

English Course Book

Class X

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FOREWORD

Since its inception, the Board of Secondary Education, Manipur has been promoting the quality of education in the state. It has developed text-books for the schools of Manipur under the guidelines given by the National Curriculum Framework (NCF) from time to time to keep abreast of the changes in the national trend in preparing, structuring and writing text-books.

This text-book has been prepared, structured and written under the guidelines of NCF 2005. Every possible effort has been made and every possible care taken to make it worthwhile and fulfil the local needs were held with the authors and the reviewers in the course of its development.

I, on behalf of the Board of Secondary Education, Manipur, thank the authors and the reviewers for their painstaking labour in bringing this text-book to its present form. Every suggestion to improve it is warmly welcomed.

December 8, 2014

Dr. Chingangbam Sarat
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UNIT I – ENVIRONMENT

Rapid processes of industrialisation, population growth and urbanisation have seriously affected the natural conditions of the earth and surrounding environment. The conditions have gradually deteriorated, dangerously impacting the life of human beings, animals and plants. This has given rise to various social and political movements all over the world to preserve and also to improve the natural environment.

1

HOW TO SAVE OUR ENVIRONMENT FROM POLLUTION?

1. Environmental pollution is one of the serious problems men face all over the world today.
2. Let us read how each one of us can contribute to its betterment:

Pollution is a process of contaminating an area of the natural environment such as the air, soil, or water usually by introducing damaging substances such as chemicals or waste products. These substances are generally termed as pollutants. Pollutants can be naturally occurring substances or energies, but they are considered contaminants when they exceed the natural levels.

Pollution takes place when the environment cannot process and neutralize harmful by-products of human activities, for example, poisonous gas emissions. Pollution has negative impact on crucial environmental services such as provision of clean air and clean water. Environmental pollution is a problem both in developed and developing countries. Factors such as population growth and urbanization place greater demands on the planet and stretch the use of natural

resources to the maximum. Environmental pollutants are constituent parts of the pollution process. They are the actual executing agents of environmental pollution. They come in gaseous, solid or liquid form.

In order to develop and implement an effective international policy for pollutant management, it is important, among other factors, to understand their decomposition mechanisms. Decomposition of pollutants can occur either biologically or chemically. Non-biodegradable pollutants are the ones that cannot be decomposed by living organisms and therefore, persist in the ecosphere for extremely long periods of time. They include plastics, metal, glass, some pesticides and herbicides, and radioactive isotopes.

A combination of many factors, such as wind, water and climate are required to work together to achieve neutralisation of pollutants of non-biological decomposition and the non-biodegradable pollutants.

Air pollutants, unlike the solid and liquid pollutants found on land and in water, may be removed from the atmosphere through wet deposition or dry deposition. In the case of wet deposition, pollutants make way into clouds or other precipitation and then get deposited onto the surface of the Earth by way of rain. In the case of dry deposition, pollutants are deposited directly onto the planet's surface and vegetation, such as plants and trees or tropical rainforests.

There are many types of environmental pollution, but the most important ones are air pollution, water pollution and soil pollution.



Air pollution is caused by notable air pollutants such as sulphur dioxide, nitrogen dioxide, carbon monoxide, ozone depletion, volatile organic compounds and airborne particles. The radioactive pollutants are probably among the most destructive ones.

Water pollution is caused by pollutants including insecticides and herbicides, food processing wastes, pollutants from livestock operations, volatile organic compounds, heavy metals, chemical waste and others.

Soil pollution is caused by pollutants like hydrocarbons, solvents and heavy metals. In modern industrialized societies, fossil fuels like oil, gas and coal transcended virtually all imaginable barriers and firmly established themselves in our everyday lives.

We use fossil fuels not only for our everyday needs as well as in the power generating industry, but they are also present in such products as plastics, solvents, detergents, asphalt, lubricating oils, a wide range of chemicals for industrial use, etc.

Combustion of fossil fuels produces extremely high levels of air pollution and is widely recognized as one of the most important target areas for reduction and control of environmental pollution. Fossil fuels also contribute to soil contamination and water pollution. For example, when oil is transported from the point of its production to further destinations by pipelines, an oil leak from the pipeline may occur and pollute soil and subsequently groundwater. When oil is transported by tankers in the oceans, an oil spill may occur and pollute ocean water.

There are other natural resources whose exploitation is a cause of serious pollution; for example, the use of uranium for nuclear power generation produces extremely dangerous waste that would take thousands of years to neutralize. But there is no reasonable doubt that fossil fuels are among the most serious sources of environmental pollution.

Power-generating plants and transport are probably the biggest sources of fossil fuel pollution. Motor vehicles, shipping industry and aircrafts cause a lot of pollution. Fossil fuel combustion is also a major source of carbon dioxide (CO₂) emissions and perhaps the most important cause of global warming.

Among other sources of pollution, agriculture is worth mentioning as the largest generator of ammonia emissions resulting in air pollution. Chemicals such as pesticides and fertilizers are also widely used in agriculture which may lead to water pollution and soil contamination as well.

Residential sector is another significant source of pollution, generating solid municipal waste that may end up in landfills or incinerators leading to soil contamination and air pollution.

Some of the effects of air pollution include asthma, reduced energy levels, irritation of eyes, disruption of the immune system, malfunction of the central nervous system and cancer. Water pollution can cause skin rashes and allergies, all sorts of water-borne infections, vomiting, stomach aches, malfunction of the central nervous system and so on. Soil pollution is, in a way, connected to water pollution and may cause cancer, headache, fatigue, skin rashes and so on.

Environmental pollution is causing a lot of distress not only to humans but also to animals, driving many animal species to endangerment and even extinction. The trans-boundary nature of environmental pollution makes it even more difficult to manage it.

We should adopt a holistic view of nature. It is not an entity that exists separately from us. We are an inalienable part of it, and we should care for it in the most appropriate manner. Only then we can possibly solve the problem of environmental pollution. We can help to reduce the pollution of our environment to a great extent by paying attention to some important points in our daily routine. In our daily life, we do waste lots of stuff like paper, plastics and even water.

Instead of throwing those wastes in trash-cans, we can categorize them into recyclable and non-recyclable product and send them to their right place like recyclable waste to recycling company and non-recyclable waste to proper dumping area.

We can reduce environmental pollution by planting trees near our houses, in our neighbourhood and the premises of the educational institutions and offices etc. Trees consume carbon dioxide and give out oxygen and spread it in the air for us.

We should avoid wasting useful products. Instead of throwing waste water away, we can recycle it for other purposes like watering gardens. We can start practising grey water and rain water recycling.

People think that electricity is eco-friendly and it helps to protect nature. Electricity, in fact, produces pollution and harms the environment. The methods used for generating electricity also cause pollution and harm our environment. We should utilize the electricity effectively and wisely so that our government need not run additional plants to fulfil our electricity needs.

LPG cooking gas contributes to air pollution in a small amount. To extract these natural gases from the well, lots of energy is wasted. The method and setup used for extraction, purification and transportation of these petroleum products are major sources of air pollution and noise pollution. However, as an individual one cannot control pollution caused by extraction, purification and transportation, but can help in reducing the pollution by properly utilizing our LPG cooking gas.

Microwave is also a source of hidden pollution known as radiation which is invisible to our eyes. Microwave oven uses electricity to produce microwave radiation to heat food which is harmful to human being. Malfunctioning of microwave can cause damage to individual health and also effect the environment. If your microwave oven is malfunctioning, then it should be either repaired or

replaced. Malfunctioning microwave not only consumes more electricity but also destroys food nutrients that will result in waste of energy. Use microwave when you really need it and avoid wasting energy by reheating again and again.

Nowadays vehicles have become our basic need for transportation and travelling. Vehicles are one of the major sources of air pollution as well as sound pollution. Vehicles contribute 47.5% of the total air pollution caused in one year. By controlling pollution caused by vehicles, we can reduce 32.5% of total air pollution. We should drive our vehicles within the fuel efficiency limit. We should turn off the vehicle engine when it is not in use for more than 2.5 minute. Avoid turning your engine off when you need to start again in 1 minute, because starting the engine consumes more fuel than keeping the engine quite for 1 minute.

Our environment can also be protected by scientific construction of latrines, urinals and public toilets. Proper drainage system and maintaining a proper place for disposal of waste and garbage also contribute to a clean environment. It will improve the quality of our lives.

