

English Course Book

CLASS - IX

L. Kamakhyakumar Singh
Former Head of Department
(English)
Imphal College

Prof. Th. Ratankumar Singh
Department of English
Manipur University

R.K. Priyalata Devi
Lecturer
Ananda Singh Higher Secondary Academy



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FOREWARD

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

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

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

The Board welcomes valuable suggestions for improvement.

Dr. Chithung Mary Thomas
Secretary

LIST OF PARTICIPANTS IN THE REVIEW WORKSHOP

1. Dr Mamta Agarwal, Retired Prof., NCERT, New Delhi.
2. Dr Urmila Guliani, Retired Principal, Kendriya Vidyalaya, R.K. Puram, New Delhi.
3. Dr Ch. Sarat Singh, Associate Prof., Moirang College, Moirang.
4. Smt. R.K. Anila, Arts Graduate Teacher, C.C. Hr. Sec. School.
5. Smt. Samola Khundrakpam, Lecturer, Ananda Singh Hr. Sec. Academy.
6. Shri A. Saumyawanta, Lecturer, Recent Hr. Sec. School, Sagoltongba.

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UNIT – I

THE LAND

1. (a) Each one of you must be interested in knowing about your own state and the neighbouring states. Your Geography teacher must have told you the various facts about them.

But, there are always many more things that you ought to know.

- (b) Manipur is home to two unique things in the world. One is the sangai, the dancing deer. Can you name the other one?

Clue, it belongs to the flora family.

- (c) Name the states which are immediate neighbours to your own state.

_____	_____
_____	_____
_____	_____

- (d) In this unit you will read:

A. MANIPUR, A LAND OF ENCHANTING FLOWERS.

B. THE ENCHANTING SHIRUI LILY.

C. SEVEN SISTER STATES

LESSON NO. 1



A. MANIPUR – A LAND OF ENCHANTING FLOWERS

1. (a) Nature is beautiful. One of the most beautiful gifts God has given to mankind is, of course, flowers.

Manipur is also endowed with a variety of flowers. Name a few of them.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

- (b) Flowers are lovely and beautiful and mankind has different uses of them. Name a few uses of flowers. One has been done for you.

1. Flowers are used as beautiful gifts to friends.
- 2.
- 3.

2. Now, let us read about Manipur and her relation with flowers:

*Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.*

- Gray

So had been *melei leisna* (a variety of golden coloured orchid) of Manipur until Khamba came to offer it to the deity of Moirang-Thangjing. Flowers have been associated with the culture and tradition of Manipur from time immemorial. Our folklores are replete with references to a variety of flowers of the hills and the plains. The legendary story of Khamba and Thoibi has an episode of *Lei Langba* (floral offering to the deity). Khamba and Nogban had to climb up the Thangjing Mountain to collect flowers on the occasion of *Moirang Thangjing Haraoba*, which was the

origin of the Khamba-Thoibi dance. When Khamba could not find any flower on top of the mountain, he sat down at the foot of a big tree. Suddenly, a godsend gust of wind blew on the mountainside. Khamba was afraid lest the branches of the tree broke down. He looked up to see clusters of golden-coloured orchids hanging from the tree half-hidden among the green leaves. Khamba climbed up the tree and plucked a host



A sight fit for God to see

of orchids to offer to Thangjing and Khamba came to be known as *melei – langba* (one who offers *melei* flower). The whole mountainside was filled with the aroma of the sweet-scented flowers. One can't forget the enchanting flowers.

Manipur is the home of a variety of orchids which adorn the trees on both the hills and plain. No one can ignore the golden *melei* of April, nor can one forget the bluish *Kwaklei* of October. The once beautiful orchids of the hills now adorn the plains. Some of the orchids are locally known as *Khongumelei*, *Kwaklei*, *Samjirei*, *Yerumlei*, etc. These flowers bloom in different seasons. Now-a-days they adorn the trees and the flowerpots all over the valley of Manipur as well.

Why talk of the orchids only? The whole atmosphere of the valley as well as the hills is filled with the sweet scents of a number of local flowers. In every season, the hillsides are covered with colourful flowers from different trees. One can't miss the beauty of almost all the whole mountainsides as well as the roadsides covered with golden sunflowers. Come down further to the plains and one feels the sweet fragrance of *champa*, Jasmine, local magnolia and a variety of sweet-scented flowers. Beautiful and colourful roses of different sizes and colours – red, pink and yellow – beckon you wherever you go. A speciality of the flowers in Manipur is the sweet scent, enchanting everyone around.

It is not on land only. The ponds and lakes are full of lotus in white and pink. You cannot avoid the sweet smell of the flowers and the leaves whenever the gentle wind blows. Attractive lilies, red, blue, yellowish and white, dance playfully in



Orchid in bloom

water, enchanting every passerby. Morning, evening and night; summer, autumn and winter—there is no dearth of enchanting flowers with the sweet aroma in the air.

Bunches of bright red *gulmohar* from among the green leaves make you forget the summer heat; hosts of golden- coloured marigold captivate your mind.

Do not think of cherry flowers of England only! The beautiful cherry flowers of Ukhrul present a charming spectacle as well. The sweet scent of the lemon flowers of Kachai and Grihang is simply unforgettable. It reminds one of lemons and oranges. And one is dazzled by the spectacle when they are ripe on the plants. The orange groves of Tamenglong will simply keep you spellbound.

Beginning with the sweet scent of the flowers, these are magical scenes which keep your mind forever charmed. The golden oranges on the plants are more beautiful than flowers in the gardens.

No account of the flowers of Manipur will be complete without the lilies of Dzuko valley and Shirui Hills. These are unique flowers blooming gracefully on top of high mountains. From the mountains to the valley, enchanting flowers beckon everyone to Manipur, a land of enchanting flowers.



3. Word – Notes:

abundant	: plentiful
legendary	: story handed down from the past; famous
episode	: an event occurring as a part of a long series of events
enchanting	: charming; delightful
deity	: god
Moirang – Thangjing haraoba	: Moirang Thangjing – Thangjing is the presiding deity of Moirang. Haraoba – joyful celebrations
replete with	: filled with
lest	: in case
dearth of	: shortage of
spectacle	: eye-catching sight

4. (A) Based on your reading of the text, complete the following statements:

- a. From time immemorial, flowers have been associated with _____

- b. Khamba had to look up if the _____

- c. In Manipur, orchids adorn _____

- d. Sunflowers are seen on the _____

- e. Whenever the gentle wind blows one cannot miss _____

- f. Unforgettable is the sweet scent of _____

(B) Answer the following questions in a sentence each :

- a. What are Manipur folklores replete with?
- b. Which April flower, can no one ignore?
- c. What is the special quality of the flowers in Manipur?
- d. What is the effect of the red gulmohar on the onlooker?
- e. How is Ukhrul comparable to England?

(C) Answer the following questions briefly :

- a. How could Khamba solve his problem on the top of the Thangjing hill ?
- b. How do orchids adorn the plains too?
- c. What are the beauties of the hillside in every season ?
- d. How are the plains filled with sweet fragrance ?
- e. How do flowers in the ponds and lakes effect the passers by ?
- f. What spectacle of Tamenglong dazzles a person ?

5. Name six flowers you know and describe them as given in the example.

Name of flowers	Colour	Size	Does it have scent or not	Flowering time
1. Rose	Red	2 inches	Has	Throughout the year

6. Several gardens have been developed in Imphal and in many other towns in Manipur which attract a number of tourists.

Visit one of these tourist spots and describe them as directed below:

Name of the
garden :

Place where it
is situated :

Area covered
by it :

Kinds of flowers
that you saw :

Various other items
of attraction :

Your observation :

7. Name the flower that you like most and explain why you like it.

8. Suppose you are the Manager of MN ROSE GARDEN, Canchipur.

Now complete the following advertisement inviting visitors to the garden. Highlight the following features of the garden in the ad.

- (a) area – 5 acres
- (b) 2 acres exclusively for roses
- (c) boating facility available
- (d) canteen
- (e) ideal place for a family to spend an afternoon
- (f) children's park– quarter of an acre

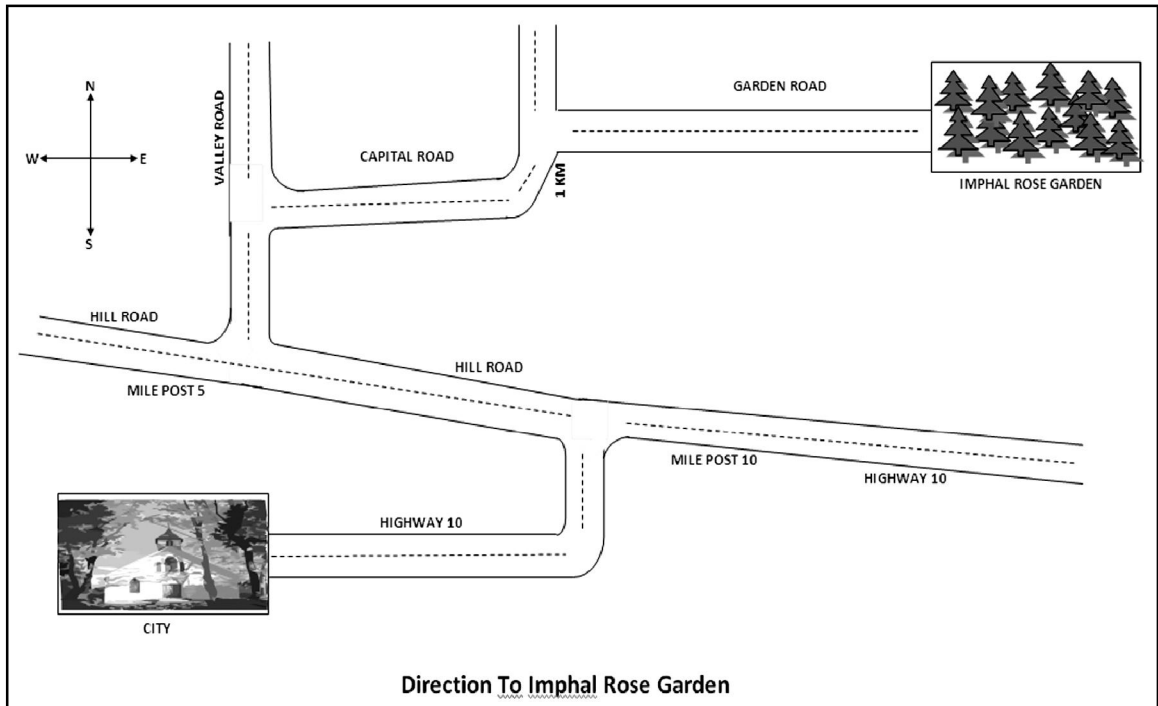
Invite visitors to pay a visit. Mention visiting fee, etc.

**MN ROSE GARDEN
CANCHIPUR**

Special Features:

- (a) It is spread out over an area of 5 acres
- (b) Exclusively for roses - 2 acres
- (c)
- (d)
- (e)
- (f)

9. Below is a map showing the road from your city to Imphal Rose Garden. Below that is a half – completed brochure for the guidance of visitors from the town to the garden. Complete the brochure for sending to the press.



Direction to Imphal Rose Garden:

You leave the city through Highway 10. At mile post 10 you take a left turn and take the Hill Road. At mile stone 5 on the Hill Road _____

10. Here is a diary entry made by Mr. Romen after he visited a tourist spot, but he has left several blanks in it. Help him fill in these blanks with suitable words from the box.

clusters

fragrance

beckoning

captivated

spectacle

groves

ignore

gracefully

atmosphere

varieties

Date : _____

When I visited, with my family, the hillside garden a heavenly sight welcomed us. It seemed the _____ of trees and flowers were _____ us. What a _____ the place presented to the visitors! _____ of orchids were hanging from the branches. We never could imagine that there were so many _____ of flower plants. The _____ of roses was unearthly. It was evening and the setting sun _____ our imagination. The evening _____ was simply magical. There was a small river in one side of the garden, its water _____ flowing by. Of course, the exotic birds no one could _____.

—X—

LESSON NO. 2



B. THE ENCHANTING SHIRUI LILY

1. (a) Of course, you have heard of the Shirui Lily. You must also have known that it is a flower unique to Manipur.

(b) Now, (✓) mark the state flower of Manipur:
 - i. The orchid Vanda
 - ii. The orchid Melei Leisna
 - iii. Shirui Lily
 - iv. The Water Lily

2. Now, read about the enchanting Shirui Lily:-

The Shirui Lily is Manipur's unique gift to the floral wealth of the world. This delicate and lovely flower has been growing since time immemorial on the high altitude of Shirui Hills in Ukhrul district, and is locally known as *Kashong Timrawon* in the Tangkhul dialect. This lovely flower was first discovered by F. Kingdon Ward in the 1946. It was through his efforts that the world at large came to know about the unique flower.

The Shirui Lily's uniqueness lies in the fact that it refuses to grow and flourish anywhere except in its native habitat—the Shirui Hills. It is a mystery, as well as a challenge, to the scientists and horticulturists, why this flower cannot be grown outside the climate and ecosystem of the Shirui Hills. Attempts to plant it elsewhere, even within Manipur, have been made, but the flower seems to refuse to grow and live for any length of time away from its original habitat. And so, to the world at large the Shirui Lily exists only in pictures and records. If anyone wishes to see it in all its glory and serene beauty, one has to climb the high altitude of the Shirui Hills.



Shirui Lily- Pride of Manipur

The native habitat of the Shirui Lily is the high, lofty peaks of the Shirui Hills (at an altitude of about 8,500 ft.). The temperate forests at that altitude seem to provide the ideal ecosystem for the Shirui Lily which grows for about six weeks each year, from the first week of May to the middle of June. The lily is not the only flower that grows there. As a matter of fact, the Shirui Hills constitute a home for a variety of lovely flowers that grow there during different parts of the year. The flowering of the Shirui Lily, for example, is followed by the white summer flowers which bloom between June and August each year and on the rocky slopes one can see flowering orchids. But it is the Shirui Lily that, because of its beauty and uniqueness, has caught the imagination of people, and special expeditions are organised to visit the Shirui Hills to see this rare lily. A member of one such expedition, when asked why he decided to face all the hardship and rigour of climbing the Shirui Hills, exclaimed, “Because there is the Shirui Lily!”



Flocks of Shirui Lily

Unfortunately, like so much else that is beautiful in nature, the Shirui Lily has also been a victim of human greed. A flower that once grew in hundreds and thousands in the cool, serene temperature forests of the Shirui Hills has now been reduced to a mere few hundred plants. Ironically, the destruction of this rare species of flowers was started by the inhabitants of Shirui village. Little knowing the value

and significance of the Lily, and spurred by the popularity of the flower, the tourists and visitors, out of ignorance or curiosity or sheer mindlessness, plucked the lilies or uprooted its plants.

Mercifully, all this has stopped now. In the last ten years or so, the villagers have become acutely aware of the value of the lily and have taken several measures to safeguard this rare flower. They now zealously guard their floral wealth and organise themselves into vigilant groups that patrol the Shirui Hills from May to July to see to it that tourists or vandals do not pluck the flowers or uproot the lily plants. Heavy fines are imposed on those who are found trying to destroy the Shirui Lily. This is a fine example of people's action for protection of nature in all its pristine beauty, and the right step for the preservation of this rare flower. Since the Shirui Lily grows and flowers only in an ecosystem peculiar to the Shirui Hills, it is the duty of the people of Manipur and of Shirui in particular to protect and preserve the Shirui Lily.

