get'

Pronounce the following words and make two separate lists of the words
— 'soft' and 'hard'

gender god gene good green gentle geography
gazette general garden gang ginger gist game grammar

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