3. **Word notes:**

transcended : exceed

combustion : burning

neutralize : to stop something from having any effect

incinerators : machines that destroy waste by burning it

holistic view : thinking that man and nature are one whole

inalienable : something that cannot be taken away

grey water : water that has been used

microwave : oven that cooks food by passing electricity through it instead
of heat

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

- (i) Among the air pollutants, radio active pollutants are.....
- (ii) Combustion of fossil fuels produces high levels of air pollution
- (iii) When oil is transported by tankers
- (iv) Perhaps the most important cause of global warming is
- (v) Environment pollution is causing a lot of harm not only to
- (vi) Environmental pollution can be checked by planting trees
- (vii) Electricity produces pollution
- (viii) Microwave is also a source of

(B) **Answer the following questions in a word, phrase or sentence each:**

- i. What are the most important environmental pollutions?
- ii. Why is combustion of fossil fuels one of the most important target areas for control of pollution?
- iii. What probably is the most important cause of global warming?
- iv. How do pesticides and fertilizers cause water pollution?
- v. What kind of view should we have of nature?
- vi. What do trees do to reduce environmental pollution?
- vii. How do we recycle waste water?
- viii. What happens when there is a malfunctioning of microwave oven?

(C) Answer each of the following question briefly:

- i. What are the types of environmental pollution?
- ii. What are some of the major water pollutants?
- iii. How is combustion of fossil fuel harmful to the environment?
- iv. How are power generating plants and transport a big source of environmental pollution?
- v. “Residential sector is another significant source of pollution”. How ?
- vi. What are some of the effects of air pollution?
- vii. ‘The transboundary nature of environmental pollution makes it even more difficult to manage it’. Explain.
- viii. ‘We should adopt a historic view of nature.’ Explain.
- ix. What can we do with our household wastes in order to improve the environment?
- x. Why is tree planting important for the environment?
- xi. Why should we use electricity wisely?
- xii. Why is it advisable that vehicle engines are turned off when they are not in use for more than 2-3 minute?

5. Read the following passage and answer the questions that follow:-

Pollution became a popular issue after World War II due to radioactive fallout from atomic warfare and testing. A non-nuclear event, The Great Smog of 1952 in London, killed at least 4000 people. These prompted to enact the first major modern environmental legislation, The Clean Air Act of 1956.

Pollution began to draw major public attention in the United States between the mid-1950s and early 1970s, when congress passed the Noise Control Act, The Clean Air Act, The Clean Water Act and the National Environmental Policy Act.

Severe incidents of pollution helped to increase consciousness. Dumping of waste in the Hudson River resulted in a ban on consumption of its fish in

1974. Long term dioxin contamination at Love Canal starting in 1947 became a national news story in 1978 and led to the Superfund Legislation of 1980. The pollution of industrial land gave rise to the name Brownfield, a term now common in city planning.

The development of nuclear science introduced radioactive contamination, which can remain lethally radioactive for hundreds of thousands of years. Lake Karachav, named by the Worldwatch Institute as the “most polluted spot” on earth, served as disposal site for the Soviet Union throughout the 1950s and 1960s. Second place may go to the area of Chelyabinsk, U.S.S.R. as the “most polluted place on earth”. Nuclear weapons continued to be tested in the Cold War, sometime near inhabited areas, especially in the earlier stage of their development. International catastrophes such as the wreck of the Amoco Cadiz oil tanker off the coast of Brittany in 1978 and the Bhopal disaster in 1984 have demonstrated the universality of such events and the scale on which efforts to address them needed to engage.

Questions:

- i. Why did pollution become a popular issue after World War II?
- ii. What prompted the passing of the Clean Air Act of 1956?
- iii. Between 1950s and early 1970s, why did pollution begin to draw major public attention in United States?
- iv. Why is consumption of fish from Hudson river banned?
- v. What caused radioactive contamination?
- vi. How did lake Karachav become the “most polluted spot” on earth?
- vii. What was being done during the period of cold war?
- viii. Find words in the text that means the following:
 - a. subject that the public discuss most
 - b. caused something to happen
 - c. a disaster that causes many people to suffer

6. **Have a class discussion on how global warming is a serious cause of concern.**

The following points will help you in your discussion.

- (i) ice in the north and south pole will melt
- (ii) level of sea water will rise
- (iii) low lying area near the sea will be inundated
- (iv) it will force people to migrate
- (v) there will be tension among the people

7. **Write a letter to the editor of the Eastern Chronicle highlighting how each one of us can contribute in creating a healthier environment.**

Concentrate your letter on the following:

- (i) we should walk short distance instead of using car/vehicles
 - (ii) whenever there is no one in a room, light should be switched off
 - (iii) we must stop dumping waste in the rivers
- [you can use a few of your own points]

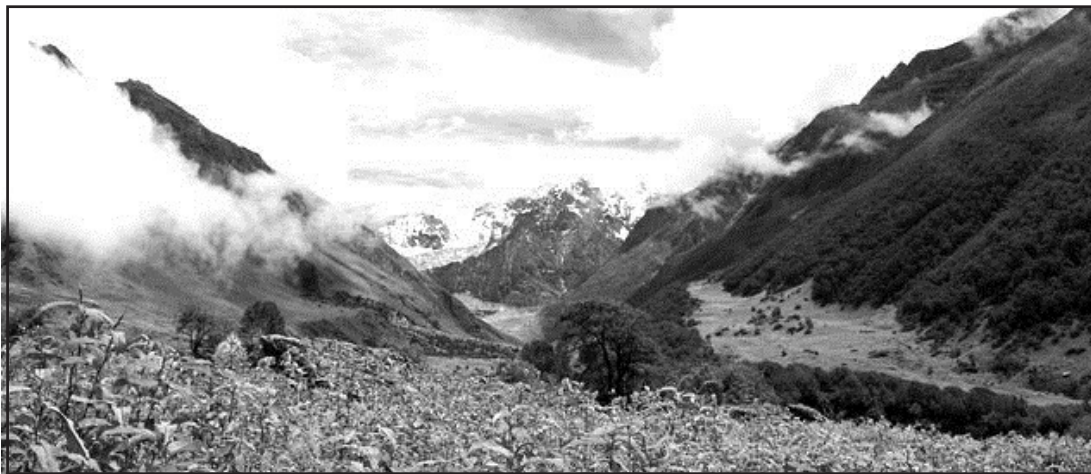
To
 The Editor,
 The Eastern Chronicle
 Imphal

Dated

Sir,

Sincerely Yours,
 (.....)

2

**A TRIP TO DZUKO
VALLEY**

1. (a) Often you come across news about incidents that have done untold damage to our environments. In the last 100 years men have learnt that a healthy environment is not only essential, but also a must for survival of human beings and all the flora and fauna in this beautiful planet – the planet earth.
- (b) Is there in your town/village a river, a lake or even an open grounds that has been turned into dumping ground of all the wastes.

Write about it, expressing your feeling :-

(c) In this chapter you will read about

- (i) The Dzuko Valley of Manipur
- (ii) A trip to Dzuko Valley

2. (a) Manipur is endowed with Nature's bounty—blue hills, rivers, lakes, exotic flowers, beautiful mountain ranges and valleys. Imphal is itself a valley surrounded by ranges of hills. And one of the most talked about valleys is Dzuko Valley.

(b) (i) Try to define a valley.

(ii) Write why Imphal is called a valley.

2. Now, let us read about Dzuko Valley.

An eighteen member team expedition organised by the Seven Sister Tourism Service and the Adventure Academy of Manipur, recently undertook an expedition to the beautiful Dzuko Valley. Situated on the border of Peren subdivision of Nagaland and Senapati District of Manipur, the valley is connected by motorable road to Nagaland. However, as yet, it does not have a road connecting it to Manipur. The Manipur government has already taken up a project to construct a road to the valley in order to provide easy access to the valley for the inhabitants of Manipur. However, at present, it is a bit of an adventure going on a trek to Dzuko Valley, and hence the expedition.

The trekkers, who had left Imphal the previous day, had to scale first a height of 2630 metres above sea level and then trek downhill to an altitude of

2450 metres to tread on the soil of Dzuko Valley, late in the afternoon. Imagine the trekkers' amazement when, in the morning, they found that all the hillocks encircling the valley had turned white with frost. At 5 am in the morning the temperature had plummeted down to minus 20°C, and the water surface of the streams that flowed through the valley had turned into a solid sheet of ice. The delighted group walked over the brilliant sheet of ice and felt as if they had made a conquest of one of the most beautiful valleys in the world.

The feeling of conquest and joy was alloyed with unhappiness at the sight of scattered leftovers that marred the beauty of the valley. The team volunteered to clean up the place of the litter of polythene bags, cans and bottles left by visitors and villagers, and buried them in the deep pit that they dug themselves. This was the first of such expeditions jointly organised by a tour operator and an adventure group, and the most pleasing aspect of the whole expedition was the keen environment consciousness shown by the members of the team.

Another pleasing aspect of the expedition was the unexpectedly warm welcome extended to the team by villagers and the chairman of Viswema, a Naga Village. The team was thrilled by the unprecedented hospitality and co-operation of the villagers who not only provide accommodation to them but also allowed them the privilege of using the chairman's kitchen.