3. Word–Notes:

delicate	- soft and easily damaged
dialect	- language
flourish	- grow and become beautiful
habitat	- particular place where a plant or animal naturally grows or lives
horticulturists	- people who are trained in growing flowers
eco-system	- all the living things in an area and the way they affect each other and the environment
slopes	- slanting sides of the hills
expeditions	- organised journey to
serene	- calm and peaceful
spurred	- urged
sheer	- pure
mindlessness	- thoughtlessness
zealously	- with enthusiasm, whole-heartedly
vigilant groups	- groups of men guarding something (here, Shirui Lily)
vandals	- persons who wilfully destroy things
pristine	- fresh and clean

4. (A) Based on your reading of the text, complete the following statements:

- a. Scientists and horticulturists find it a challenge _____
_____.
- b. Shirui Lily grows for about _____
_____.
- c. Special expeditions are organised _____
_____.
- d. The responsibility for protection and preservation of Shirui Lily lies with
_____.

(B) Answer the following questions in a sentence each:

- How is Shirui Lily known in local dialect ?
- “And so, to the world at large the Shirui Lily exists only in pictures and records.”
Why?
- Who pluck the lilies and uproot the plants ?
- What are the duties of the vigilant groups ?
- What happens to the persons who destroy Shirui Lily ?

(C) Answer the following questions briefly:

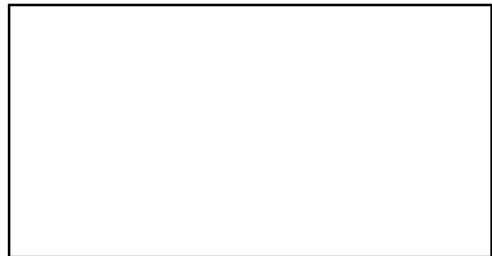
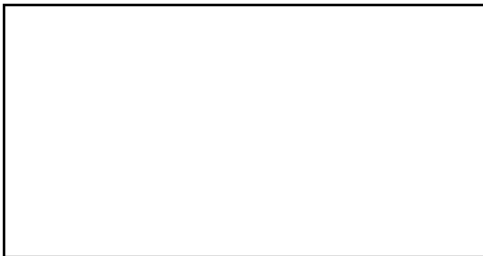
- Why is the Shirui Lily a unique gift ?
- What are the experiments carried out about the lily’s growth habit ?
- What is the ideal eco-system for the Shirui Lily ?
- “Because there is the Shirui Lily ?”
What is the idea expressed here by one member of an expedition team ?
- How have ignorance, curiosity and mindlessness affect the Shirui Lily ?

5. Working in your group, find words or phrases in the text that mean the same as the following given on the left hand side:

Meaning	Words in the text	Para No.
a. Height		1
b. Unparallel, different from all others		1
c. Home or natural place of residence		2
d. Hard work , labour		3
e. Petty, very small, trifling		4
f. To feel very strongly		5

6. Discuss in your group what measures you will take to prevent the vandalism of the Shirui Flower during the tourist season when the flowers are in bloom. Discuss the measures you can take in terms of the following points :
- i. Alertness
 - ii. Posters
 - iii. Checking of bags
7. Prepare in your group a few posters that may be relevant to the visitors in connection with the threat to the Shirui Lily. One is done for you.

Shirui Lily is a Precious
Gift of God
To Manipur.
PROTECT IT.



8. There are some unique varieties of flowers in Manipur and in the neighbouring states. They are almost on the verge of extinction due to unchecked export to the outside world. Find out about the flowers and discuss in your group measures for their protection and the steps the Government and the people should do to prevent their destruction. Present your findings to the whole class.

[Hint- most of these flowers grow on trees.]

9. You know that science has done a lot for the improvement of flowers and plants. In fact it has brought about a revolution in this area. Discuss in your group what you want the scientists to do in respect of the Shirui Lily in the following aspects :

SHIRUI LILY

Existing Characteristics	Science should develop
1. Colour	1.
2. Flowering time	2.
3. Habitat	3.
4. Variety	4.

10. You are the leader of an expedition to Shirui Hill. Plan the expedition in terms of the following:
- Time
 - No of members
 - Clothings
 - No. of days
 - Do's and Don'ts you will tell your group

11. Punctuate the following:

flowers are one of the most precious gifts god has given to mankind it is not possible to imagine a world without flowers can you without flowers it will be a barren dull and colourless world life's dullness is so much the less because there are flowers our homes look so cheerful and lovable because there are flowers.

12. The words listed on the right hand column are the antonyms of the words on the right hand column. But they are in jumbled order. Match them:

delicate	discouraged
unique	dull
slope	not fresh
zealous	hard and not soft
pristine	noisy and not calm
serene	something which is common
spurred	steep

13. When we write a formal letter (to a Govt. or Company official or an Editor of a newspaper) we use the following lay out.

FORMAL LETTER

Happy Valley

Ukhrul

12 Dec. 20 –

The Editor

The Manipur Chronicle

Imphal

Sub:-

Sir

(Body of the letter)

Yours truly

(Name)

Now, following the above lay out write a letter to the Chief Minister of Manipur telling him to take adequate care for the preservation of Sirui Lily.

—————x—————

LESSON NO. 3



C. THE SEVEN SISTER STATES

1. (a) India is a vast country. Write down in which part of it you live :

East	North – East
West	South – West
North	North – West

- (b) Write which country lies to the east of Manipur:

- (c) Name the biggest river in the North-East:



The Seven Sister States

2. Now, read about the states that form one family unit with in India:

‘The Seven Sister States’ is a name given to contiguous states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. The whole area is also called “Paradise Unexplored”.

Some facts about these states are:

- Total area covered - 255,511 sq. Km.
- Population - 44.98 million in 2011.
(3.7 p.c. of India’s total).
- Industry - main industries in the region are tea- based,
crude - oil, natural gas, silk, bamboo and handicrafts.
- Forest - the whole area is heavily forested with plentiful of rainfall.

The location of the region is strategically important as it has international borders with Bangladesh, China and Myanmar. The area is characterised by rich bio- diversity and heavy precipitation. It is endowed with rich forest wealth and is ideally suited to produce a whole range of plantation crops, spices, fruits, vegetables, flowers and herbs. The rich natural beauty, serenity and exotic flora and fauna of the area are invaluable resources for the development of eco- tourism. The region is also home to one-horned rhinoceros, elephants, sangai deer and other endangered wildlife. The seven states of the region, because of their land-locked topography, depend on one another for their economic development and as such need to thrive and work together. This unified and collective developmental programmes are looked after by the North- East Council.

In the following paragraphs, more information about one of the seven sisters namely, Arunachal Pradesh, is given:

Arunachal Pradesh

Arunachal Pradesh is also known as the “Land of the dawn-lit mountains”. Literally it means the “Land of the Rising Sun” in reference to it’s position as the easternmost state in India. It is also known as the “Orchid state of India” or the “Paradise of the Botanists”. As in other parts of the North-East India, the people native to the state trace their origin from the Tibeto–Burman and Mongoloid race. A large number of migrants from various other parts of India have settled in the state.



Arunachal Pradesh is located between 26.28°N and 29.30° N latitude and 91.2 0° E and 97.30° E longitude and has 83,743 square kilometre area.

The state is mostly mountainous with the Himalayan ranges running North South. These divide the state into five river valleys – the Kameng ,the Subansiri, the Siang, the Lohit and the Tirap. All these rivers are fed by snow from the Himalayas and countless rivers and rivulets. The mightiest of these rivers is Siang, called Tsangpo in Tibet, which becomes the Brahmaputra after it is joined by the Dibang and the Lohit in the plains of Assam. The mountain slopes and hills are covered with alpine, temperate and sub-tropical forests of dwarf rhododendron, oak, pine, maple, fir and juniper. Sal and teak are the main economically valuable species.

According to the 2001 Indian census, the religions of Arunachal Pradesh break down as follows :

Hindu	:	379,935	(34.69%)
Christian	:	205,548	(18.79%)
Buddhist	:	143,028	(13.9%)
Muslim	:	20,675	(1.19%)
Sikh	:	1,865	(0.19%)
Jain	:	216	(.019%)
Others (mostly Danni Polo)	:	337,399	(30.79%)



Women of Arunachal Pradesh in a cultural occasion

Literacy has risen in official figures to 66.95% in 2011 from 54.74% in 2001. The number of literate males is 454,532(73.69%) and the number of literate females is 335,411(59.57%).

Transport – There are four small airports which are out of operation. A green field airport serving Itanagar is being planned at Holongi at a cost of Rs. 6.50 billion.

Roads – Arunachal Pradesh has two highways – the 336 km. National Highway 52, completed in 1998, which connects Jonai with Dirak, and another highway, which connects Tezpur in Assam with Tawang.

Railways – Arunachal Pradesh will get its first railway line in late 2013 when the new link line is connected with Nahargun in Arunachal Pradesh.

State Symbols

State Bird	State Flower	State Animals	State Tree
Horn bill	Foxtail orchid	Gayal	Hollong

(Source - Arunachal Pradesh - Wikipedia)

3. Word – Notes:

strategically	-	for the purpose of gaining advantage
precipitation	-	the amount of rain, snow that falls
topography	-	physical features of land
rivulets	-	small rivers
alpine	-	connected with high mountains
greenfield	-	not yet developed

4. (A) Based on your reading of the text answer the following questions in a sentence each :

- a. Why is the location of the Seven-Sister States strategically important ?
- b. How are the natural beauty and exotic flora and fauna of the north-east valuable to the Seven-Sister States ?
- c. How is the North-East Council important to the Seven Sister States ?
- d. Why is Arunachal Pradesh called the “Land of the Rising Sun” ?
- e. What feeds the rivers of Arunachal Pradesh?
- f. Is Itanagar easily accessible by air ?

(B) Complete the following statements with information from the text:

- a. The term “Paradise Unexplored” is applied to _____

- b. The Seven Sister States are characterised by _____

- c. The Seven Sister States need to _____

- d. Apart from the natives a large number of _____

- e. The Tsangpo river in Tibet is known as _____

- f. _____ connect Arunachal Pradesh by road with the rest of India .

(C) Answer the following questions briefly:

- a. What is the significance of the Seven Sister States having common borders with some foreign countries ?
- b. Why are the Seven Sister States suitable for the development of eco- tourism ?
- c. Why was the formation of the North-East council necessary ?
- d. Explain the significance of Arunachal Pradesh being called a “Land of the dawn-lit mountains”.
- e. What role do the Himalayan ranges running north south play in the topography of Arunachal Pradesh ?
- f. How do you know that Arunachal Pradesh is a multi- religious state ?
- g. Explain how literacy-wise Arunachal Pradesh has made progress.

- 5. The name of the seven states are given below. Find out the names of their capitals and write them against each:**

Name of states	Capital
i. Assam	
ii. Arunachal Pradesh	
iii. Manipur	
iv. Meghalaya	
v. Mizoram	
vi. Nagaland	
vii. Tripura	

6. Find out which of the Seven Sister States is the most populated one and also the least populated one.

The most populated state:-

The least populated state:-

7. Write the names of two towns/cities in each of the seven states.
8. Match the following names of place-of-interest with the state in which they are situated.

Barapani lake	-
Manas wild-life sanctuary	-
Parashu-Ram Kunda	-
Neer Mahal	-
Khoudong waterfall	-
Khangkhui cave	-
Rengdil bird sanctuary	-
Mt. Saramati	-
Wokha	-
Keibul Lamjao National Park	-
Bomdila	-



Khoudong waterfall

9. Identify the cities or states:
- Gateway to North-East India
 - The Scotland of the East
 - The Jewel of India
 - The Land of the Highlanders
10. Write about Manipur's connectivity with the rest of India in terms of Air, Road and Railways.
11. You must have heard of the Govt. of India's 'Look East Policy'. Write a few lines how it is relevant to the Seven-Sister States.
12. Read the following passage and answer the questions that follow:

The fabric of social life in the Mizo society has undergone tremendous changes over the years. Before the British moved into the hills, for all practical purposes the village and the clan became units of the Mizo society. The Mizo code of ethics or dharma moved round “**Tlawmngaihna**” an untranslatable term meaning on the part of everyone to be hospitable, kind, unselfish and helpful to others. Tlawmngaihna to a Mizo stands for selfless service for others.

A gregarious and close-knit society, they evolved some principles of self-help and co-operation to meet social obligations and responsibilities. Constructive social works were executed through voluntary community works known as **Hnatlang**. Every family was expected to contribute labour for the welfare of the community and participate in Hnatlang. The spirit of Hnatlang combined with Tlawmngaihna makes it mandatory for the Mizos to render all possible help on occasions of marriage, public feast, accident and death.

The Mizos are a distinct community and the social unit was the village. Around it revolved the life of the Mizo. Mizo village is generally set on top of a hill with the chief's house at the centre and the bachelor's dormitory called Zwalbuk, prominently located in a central place. In a way, the focal point in the village was the Zwalbuk where all young bachelors of the village slept. Zwalbuk was the training ground and indeed the cradle wherein the Mizo youth was shaped into a responsible adult member of the society.

Questions:

- i. How has time effected the fabric of Mizo social life?
- ii. What does "Tlawmngaihna" require of everyone in Mizo society?
- iii. What, according to Hnatlang, is every Mizo family expected to do?
- iv. Around what does the life of a Mizo revolve?
- v. Where does a Mizo youth learn social responsibility?

13. In the passage given above there are words which mean the following. Find out these words and write against each of them.

Meanings	Words in the passage
in a big way	-
moral principles	-
kindly and helpful	-
duties	-
compulsory	-
in a distinct way	-
a place where one's character is shaped	-

14. Write a letter to a friend who lives in a capital town of one of the Seven Sister States informing him you will like to visit his/her town.

[Before you write the letter study the following lay out of an informal letter. We write an informal letter to a friend, or a member of our own family.]

INFORMAL LETTER

Wangkhei
Imphal East
20-11-2013

Dear John

(Body of the letter)

Yours affectionately

(Name)

—————X—————

UNIT – II

MYSTERY

Which of the following statements do you associate with mystery?

1. (a) I. Something that is usual. II. Something that is not usual.
III. Difficult to explain. IV. Things that are imaginary.
V. Coincidence.
(✓) Tick the correct ones.
- (b) Human beings have always tried to find answers or explanations to various phenomenons that happen around them. Science has helped in solving these phenomenons. Discuss in your group some mysteries in nature that has been solved, e.g. How day and night occurs.
- (c) In spite of science, there are still mysteries in and around the world which arouses our curiosity. In this unit you will read three such mysteries:
A. FICTION THAT CAME TRUE.
B. ARORA BOREALIS OR THE NORTHERN LIGHTS.
C. DIVINE WIND THAT SAVED JAPAN.

LESSON NO. 1



A. FICTION THAT CAME TRUE

1. Suppose what a person writes – a fiction or a story comes true, or almost true. Difficult to believe it can happen! But, such a co-incidence in connection with the greatest sea-disaster of all time- The Sinking of the Titanic – happened.
2. **Now read on:**

Writer predicted his death in the iceberg disaster:

A floating palace sailed from Southampton in 1898 on her maiden voyage. She was the biggest and grandest liner ever built, and rich passengers savoured her luxury as they journeyed to America. But the ship never reached her destination: her hull was ripped open by an iceberg and she sank with heavy loss of life.

That liner existed only on paper, in the imagination of a novelist called Morgan Robertson. The name he gave to his fictional ship was *Titan*, and the book's title was *Futility*.

Both the fictional ship and the *fiction* were to turn into a terrifying fact. Fourteen years later, a real luxury liner set out the same maiden voyage. She too was laden with rich passengers. She too rammed into an iceberg and sank: and, as in Robertson's novel, the loss of life was fearful because there were not enough lifeboats. It was the night of April 14/15, 1912. The ship was the RMS *Titanic*.



Morgan Robertson

Passenger's preview of doom:

In many other ways than the similarity of their names the *Titan* of Robertson's novel was a near duplicate of the real *Titanic*. They were roughly the same size, had the same speed and the same carrying capacity of about 3000 people, both were unsinkable. And both sank in exactly the same spot in the North Atlantic.



Iceberg in the Atlantic

But the strange coincidences do not end there. The famous journalist W.T. Stead published, in 1892, a short story which proved to be an uncanny preview of the Titan disaster. Stead was a spiritualist: he was also one of the 1,513 people who died when the *Titanic* went down.

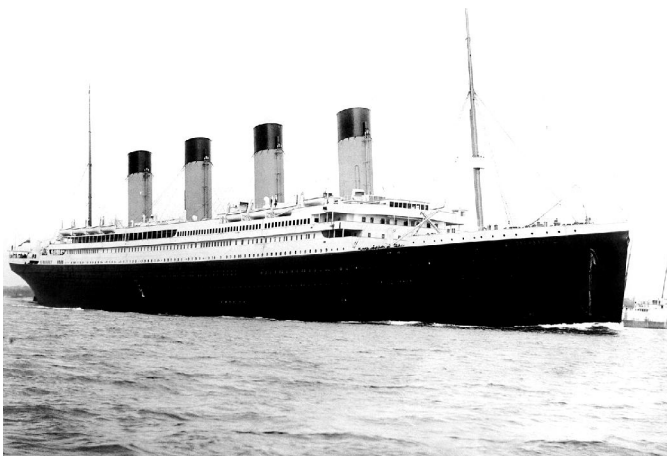
Backward recollection:

Neither Robertson's horror novel nor Stead's prophetic story served as a warning to the *Titanic*'s captain in 1912. But a backward recollection of that appalling tragedy did save another ship in similar circumstances 23 years later.

A young seaman called William Reeves was standing watch in the bow of a tramp steamer Canada-bound from Tyneside in 1935. It was April – the month of the iceberg disasters, real and fictional and young Reeves had brooded deeply on them. His watch was due to end at midnight. This, he knew, was the time the *Titanic* had hit the iceberg. Then, as now, the sea had been calm.

These thoughts took shape and swelled into omens in the seaman's mind as he stood his lonely watch. His tired, bloodshot eyes strained ahead for any sign of danger, but there was nothing to be seen: nothing but a horizonless, impenetrable gloom. He was scared to shout an alarm, fearing his shipmates' ridicule. He was scared not to.

Then suddenly he remembered the exact date the *Titanic* went down on the night of April 14/15, 1912. The



The Titanic that went down in 1912

coincidence was terrifying: it was the day he had been born. Reeves' mounting sense of doom flared into panic-stricken certainty. He shouted out a danger warning, and the helmsman rang the signal: engines full astern. The ship churned to a halt- just a few yards from a huge iceberg that towered menacingly out of the blackness of the night.

More deadly icebergs crowded in around the tramp steamer, and it took nine days for Newfoundland icebreakers to smash a way clear.

The name of the little ship that came so near to sharing the *Titanic*'s fate? She was called the *Titaniam*.

3. Word – Notes:

maiden voyage	- first journey
liner	- large ship that carries passengers
savoured	- enjoyed to the full
laden with	- loaded with
rammed into	- hit
uncanny	- strange and difficult to understand
preview	- description of something that will happen later on
spiritualist	- a person who believes that a dead person can send a message to a living person

appalling	-	frightful
tramp	-	slow-moving
brooded	-	thought
omens	-	signs
strained	-	struggled to see
impenetrable	-	difficult to see
coincidence	-	similarity of the situation
flared up	-	became very strong
helmsman	-	the person who steers the ship
full speed astern	-	slow down the forward movement and move backward
churned	-	the water around the ship moved violently as she tried to move backward
towered	-	rose high
menacingly	-	threateningly
icebreakers	-	special ships fitted with equipment to break icebergs

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

- a. Why did the Titan not reach her destination?
- b. In Robertson's novel why was the loss of life so fearful?
- c. What was uncanny about W.T. Stead's short story?
- d. What is the name of the horror novel written by Robertson?
- e. What was the sea like when the Titanic hit the iceberg?
- f. When was William Reeves born?

(B) Answer the following questions briefly :

- a. Why was the Titan called a Floating Palace?
- b. The book Robertson wrote was titled Futility. Write the significance of the title.
- c. 'But the strange coincidences do not end there.'
What further coincidences does the writer talk of?

- d. What disturbed Reeves' mind as he was standing watch?
- e. Had Reeves shouted an alarm, how might he have been ridiculed by his shipmates?
- f. What finally prompted him to shout the warning?

5. Now go through the chapter called “Writer Predicted His Death In The Iceberg Disaster” and write down four similarities between the Titan and the Titanic. The first one has been done for you:

- I. Both were on maiden voyage.
- II.
- III.
- IV.

6. Do the same in connection with the chapter “Passenger’s Preview of Doom”:

- I. Similar almost in name.
- II.
- III.

7. ‘She was called the Titanium’.

Discuss in your group the final effect of this sentence. Discuss how you feel when you learn about the similarity in the names of the two ships- one in the fiction and the other a real one meeting the same fate. Which of the following will you associate with your feelings:-

surprise	fear	unbelievable
ensuring	funny	laughter

8. Which of the following statements, do you think, can be applied to the incidents that had been described in the lesson.
- God plays cruel jokes with human life.
 - Writers can foresee future events.
 - Facts are stranger than fiction.
- Discuss the choice in your group for presentation to the whole class.
9. Suppose you are the captain of a passenger liner and you are travelling across the North Atlantic. What precautionary warnings will you give to your sailors? Write a few lines.
10. Have you come across any event which you cannot explain? For example, a dream that came true. Write about it.
11. Write why icebergs are dangerous to ship movements.
12. Here is a list of words you came across in the text that you have read. Fill in the blanks in the sentences given below with these words to make each sentence meaningful.

savoured	laden	phenomenon	grandest
omens	uncanny	flared	menacing
coincidence	prophetic		

- An eclipse was considered a strange _____ in ancient days.
- The students observed the School Foundation Day in the _____ way possible.
- The people had _____ the taste of local dishes during the festival.

- d. The trucks, _____ with goods, are moving slowly on the hilly road.
- e. What he said about the building proved _____. It fell down.
- f. My meeting with the man was not planned, it was a _____
- g. The painful shriek sounded _____
- h. _____ are only men's superstitious beliefs.
- i. We felt _____, listening to the leader's speech.
- j. The cow looked _____ when the calf was threatened.

- 13. Suppose there has been a road accident in the early hours of 20.11.2013. A lorry laden with goods fell into a river running parallel to the road. There was, however, no casualty. Only some of the goods fell into the water.**

Now, as a reporter of a newspaper, complete the report of the above for publication in a newspaper.

Road Accident

21.11.2013. In the _____, there occurred _____ in Imphal when a _____ laden with _____ fell into _____ running parallel to the road near Lilong. The front part of the lorry was under _____. Fortunately, there was no _____. Some of the _____ carried by the lorry fell into the _____. The _____ says he lost control when a horse suddenly _____ into the road.

—X—

LESSON NO. 2



B. AURORA BOREALIS OR NORTHERN LIGHTS

1.
 - (a) Don't you think the universe or even our solar system is mysterious? For example, think how the sky looks so beautiful with its blue colour. Discuss in your group – 'Is the sky really blue?' and find out the reality.
 - (b) Another mystery is why the sun looks bigger in the morning making it so beautiful. Discuss it and find out the truth.

2. Now let us read about a mysterious light that exists in the north of the earth:

Nature is surrounded with mystery. Look at our own solar system. When you think of the reality and the illusion it creates our mind cannot but be filled with surprise. The earth is round but looks flat. The planets and other heavenly bodies are stars making the night sky a vast illusion, but so very beautiful. The earth is a vast magnet making life possible on it. The list can go on endlessly.

One such mysteries of nature is the Northern Lights or the Aurora Borealis. As one goes northward on the surface of the earth and approaches the polar regions, one comes across a mysterious display of various colours of light—red, blue, violet, and green, red being the dominant colour. It appears as if a huge drapery of various colours spanning the whole length and width of the northern sky is billowing in the sky.

Long ago, the appearance of the Aurora Borealis, or the Northern Lights caused a range of emotions in the people who



witnessed them—alarm, fear, wonder, dread and excitement, etc. The Eskimos and the Indians of North America who live in places around the pole have many stories to explain the Northern Lights. Earnest W. Hawkes, an explorer, has written in his book- 'The Labrador Eskimo':- a belief of the Eskimos about the Northern Lights':

“The ends of the land and sea are bounded by an immense abyss, over which a narrow and dangerous pathway leads to the heavenly regions. The sky is a great dome of hard material arched over the earth. There is a hole in it through which the spirits pass to the true heavens. Only the spirits of those who have died a voluntary or violent death, and the Raven, have been over this pathway. The spirits who live there light torches to guide the feet of new arrivals. This is the light of the aurora. They can be seen there feasting and playing football with a walrus skull.

The whistling crackling noise which sometimes accompanies the aurora is the voices of these spirits trying to communicate with the people of the Earth. They should always be answered in a whispering voice. Youths dance to the aurora. The heavenly spirits are called selamiut, ‘sky-dwellers,’ those who live in the sky.”

Some other folklore and legends go like the following:-

The Point Barrow Eskimos consider the aurora as an evil thing. In the past they used to carry knives to protect themselves from it.

The Fox Indians, who lived in Wisconsin in North America, regarded the light as an omen of war and pestilence. They believed the lights were the ghosts of their slain enemies, who restless for revenge, tried to rise up again.

Most Eskimo groups believe that the Northern Lights are the spirits of the dead playing ball with a walrus or with human skull.

The East Greenland Eskimos believed that the Northern Lights were the spirits of children who died at birth. The dancing of the children round and round caused the continually moving streams and draperies of the aurora.

According to Algonquin myth, Nanah bozho is the creator of Earth. When he finished his task of creation, he travelled to the north and settled there. He built large fires of which the Northern Lights were the reflections to make his people believe that he still thought of them.

The warlike Vikings of Scandinavia and the Highland Claus of Scotland thought the lights meant that a huge battle was taking place somewhere in the world.

In Scandinavia they are called the Herring Flash, because the flickering lights resemble a school of fish swimming by. Finns call them Fox Fires, relating the area of colour to the burning tails of folklore foxes made of fire.

Scientific Explanations

So much for the mysteries connected with Aurora Borealis or the Northern Lights. Science has to-day explained this mystery on the poles.

The sun is a huge nuclear reactor. It is continually emitting highly charged particles containing positive ions into space due to the nuclear process that is going on in it. These particles are scattered at high speed, as much as 1 – 86 million miles per hour. It takes about four days for these particles to travel the 93 million miles from the sun to the earth.

The flow of these ions is called the Solar Wind. When the particles that make up this wind near the earth, they tend to be funnelled towards the earth's two poles by the Earth's magnetic field. When they reach the earth's atmosphere they move so fast that they knock electrons out of atoms in the upper atmosphere. When these loose electrons are caught by another atom, light is emitted. The colour of light depends on the type of gas, or atoms involved. Each type of gas emits a characteristic colour when it captures an electron. Green lights come from oxygen atoms activated by the solar particles some 60 miles above the Earth's surface; the lights are red when the oxygen is absorbed at 125 miles above. Nitrogen atoms produce a soft violet light.



The frequency, duration, and visibility of the Northern Lights depend on the strength of the solar winds. Such a very active cycle can last as long as eleven years. During such phases Northern Lights are observed from vast areas of the earth's surface, even from middle altitudes of Europe and the continental United States.

For very long time, the Northern Lights were a mystery. But modern science began to understand the Northern Lights in the eighteenth century only. The connection to the Earth's magnetic field was explained in the next hundred years. The Northern Lights' connection with solar winds and the earth's magnetic field was developed only in the early twentieth century. The theory was confirmed by data obtained during the first space flights towards the middle of the twentieth century.

You also ought to know that the mysterious light described above is not only a phenomenon connected with the North Pole. A similar light is seen around the South Pole too.

Some facts about the Northern Lights:

Height	–	the illumination features between 40 and 250 miles above the earth's surface.
Particle speed	–	the ion particles travel towards earth at a speed of 1.8 million miles per hour. The particle density per centric ft. is 16×10^6 .
Sun-Earth distance	–	93 million miles. It takes about 4 days for the particles to reach earth.
Meaning	–	'Aurora' was the name given to the Roman Goddess of dawn. Borealis means the North. The name Aurora Borealis was named by the Italian Scientist Galileo Galilee (1564 - 1642). Aurora Borealis can effect Earth's communication.

3. Word–Notes:

draper	-	screen
spanning	-	spreading across
billowing	-	moving like a wave
abyss	-	deep
pestilence	-	disease
walrus	-	sea animal

4. Based on your reading of the lesson complete the following statements:

- a. The planets and other heavenly bodies make the night sky _____.
- _____
- b. The Northern Lights seem like a huge draper of various colour _____.
- _____

- c. Long ago, emotions like fear and wonder were created by the Northern Lights in the people _____

- d. The Fox Indians believed the aurora to be _____

- e. The sun, being a nuclear reactor, is continually emitting

- f. The earth's magnetic field sends the ions from the solar wind to _____

- g. The strength of the solar wind depends _____

- h. The first space flights confirmed _____

5. Answer the following questions in a sentence each ;

- a. How is the mystery of light display towards North Pole known as?
- b. According to Earnest W. Hawkes' account how do the spirits pass through to heaven?
- c. How did the Point Barrow Eskimos try to protect themselves from Aurora Borealis?
- d. What do most Eskimos believe about the Northern Lights?
- e. According to East Greenland Eskimos what is the legend connected with the Northern Lights?
- f. What is solar wind ?
- g. On what does the colour of light depend ?

6. Answer the following questions briefly :

- Explain the reality and illusion that exist between the sun and the earth.
- According to Earnest W. Hawkes' account, what did the Eskimos believe about the whistling crackling sound?
- How did the East Greenland Eskimos interpret the mystery of the Northern Lights?
- Why did the Scandinavians call the Northern Lights Herring Flash?
- How do ions emit light when they reach earth's upper atmosphere ?
- What is the contribution of twentieth century science in explaining the Northern Lights?

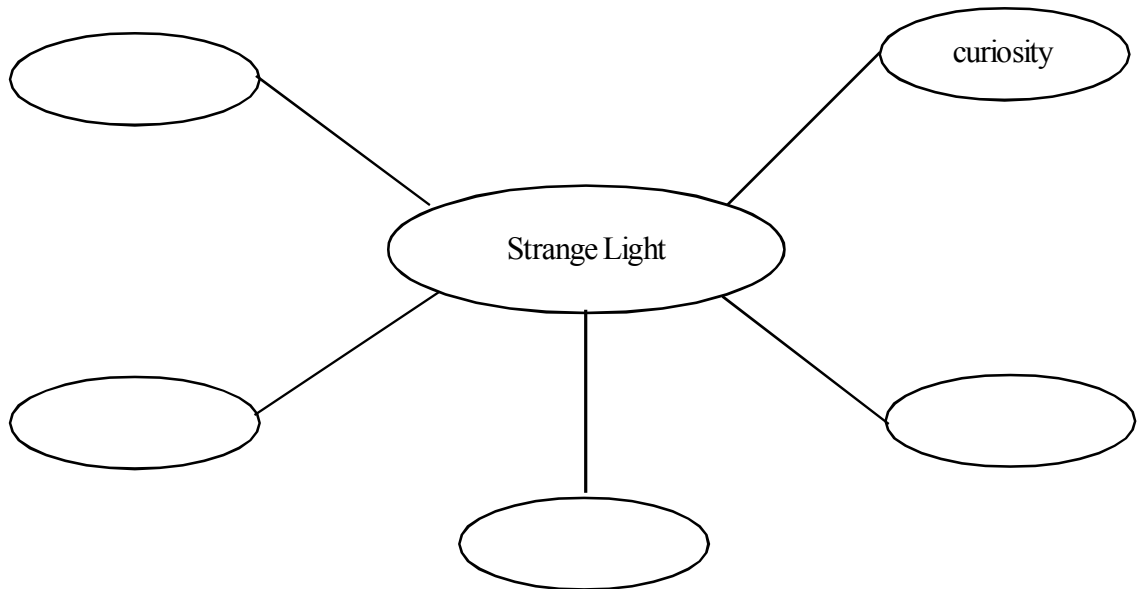
7. Write about the following myths in India. Also explain if they have any scientific explanations:

- Myth about eclipse.
- The stars are the souls of dead people.