Dzuko is much talk-about valley. The name comes from a Mao tribe word, *Dzu* meaning 'water' and '*ko*' meaning 'cold'. The river that traverses the valley is called Dzuko and the valley takes its name from the river. The fork shaped valley is surrounded by many hillocks and mountains with dense forests. As one stands in the valley, the view one gets is truly amazing – a sheet of colourful grass and flowers in the valley, then the greenish hillocks against a background of high, deep blue mountains with dark, dense forests. The valley is situated at an altitude of 2450 meters above sea level, a difference of 180 meters from the highest point (2630 meters above sea level) on the way from Viswema village (1700 meters above sea level) on the National Highway No. 39.

Topographically, it is surrounded by *Japfu* Peak on the north-west, and the *Isso* Peak (Tenepu) on the south-east, forming an amphitheatre-like opening, a western window through which cold winds blow, and making the rivulets run into a water fall. By virtue of its altitude, the valley and its overlooking slopes of encircling ridges represent the higher temperature and Alpine zones of the eastern Himalayas. Climate-wise, the temperature range from 6°C to 8°C and in the afternoon to 18°C. At about 4 a.m. the temperature suddenly falls down to minus 20°C and continues like that till about 6 a.m. This drop in temperature causes the rivulets to freeze into solid sheet on which one can walk very comfortably.

The dominant surviving plant components of Dzuko Valley are grasses, dwarf bamboo (Tenwa), primula and new specimens of lily, buttercups, willows and barberry. Among these rare flora of the valley are visible several rare fauna, the most notable being the meadow lark. Environmentalists and nature lovers, while amaze at the beauty of the valley, are also worried that human interference will spoil this beauty. This amphitheatre, covered with silvery carpet of snow, looks like the abode of angels who repose and sleep here, only to wake up when the spring comes and dance through the valley. But, the question uppermost in the minds of environmentalists is: ‘How long will this beauty continue to enchant us? The answer depends on the aptitude and attitude of dominant component of the ecosystem – Man!

3. **Word Notes:**

<i>expedition</i>	:	organised journey for particular purpose.
<i>access</i>	:	entrance
<i>trekkers</i>	:	[trek – to go on a long and difficult journey on foot]. Trekking – people who go on such a journey.
<i>alloyed</i>	:	mixed
<i>accommodation</i>	:	place for people to stay and live
<i>traverses</i>	:	travels across

- topographically* : relative to the feature of a land
- amphitheatre* : a large circular building without a roof
and wide rows of seats (e.g. open sports stadium)
- amphitheatre-like* : the valley surrounded by the hills
looks like an amphitheatre.
- alpine-zones* : of the characteristic of high mountain
- components* : constituent parts; different parts with which
something whole is made of.

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

(i) Dzuko valley as yet does not have a road _____

(ii) The trekkers had to reach Dzuko valley on _____

(iii) Walking over the brilliant sheet of ice the trekkers felt as if _____

(iv) Having collected the litter of leftovers, the trekkers _____

(v) On the western side of Dzoko valley, there _____

(vi) Till about 10 am the whole _____

(vii) Environmentalists are worried that _____

(B) Answer the following questions in a word, phrase or sentence each:

- i. Which state has a motorable road connected with Dzuko Valley?
- ii. Why were the trekkers amazed in the morning?
- iii. What marred the joy of the trekkers?
- iv. How did the chairman of Viswema Naga village welcome the trekkers?
- v. What does 'Dzu' mean?
- vi. Towards which side is Japfu Peak situated ?
- vii. What happens to the temperature at around 4 pm.?
- viii. What is the most notable member of fauna visible in Dzuko valley?

(C) Answer each of the following questions briefly:

- (i) Why is the trip to Dzuko valley described as an adventure?
- (ii) Why did the trekkers feel that they had made a conquest of one of the most beautiful valleys in the world?
- (iii) What did the trekkers do to improve the environment of the valley?
- (iv) Why is Dzuko valley so named?
- (v) 'As one stands in the valley, the view one gets is truly amazing.'
Give an idea of the amazing view of Dzuko Valley.
- (vi) Give a description of the topography of Dzuko valley.
- (vii) What are the dominant surviving plant components of Dzuko valley?
- (viii) Why does the writer say that Dzuko valley looks like 'the abode of angels'?
- (ix) The writer says that the lasting beauty of Dzuko valley depends on 'Man'. Why does he say so?

5. You want to write a letter to the editor of the newspaper ‘The Daily Manipur’ asking the people who visit Dzuko Valley not to leave litter in Dzuko valley. Complete the following draft. Use the suitable phrases in the box for each blank.

To
The Editor
The Daily Manipur, Imphal

Sub: Litter in Dzuko Valley

Dear Sir,

Through your, I would like to draw the attention of the people who that it is a crime against God to by picnickers and visitors in Dzuko valley. Dzuko valley is a to repose.

Let us not,, spoil its I feel we can by being a little more

Yours truly,

Mr/Ms/Mrs.....

leave litter	pristine beauty
esteemed column	place fit for angels
visit Dzuko valley	conscious of our responsibility
in our carelessness	preserve its beauty

3

**PROTECTING OUR
FAUNA**

1.
 - a. There is a unique animal in Manipur. It belongs to deer family. Name it.

 - b. Assam, our neighbour is also well-known for one its unique animals. It is, of course, much bigger than a deer – elephant-like in its size. Write about it. _____
2. Now, let us read about these two beautiful natural wealth of the North East of India :

The world around us looks so varied and beautiful. Suppose the world is of one single colour, can you imagine what our life will be? Monotonous, of course, it will be. But mother Nature is benign and the world is multicoloured making our life so enjoyable and pleasant.

It is not difficult to understand that one of nature's blessings is the flora and fauna. The world is what it is, a habitable planet, in fact the only planet so far known to man in which living beings can dwell and prosper. And look at our wealth of fauna - the animal world - varied in kind and colour.

The North-East India is a hot-bed of rich flora and fauna. In fact, large part of its area constitutes mysterious and unexplored areas, making them a challenge to lovers of adventure. Endowed with diverse tourist attractions, North-East India is the melting - pot of varieties of flora and fauna. The monsoon rain and the sub-tropical climate of North East India have made it a region conducive to the growth of varied breed of flora and fauna is the region. Among these vast range of fauna two of them are world renowned. These two are the Sangai deer of Manipur and Rhinoceros of Assam. Unfortunately, human greed and selfishness are threatening the very existence of these rare animals.

The Sangai deer :

A unique gift of nature to Manipur is the Sangai deer, romantically called the dancing deer, and in a more prosaic term 'The brow antlered deer.' The Sangai deer (scientific name, *cervus eldi eldi*) once believed to be extinct, was rediscovered in the year 1953. Its natural habitat is the Keibul Lamjao National Park, a protected area where poaching and intrusion are prohibited. But despite being protected the Sangai deer is a highly endangered species.



The Keibul Lamjao National Park is a unique land mass. It is a wetland constituted of a floating mat of vegetation known locally as *Phumdi*. It has an environment highly favourable to the livelihood and growth of the Sangai.

The Sangai is under threat from the Loktak Hydro Electric Project. Before the Loktak Project the actual park area used to sink and float respectively during the dry and wet seasons. Now, this cycle has been disturbed and park area does not get its nutrients as it used to leading to paucity of grass for the deer.

More threatening to the deer is of course, human beings, who live in the nearby villages. They encroach upon the park area for cultivation, grazing of livestock and collecting firewoods. The pesticide they use in farming affect the health of the deer. Further, they enter the park for poaching the deer, which is an illegal activity.

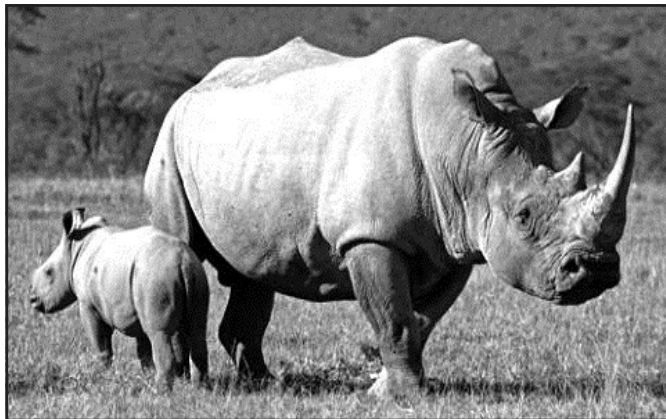
However, Government agencies, NGO's and many local bodies are trying their best to bring awareness to the people of Manipur in general and particularly to the people living in the vicinity of the park about their duty to effectively guard this unique deer of which every Manipuri through the length and breadth of Manipur is very proud of. It should be clear that if the deer is to survive, it is man who will have to protect it.

The one-horned rhino of Assam

The one-horned rhinoceros of Assam is another rare species of fauna that is facing extinction. It is a unique creature, second in size only to the elephant, a horn growing vertically upon the middle of its forehead and thick skin having folds.

One-horned rhinos once ranged in thousands across the northern part of the Indian sub-continent, along the river basins of the Indus, the Ganges and the Brahmaputra, from Pakistan to the Indo-Burmese border. But derive the 1800s and early 1900s, the rhinos were hunted relentlessly and persistently in the name of sports and the species was rendered near extinction.