8. On the left column, some popular belief is listed. Give their scientific reality.

Sl. No.	Popular belief	Scientific reality
1.	The moon has its own light.	
2.	The earth is flat.	
3.	The great bear is the souls of seven monks.	
4.	Eclipse occurs when evil entities like Rahoo and Ketu swallows the sun and the moon.	
5.	The ocean is blue.	
6.	The sky is blue.	
7.	The Rainbow is God's bow.	

9. Myths are human beings' effort to explain mysteries in nature. They did so because being intelligent, they tried to explain things. Do you think this makes them superior to other creatures on earth? Discuss in your group.
10. Try to know more about the Southern lights. Learn what it is called scientifically. Present to the class in groups all you have learnt about it.
11. Suppose you see a strange phenomenon. The eastern sky has suddenly brightened up with strange colours. What will your feelings be? Fill in the following bubbles with the emotions/feelings that will come to your mind. Choose the feelings from the list given in the box. Leave out the feelings that are not relevant.



curiosity	happiness	anxiety
fear	anger	caution
	to be worried	

- Date 2013.

[illegible]

—X—

LESSON NO. 3



C. DIVINE WIND THAT SAVED JAPAN

1. (a) Have you heard of the Mongols?

They used to rule in Central Asia and a large part of Europe during 13th and 14th centuries.

Learn more about them from the internet and write a few names of the great Mongol emperors.

- (b) The Mongols had conquered the whole of the Central Asia .Now, they thought of conquering Japan, a tiny country. What do you think the result will be? Write it in one or two lines.

2. **Now read in the following text what actually happened when the mighty Mongols attacked Japan:**

In 1274, the Mongols invaded Japan. It was in November. The Mongols had chosen their dates carefully – the month when typhoons will no longer threaten their invading ships. The invading army consisted of 23,000 men and upto 800 ships, a formidable power. They established a beachhead on Hakata Bay. At that time Japan was so weak that it was impossible for them to withstand the Mongol onslaught.

Then the Battle of Bun'ei broke out on Nov. 19 and everything was going fine for the Mongols. Then from nowhere came a typhoon so strong in its ferocity that it wiped out a third of the Mongol fleet. The remaining Mongols were then compelled to retreat after only one-day of fighting. This is what happened to the Mongols that conquered from Korea to Hungary.

The Mongols, however, were not the type to easily give up. In 1281, seven years later they again invaded Japan. Determined to conquer Japan, the Mongol Emperor, Kublai Khan, had brought 1,40,000 soldiers and more than 4000 ships. They attacked Japan from two directions – via China and Korea. The Emperor was sure he would conquer Japan this second time around. In mid- August the formidable Mongol army met Japan at the same Hakata Bay where they were destroyed seven years ago.



Mongol Invasion of Japan (an artistic impression)

But, this time too divine intervention came in favour of the Japanese in the form of another typhoon. So strong was the force of this typhoon that typhoon of such strength happened only once in a hundred years. As in the case of the earlier invasion most of the Mongol warships were destroyed. The Mongols had to retreat. They never invaded Japan again.

It is also interesting to know that typhoon usually did not strike the Hakata Bay.

3. Word – Notes:

- | | |
|------------|--|
| formidable | - so powerful that it causes fear |
| beach head | - a strong position in the beach where the Japanese had landed and from where they planned to attack |
| bay | - sea surrounded by land on the three sides |
| withstand | - resist |
| onslaught | - attack |
| fleet | - ships |

4. (A) Answer the following in a sentence each :

- a. Were the Japanese confident of defending themselves?
- b. What might have been the outcome of the battle had not the typhoon come?
- c. Why did Kublai Khan attack Japan from two directions?
- d. Is Hakata bay a typhoon prone area?

(B) Based on your reading of the text complete the following statements:

- a. The first invading Mangols established a beachhead at _____

- b. During the first Mongol invasion, the typhoon wiped out _____

- c. During the second invasion the Mangols met the Japanese at the same _____

(C) Answer the following questions briefly:

- a. ‘The Mongols had chosen their dates carefully.’ Why does the writer say so?
- b. Why was the invading Mongols in 1274 called a formidable power?
- c. What strange phenomenon took place during the battle in 1274?
- d. ‘The Mongols, however, were not the type to easily give up.’
Why does the writer say so?
- e. Why was the emperor of the Mongols sure of conquering Japan during the second invasion?
- f. Why did the Mongols not attack Japan again?

5. You are one of the Japanese generals during the second Mongol invasions. You have jotted down some important points of events that occurred during the battle for the purpose of developing into a report for submission to the Japanese Emperor. The points, however, are not in proper sequence. Rearrange the points in proper sequence.

- * Faced battle courageously
- * At the beginning – fear
- * Mongol army – so huge
- * Destroyed Mongols
- * God saved Japan second time
- * Ready to lay down life
- * Strong typhoon from nowhere
- * Japan – no hope



An artistic impression of Mongol attack

6. When Napoleon attacked Russia, Nature intervened in a strange way. A similar intervention occurred when Hitler attacked Russia during the 2nd World War. Find out about these incidents and write about them.
7. Find out from the text words having the same meaning as the following :

Words	Words in the text
attacked	
huge and powerful	
resist	
beginning of the battle	
fierceness	
forced	
go back	
interference	

8. Which of the following terms are applicable to what happened during Mongol invasion of Japan?

natural	supernatural	normal
unexplainable	coincidence	Japanese skill
Mongol carelessness	mysterious	strange

Words that can be used to describe Mongol Defeat:

9. Imagine you are one of the Mongol soldiers during the second invasion. Write an informal letter to a friend Jet Lee of Shanghai describing what had happened during the invasion.

—————X—————

UNIT – III

GAMES & SPORTS

1. (a) Write the names of fifteen games and sports:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- (b) Here is a quiz. Answer them. You can take the help of the Internet or any other source.

- i. A Manipuri sports person who represented India as a hockey goal-keeper in the Olympics.

- ii. The name of a famous footballer who described his winning goal in the football World-Cup final as the “Hand of the God” goal.

- iii. The name of a famous martial art expert who became a famous actor in Hollywood films but died young.

- iv. Who is the famous foot-baller who head-butted an Italian opponent in the World-Cup football final?

- v. Name the popular Manipuri Sportsperson about whose life and achievement Bollywood is making a film.

- vi. Who is the well-known Indian cricketer who scored more than 10,000 runs for the first time in the history of cricket test.

- vii. With which game is Somdev Barman associated?

- (c) In this unit you will read:

- A. CODE OF CONDUCT OF THE
MANIPURI MARTIAL ART — THANG – TA.
- B. THE OLYMPICS AND THE SPIRIT BEHIND IT.
- C. N. KUNJARANI DEVI (THE PRIDE OF MANIPUR).

LESSON NO. 1



A. CODE OF CONDUCT OF THE MANIPURI MARTIAL ARTS – THANG-TA

- 1 (a) It is known that the ancient Manipuris had a rich tradition of ‘martial arts’. Find out the meaning of ‘martial art’ from the dictionary and write it down:

- (b) Write which of the following are martial arts:

- i. Kabaddi
- ii. Weightlifting
- iii. Judo
- iv. Sprinting
- v. Tae kwondo

Tick the correct ones.

2. Thang-Ta demands strict discipline from its practitioners. Now, read about the particular codes of conduct this game demanded from its practitioners:



Manipuri Thang-ta practitioners

The ancient Manipuris had a rich tradition of ‘martial art’. People were well-versed in the use of a variety of weapons. The use of *Thang* (sword) and *Ta* (spear) was specially trained. The use of both was very intricate, involving both body and mind. The Manipuris used both the weapons in war as well as in hunting. Even in the Manipuri folklore, there are ample references to heroes who were skilled in the use of these weapons. The Manipuris fought a number of battles with the help of these weapons. No wonder that the Manipuris dared the mighty British in war with this skill of the use of sword and spear (*thang* and *ta*).

Learning *thang-ta* is not, however, an easy matter. The learner has to cultivate strict moral discipline. There is a strict code of conduct to be observed. Physical strength and mental sharpness are also necessary for the development of the skill. Generally, the following code of conduct should be strictly observed:

- 1) The learner of *thang-ta* (literally sword and spear) must remove his shoes and enter barefoot the *sindamsang* (school) or the home of the *guru*.
- 2) He must bow in greeting to the teacher and elders who are already seated in the school.
- 3) The training floor must be well-swept and sprinkled with water before and after each session of training.

- 4) Neither a pregnant woman nor a woman in her menstrual cycle is allowed to enter the training ground.
- 5) Before he starts practice, he must bow with reverence to the diety *Pakhangba*, the originator of the art.
- 6) Before he picks up his sword, spear, shield, stick, etc. he must touch the weapons with his fingers and touch his forehead as acknowledgement of sanctity of the weapons.
- 7) He must never touch his weapon nor the weapon of his partner with his feet.
- 8) If any person happens to trespass in between practising partners, practice for the day must be compulsorily stopped.
- 9) A practitioner should never have illicit relation with a married woman.
- 10) The practitioners of *thang-ta* should not go below clothlines and creepers of pumpkin, gourd, etc.
- 11) A *thang-ta* practitioner should never take leftover food or drinking water.
- 12) He should never sit with his teacher/guru in the same seat (e.g. mat, etc.).

A learner requires regular learning from a competent teacher/guru for proper learning. He requires practical session for perfect technique. Indeed lessons on *thang-ta* (swords and spears) must be continued throughout a swordsman's career to maintain his standard and continuous improvement on earlier practices.

3. Word – Notes:

- intricate - complicated; detailed
entail - include

4. (A) Based on your reading of the text complete the following statements:

- a. In ancient Manipur people were well-skilled in _____

- b. The use of *thang* and *ta* (sword and spear) was a complex skill involving

- c. Learning of thang-ta needed cultivation of _____

- d. When a learner of thang-ta enters the sindamsang (school) of the house of his guru
he must _____

- e. The originator of the art of thang-ta is regarded as _____

(B) Answer the following questions in a sentence each:

- What rich tradition of martial art did the Manipuris in ancient days have?
- Was a learner of thang-ta allowed to touch his weapons with his feet?
- When had a practice of thang-ta compulsorily to be stopped?
- Could a thang-ta practitioner take left-over food?

(C) Answer the following questions briefly:

- How did the Manipuris have a rich tradition of martial arts?
- What is written about thang-ta in Manipuri folklore?
- How could the Manipuris dare the mighty British in war?
- Apart from strict codes of conduct, what other qualities were necessary for the development of skill in thang-ta?
- How did a learner of thang-ta acknowledge the sanctity of his weapons?

5. In the following sentences the word in *italics* can be replaced by one of the words listed above without changing their meanings. Do it.

deep respect

challenged

encroaches upon

scattered in small drops of

complicated

inclusion

traditional beliefs or stories

without any footwear

- a. Thang-ta requires *intricate* movements.
 - b. The work needs the *involvement* of a large number of people.
 - c. We usually enter a temple *barefoot*.
 - d. If a player *trespasses* that line he or she will be declared out.
 - e. The disciples must show *reverence* towards their gurus.
 - f. All ancient societies have their *folklores*.
 - g. The worshippers *sprinkled* milk over the sacred tree.
 - h. The young man *dared* them to a fight.
6. Fill in the following boxes (a letter in each box) and make meaningful words of each of them. Take the clue given at the bottom.

1 M							M								
							2		O						
3				C											
							4								
5								E							
							6				M				

Clue – across

1. Olympic made this sports person famous
2. Two players hit each other
3. You need it in sports
4. Anand was good at it
5. Indians love this game
6. Name of a water sport

7. Which of the following attributes will a thang-ta player need?

- | | | |
|-------------------|-----------|-----------------|
| physical strength | cowardice | mental strength |
| discipline | fear | fearlessness |
| trickery | skill | |

A Good Thang-ta Practitioner

Needs	Does not need

8. In your text, twelve essential codes of conduct are listed. Categorize them in the following two groups. You can write only the important points shown as an example:

Connected with mental Discipline	Not connected with mental Discipline
1. removing shoes	

9. Punctuate the following passage:

The ancient aztecs chinese greeks and romans played games in which a ball was kicked a game called futballe was so popular in merry old England that the king henry II 1154-1189 became alarmed because he feared his soldiers would neglect practising any player and anyone on whose land the game was played was against the law of England for 400 years it was made legal during the sixteen century by that time archery wasn't needed because firearms were used in warfare king james I gave this sport his blessing praising it as a clean honourable and manly sport.

—X—

LESSON NO. 2



B. THE OLYMPICS AND THE SPIRIT BEHIND IT

1. (a) Write among which countries the following sports events are held:

(i) Olympics

(ii) Commonwealth Games

(iii) Asian Games

(b) Categorize the following as Individual or team games:

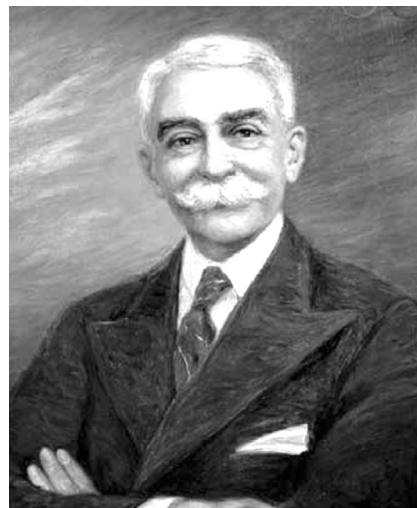
judo	football	javelin	volley
100m race	rugby	200m hurdle	
400m relay race	wrestling	ice hockey	pole vault
golf	200m cycle race	marathon	

Individual	Team

2. Now read how modern Olympics began and also the spirit behind it:

Since time immemorial people have taken part in sports and games either for recreation or for the thrill of competition. In ancient Greece, men regularly visited gymnasiums to relax and to keep fit. Some also participated in games and sports which formed an important part of education. Many of the youths participated in the ancient Olympics which were dedicated to the Olympian gods and goddesses. The ancient Greeks believed that various deities (gods and goddesses) lived on the highest mountain in Greece, the snow-capped Mount Olympus.

The ancient Olympic Games were held at Olympia, on the border between Greece and Macedonia. It is believed that the Games began in 776 BC and were held every four years. There were very few events in those days. Only the Greeks could take part in the games. After the subjugation of Greece by Rome, the Games declined and in AD 342 the Olympics were banned by Emperor Theodosius. The Games were revived in 1896 when the first modern Olympic games were held in Athens.



Pierre de Coubertin

The modern Olympic games have been inspired by the ancient Greek Olympics. In a sense, it is a modified revival of the ancient Olympics.

The modern Olympic games have been revived through the efforts of a French scholar, Pierre de Coubertin. Inspired by the findings of an excavation in the site of ancient Olympia, the site of the original Olympics, he founded the International Olympic Committee, the governing body of the games in 1894, to revive the Olympic Games.