Although sport-hunting



had been prohibited in the early 1900s, the threat to the rhinos still persist. Today, poaching is the greatest threat to the rhinos. It is the outcome of human greed and thoughtlessness. People have an unfounded belief that the rhino horn has health giving properties in it and people kill rhinos for its valuable horns. From 1980 to 1993, 692 rhinos were poached in India. In Laokhowa Wildfire Sanctuary, 41 rhinos were killed in 1983, virtually the entire population of the sanctuary. By the mid 1990s, poaching had rendered the species extinct there.

The Indian Government has taken major steps towards the conservation of Indian rhinoceros. In 1910, all rhino hunting was prohibited. Rhinos today are confined only to a few pockets of National parks, mainly in the eastern parts of India, Kaziranga National Park being the biggest of these sanctuaries. As a result of this concerted effort by the India Government today the population of the Indian one-horned rhinoceros is on the up - from 366 in 1966 to 2329 in 2012 in Kaziranga alone.

Apart from the Sangai deer and one-horned rhino, many varieties of animals and birds are under the constant threat of extinction all over the country due to poaching and encroachment. It should, however, be clear that all creatures, big and small, belong to this earth. Indeed, the earth would look dull and joyless if these beautiful animals become extinct. If the animals are to continue to beautify this earth, we should realise that it is our duty to protect them.

3. **Word notes:**

<i>benedictions</i>	: a blessing
<i>flora and fauna</i>	: plants and animal life of a particular region
<i>habitable</i>	: a favourable place to live in
<i>endowed</i>	: provided with quality, ability, or feature.
<i>demeanour</i>	: a person's appearance outward behaviour
<i>poaching</i>	: illegal hunting in protected areas

<i>endangered</i>	:	in danger of becoming extinct
<i>pancity</i>	:	least quantity
<i>encroach</i>	:	intrude on another's territory.
<i>persistently</i>	:	continuously
<i>sanctuary</i>	:	a protected area for birds, animals etc.

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

- a. The world is what it is, _____ in fact, the only planet so far known to man, _____.
- b. Endowed with diverse tourist attractions, North East India is _____ of flora and fauna.
- c. The Sangai deer (scientific name, *cervus eldi eldi*) once believed to be extinct, _____.
- d. They _____ the park area for cultivation, _____ and for collecting fire woods.
- e. In _____ Sanctuary, 41 rhinos were killed in 1983, _____ of the sanctuary.

5. **Based on your reading of the text answer the following questions:**

- a. Name the two world reknowned breed of fauna found in the North Eastern region of India.
- b. What are the different names of the Sangai?
- c. What is a "phumdi"?
- d. What makes the rhino a unique creature?

- e. What makes North East India a conducive place for the growth of flora and fauna?

6. **Answer the following questions briefly:**

- a. How is Loktak Hydro Electric Project a major threat to the Sangai?
- b. State the reasons which caused the near extinction of the one horned rhino from India.
- c. What are the major steps taken up by the Indian government for the conservation of wild life?
- d. What is sport hunting and why was it prohibited?
- e. What is the difference between Wildlife Sanctuaries and National Park?

7. **Choose the correct word:**

- a. Are you interesting / interested in football?
- b. The football match was quite exciting / excited. I enjoyed it.
- c. I had never expected to get the job. I was really amazing / amazed when I was offered it.
- d. I didn't find the situation funny. I was not amusing / amused.
- e. Do you easily get embarrassing / embarrassed?
- f. The lecture was boring / bored. I fell asleep.

8. **Read the following passage and answer the questions:**

A major threat to KLNP and Sangai is posed by land encroachment and human habitation. Taking advantage of the *Phumdi* fixed in the KLNP, villagers encroach upon the park area to build houses or to grow agricultural crops or for cattle grazing

and fishing. This not only disturbs the life cycle of the fauna, but also leads to the shrinking of the actual park area.

People who enter the KLNP on the pretext of fishing or some such activity, often indulge in poaching of the Sangai, for which they lay traps, use sickles, and even guns.

Collection of fodder for the cattle and of personal use for food plants and fire-wood for personal use for money, provides another strong motive to the villages living nearby to decimate the ecology of the KLNP, thus destroying the habitat of the Sangai and interfering with its breeding.

- (i) Why do people encroach upon the park area?
- (ii) What different means of poaching do the encroachers use?
- (iii) Which human activities contribute to the decimation of the KLNP ecology?
- (iv) Find out the words that mean the following:
 - (a) to go into an area which is beyond the desired limit.
 - (b) a season which hides the real reason.

9. Look at the following dialogue between two men:

Man : Hello! I'm weak. I want to be strong. I've heard rhino horn can make me strong again. Can you give me one ?

Poacher : Well! It is a dangerous thing. But I can bring you one. For that I've to kill a rhino. I can do that if the price is right.

Man : I'll give you any price you want.

Poacher : I'll kill one rhino. I'll kill two if the price is right.

What do you think of the above dialogue? How will you describe human motive?

10. Complete the following crosswords by using the clues:

1.

	L	U	E		H	A	L	E
--	---	---	---	--	---	---	---	---
2.

		I		E	R
--	--	---	--	---	---
3.

	O	L	A			E	A	R
--	---	---	---	--	--	---	---	---
4.

B		A	C			U	C	K
---	--	---	---	--	--	---	---	---

Clues:

1. It is a sea animal, biggest, and much hunted.
2. Cat family with stripes. Hunted for its coat.
3. It lives in Siberia. Has beautiful snow-coloured coat for which it is hunted.
4. It is deer family. Film star killed it.

11. Group activities:

1. With the help of your teacher divide yourselves into groups of 3 or 4 students. Each group should prepare for a 'Save the Sangai' campaign to spread awareness in your school on 'World Environment Day'.

The teacher will help the students to choose the mode of campaign (poster campaign, painting competition, essay writing competition) to make it more effective.

2. On the map of North East, locate at least four important National Parks and Wildlife Sanctuaries in the North Eastern Region.
3. "Indeed, the earth would look so much dull and joyless if these beautiful animals become extinct". Discuss the above statement into your group. Write a brief note and one of the students from your group may read it out to the whole class.

UNIT II – GAMES AND SPORTS

“All work and no play makes Jack a dull boy.” - so runs a saying. As matter of fact, love of games and sports is a distinct human trait and is spurred by the desire to pit one’s wits, strength, stamina and drives man to try to become faster and stronger. Besides, a healthy mind resides only in a healthy body.

4

SAGOL KANGJEI

1. The people of Manipur are healthy. They love games and sports. Now, name a few games and sports in which Manipuris have done well.

2. Now, let us read about *Sagol Kangjei* which originated in Manipur:

Several games that are played internationally in the present age are said to have originated in India, among them being chess and badminton. Polo is said to have originated in Manipur.

Polo had its origin in Manipur. This ancient game of stick and ball played on horsebacks was the national game of once independent kingdom of Manipur. Literally ‘Sagol’ means horse and ‘Kangjei’, a mallet or a long-handled wooden-headed hammer for striking a ball. According to Manipuri Puya, in the mythological age it was played by local gods like Marjing, Thangjing, etc. belonging to the Manipuri pantheon who guarded the eight directions.

According to ‘Kangjeirol’, an ancient script on ‘Sagol Kangjei’, the game originated during the reign of King Kangba of Manipur, a few centuries before the birth of Christ. It is also on the record that the game was played with seven players on one side during the reign of King Nongda Lairen Pakhangba (AD 33) of Manipur on the happy occasion of introducing his consort Laisana to his royal friends. It is commonly accepted that the game became more refined and popular with appropriate rules during the reign of King Khangemba (1597-1652). *Cheitharol Kumbaba*, the Royal Chronicle of Manipur, has many interesting accounts of the game. Apart from its being a game played by every Manipuri – young and old, rich and poor – throughout the kingdom, it was used as a subtle means in diplomacy, politics and palace intrigues. It was a very handy tool for making friendship or for exterminating a foe equally successfully. While King Pakhangba used the game of polo as a diplomatic instrument in AD 33 for sealing friendship, King Labanya Chandra, who was killed in 1781 during the progress of an exciting polo match, was the royal victim of polo as a means of palace intrigue.

According to the Guinness Book of Records (1992), “Polo can be traced to origins in Manipur state, India, C. 3100 BC when it was played as ‘Sagol Kangjei’.” The game was introduced to the British Officers at Chacar, Assam by the Maharaja of Manipur, Sir Chandrakirti Singh (1834-44). The earliest club was Cachar Club founded in 1859 in Assam, India. The oldest club still in existence is the Calcutta Polo Club (1862). The Game was taken to England

from India in 1869 by the 10th Hussars at Aldershot, and the earliest match was played between the 9th Lancers and the 10th Hussars on Hounslow Heath, Great London in July 1871. The earliest international match between England and the USA was played in 1886. The governing body of the game is the Hurlingham Polo Association which drew up the first English rules in 1875.