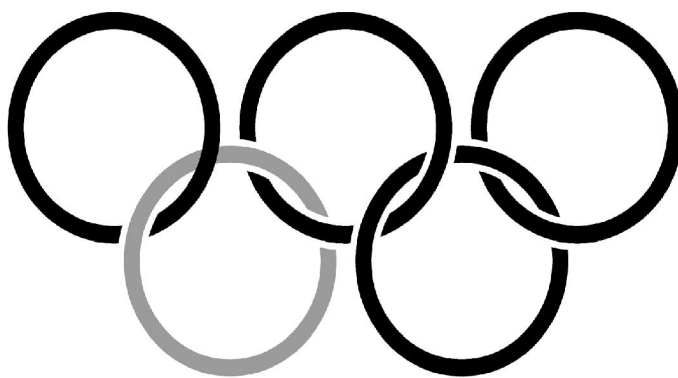
The modern Olympic Games have been held every four years since 1896, except during World War I and II. The venue of the ancient Olympics was always at Olympia. But in the case of the modern Olympics, various cities of different countries have been hosting the games. In the ancient Greece it was a pan-Hellenistic festival. Besides sporting events, the Olympics had competitions in music and literature also. In the modern Olympics, it is purely confined to games and sports activities only. The power to direct the modern Olympic movement and to regulate the games is vested in the International Olympic Committee, headquartered at Lausanne, Switzerland. Over a period of time, the number of competitors, events and nations taking part in the Olympics have increased dramatically. Now, thousands of athletes and the sportsmen, representing most

countries of the world, assemble in a selected city to compete in more than 20 different sporting events. The advice of Baron Pierre de Coubertin to all Olympic athletes was:

“The important thing in these Olympics is not so much winning as taking part. The important thing in life is not victory but the battle. The essential thing is not to have conquered but to have been a good loser.”

The Olympic Flag:

The Olympic flag with five interlocked rings was first raised at the 1920 Antwerp Olympics. The rings on the flag represent the five major regions of the world: Europe, Asia, Africa, America (both North and South) and Australia. At least one of the colours on the flag (blue, yellow, black, green and red) can be found in the flag of every nation in the world.



The Olympic Rings

The Olympic Motto:

The motto of the Olympic games is *Citius, Altius, Fortius*, (Latin words meaning Faster, Higher, Stronger). This was first proposed by Pierre de Coubertin at the time of the creation of International Olympic Committee. The motto was introduced in 1924 at the Olympic Games at Paris.

The Olympic Anthem:

The Olympic hymn, also known informally as the Olympic anthem (1861-1917), is played when the Olympic flag is raised. It is a musical composition by Spyridon Samaras, a Greek composer, with words from a poem of the Greek poet, Korfis Palamas. The anthem was introduced for the first time in the opening ceremony of Olympic games at Athens in 1896 but wasn't declared as the official hymn by the IOC till 1957.

3. Word–Notes:

- subjugation - defeat and control
- inspired - motivated or urged someone to do better
- revived - brought back to life again; restored
- excavation - the activity of digging the earth for the purpose of finding out things inside the earth
- pan-Hellenistic - relating to all the states of Greece
- IOC - International Olympic Association

4. (A) Based on your reading of the text complete the following statements:

- a. People have been taking part, since time immemorial, in sports and games either

- b. The Greeks believed that gods and goddesses

- c. After Greece was subjugated by Rome the Olympics

- d. The modern Olympic Games have been held every four years since 1896 excepting

- e. The Olympic flag with interlocked rings was first

- f. The Olympic anthem is played when

(B) Answer the following questions in a sentence each:

- a. Why did men in ancient Greece visit gymnasiums ?
- b. To whom were the Olympics dedicated in ancient Greece ?
- c. Who founded the International Olympic Committee ?
- d. Where was Olympia ?
- e. What place music and literature had in the Olympics ?
- f. How is Spyridon Samaras connected with the Olympic Movement ?

(C) Answer the following questions briefly :

- a. What was the belief of the Greeks with reference to mount Olympics ?
- b. How were ancient Olympic games held ?
- c. How are the modern Olympic Games related to the ancient Olympics ?
- d. What are Coubertin's contribution in the Olympics Movement ?
- e. What are Coubertin's advice to the athletes ?

5. Discuss in your group how the Olympic Movement brings together people of all races and countries. Also write down which of the following relationships Olympic Movement will foster and which will be removed.

friendship

understanding

quarrelling

ill-will

brotherhood

hatred

anger against other people

war

world peace

threat to peace

love

Olympic Movement

Fosters	Removes

6. Here is a paragraph with blanks. Complete it with the correct words from the list given:

mutual global fundamental major
motto positive characterised understanding
message platform

The Olympic _____ is a _____ to the people that instead of war we should compete in _____ activities like sports. The Olympics also give us a _____ in which all the people of the world come together once in four years. It brings _____ love and _____ which are the _____ necessities for building a world society _____ by mutual respect and love. There is no doubt that Olympic Movement is a _____ factor in making a _____ village.

7. You are worried that Indians do not fare well in the Olympics. Write a small paragraph to be read in the school assembly on what Indians should do for enhancing their sports performance. You can use the following points and add a few more of your own.

- (I) sport persons are not given due respect
- (II) the approach is amateurish
- (III) there are a lot of politics in sports administration
- (IV) training facilities are not adequate
- (V) cricket is given too much of importance

8. Some words have more than one meaning.

For example, the word *game* has the following two different meanings:

- (a) any form of play
- (b) animals or birds that are hunted for sport or for food.

Now, frame sentences to bring out two different meanings of the words given below. Use a dictionary to help you.

Notice

(I)

(II)

Ring

(I)

(II)

Rose

(I)

(II)

Chart

(I)

(II)

Face

(I)

(II)

Fall

(I)

(II)

Link

(I)

(II)

—————x—————

LESSON NO. 3**C. N. KUNJARANI DEVI**
(The Pride of Manipur)

1. (a) Name four football players of Manipur of National fame.

- (b) What is Bombayla Devi well- known as :

2. **Now let us read of a well-known sportswoman of Manipur**

Games first gold for Kunjarani was the headlines during the 18th Commonwealth Games at Melbourne, 2006. The forty-year-old veteran, N. Kunjarani Devi from Manipur stole the limelight with a record lift. With an Arjuna Award, which was bestowed on her by the Government of India in 1992 and 32 medals from international competitions under her belt, Kunjarani Devi, the pint-sized power house from Manipur, is a phenomenon. Despite the drawbacks and lack of amenities associated with a remote state like Manipur, this forty- year-old ‘Pride of Manipur’ has achieved recognition and glory by dint of her strong will, determination and belief in herself.



Kunjarani lifting weight in Melbourne, 2006

Nameirakpam Kunjarani Devi was born on March 1, 1966 to Shri N. Rabei Singh and Smt. Ibetombi Devi of Kairang Mayai Leikai in Imphal. A graduate in Arts from Manipur University, she started her career as a hockey player, occupying the position of centre forward. She represented

Manipur in as many as eight national hockey tournaments held in different parts of the country between 1979 and 1983 while she was still a school girl. It was after 1983 that she switched her attention and Herculean energies to power- lifting.

In the very first year as a ‘lifter’ she won a gold medal in the first National Senior Powerlifting Championship held at Mangalore in 1983. She went on to win a silver medal in the Third Powerlifting Championship at Bhilai in 1985, and a bronze medal in the Fourth National Championship at Jaipur in 1986. With this her career as a weightlifter was set. She shot into prominence in the First National Games held in New Delhi in November 1985, where she secured a gold medal in the 44kg class. Since then she has been dominating the country’s weightlifting arena in that class. Besides setting a new record in the National Senior Women’s Weightlifting Championship at Ernakulum in 1987, the IV National Championship at Jamshedpur in 1989, the V National Championship at Thanjavur in 1990, and the VII National Championship at Bangalore in 1992, she won the silver in the I National Junior Women’s Weightlifting Championship at Sangli, Maharashtra, in 1986 and the II version of the same at Jabalpur in 1987, as well as, at the VI Senior Championship held at Ambala, Haryana, in 1991.

At the international level, Kunjarani Devi picked up silver medals in the II World Women’s Weightlifting Championship at Manchester, UK in 1989, the IV Asian Championship in Indonesia in 1991, the V World Championship held in Germany in 1991, and at the VI World Championship held in Bulgaria in 1992. She picked up bronze medals in the V Asian Championships held at Shanghai in 1991, the III Asian Championship held at Beijing in 1990, and the XI Asian Games at Beijing in 1990. In the 1992 World Championship Kunjarani Devi missed the gold medal by a narrow margin, lifting 142.5 kg despite a bad muscle cramp. It was this impressively consistent showing that clinched the Arjuna Award for her in 1992. By 1995, when her performance in the 45kg category in Korea, won her the status of world’s number one woman weightlifter, Kunjarani Devi had become a household name throughout India. Currently, she is rated world number two in her weight category. Her dream, of course, is to win an Olympic medal.

Kunjarani Devi hails from a family of ten brothers and sisters, she herself being the fourth child. It is a sports loving family—her eldest sister represented Manipur in shot put and her second eldest sister is a national level kho-kho player. Kunjarani chose weightlifting as her speciality and trained with dedication under the watchful eye of Nepram Kunja Kishore Singh of the Sports Authority of India.

Kunjarani Devi follows a strict training schedule. She goes jogging for three hours in the morning, and devotes three hours in the afternoon practising weightlifting. Twice a week she climbs

the 100 metre high Chingmeirong Hill, and she is a regular visitor to the sports auditorium of the Sports Authority of India at Khuman Lampak, Imphal. Her diet consists of lots of milk and eggs besides the normal food that Manipuris eat for lunch and dinner.

This ‘Lady Hercules’ of Manipur, the diminutive Kunjarani Devi is now a Class I gazetted officer with the Central Reserve Police Force (CRPF), holding the rank of DSP, this latest honour having been given to her in recognition of her impressive medal haul up at the World Women’s Weightlifting Championship held at Warsaw, Poland recently. Kunjarani is one of those rare Indian sportspersons who have consistently won medals at international meets. The latest being in the Commonwealth Games at Melbourne. She attributes her continued success to dedication, concerted efforts, regular practice and disciplined regimen. She is not only a symbol of national pride, but also a source of inspiration to a whole new generation of sportspersons in this country.

3. Word–Notes:

- phenomenon - remarkable; impressive
switched - changed
Hercules - in Greek myth, a hero of great strength
attributes - qualities
regimen - rules about food, medicine to stay healthy

4. (A) Based on your reading of the text complete the following statements:

- a. Kunjarani Devi started her career as a

- b. In the First National Senior Powerlifting championship held at Mangalore, 1983,
Kunjarani won _____
- c. In the First National Games held in New Delhi in 1985, Kunjarani

- d. Kunjarani climbs the Chingmeirong hill _____
 - e. Kunjarani is one of those rare Indian sports persons _____
- _____

(B) Answer the following questions in a line each:

- a. What achievement did Kunjarani make in the 18th Commonwealth Games ?
- b. How did Kunjarani start her sports career ?
- c. What was Kunjarani's achievement in the II World Women's Weightlifting Championship in Manchester in 1989 ?
- d. Why is 1992, an important year for Kunjarani ?
- e. What official position does Kunjarani hold ?

(C) Answer the following questions briefly :

- a. Why is Kunjarani called the pint- sized power house ?
- b. How has Kunjarani been able to achieve recognition and glory ?
- c. How did Kunjarani become a household name in India ?
- d. Why does the writer say that Kunjarani comes from a sports loving family ?
- e. Why is Kunjarani called 'Lady Hercules of India' ?

- 5. You want to present a biographical profile of Kunjarani Devi to your fellow students by putting it up on the school wall- magazine. Now fill in the following data for that purpose:**

Kunjarani Devi – A biographical profile

* Full Name _____

* Mother's Name _____

* Born in _____

* Began career as _____

* Switched to weightlifting in _____

* Coached by _____

* First success as weightlifter in _____

* Her current ranking in the world _____

* Her present job/position _____

* Her dream _____

6. Complete the following table listing Kunjarani Devi's achievements in chronological order:

Year	Event	Venue/place	National/International	Medal won
1983				
1985				
1986				
1987				
1988				
1989				
1990				
1991				
1992				
1995				
2006				

7. Find words and phrases in the passage which mean the same as the following :

- (a) With the help of or on the strength of (paragraph 1) _____
- (b) Extremely powerful (paragraph 2) _____
- (c) A very small difference (paragraph 4) _____
- (d) Finally or decisively won (paragraph 4) _____
- (e) Regular, steady and uninterrupted (paragraph 7) _____

8. Working in pairs, imagine one of you as Kunjarani Devi and the other as a press reporter. Now frame questions and answers which will bring out information about the following as is done in the example (Q.1.):

- The game that Kunjarani played before becoming a weightlifter.
- Kunjarani Devi's family.
- Her coach.
- Some difficulties that she had to face in her career.
- The attributes/qualities that have helped her succeed.

Press Reporter	Kunjarani Devi
Q1. Which sport were you interested in before you took to weightlifting ?	A1. _____ _____ _____
Q2. _____ _____	A2. _____ _____
Q3. _____ _____	A3. _____ _____
Q4. _____ _____	A4. _____ _____
Q5. _____ _____	A5. _____ _____

—X—

UNIT – IV

PEOPLE

1. (a) You know people are different—different not only in colour and feature; but also in the way they think and like to live. Can you name some persons who made great sacrifice for India/Manipur or for the society ?

1.

2.

3.

- (b) And there are also persons whose life-style is very very different from the life you live. And they do so because of the environment in which they live.

In this unit you will read the stories of such persons :

A. PULLING CHILDREN OUT OF NEPAL'S PRISON - I.

B. PULLING CHILDREN OUT OF NEPAL'S PRISON - II.

C. THE ESKIMOS: PEOPLE WHO LIVE IN THE SNOW.

LESSON NO. 1



A. PULLING CHILDREN OUT OF NEPAL'S PRISON - I

1. (A) How will you describe the fate of a child who is compelled to spend his/her childhood days within the four walls of prison? (Tick the correct option.)
- a. terrible
 - b. pitiable
 - c. both
- (B) Who can save the fate of these children from their fate?
Only an angel can do that.
Do you agree, or Don't you?
- a. I agree.
 - b. I don't agree.

2. Now read about such a person:

Pushpa Basnet doesn't need an alarm clock. Every morning, the sounds of 40 children wake her up in the two-storey home she shares with them. As she helps the children dress for school, Basnet might appear to be a housemother of sorts. But the real story is more complicated. All of these children once lived in Nepal's prisons. This 28 year-old woman has saved every one of them from a life behind bars.

Nepal is one of the poorest countries in the world—according to UNICEF, 55% of the population lives below the international poverty line—so it lacks the social safety net that exists in most Western nations. Space is extremely limited in the few children's homes affiliated with the government.

So when no local guardian is available, the arrested parents often must choose between bringing their children to jail with them or letting them live on the streets. Nepal's Department of Prison Management estimates 80 children live in the nation's prisons.

"It's not fair for these children to live in the prison because they haven't done anything wrong," said Basnet, who started a nongovernmental organization to help. "My mission is to make sure no child grows up behind prison walls, Basnet said."



Pushpa Basnet with the children under her care

Basnet is one of several in Nepal who have started groups to get children out of prison. Since 2005, she has assisted more than 100 children of incarcerated parents. She runs a day care program for children under 6 and a residential home where mostly older children received education, food, medical care and a chance to live a more normal life.

"I had a very fortunate life, with a good education," Basnet said. "I should give it to somebody else." Basnet was just 21 when she discovered her calling. While her family was running a successful business, she was studying social work in college. As part of her studies, she visited a women's prison and was appalled by the dire conditions there. She also was shocked to discover children living behind bars.

One baby girl grabbed Basnet's shawl and gave her a big smile.

"I felt she was calling me," Basnet said. "I went back home and told my parents about it. They told me it was a normal thing and that in a couple of days I'd forget it. But I couldn't forget."

Basnet decided to start a day care to get incarcerated children out from behind the prison walls. While her parents were against the idea at first—she had no job or way to sustain it financially – eventually they helped support her. But prison officials, government workers and even some of the imprisoned mothers she approached doubted that someone her age could handle such a project.

"When I started, nobody believed in me," Basnet said. "People thought I was crazy. They laughed at me."

But Basnet was undaunted. She got friends to donate money, and she rented a building in Kathmandu to house her new organization, the **Early Childhood Development Centre**. She furnished it largely by convincing her parents that they needed a new refrigerator or kitchen table; when her parents' replacement would arrive, she'd whisk the old one to her centre.

Just two months after she first visited the prison, Basnet began to care for five children. She picked them up at prison every weekday morning, brought them to her center and then returned them in the afternoon. Basnet's programme was the first of its kind in Kathmandu. When she started, some of the children in her care had never been outside a prison.

Two years later, Basnet established the **Butterfly Home**, a children's home where she herself had lived for the past five years. While she now has a few staff members who help her, Basnet is still very busily engaged.

"We do cooking, washing, shopping," She said. "It's amazing, I never get tired. The children give me the energy..... The smiles of my children keep me motivated."

Coordinating all of this is no easy task. But at the **Butterfly Home**, the older kids help in taking care of the younger ones and everyone pitches in with household chores. The atmosphere feels like an extremely large family, a feeling that's fostered by Basnet, who smothers the children with love. The children reciprocate by calling her "Mamu," which means "Mommy."

"I don't ever get a day off, but if I didn't have the children around me, it would be hard," she said.

"When I'm with them, I'm happy."

All the children are at the **Butterfly Home** with the consent of the imprisoned parents. When Basnet hears about an imprisoned child, she'll visit the prison—even in remote areas of the

country – and tell the parents what she can provide. If the parents agree, Basnet brings the child back.

She is still eager, however, for the children to maintain relationships with their parents. During school holidays, she sends the younger children to the prisons to visit, and she brings them food, clothing and fresh water during their stay. Ultimately, Basnet wants the families to reunite outside prisons, and 60 of her children have been able to do just that.

3. Word–Notes:

social safety net	- various measures taken by the government and others to help the poor in society
incarcerated	- imprisoned
calling	- profession
appalled	- frightened
dire	- severe or serious
undaunted	- determined and not afraid
coordinating	- organising
itches	- to join in doing a job
chores	- daily household activities
foster	- promote
reciprocate	- to have the same feeling

4. Based on your reading of the text complete the following statements :

- a. Pushpa Basnet lives in a two-storey house which she shares with _____

- b. Nepal, being one of the poorest countries, lacks the _____

- c. Since 2005, Basnet has assisted _____

- d. As part of her studies, when Pushpa visited a women's prison she was _____

- e. Pushpa rented a building in Kathmandu _____

- f. Pushpa says that she never gets tired because _____

5. Answer the following questions in a sentence each :

- a. Why does Pushpa Basnet not need an alarm clock?
- b. Why does Pushpa say that it is not fair for the children to live in prison ?
- c. What did one baby girl do to Basnet when she visited a women's prison ?
- d. What were the initial attitude of Pushpa's parents when she wanted to start a day care home for the children ?
- e. In Pushpa's Butterfly Home, what do the older children do ?
- f. When is Pushpa Basnet happy ?

6. Answer the following questions briefly:

- a. How did Pushpa Basnet save the life of the 40 children who lived in her children's home?
- b. "My mission is to make sure no child grows up behind prison walls."
How did Pushpa Basnet fulfil her mission ?
- c. Why does Pushpa Basnet consider herself fortunate and what does she want to do of her life ?
- d. Write how Pushpa Basnet furnish her new organisation the Early Childhood Development Centre.
- e. Why do the children call Pushpa 'Mamu'?
- f. 'When Basnet hears about an imprisoned child.' What does Pushpa do when she hears about an imprisoned child ?

7. Look at the following list. Some of them can be applied to Pushpa Basnet, and some cannot be. Put them under relevant column.

selfish philanthropist selfless
 loves fame humanitarian
 uncommon likes to be in the news
 extraordinary

Applicable	Unapplicable

8. There are Children's Home in Imphal and your town. You can visit such a Home. Make a report of your experience to the whole class. Your report should be in the following lines :

- I. Name of the Home :
- II. No. of inmates :
- III. No. of Boys :
- IV. No. of Girls :
- V. Who finances the Home :
- VI. Govt. help (if any) :
- VII. How education is given :

9. You want to write an article for publication in a newspaper telling people how they should help Pushpa Basnet's great work for those unfortunate children. The article however has many blanks. Complete the article by filling the blanks with words from the list given at the end in a box:

Pushpa Basnet

The story of Pushpa Basnet is a story of _____. She is a woman with a heart of _____. We all see children who are in very _____ conditions. But we do not do anything about them. However, here is a woman who found her life's _____ while she saw those children. She is _____ to Mother Teresa. We must _____ that we cannot follow her. But at least we can help _____ like Pushpa. We can do so by sending some money or _____ to persons like Pushpa. If we send our little _____, it will be of great help to Pushpa. At the same time we can _____ the feeling that we are doing what we can for those _____ children.

calling

unfortunate

sacrifice

gold

donations

comparable

pitiable

admit

experience

people

materials

—X—

LESSON NO. 2



B. PULLING CHILDREN OUT OF NEPAL'S PRISON - II

1. (a) You have read how Pushpa Basnet found her calling in looking after those unfortunate children.

2. Now, read on the remaining part of the article:

Parents like Kum Maya Tamang are grateful for Basnet's efforts. Tamang has spent the last seven years in a women's prison in Kathmandu. When she was convicted on drug charges, she had no other options for child care, so she brought her two daughters to jail with her. When she heard about Basnet's programme, she decided to let them go and live with her.

"If Pushpa wasn't around, they could have never gotten an education.....they would have probably had to lie on the streets," she said. "I feel she treats them the way I would."

"My life would have been dark without her," said Laxmi, 14. "I would've probably always had a sad life. But now I won't because of Pushpa."

In 2009, Basnet started a programme to teach the parents how to make handicrafts, which she sells to raise money for the children's care. Both mothers and fathers participate in this. It not only gives them skills that might help them support themselves when they're released, but it also helps them feel connected to their children.

"Often, they think that they're useless because they're in prison," Basnet said. "I want to make them feel that they are contributing back to us."

Making ends meet is always a struggle, though. The children help by making greeting cards that Basnet sells as part of her handicraft business. In the past, she had sold her own jewellery and possessions to keep the center going.

Her biggest concern is trying to find ways to do more to give the children a better future. She recently set up a bank account to save for their higher education, and one day she hopes to buy or build a house so they'll always have a place to call a home. Their happiness is always foremost in her thoughts.

"This is what I want to do with my life," she said. "It makes me feel good when I see that they are happy, but it makes me want to work harder.... I want to fulfil all their dreams." Pushpa Basnet has been awarded with CNN Hero Award 2012, which was held at the Shrine Auditorium in Los Angeles, California, on Sunday, December 2. Academy Award winning actress Susan Sarandon presented Basnet with the award. The show was aired LIVE through CNN.

When earlier interviewed by CNN, she commented on her venture as :

“It’s not fair for these children to live in the prison because they haven’t done anything wrong.... My mission is to make sure no child grows up behind prison walls.”

RECOGNITION AND AWARDS:

1. In 2012, Pushpa Basnet won the ‘CNN Heroes’ award. It culminated in a global telecast honouring the TOP 10 CNN heroes of 2012 on September 20.

Basnet was selected in the final list through unanimous Jury decision, winning a \$50,000 grant amount for her effort and contributions towards the welfare of children who are behind the bars.

Each of the Top 10 CNN Heroes received \$50,000 in recognition of their work, and Basnet’s nonprofit, the **Early Childhood Development Centre**, has been awarded an additional \$250,000 grant to continue the work.



Pushpa Basnet with the CNN Hero of the Year Award

Banquet in GW University, Washington:

Basnet was the honoured guest speaker in the *banquet dinner* hosted by George Washington Student Organization Babies Behind Bars in The Cloyd Heck Marvin.

TED, Kathmandu:

Basnet was an honoured speaker in TED, Kathmandu , organized in July 28,2012.

ELGA Foundation, Korea:

ELGA Foundation of South Korea awarded ELGA Youth Award to Basnet in September 1,2012, at Seol’s Chung Conference Hall for her contribution in human services. Basnet is the only foreigner to receive the award which was established in the memory of Social Worker Kim Yongi in 1989.

3. Word Notes :

- | | |
|----------------|--|
| option | - alternatives |
| make ends meet | - make expenses within the money available |
| CNN | - Cable News Network
(an American broadcasting company) |
| aired | - broadcast |

4. Based on your reading of the text complete the following statements:

- a. Kum Maya Tamang brought her two daughters to the jail along with her because she had _____.
- b. In 2009, Basnet started a programme to _____
- c. As part of her handicraft business, Basnet engaged the children in making _____
- d. In order to keep the center going Basnet had to _____
- e. The children's happiness is always foremost in _____
- f. The CNN Hero Award 2012 was presented to Pushpa by Academy _____

5. Answer the following questions in a sentence each:

- a. Why was Kum Maya Taman convicted ?
- b. Is it easy for Basnet to make ends meet ?
- c. Why did Pushpa set up a bank account ?

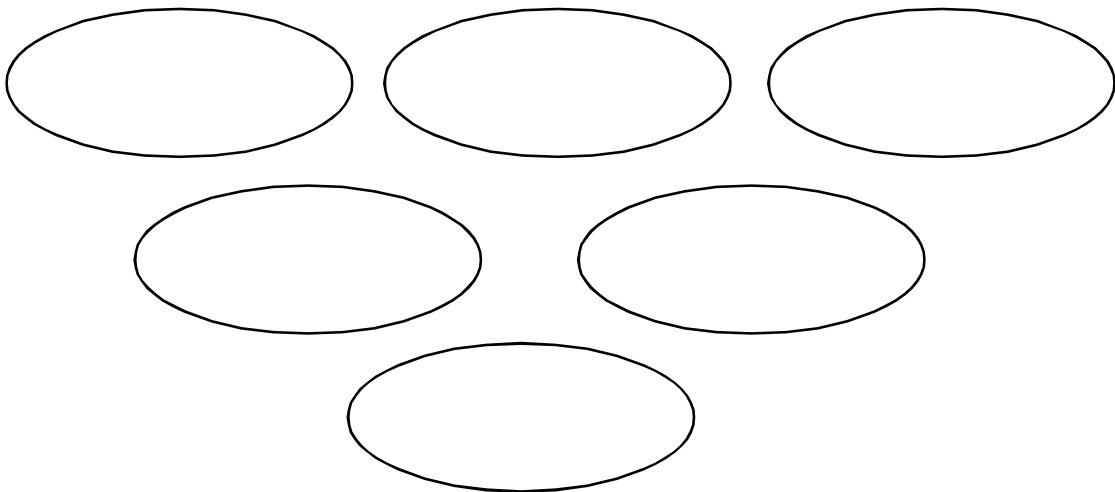
- d. Why does Pushpa want to buy or build a house ?
- e. What makes Pushpa feel good ?

6. Answer the following questions briefly :

- a. Why is Maya Tamang grateful to Pushpa ?
- b. What has Laxmi, the 14 yr. old girl to say about Pushpa?
- c. How does Pushpa make the parents connected with the children ?
- d. What is Pushpa's biggest concern?
- e. Why does Pushpa want to work harder ?
- f. What did Pushpa make the parents connected with the children ?
- g. How did ELGA Foundation, Korea honour Pushpa ?

7. On your reading of Pushpa Basnet's story, which of the following feelings come to your mind ? Write them in the bubbles.

The story of Pushpa Basnet



inspiring	despairing	cheering	depressing	refreshing
happy	sad	encouraging	angry	pleasing

8. Write a letter to the Editor of the North- East Chronicle high-lighting the following points. Add a few lines to each of the following points.

- * There are many children who have no parents and homes.
- * Children's Home should be opened for them.
- * School should be opened for them.
- * People should contribute all they can for their welfare.

To
The Editor
The North-East Chronicle

Date

Dear Sir

I would like, through your esteemed column, to draw the attention of the authorities to the following points:

(Develop the points one by one.)

I hope the people of Manipur will be generous enough to help these poor children.

Yours faithfully
(Name)

9. There has been a flood in Thoubal district and people are suffering. Write a notice to be circulated to your fellow students to contribute their mite to help the victims. Highlight the following points:

- * People in thousands are suffering.
- * A few people have died.
- * Cholera has broken out.
- * No adequate food.

**DAFFODIL SCHOOL
NOTICE**

Date:

This is notified for information of all the students of the school that _____

(Name:)

Secretary
Social and Welfare.

—X—

LESSON NO. 3



C. THE ESKIMOS: PEOPLE WHO LIVE IN THE SNOW

1. People's life is conditioned by the surrounding in which they live. For example – people who live in the hot desert of Africa. Do you think they will need warm clothes during day time?
- (a) Yes
(b) No

Tick the correct answer:

2. Now, read about the Eskimos who live in the arctic regions.

The Eskimos are aboriginal inhabitants of Arctic and sub-Arctic regions of North-America, Greenland and Siberia. In North-America they are known as Innuits also.

You know that the Arctic regions are the coldest place in the world. Therefore it is only natural to understand that they live a kind of life which is very different from our life-style. Life for the Eskimos must be very very tough, but the Eskimos have successfully adapted themselves to the hard climate. In the following paragraphs you will read about their food habit, the houses they build, the culture they follow and some other aspects of their life.

Food- It is understandable that as the entire land is always under ice, nothing including any kind of vegetables grows in the entire land. In Eskimo land a vegetarian will have hard time living with a traditional Eskimo tribe. The Eskimos live in a barren, cold environment and this has made their diet heavily based on different meats. Their vegetable menu is limited only to some berries and seaweed, kind of grasses, tubers, roots, stems, etc. Even in modern times when eatable foods can be transported by air fruits and vegetables are scarce and expensive making them out of reach of the people.

The Eskimos had traditionally been fisher and hunters. They hunt whales, walrus, caribou, seal, the narwhal, polar bears, muskoxen, birds and sometimes arctic foxes. The Eskimo traditional



ways to prepare food include – drying, cooking in seal-oil, or burying it until it ferments naturally. Some foods, even meats, are not cooked at all.

Igloos- Can you imagine where the Eskimos live in? Imagine a place where no tree grows and no bricks or cement are available. It will be a near impossible thing to make houses. But the Eskimos are very inventive people and have used the resources available in their land to great advantage. During the winter, the Eskimos make a temporary shelter made from the snow called igloo. Igloos are ingenious dome-shaped contract built from blocks of ice and snow. They are a clever shelter crafted using the snow’s insulating properties to create a comfortable dwelling.

And during the few months of the year when temperatures are above freezing they live in tents, known as ‘tupig’ made of animal skins supported by a frame of bones or wood.

Custom – In Eskimo custom the men are the traditional hunters and fishermen and women take care of the children, clean the home, sew, process food and cook. However when necessity arises, women too hunt. At the same time men, who can be away from camp for several days at a time, will be expected to know how to sew and cook.



Igloos and Eskimos

The Eskimos make clothes and footwear from animal skins, sewn together using needles made from animal bones and threads made from other animal products, such as sinew. The anorak or parka is a kind of coat having a hood to cover the head. It is made from animal skin. The hood of an amautik (women’s parka) is extra large which has a separate compartment below the hood to allow the mother to carry a baby on her back and protect it from the harsh wind.

Transport– The Eskimos used to hunt sea-animals from single passenger covered seat skin boat called Kayaks. They are extremely buoyant and can easily be righted by a seated person even if completely overturned. Because of this property the design has been copied by the Europeans and the Americans who still produce them under the Eskimo name Kayak. Kayaking now is one of Olympic sport items.

The Eskimos also make ‘umiag’ (womens boat), larger open boats made of wood frames covered with animal skins for transporting people, goods and dogs. They are 6-12 m. (20-39ft) long and has a flat bottom so that the boat can come close to shore. In the winter, the Eskimos will also hunt sea mammals by patiently watching holes in the ice for the seals to come to them for breathing. This technique is also used by the polar bear who hunts by seeking holes in the ice and waiting nearby.