Some claim polo to be of Persian origin where it was played as '*pulu*' in 535 BC. Some of the western enthusiasts of the game hold the view that it was introduced into Manipur during the tumultuous period of medieval history when South-East Asia was experiencing a mass movement due to pressure from Central China. J.N.P. Watson is of the view that "it (Polo) was picked up from the Chinese by the Tibetans, who named it '*pulu*', their word for a ball; and it was most likely that from Tibet the people of Manipur..... adopted the game. The Manipuris called it '*Kan-jai-bazeo*', but they knew it too, as '*pulu*'....." The above view is contradicted by the fact that Manipuris never referred to the game '*pulu*'. They always called it '*Sagol Kangjei*'. '*Bajee*', a Bengali word for betting, was, perhaps, used by the Manipuri fugitives living in Cachar where the Bengalis settled in large numbers, for communicating with non-Manipuris. Perhaps also the Bengali term '*chakkar*', denoting the periods in polo match, came into use. The two words used in '*Sagol Kangjei*' are the products of the historical encounters of the Manipuri kings and princes with the Bengalis and Assamese living in Cachar.

While prince Marjit was cooling his heels at Cachar when he had fled from Manipur, its last king, Govinda Chandra tried to take the favourite polo-pony of the Manipuri prince which cost Govinda Chandra dearly. Marjit vowed to avenge the insult. When he became the king of Manipur, he invaded Cachar and defeated Govinda Chandra. The principality of the Cachar king was turned into a fertile ground for Meitei (Manipuri) infiltration and intrigues. The present Manipur territory Jiribam may be cited as an indirect product of Marjit's pony-war. Despite its wide contact with the vast regions stretching from Barrak Valley of Assam to the Trans-Chindwin Valley of Burma (now Myanmar), Manipuri '*Sagol Kangjei*' still retains its major indigenous vigour, form and style.

There was no exact size of polo field. However, when lord Curzon visited Manipur in 1901, he made a measurement of the Imphal polo ground, otherwise also known as the '*Mapal Kangheibung*' (literally, field for playing '*Kangjei*', short for '*Sagol Kangjei*') situated on the outside of the royal palace compound and found it to be 225 yards in length and 110 yards in breadth. In olden days there were no goal posts. Goals were scored when the ball crossed the end line of the width of the field.

Earlier the number of players in a team was variable, but during the reign of King Khagemba (1597-1652) the number was standardised to seven on one side. The positions were (i) '*Panjenba*' (forward); (ii) '*Panjenchang*' (forward no.2); (iii) '*Pallak*' (mid fielder 1); (iv) '*Pallak chang*' (mid fielder 2); (v) '*Langjei*' (centre); (vi) '*Pan-ngakpa*' (full-back) and (vii) '*Pan ngakchang*' (half back). During the reign of the king, '*Pana Kangjei*' was introduced. Six '*panas*' (social unit) viz. (i) Ahallup; (ii) '*Naharup*'; (iii) '*Khabam*'; (iv) '*Laipham*'; (v) '*Hidakphanba*' and (vi) '*Potsangba*' were formed. The first four were superior and matches were played amongst them. The last two '*panas*' could play between themselves. When they played by a combinations of players from different teams it is called '*Chere kare*'.

The game starts with a team mounted on ponies whose height is normally about four and a half feet, lining up in the middle of the field facing each other, and the throwing up of the ball (called '*Kangdrum*' in Manipuri) in the air with the cry '*Hantre*' by an official known as '*Hantre Hunba*' who retreats speedily outside the field after the throw. The procedure is repeated whenever a score is made. The ball is made of seasoned bamboo root. Nowadays the size of the ball is four inch in diameter, twelve inch in circumference and generally painted white.

'*Kanghu*' or the long mallet, used for hitting the ball is four feet six inches long. After the '*Hantre*' the player can either hit the ball with the stick in the air or on the ground or catch with hands in the air. In the latter case he can carry the ball with him towards the opposite goal line, and near the goal line he either drops the ball on

the ground and hits it or tosses the ball up in the air and hits it in the mid air towards the goal line.

In early days, there was hardly any rule against infringements like crossing the way of the player on the mount and hooking the mallet but now in the modern version of the game, every player has the 'right of way' and crossing it is a serious violation of rules. Crossing the 'right of way' is called '*Sagol-Tuppa*' in Manipuri. Maharaja Churachand Singh (1892-1941) later forbade crossing the 'right of way' and introduced '*Hairou*' which is the Manipuri term for deliberate hitting or hooking the stick of an opponent's pony.

The players wear white '*dhoti*' well tucked up above the knees. A '*kokyet*' (Manipuri word for turban) held by a '*khadangchet*' (chin-strap) is worn as head gear. Normally a short-sleeved jacket having the same colour as the '*khadangchet*' is worn. '*Khongyom*' (leg-guard) protects the shins and calves. '*Khuning Khang*' protects the heels and the ankle. The traditional stirrup has a flat base and the foot-hold is quite narrow. A player places his naked toe, not the arch of his sole, in the stirrup. A simple snaffle, known in Manipuri as '*Chanam Maru*', is used as reins. The Saddle has a deep seat and a grip. A distinctive feature of Manipuri saddle is the '*Nakthang*', a huge curled leather hung on both sides of the saddle and so placed as to guard the legs of the player. The saddle is made of enamelled leather mounted on a wooden frame known as '*Ukang Khe*'. A product from '*Khe-U*' tree is the enamel used for this purpose. A whip made of raw hide is hung from the left wrist of a player. The stick is made of seasoned cane and the mallet is generally made of '*U-yung*' (oak), a hard local wood. Hitting the ball needs dexterous wrist work with additional kinetic force from the swing of the arm. Though the traditional saddle exerts a heavy burden on the pony as the seat is a little far away from the centre of gravity of the animal, a player, firmly placed on the deep seat of the saddle, can bend his body and swing the stick left and right without losing his grip and balance.

Manipuri horsemanship grew from the relationship of the people with the equine family. The Meiteis, the predominant community in Manipur Valley, have

domesticated ponies from time immemorial. The Manipuri pony played an important part in the process of the development of the kingdom of Manipur. The expansion and consolidation of this kingdom depended on the use of the cavalry constituted by the Meitei people on horseback, one of the most fearsome forces in the North Eastern region of India and upper Burma. Institutional recognition of the domestication, care and official use of pony was the duty of 'Sagol Senba Hanjaba', the supervisor for the upkeep of the horse in the administrative hierarchy. The horse or the pony became a weapon of war and an instrument for the expansion of the kingdom.

L. Damodor Singh

3. Word Notes:

<i>mythological</i>	:	of the myths of a particular people about
<i>consort</i>	:	wife or husband of a ruler
<i>exterminating</i>	:	killing
<i>diplomatic instrument</i>	:	means of maintaining relationship between two countries or persons
<i>fugitive</i>	:	people running away from law
<i>cooling his heels</i>	:	waiting
<i>infringements</i>	:	fouls
<i>snaffle</i>	:	bridle-bit
<i>enamelled</i>	:	covered with some substance to form a hard glossy coating
<i>dexterous</i>	:	skilful
<i>equine</i>	:	connected with horse
<i>domestication</i>	:	the process of making wild animals used to living with people
<i>upkeep</i>	:	maintenance
<i>hierarchy</i>	:	organisation of persons in graded ranks

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

- (i) According to *Kangjeirol*, the game originated _____

- (ii) Apart from being a popular game, *Sagol Kangjei* was used as a _____

- (iii) The two *Bengali* words used in *Sagol Kangjei* are the products of the _____

- (iv) Govinda Chandra, the Cachar king tried to take the favourite polo-pony of the Manipuri Prince Manjit which _____

- (v) The present Manipur territory of Jiribam _____

- (vi) In olden days there were no goal posts and goals were scored _____

- (vii) In modern days crossing the way of player is a _____

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

- i. How did king Nongda Lairen Pakhangba use *Sagol Kangjei*?
- ii. Who was the royal victim of polo as a means of palace intrigue?
- iii. Who introduced polo to the British officers?
- iv. Who took polo to England in 1869?
- v. Between which countries was the first international polo match played?

- vi. Who standardised the number of polo players to seven in a team?
- vii. Who is '*Huntre hunba*'?
- viii. What is '*sagol tuppa*'?
- ix. Which part of body of polo player protected by '*khongyom*'?
- x. What was the duty of '*sagol senba hanjaba*'?

(C) Answer the following questions in about thirty words each:

- i. What does Manipuri Puya say about *Sagol Kangjei*?
- ii. What are king Khangemba's contribution to the development of *Sagol Kangjei*?
- iii. Apart from being a popular game, how was *Sagol Kangjei* a means for the royalty?
- iv. What does the Guinness book of record say about polo?
- v. How is J.N.P. Watson's view contradicted?
- vi. How does principality of the Cachar king become a fertile ground for Meitei infiltration and intrigue?
- vii. What does lord Curzon do relative to Imphal Pologround?
- viii. Describe '*Pana kangjei*'?
- ix. What are the functions of a '*Hantre Hunba*'?
- x. How did Manipuri horsemanship play a very important role in the expansion and consolidation of the kingdom of Manipur?

5. Derive the meaning of the words in bold from their context and tick the correct answers from the alternatives given:

- (i) It is commonly accepted that the game became more refined and popular

with **appropriate** rules during the reign of king Khagemba (1597-1652)

- (a) scientific (b) Suitable (c) Unsuitable

- (ii) Some of the western **enthusiasts** of the game hold the view that it was introduced into Manipur
- (a) persons who take interest
(b) Critics during the tumultuous period of medieval
(c) historians
- (iii) The above view is **contradicted** by the fact that Manipuris never referred to the game as '*pulu*'.
- (a) supported (b) proved wrong (c) uncertain
- (iv) The principality of the Cachar kingdom was turned into a **fertile ground** for Meitei (Manipuri) infiltration and intrigue.
- (a) area suitable for cultivation
(b) area suitable for political activities
(c) area not suitable for people to stay
- (v), but during the reign of king Khagemba (1597-1652) the number was **standardised** to seven on one side.
- (a) made reasonably fixed
(b) made changeable
(c) Depended on the players
- (vi) The expansion and **consolidation** of the kingdom depended on the use of the cavalry constituted by the Meitei people on horseback...
- (a) process of making stronger
(b) process of making peace
(c) process of expanding further

6. **The Manipuri Pony used specially by polo-players for the game are on the verge of extinction. Write a letter to the Director of Veterinary and Animal Husbandry, Govt. of Manipur to take proper care for its breeding and rearing.**

Follow the following format

Dated, Imphal

To

The Director,
Veterinary and animal husbandry,
Govt. of Manipur

Sir,

Yours faithfully,

(Your Name)

You may use the following points:

- (i) Manipuri pony unique to Manipur
- (ii) On the verge of extinction
- (iii) Needs special care for breeding and rearing
- (iv) Need for special area for breeding and rearing

You may add any other points.

7. **Observe the following two words from the text:**

- (a) consort
- (b) trace

These two words have two meanings each:

- i. consort : be a husband or wife/to spend time together
- ii. trace : a mark or a sign/to find or discover

Now, use dictionary to find the different meanings of the following words:

- blush _____
- bolt _____
- calm _____
- can _____
- face _____
- lean _____
- match _____
- object _____
- offer _____

8. ***Sagol Kangjei* was not the only game that was played in ancient Manipur. Write the names of a few games that were played in ancient Manipur and describe how they were played.**

5

**THE INDOMITABLE
WOMAN PUGILIST
OF MANIPUR**

1. All of you have heard of Mary Kom, Magnificent Mary as she is lovingly called.
2. Now, let us read about 'Magnificent Mary':

It was a bright September morning with a deep blue sky above with pieces of white cloud floating here and there. The mild breeze made everyone fresh and energetic. From the verandah of the small house Saneikham Called out, “Mary, Mary, where are you?” There was no reply. She muttered to herself, “Where has this girl gone, so early in the day?” Coming to the gate she looked around and saw the sprightly girl running and kicking a ball with some boys in a small field nearby. Seeing that, she smiled but she called again, raising her voice slightly, “Mary, Mary, come here at once.” The girl gave a mighty kick to the ball, turned and came running to her mother. Saneikham said.

“Mary, do you remember that you are a girl?”

“Yes, mother, I remember.”

“Do you also remember what a girl is supposed to do first in the morning?” Mary remained silent but the mother continued,

“A girl is supposed to help her mother in doing some of the domestic chores and after that she has to study for some time, shouldn’t she?”

“Yes, mother, I can do that very easily. But, I want to play also. Please allow me to play freely.”

Yes, you can play, but with girls only, and not with boys. You remember that.”

“But, I am bored with the games I play with girls. With the boys I can run, jump, kick and blow. That makes me happy and satisfied.”

This time the mother went on looking at her lively daughter with a meaningful smile and remained silent. This is the way M.C. Mary Kom grew up into full girlhood partly in the hills of Churanchandpur district and partly in the Imphal Valley of Manipur. She is the eldest of the four children of H Mangte Tonpa Kom and H Mangte Saneikham Kom. After matriculation she started taking keen

interest in some items of athletics like pole vault, javelin throw, discus throw and sprint. She could not do anything really significant in these areas. Then some time in the year 2000 she happened to see some boys and girls being trained in boxing at khuman Lampak Sport Stadium. Soon she joined the training and after that she did not look back.

Rigorous training under some of the leading coaches of Sport Authority of India (SAI) at Imphal continued for months. In 2000 she became the best woman boxer in Manipur. After this, success and medals came to her one after another. In December, 2000 she got Gold Medal in the 7th Open (Men and Women) Boxing championship held in West Bengal. At National level she got gold medals in almost all the National Boxing Championships for women held at various parts of India. In the 32nd national games held in Hyderabad also she won the gold medal. Her achievement in the international level also are really extraordinary. In the first Women's Boxing Championship held in Pennsylvania, (USA) she got the silver medal. But in the second, third and the fourth World Boxing Championships held in Antalya (Turkey), Podolsk (Russia) and New Delhi respectively, she won gold medals. She got Gold in 2nd and 3rd Asian Woman Boxing Championships in Haryana and Kaohsiung (Taiwan) also. In addition to these, in the First World Women's Boxing tournament held in Norway she got the gold medal and was adjudged the best boxer of the event.

The glorious record of success mentioned above is the result of a combination of talent, persistence and hard work. Discipline, deep sense of commitment to a cause and fighting spirit are also necessary for the kind of success that Mary Kom achieved. In appreciation of her achievements, the Government of India honoured her with the Arjuna Award in 2003 and the Padma Shri Award in 2005. In addition to these respectable national awards, she has been included in the People of the year, 2007 in Limca Book of Records. In 2008, Reliance Industries Limited and the TV channel CNN/IBN has awarded her as one of the 'Real Heroes'. After a two-year sabbatical to raise her family, she returned to the ring and started training with all seriousness and dedication

to win more laurels for the nation. And what a return! In the fifth Women World Boxing Championship held in China in November 2008, she defied all odds by winning the gold medal in the 46kg category. This medal was her fourth successive gold medal. With this win M.C. Mary Kom established herself as the most successful woman boxer of all time. She was awarded the Rajiv Gandhi Khel Ratna Award in 2008 for her brilliant performance and achievement in women's boxing in the world. Recently she also won the Gold Medal in the Asiad 2014 held at Incheon, South Korea in the 51 kg category at the age of 31.

3. Word Notes:

<i>indomitable</i>	:	one who is strong, determined and difficult to defeat
<i>pugilist</i>	:	boxer
<i>chores</i>	:	daily household tasks.
<i>persistence</i>	:	quality of doing something in spite of difficulties
<i>sense of commitment</i>	:	attitude of working very hard
<i>sabbatical</i>	:	a time when someone does not work from his or her regular job or profession

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

- (i) When called by his mother, Mary gave _____
- (ii) Mary's mother asked her if she _____
- (iii) Mary loved to play with the boys because _____
- (iv) After seeing some boys and girls being trained in boxing at Khuman Lampak Mary _____
- (v) At the national level, Mary Kom got Gold Medal _____
- (vi) Her achievements at the international _____
- (vii) Govt. of India honoured Mary Kom with _____

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

- (i) 'Coming to the gate she looked around and saw.....' What did Mary's mother see?
- (ii) How did Mary feel playing girls' game?
- (iii) How did Mary feel playing with the boys?
- (iv) When did Mary win in the 7th Men and Women Boxing Championship held in West Bengal?
- (v) What did Mary win at the Pennsylvania First Women's Boxing Championship?
- (vi) What laurel did Mary Kom earn in 2007?
- (vii) How has Reliance Industries Limited and the T.V. Channel CNN/IBN honoured Mary Kom?
- (viii) Why did Mary Kom take a two-year sabbatical?

(C) Answer the following questions briefly:

- (i) 'Seeing that, she smiled but raising her voice slightly, she called...'. Why did Mary Kom's mother smile on seeing her daughter give a mighty kick to a ball?
- (ii) 'Do you also remember what a girl is supposed to do first in the morning?' What, according to Mary Kom's mother, should a girl do in the morning?
- (iii) Why did Mary Kom remain silent when her mother told her to remember what a girl should do in the morning?
- (iv) 'Mother, please allow me to play freely.' Why did Mary Kom plead so with her mother.
- (v) How did Mary Kom, as a child, want to play?.
- (vi) Why did Mary's mother remain silent with a meaningful smile when the girl told her how she wanted to play?
- (vii) 'This is the way M.C. Mary Kom grew up into full girlhood...' How did Mary Kom grow up?