In winter, both on land and on sea-ice, the Eskimos use dog sleds for transportation. The husky dog breed comes from Eskimo breeding of dogs and wolves for transportation. A team of dog either in tendem or fan formation will pull a sled made of wood or animal bones over snow and ice.

Dogs play an integral role in the day-to-day routine of the Eskimos. During the summer they become pack animals, sometimes dragging up to 20 kg of baggage and in the winter they pull the sled. Yearlong they assist with hunting by seeking out seals’ holes and pestering polar bears. They also protect the Eskimo villages by barking at bears and strangers.

Myths : The environment in which the Eskimos live inspired a mythology filled with adventure tales of whale and walrus hunt. They have elaborate myths about the Arora Boeralis. They also invented mythical monsters like the Kallupiluk or Qalupalick. It was a mythical monster with which they used to frighten Eskimo children to fall into discipline. According to legend, it was a horribly twisted humanoid that waited under the water to drag unwary people in the icy depth of the sea. This was a natural healthy fear in an arctic society where dropping in the water meant death.

It must, however, be understood that after the world war II a lot of changes are taking place in Eskimo land. Modern scientific civilisation in the form of airbases and radar stations have been constructed in Eskimo land, inaccessible till recently. Along with these have come modern day facilities like schooling, health care facilities, etc.

3. Word–Notes:

- ingenious - inventive
- husky - big and strong
- humanoid - machine or creation that looks like a human

4. On the basis of your reading of the text complete the following statements :

- a. Eskimos live in a barren ice covered land which has made their diet _____

- b. The traditional Eskimo way of life is _____

- c. In Eskimo tradition, men are the hunter, but when necessity comes women too ____

- d. Kayaks are very buoyant and when overturned _____

- e. Eskimos patiently watch ice-holes for seals _____

- f. Dogs protect Eskimo villages _____

- g. Eskimo children were extremely afraid of mythical _____

- h. Modern civilisation is reaching Eskimo land in the form of _____

5. Answer the following questions in a sentence each :

- a. Why do vegetables not grow in Eskimo land?
- b. What is a tupig ?
- c. What is an anorak ?
- d. What do the Eskimos use for transportation of things during winter ?

6. Answer the following questions briefly:

- a. Why would a vegetarian find it difficult to live with a traditional Eskimo family?
- b. What do the Eskimos usually hunt ?
- c. Why don't igloos melt in Eskimo land ?
- d. Describe traditional Eskimo dress ?
- e. Why do Europeans and Americans imitate Kayaks ?
- f. How is an umiag different from Kayaks ?
- g. "Dogs play an integral role in the day-to-day routine of the Eskimos." How?
- h. What are Eskimo myth filled with ?

7. Answer the following quizzes. The number within brackets indicate the number of letters in each answer.

1. Regions where the Eskimos live. (6)

2. The Eskimo men's means of transport in the sea. (5)

3. Animals that help the Eskimos to move about in the snow. (4)

4. It is a rare item in the Eskimo menu. (9)

5. It is an Eskimo ingenious shelter. (5)

6. Eskimo children are afraid of it. (10)

7. Eskimos hunt it in the ice-hole. (4)

8. Eskimo women's head-wear with baby's special compartment. (7)

9. You have seen how their natural surrounding regulates the life of the Eskimos. Now describe the life-style of the following people by filling in column 3, 4, and 5 of the following table. Column 2 of the table will give you a clue about their living place, climatic conditions, etc. Some of the words you can use are at the end of the table:

Name of the people	climatic and special characteristics	Clothing	Transport	Food
Siberian	very cold snowy	warm clothings	sled/motor	meat canned food
Beduin Arabs	hot during day/cold during night			
Venetians (People of venice)	mild in summer cold in winter road way-canal			
Londoner	mild in summer cold in winter rainy			
North Indians	hot in summer cold in winter			
South Indians	hot in summer pleasant in winter			

light-clothings

camels

rikshaws

fish

warm-clothings

boats

meat

very warm clothings

motor-vehicles

vegetables

taxis

wheat

rice

10. NOTE-MAKING:

Read the following paragraph:

When a large number of people are starving because they do not have enough to eat, we say there is a famine. Famines have been common throughout human history. Famines may be caused by climatic disaster such as drought and flooding. A drought can destroy crops that need rainwater to grow properly and floodwaters can drown crops and sweep them away. Human action can also cause famines. There were a number of famines in parts of Europe during World War II. Many famines, in African countries in particular, occurred during civil wars. The wars disrupt farmers' work and make the distribution of food difficult.

When we read the first sentence, we realise it is an important sentence. We can make note of it by simply writing down:

large No. starve – famine

The second sentence also contains an important idea. We can write down it simply as –

common.

Then we can write down:

causes- drought, flood, human action.

Let us now make notes of the main points and then make a summary of these lines thus far:

large no. starve –famine

common

causes – drought, flood, human action

Summary so far :

When large number of people starve it is called famine. Famine is common in history. It is caused by drought, flood and human action.

Now, make notes of the remaining lines. Then rewrite all the main points of the whole paragraph again. Then combine them in a summary of the whole paragraph.

—————X—————

UNIT – V

ENVIRONMENT

1. (a) You must have heard of environmental pollution. Which of the following is related to environmental pollution?
- | | |
|------------------------|-------------------------|
| 1. Air turns impure. | 2. Water becomes toxic. |
| 3. Trees are cut down. | 4. Trees are planted. |
- (✓) the correct ones.
- (b) In this unit you will read:
- A. LAND POLLUTION.
- B. THE LOKTAK LAKE.
- C. CLIMATE CHANGE, GLOBAL WARMING, MELTING ICE AND ITS EFFECTS.

LESSON NO. 1



A. LAND POLLUTION

1. (A) You know that we all men, animal and many creatures live on land.
- (B) Now, suppose this land becomes unfit for us to live in, what will happen then? Horrible to think. Right?

2. Now, let us read a lesson about land pollution:

When we talk about pollution, air pollution and water pollution come to our mind first. It is so because we see the ill-effects caused by the pollutants clearly. On the other hand, we tend to skip our concern on land pollution. We do not see the ill-effects of land pollution clearly. But, land has been abused and polluted constantly. So, it has become imperative to see land pollution as one of the most important environmental issues and battle against it collectively.

Land pollution is the degradation or destruction of the earth's surface and soil directly or indirectly by human activities. The addition of harmful materials to the land can alter the nature of the land thus causing land pollution. Activities on land that could drastically lessen the quality and productivity of the land as an ideal place for agriculture, forestation, construction, etc. can be termed as land pollution. In other words, the degradation of land from its existing quality is called land pollution.



Land Pollution

The ill-effects of land pollution have been realised recently. A series of issues related to it have cropped up and have started affecting the environment. Thus, it can no longer be neglected. Deforestation, increasing barren lands and rapid urbanization are some of the issues related to land pollution. Harmful materials, used as land fill contents, deteriorates the land thus becoming an agent of land pollution.

Forests are cleared to prepare new lands for cultivation. Due to deforestation, the top soil becomes loose. So, soil erosion occurs and the land ultimately becomes barren. Once a land becomes barren, it is very difficult to make it fertile again. Moreover, in order to meet the demand for food for the increasing population, farmers use highly toxic fertilizers and pesticides to get rid of insects, fungi and bacteria. The overuse of such chemicals results in contamination and poisoning of the land. Thus the land becomes polluted. Thoughtless dumping of household garbage like aluminium, plastic, paper, cloth, wood, etc. pollutes the land to a great extent.

The ill-effects of land pollution are very hazardous to the environment and can lead to loss of ecosystems. It can affect climate patterns. When land is contaminated with toxic chemicals and pesticides, it can lead to skin cancer and can cause human respiratory problems. Many species of animals live under the earth. Land pollution can destroy their habitat and environment. So, animals suffer from loss of habitat and natural environment, thus endangering them.

Land pollution has to be stopped in order to save and protect the environment. Some of the corrective measures of land pollution are:

- Reduction in the use of pesticides and fertilizers.
- Afforestation.
- Proper disposal of garbage.
- Use of bio-degradable products.
- Practice of organic farming.
- Using of non-harmful materials as land fill contents.

We live and survive on land. It is the base of our ecosystem. So, we must take care of it and nurture it.

3. Word–Notes:

pollutants - substances that pollute a thing

ecosystem - all plants, living creatures, water bodies and their natural condition

4. Based on your reading of the text complete the following statements:

a. Land pollution occurs when addition of _____

b. The issues related to land pollution are _____

c. When once a piece of land becomes barren it becomes _____

d. Pollution with toxic chemicals and pesticides can _____

5. Answer the following questions in a sentence each:

a. When we talk about pollution what does come to our mind first?

b. How does harmful materials used as land fill affect the quality of land?

c. Why do people clear forest?

d. What is the effect of thoughtless dumping of household garbage?

e. How does land pollution affect ecosystem?

6. Answer each of the following questions briefly:

- a. What makes soil barren?
- b. Why do farmers use highly toxic fertilizers and pesticides?
- c. How is overuse of chemicals harmful to land and soil?
- d. How are men affected by use of toxic chemicals in the form of pesticides?
- e. How does land pollution affect animals?
- f. How is ‘afforestation’ one of the corrective measures to land pollution.

7. Form a group of five and play the following roles:

- * The Chairman of Municipal Council/Pradhan
- * An environmentalist
- * Citizen I
- * Citizen II
- * Human Right Activist

Citizen I and II should complain to the Chairman/Pradhan about garbage and litter being thrown everywhere in your area. The environmentalist should talk about how dirt/garbage etc. harm the environment. The human right activist should say that it is the right of the citizens to have a clean surrounding. Add relevant matters to your role.

After the role play, the Chairman will place a final decision before the class.

8. As a resident of Imphal (or your town/village) write a formal letter to the editor of a daily highlighting the problem discussed above (Q.7). The letter should contain your suggestions on how the problem can be reduced.

FORMAL LETTER (LAYOUT)

Your address

Date

The Editor

Imphal Chronicle

Subject:

Sir

(Body of the letter)

Yours faithfully

(Name)

9. Read the following paragraph:

One of the things that pollutes land and affects the environment is plastic. It is so because plastic is not biodegradable. So, imagine what will happen to mother earth if its inside is filled with plastics. Moreover, when plastic is burnt, either for its manufacture or destruction it releases toxic materials which is poisonous and affects the ozone layer.

Having read the above you want to start a campaign “No to Plastic” and for this you want to design and write some posters. Now write six or seven posters highlighting the problem that plastic is.

10. You went to your friend Rajen’s house to ask him to come to your place so that both of you can work on the “No to Plastic” campaign mentioned above. But you find he is out. Now, write an informal letter you want to leave for Rajen asking him to come to your home.

—————X—————

LESSON NO. 2**B. THE LOKTAK LAKE**

1. (a) Of course, all of you have heard of the Loktak Lake. It is one of the most important water-bodies in North-East India.
- (b) (✓) the correct answer:
Loktak Lake is situated in:
- (I) Imphal East District. (II) Bishnupur District.
(III) Thoubal District. (IV) Churachapur District.
- (c) The Loktak Lake is currently facing some environmental problems. Now (✓) the correct choice from the following alternatives:

The Lake is facing environmental problems because of:

- I. human action. II. nature's action.
III. animals' action. IV. birds' action.

2. Now, let us read about the Loktak Lake:

The Loktak Lake of Manipur is the largest fresh water lake in North East India. It boasts of being the only floating lake in the world due to its floating *phumdis*. It is located at Moirang. *Lok* means stream and *tak* means the end. The lake harbours the unique Keibul Lamjao National Park which is the home of the endangered Sangai. The park is a *phumdi* and its size is 40 square kilometres. It is situated in the south-eastern part of the lake and is the largest of all the *phumdis* in the lake.

The Loktak Lake holds a special place in the social, cultural, historical and economic aspects of the state of Manipur. The lake is a source of water for hydro electric power generation, irrigation for agriculture and drinking water supply. It is a source of livelihood to the surrounding population by providing fish, vegetables, fodder for cattle and even sometimes transportation. The

lake is also home to many floras and faunas. Many migratory birds visit the lake every year. The lake is also a major tourist attraction, national and interantional. Some parts of the lake have been developed for aquatic sports.

The lake has a surface area of 287 square kilometres. Its maximum length is 35kms. and maximum breadth is 13kms. Its average depth is 2.7 metres with a maximum depth of 4.6 metres.



Loktak Lake

Within the lake and its periphery, there are fourteen hills of different heights. In the southern part of the lake, there are three islands namely Sendra, Ithing and Thanga.

Major rivers and streams which drain into the lake directly or indirectly are the Nambul, the Nambol, the Thongjaorak, the Awang Khujairok, the Awang Kharok, the Ninghtoukhong, the Potshangbam, the Oinam, the Keinou and the Irulok. Ithai Barrage is the only outlet.

The lake has a rich ecosystem which provides habitats to many flora and faunas. The Sangai is the most important animal found in the lake. It is to be noted that the Sangai is found only in the lake and nowhere else in the world. The animal is also the state animal of Manipur. Besides Sangai, 57 species of water birds and 14 species of wetland birds are found in the lake. 28 species of migratory water fowls are also found here. Among the water fowls the numbers of dabbling ducks and diving ducks are declining due to proliferation of phumdis. Hornbills are also found here. Some of the varieties of hornbills found here are the Brown-backed Hornbill, Rufous-necked Hornbill, Wreathed Hornbill and the Great Pied Hornbill. Another 425 species of animals are found in the ecosystem of the lake. Some of the rare animals found in the lake are the Indian python, Sambhar and the Barking deer, Hoolock gibbon, wild bear, Rhesus monkey, Stump-tailed macaque, Indian civet, Marbled cat and Temminck's golden cat can also be seen in the precincts of the lake and in the park.

The Lotak Lake is a source of fish. Fish yield from the lake is estimated to be 1500 tonnes annually, The State Fishery Department has introduced millions of fingerlings of Indian and exotic fishes into the lake. Some of the varieties of the local fish introduced into the lake are *ngamu* (*Channa punctatus*), *ukabi* (*Anabus testudinius*), *ngaril* (*Anguilla*), *pengba*, *tharak* and *nga-shape*. These local varieties are stated to be under serious decline.

The Loktak Lake faces serious problems due to loss of vegetation cover in the catchment areas and so faces soil erosion. Deforestation and shifting cultivation in the catchment areas have accelerated soil erosion. So, the size of the lake is shrinking due to siltation. The annual silt-flow into the lake is estimated to be around 336325 tonnes. The domestic sewage carried by the Nambul River is discharged into lake thus affecting its water quality and promoting unwanted growth of water hyacinth and *phumdis*.

Fertilizers and pesticides used in cultivation are drained into the lake. Thus, the ecosystem of the lake is severely affected.

3. Word–Notes:

- phumdi - floating mass of vegetation at various stage of decomposition
aquatic - connected with water
precincts - nearby area

4. On the basis of your reading of the text complete the following statements:

- a. Keibul Lamjao National Park is the home _____

- b. The Loktak Lake holds _____

- c. The rich eco system of the Loktak Lake provides _____

- d. The Loktak Lake faces serious problems due to _____

5. Answer the following questions in a sentence each:

- a. What is the meaning of Loktak?
- b. In which part of the lake is Keibul Lamjao situated?
- c. How do you know that the Loktak Lake has a rich ecosystem?
- d. What has the Manipur State Fishery Dept. done to increase fish yield in the Loktak?
- e. Why is there soil erosion in the catchment areas of the lake?
- f. How does siltation affect the lake?

6. Answer the following questions briefly:

- a. Why is Keibul Lamjao a unique park?
- b. How is the Loktak lake connected with the life of the people of Manipur?
- c. What are the water sources of the lake?
- d. Why is Sangai an important animal?
- e. What are some of the rare animals found in the lake area?
- f. What harm does the Nambul river causes to the Loktak Lake?