- (viii) What were the items of athletics in which Mary Kom took interest after passing matriculations?
- (ix) 'Then sometime in the year 2000 she happened to see...' What did Mary Kom see and what happened to her?
- (x) What were the personal qualities that enabled Mary Kom to achieve glorious record of success?

5. The following are the chronology of important events in the emergence of Mary Kom as an international sportsperson. But the events are mixed up. List them in their correct order.

- (i) Mother says a girl should do household chores first.
- (ii) Mary gives a mighty kick to the ball.
- (iii) Mary's mother calls out to Mary.
- (iv) Mary says she is bored in playing with the girls.
- (v) Mary pleads with her mother to allow her to play with boys.
- (vi) Mary takes part in some atheletic items.
- (vii) Mary joins boxing training.
- (viii) She passes matriculation.
- (ix) At Noway Mary is adjudged the Best Boxer.
- (x) Mary gets a silver medal at Pennsylvania.
- (xi) She is given the title of Real Heroes by the Reliance Industries Ltd. and CNN-IBN.
- (xii) She is awarded Padmashri.

6. Manipuri sportspersons who represented the country at the Asian Games at Incheon are arriving at the Tulihal Airport after their magnificent achievements. A grand reception for these sportspersons is being arranged at the airport. As a reporter you will be covering the event. The followings are the notes you have made in your

notebook. Now, develop the notes to a full news report for publication in your newspaper.

Date: 14-12-2014

9.00 a.m. – big crowd about 3000

9.20 a.m. – sports minister arrives

9.30 a.m. – plane lands

9.40 a.m. – sports persons come out

– Ministers/dignitaries garland sports-persons

10.00 a.m. – Minister speaks for 5 mins.

– Sports Director for 3 mins.

Mary Kom, other sports persons thank people

10.30 a.m. – Taken to Imphal in procession.

7. **Read the following passage and answer the questions that follow:**

To-day what is uppermost in everyone's mind is how to stop the breaking out of a third world war and save the world from the possible catastrophe of a nuclear war. The break out of a third world war in which atomic and hydrohen bombs will be used will leave the world totally devastated, a barren world with an atmosphere poisoned with nuclear radiation unfit for any living creature to dwell and live. the guidance of that magnificent organisation called UNO, every possible means is being taken up to prevent the world from plunging into a self-destructive feud involving all nations. One of the most important human activities which brings mutual understanding and love among humanity is sports. It is in this context that the Olympic Games, World-cup Football or cricket, the Grand Slam Tennis Tournaments, etc. become effective means of bringing in world understanding. Sports bring people together and when they meet and share their thoughts, friendship and affection grow. Sports in this context is vital to the continuation of world civilisation and human existence.

Questions:

- (i) Why is it important to save the world from a third world war?
- (ii) What is the relevance of the UNO in relation to preventing World War II?
- (iii) How are sports activities important in the present world scenario?
- (iv) How do sports bring people together?
- (v) Do you think sports activities should be promoted? Why?
- (vi) Find words from the text words that mean.
 - (a) disaster
 - (b) where nothing grows
 - (c) great and beautiful

8. Observe the following sentences from the text:

Saneikham said, "Mary, do you remember that you are a girl?"

"Yes, mother, I remember."

"Do you also remember what a girl is supposed to do first in the morning?"

Mary remained silent but the mother continued.

"A girl is supposed to help her mother in doing some of the domestic chores and after that she has to study for some time, shouldn't she?"

"Yes mother, I can do all that very easily. But, mother, I want to play also.

Mother, please allow me to play freely.

"Yes, you can play, but with girls only, and not with boys. You remember that."

"But, I am bored with the games I play with the girls. With the boys I can run, jump, kick and blow. That makes me happy and satisfied."

The above sentences are in direct narration. Now change the sentences into indirect narration.

UNIT III – ADVENTURES

Adventure is an unusual, exciting and dangerous human experience. The desire to go to unknown place, meet unknown people and do what has been regarded as impossible is an interesting human characteristic. It involves danger, risk, uncertainty, gamble, peril, etc. But it enriches life with colour and relish, and it has led to great inventions and discoveries in life.

6

The Saga of a Mountaineer and Explorer



Sir Edmund Hillary

1. In the course of life, we are drawn into some kind of activities which need courage, determination, intelligence and physical strength of a higher order. The attempt of mankind to reach inaccessible places such as the highest peaks of mountains is such an activity.
2. Now, let us read the story of a mountaineer and explorer, Sir Edmund Hillary. Sir Edmund Hillary, the lanky New Zealand mountaineer and explorer,

won worldwide acclaim in 1953 by becoming the first to scale the 29,035 foot summit of Mount Everest, the world's tallest peak, with Tenzing Norgay, the Sherpa.

In the annals of great heroic exploits, the conquest of Mount Everest by Sir Edmund and Norgay ranks with the first trek to the South Pole by Roald Amundsen in 1911 and the first nonstop trans-Atlantic flight by Charles A. Lindbergh in 1927.

By 1953, nearly a century after British surveyors had established that the Himalayan peak on the Nepal-Tibet border was the highest point on the earth, many climbers considered the mountain all but unconquerable. The summit was 5.5 vertical miles above sea level (up where today's jets fly): an otherworldly place of yawning crevasses and 100-mile-an-hour winds, of perpetual cold and air so thin that the human brain and lungs do not function properly in it.

Numerous Everest expeditions had failed. Dozens of experienced mountaineers, including many Sherpas, the Nepalese people famed as climbers, had been killed - buried in avalanches or lost and frozen in sudden storms that roared over the dizzying escarpments. One who vanished in 1924 was George Leigh Mallory. When he was asked why he tried to climb Everest, he answered, "Because it is there!" His body was found in the ice 75 years later, in 1999, about, 2,000 feet below the summit.

Sir Edmund and Norgay were part of a Royal Geographical Society-Alpine Club expedition led by Colonel Henry Cecil John Hunt - a siege group that included a dozen climbers, 35 Sherpa guides and 350 porters carrying 18 tonnes of food and equipment. Their route was the treacherous South Tor, facing Nepal.

After a series of climbs by coordinated teams to establish higher camps on the icy slopes and perilous rock ledges, Tom Bourdillon and Dr Charles Evans was the first team to attempt the summit. They gave up at 28,720 feet - 315 feet

from the top — beaten back by exhaustion, a storm that shrouded them in ice and oxygen-tank failures.

At 6.30 am on May 29, 1953, cheered by clearing skies, they began the final attack. Carrying enough oxygen for seven hours and hoping to pick up two partly filled tanks left by Evans and Bourdillon, they moved out. Roped together, cutting toe-holds with their ice axes, first one man leading and then the other, they inched up a steep, knife-edged ridge southeast of the summit.

Halfway up, Sir Edmund discovered soft snow under them. Immediately he realised that they were on dangerous ground. Suddenly, with a dull breaking noise, an area of crust all around him about six feet in diameter broke off. He slid backward 20 or 30 feet before regaining a hold. It was a nasty shock. He could look down 10,000 feet between his legs.

Farther up, they encountered what was later named the Hillary Step — a sheer face of rock and ice 40 feet high that Sir Edmund called "the most formidable obstacle on the ridge." But they found a vertical crack and managed to climb it by bracing feet against one side and backs against the other. The last few yards to the summit were relatively easy.

As he chipped steps, he wondered how long they could keep it up. Then he realised that the ridge, instead of rising ahead, now dropped sharply away. He looked upward to see a narrow ridge running up to a sharp point. A few more whacks of the ice axe and they stood on the summit.

The vast panorama of the Himalayas lay before them — fleecy clouds and the pastel shades of Tibet to the north, and in all directions sweeping ranks of jagged mountains, cloud-filled valleys, great natural amphitheatres of snow and rock, and the glittering Kangshung Glacier 10,000 feet below.

There was a modest celebration. They shook hands and then, casting Anglo-Saxon formalities aside, they thumped each other on the back until forced to stop from lack of breath.

They took photographs and left a crucifix for Hunt, the expedition leader. Norgay, a Buddhist, buried biscuits and chocolate as an offering to the gods of Everest. Then they ate a mint cake, strapped on their oxygen tanks and began the climb down.

Four days later, the news was flashed around the world as a coronation gift of sorts to Queen Elizabeth II, who was crowned in Westminster Abbey on June 2.

The queen promptly made Edmund Hillary a Knight Commander of the Order of the British Empire, while Norgay received the George Medal of Britain and other honours.

Worldwide heroes overnight, they were greeted by huge crowds in India and London. A controversy over whether Sir Edmund or Norgay had been first to stand on the summit threatened briefly to mar the celebrations, but Hunt declared that “They reached it together, as a team.”

Sir Edmund continued his life of adventure, climbing mountains and once crossing the Antarctic continent, lecturing and making public appearances, and serving as New Zealand’s High Commissioner to India, Bangladesh and Nepal from 1985 to 1988.