7. On the basis of your reading of the text tick the meaning of the words given:

I. Harbours

- (a) provides food
- (b) gives birth to
- (c) gives shelter
- (d) contains

II. Aspects

- (a) situations
- (b) programmes
- (c) strength
- (d) weaknesses

III. Migratory

- (a) having the nature of living in water
- (b) having the nature of living both in water and land
- (c) having the nature of living only in one region
- (d) having the nature of coming and going to different places

IV. Periphery

- (a) the outer edge of the lake
- (b) bank
- (c) surrounding villages
- (d) total area

V. Yield

- (a) varieties
- (b) total amount produced
- (c) amount each person catches
- (d) total amount brought to the market

VI. Habitat

- (a) habit
- (b) change of habit
- (c) place where a particular animal or plant is found
- (d) place where a particular animal or plant is protected

8. Fill in the blanks with your own words:

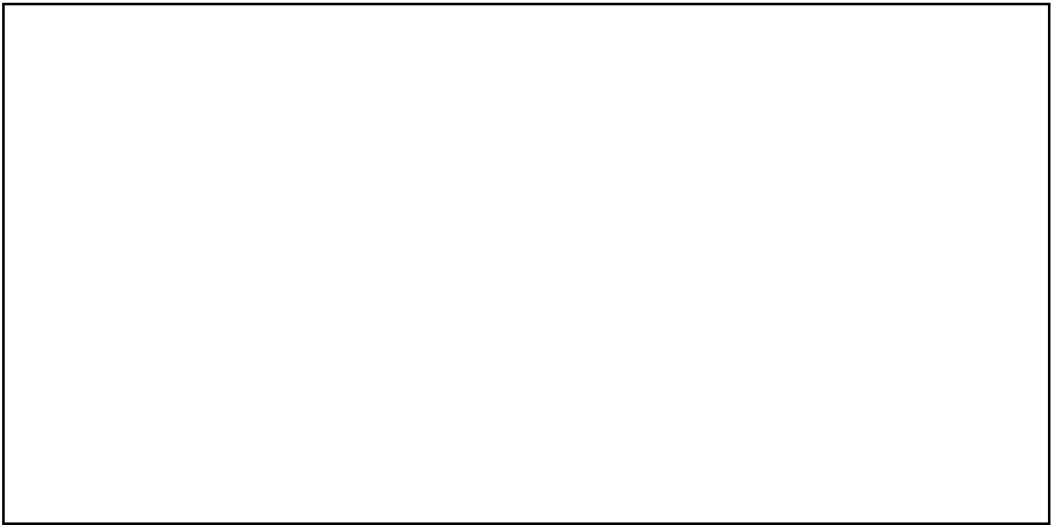
The Loktak lake is the _____ fresh water lake in North East India. _____ at Moirang in Bishnupur District. The lake is a source of livelihood to the _____ living in the surrounding towns and villages. The hillock _____ is a beautiful island which is one of the tourist spots with breathtaking beauty. The _____ deer, like the _____ lily of Ukhrul, is one of the prides of Manipur. We can say that while the surrounding nine hills are the ring, _____ is the gem. It is the _____ of every Manipuri to take _____ of the lake with love and to preserve its _____.

9. You want to make a speech in the morning assembly of your school highlighting the problems that the Loktak lake is facing today. For this purpose you have jotted down the following points:

- I. Pollution due to dirt brought by the rivers.**
- II. Pesticides used by the farmers.**
- III. Fertilizers used by the farmers.**
- IV. Use of poison for catching fish.**

Now, using these points develop a short speech to be delivered by you in the school assembly.

SAVE LOKTAK



—X—

LESSON NO. 3**C. CLIMATE CHANGE, GLOBAL WARMING, MELTING ICE AND ITS EFFECTS**

1. Which of the following does the term Global Warming mean ?
- (a) Increase in the temperature of high atmosphere.
 - (b) Increase in the temperature of the oceans.
 - (c) Increase in the temperature of polar regions.
 - (d) Increase in the temperature of the earth as a whole.

The correct answer is

2. Now read a lesson on Global Warming and its resultant effects on the environment.

The World today has warmed dramatically since the advent of the industrial revolution. Some of the warmest years in the past 125 years had occurred since 1990. The year 2005 is the hottest. The main reason for this is due to the emission of greenhouse gases. Some of the results of global warming are the shrinking of the Arctic ice cap, acceleration of the rise of the sea level, receding glaciers worldwide. Early break up of river and lake ice, increasing intensity and duration of tropical storms, lengthening of mid to high latitude growing seasons, thawing permafrost and shifts in plant ranges and changes in animal behaviour. Scientists around the world are concerned about the possibility of abrupt climate change, including reductions in ocean currents such as the Gulf Stream which warms Europe, changed patterns of rainfall which could affect the food security for billions of people.



Global Warming and melting ice

As a result of global warming crop yield may increase in some areas but it may reduce the yield worldwide. The negative effects are likely to dominate as warming increases. Africa is especially vulnerable and if that happens, there will be a significant increase of hunger. Poor communities

depend directly on stable and hospitable climate for their livelihood. They rely on rain-fed subsistence agriculture. Asian monsoons are examples of it. Such areas are vulnerable to extreme weather events like droughts, floods and tropical storms. Agriculture in the Arctic is severely limited. So, they depend on subsistence economic activities like hunting, fishing, reindeer herding, trapping and gathering for survival. Warming throughout the Arctic is a problem for reindeer herders and hunters who travel on frozen rivers and through snow. Melting and freezing of snow make food less accessible to reindeer thereby affecting the economic and cultural integrity of herders and hunters.

The Arctic is warming twice as fast as the global average. The area of the Arctic Ocean covered by ice is shrinking each summer and the remaining ice is becoming less thick. Moreover, sea absorbs more heat than ice and further melting is created. Since 1980, nearly one-third of sea ice in the European Arctic region has been lost. Polar bears depend on sea ice to hunt seals and use ice corridors for locomotion. Pregnant female polar bears build winter dens in areas with thick snow cover. It is estimated that there may be an almost complete loss of summer sea-ice in the Arctic before the end of the 21st century and if this happens, polar bears will become extinct. The Arctic region is also increasingly becoming a new economic powerhouse for minerals, oil and gas extraction and shipping due to climate change and receding ice. Both the Polar Regions have become interested areas for tourism and industrialists are keen to exploit their vast and abundant fish stocks. These interests present opportunities and threats to the indigenous people and to the world as a whole.

The melting of glaciers in the world's great mountain ranges affects the supply of water to the rivers. In China, highland glaciers are shrinking each year by an amount equivalent to all the water in the Yellow River. Seven percent of China's glaciers are vanishing annually. By 2050,



Polar bear on a piece of melting ice

nearly 64 percent of the country's glaciers will have disappeared. It is to be noted here that 300 million people in China depend on glacial water for survival. The Tibetan glaciers supply water to most of the major rivers flowing in China, India, Pakistan, Burma and Vietnam. It means that nearly half the population of the world depend on the Himalayan glaciers for water.

Melting ice has caused rise in global sea level. In the past hundred years, global sea level rose between 1 and 2 millimetres a year, but now the rate has increased to about 3 millimetres a year. As sea level rises, inhabitants in the low-lying areas and coastal cities face inundation. In December 2005, a small community living in the pacific island chain of Vanuatu became perhaps the first to be formally moved to another place as a result of climate change and global warming.

Climate change also threatens marine habitats and the livelihoods of the people who depend on them. Oceans absorb approximately half of the carbon dioxide produced in the past two centuries. It produces carbonic acids and lowers the pH value of the surface seawater. This could affect the process of calcification by which animals such as corals and molluscs make their shells from calcium carbonate.

There are many options to avoid catastrophic climate change. Some of the measures are efficient use of energy and a shift to low-carbon and renewable resources such as solar and wind power, bio-energy and geothermal energy. A low green-house gas future will also be needed. With an increasing number of people harnessing solar energy for electricity, millions of households now use the sun to heat water. In Iceland, abundant hydropower and geothermal energy are being channelled to develop hydrogen from water as a major source to replace fossil fuels. In Brazil, ethanol made from sugarcane has replaced about 40 percent of the country's need for petrol. Planting of trees is also a major measure. Trees can slow down climate change by absorbing carbon dioxide, reducing pollution, keeping cities cool, protecting water catchments and reducing soil erosion.

3. Word–Notes:

Industrial Revolution	- expansion of industry in Europe during 18 and 19 centuries
greenhouse gases	- gases that can absorb and emit infrared radiation
arctic ice cap	- arctic region permanently covered with ice
permafrost	- frozen soil and sediment
gulf stream	- warm and powerful Atlantic Ocean Current
inundation	- to cover with floodwater
pH value	- measure of the acidity
Vanuatu	- an island nation located in the South Pacific Ocean
calcification	- the accumulation of calcium salts in a body tissue

- bio-energy - renewable energy made available from materials derived from biological sources
- geothermal energy - thermal energy generated and stored in the earth

A. Based on your reading of the text complete the following statements:

- a. Global warming is mainly due to _____

- b. As far as crop yield is concerned, global warming may result in reduced _____

- c. Due to global warming the ice cover over the Arctic ocean is _____

- d. The Arctic region is increasingly becoming a new powerhouse due to _____

- e. In China highland glaciers are shrinking each year at the rate _____

- f. Rise in global sea level has been caused by _____

- g. Coastal cities face inundation due to _____

- h. A shift to low-carbon and renewable energy resources such as solar and wind power etc. may avoid _____

5. Answer the following questions in a sentence each:

- a. What is responsible for the shrinking of the Arctic ice cap?
- b. On what do poor communities depend for their livelihood?
- c. How do melting and freezing of snow affect the reindeer?
- d. Why is a thick snow cover important for the polar bears?
- e. What may happen to Chinese glaciers by 2050?
- f. Why has global sea level arisen ?
- g. Why had the inhabitants of Vanuata leave their original living place?
- h. How has ethanol been useful to the Brazilians ?

6. Answer the following questions briefly :

- a. How is global warming connected with Industrial Revolution?
- b. Write how global warming affect the Arctic regions, the sea and glaciers?
- c. What are scientists around the world concerned about ?
- d. Why does the writer say that Africa is especially vulnerable to the negative effects of global warming ?
- e. What economic activities are the people in Arctic region engaged in ?
- f. How is reindeer connected with etc, the economy and culture of Arctic people ?
- g. Why does the writer say that since 1980, nearly one third of sea-ice in the European Arctic region have been lost ?
- h. How is there a possibility of polar bears becoming extinct?
- i. How has Arctic region become an economic powerhouse ?
- j. How will the melting of Tibetan glaciers affect half the population of the world ?
- k. Why do inhabitants in the low-lying areas and costal cities face inundation ?
- l. How will global warming affect corals and molluscs ?
- m. How can mankind adopt an efficient use of energy ?
- n. How is Iceland replacing use of fossil fuels ?

7. Based on your reading of the text, (✓) the correct meaning of the word given.

- (i) Advent
 - a. coming
 - b. end
 - c. middle
 - d. before

- (ii) Emission
 - a. absorption
 - b. production
 - c. stoppage
 - d. reduction

- (iii) Vulnerable
 - a. not affected
 - b. affected marginally
 - c. valuable
 - d. easily affected

- (iv) Herders
 - a. a herd of reindeer
 - b. people who look after a herd of reindeer
 - c. people who sell reindeer meat
 - d. people who kill reindeer for their skin

- (v) Locomotion
 - a. vehicle
 - b. polar bears hibernation
 - c. ocean current
 - d. movement

- (vi) Abundant
 - a. not enough
 - b. existing in very large quantities
 - c. about to be extinct
 - d. protected by law

(vii) Marine

- a. connected with the sky
- b. connected with the land
- c. connected with the sea
- d. connected with underground

8. Here is a dialogue between Mr. Kamal and Mr. Binod. Fill in the blanks in the dialogue with appropriate words given within the box.

Mr. Kamal : Do you know the level of the sea is _____?

Mr. Binod : So what ! Why should we _____?

Mr. Kamal : You don't _____. If sea water level _____ the coastal areas will be _____.

Mr. Binod : So what ! They can _____ to other places.

Mr. Kamal : You don't understand the _____. Suppose millions are _____ Where will they go ?

Mr. Binod : They will come to high grounds.

Mr. Binod : So what ! They can come.

Mr. Kamal : It is not that _____. There will be _____ between those who are already in the high grounds and those who want to come there.

Mr. Binod : Yes. Now I can understand the problem.

simple	problem	care	rises
rising	displaced	understand	flooded
come	fighting		

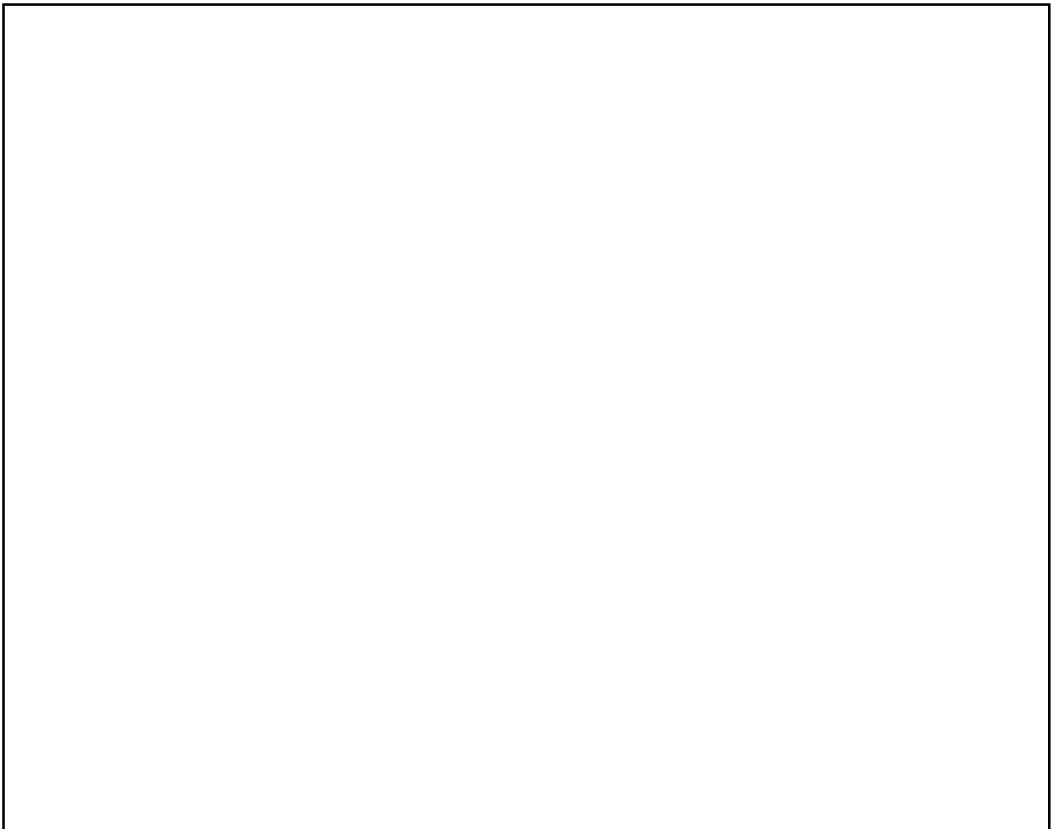
9. **Make notes of the important points of the following paragraph. Then write a substance of the passage using those points:**

The effect of global warming is a threat to human existence. When the earth's temperature rises too much, agriculture, forestry and fishery are damaged. There will be less food. It will destroy wild life also.

All species are important for maintaining ecological balance. If one is lost, the whole environment changes. Global warming may be a threat to some species. So, unless it is checked there may be a threat to the ecological balance.

Forests also control natural balance. So, people should be taught and encouraged to plant trees.

10. **You have experienced an extraordinarily warm day. Write a diary entry of few lines expressing your feelings about it.**



—————X—————