In more than five decades since the first successful assault on what climbers call the top of the world, more than 3,000 people, including Sir Edmund’s son, Peter, and Norgay’s son, Jamling, have reached the summit of Everest, while more than 200 have died in the attempt, eight of them in a 1996 expedition that was savaged by a blizzard.

Today, Everest expeditions are almost commonplace. On a single day in 2003, 118 people were reported to have made it. Some veteran climbers have criticised the “commercialism” and “circus atmosphere” surrounding Everest climbing.

Tough, rawboned, 6 feet 5 inches tall, with a long leathery and wrinkled face, Sir Edmund was an intelligent but unsophisticated man with tigerish confidence on a mountain but little taste for formal social doings. For many years after the Everest climb, he continued to list his occupation as beekeeper — his father's pursuit — and he preferred to be known as Ed.

During the Southern Hemisphere summer of 1957-58, a British Commonwealth team that included Sir Edmund crossed the Antarctic on an overland route that traversed the South Pole. No one had attained the South Pole since Amundsen in 1911, and no one had ever crossed Antarctica.

In 1960, Sir Edmund led a highly publicised but unsuccessful search for the Abominable Snowman.

In 1977, he led a jetboat expedition titled "Ocean to Sky" from the mouth of the Ganges River to its source.

In 1985, accompanied by Neil Armstrong, the first man to set foot on the moon, Sir Edmund flew a twin-engine ski plane over the Arctic and landed at the North Pole. He thus became the first to stand at both poles and on the summit of Everest.

In 2007, he was reported to have suffered a fall during his visit to Kathmandu.

Sir Edmund wrote or was a co-author of 13 books, including *No Latitude for Error*; (1961, Hodder & Stoughton), about the Antarctic experience. He also formed a foundation, the Sir Edmund Hillary Himalayan Trust, which raised millions and built schools, clinics, air-fields and other facilities for the Sherpa villages in Nepal. For many years, Sir Edmund was president of New Zealand's Peace Corps and an important voice in his country's conservation efforts.

Edmund Percival Hillary was born on July 20, 1919, in Tuakau, near Auckland, the son of Percival Augustus Hillary and Gertrude Clark Hillary. His father

was a commercial beekeeper, and Edmund and younger brother, Rexford, worked on the family farm.

Edmund began climbing as a youth while attending public schools in Auckland. He went to Auckland University and served in the Royal New Zealand Air Force as a navigator during World War II. After the war, he took climbing instruction from leading alpinists, began to specialise in ice-climbing techniques, climbed in the Swiss Alps and got to know British mountaineers with Himalayan experience. He began climbing peaks of more than 20,000 feet in Nepal. As his reputation grew, Hunt chose him as a member of the 1953 expedition that conquered Everest.

Using global positioning system equipment, an expedition sponsored by the National Geographic Society and others revised the elevation of the summit upward by seven feet, from 29,028 to 29,035.

Standing atop that pinnacle in 1953 was an experience Sir Edmund would recollect many times in lectures and quiet conversations.

“The whole world around us lay spread out like a giant relief map,” he told one interviewer. “I am lucky man. I have had a dream and it has come true, and that is not a thing that happens often to men”. He died of heart failure in 2008.

(Abridged and adapted - Robert D. McFadden,
courtesy—New York Times)

3. Word Notes :

<i>lanky</i>	: tall and thin
<i>acclaim</i>	: applaud enthusiastically
<i>trans-Atlantic</i>	: across the Atlantic Ocean
<i>yawning crevasses</i>	: tiresomely long and deep open cracks in the mountain
<i>perpetual</i>	: continuous and lasting forever
<i>expedition</i>	: journey for a particular purpose

<i>avalanches</i>	:	mass of snow and ice tumbling rapidly down a mountain
<i>escarpments</i>	:	long steep slopes
<i>treacherous</i>	:	(of ice) not to be relied on
<i>perilous</i>	:	dangerous
<i>ledges</i>	:	narrow shelves projecting on the side of a rock or mountain
<i>shrouded</i>	:	concealed
<i>crust</i>	:	the hard outer rocky portion of the earth
<i>formidable</i>	:	hard to overcome; inspiring awe
<i>chipped</i>	:	cut or broke
<i>whacks</i>	:	cuts or strikes
<i>fleecy clouds</i>	:	clouds which look like the woolly covering of a sheep
<i>crucifix</i>	:	a model of a cross with the figure of Christ on it
<i>mint cake</i>	:	a kind of cake
<i>coronation</i>	:	a ceremony in which a person is made king or queen
<i>ravaged by a blizzard</i>	:	destroyed by a severe snowstorm and strong wind
<i>Abominable snowman</i>	:	Yeti
<i>beekeeper</i>	:	one who looks after bees for pleasure and business
<i>navigator</i>	:	one who decides the direction of the aircraft
<i>alpinists</i>	:	people who climb the Alps (the highest mountain in Europe)
<i>pinnacle</i>	:	the highest point of success or achievement

4. Answer the following questions:

- What is the nationality of Sir Edmund Hillary?
- What is the height of Mt. Everest?
- When and who navigated the first nonstop trans-Atlantic flight?
- Why did numerous expeditions to Mt Everest fail?

- (e) Who are the Sherpas?
- (f) What did George Leigh Mallory say when he was asked why he wanted to climb Mt Everest?
- (g) Who was the leader of the group which included Edmund Hillary and Tenzing Norgay in the 1953 Everest expedition?
- (h) How many climbers, Sherpa guides and porters and how much food were there for the expedition to Everest?
- (i) What is Hillary Step and how did Hillary define it?
- (j) What is the date on which Hillary and Tenzing reached the top of Mt Everest?
- (k) How did Queen Elizabeth II honour Edmund Hillary?
- (l) Who received the George Medal of Britain?
- (m) How was the controversy of whether it was Hillary or Tenzing who first got on to the summit solved?
- (n) Write about the adventures of Sir Edmund Hillary after his Mt Everest Expedition.
- (o) Who is Neil Armstrong?
- (p) What is the name of the book written or co-authored by Sir Edmund Hillary about the Antarctic experience?
- (q) What is the name of Edmund Hillary's father and what is his profession?
- (r) Why did John Hunt choose Hillary as a member of the 1953 expedition that conquered Everest?
- (s) What is the remark made by Sir Edmund Hillary on recalling his 1953 experience of standing on the top of Mt Everest?

5. Look at the following excerpt from the text:

In the annals of great heroic exploits, the conquest of Mount Everest by Sir Edmund and Norgay ranks with the first trek to the South pole by Roald Amundsen in 1911 and the first nonstop trans-Atlantic flight by Charles A. Lindbergh in 1927.

In the sentence given above, the word *trans-Atlantic* have been formed by adding the prefix *trans* to the word Atlantic. Here *trans* means across or beyond.

Now, consult a good dictionary and try to find out the meanings of the following words:

- | | |
|-----------------------|-------|
| (a) trans-continental | _____ |
| (b) transfigure | _____ |
| (c) transform | _____ |
| (d) transgress | _____ |
| (e) transnational | _____ |
| (f) transplant | _____ |
| (g) transport | _____ |
| (h) transmigration | _____ |
| (i) transpose | _____ |
| (j) transexual | _____ |

6. Examine the following sentence from the text carefully:

Dozens of experienced mountaineers, including many sherpas, the Nepalese people famed as climbers, had been killed — buried in avalanches. In this sentence, the importance is given to the people who are affected. [They were killed]

A verb is in passive voice when it expresses what has been done to the subject [Here the people, who had been killed]. And a verb in the passive voice takes the object or person affected by the action as its subject.

In passive voice the verb is changed into the past participle form and is preceded by some form of the verb 'be'.

Active

He did it.

Does she like it?

Where did you see him?

Passive

It was done by him.

Is it liked by her?

Where was he seen by you?

Note: The subject in the active voice becomes the object in the passive, and it is generally preceded by the preposition, 'by'.

In the passive voice, sometimes the object is understood, as in The lion is called the king of the jungle.

The passive voice of the verbs with two objects are formed by changing either of the two objects into the subject and retaining the other as the object.

Example,

Active

I gave her a pen.

Passive

She was given a pen by me.

A pen was given to her by me.

Now, change the voice of the verbs in the following sentences:

- (a) The police knows the criminal.
- (b) He will do the assignment.
- (c) It is known to all.
- (d) Who saw Edmund Hillary on the top of Mt Everest?
- (e) They asked him a few questions.
- (f) He told the story.
- (g) I shall do the work.
- (h) I have lost my book.
- (i) We expect him soon.
- (j) The storm blew down the house.
- (k) The Ministry announced the figure.
- (l) The dacoits were found by the police.

Again, frame your own sentences in passive voice with the following verbs :

allow	deny	leave	promise
ask	feed	lend	refuse
award	find	offer	send
bring	give	owe	sell
buy	grant	teach	throw

7. Develop a story of a mountaineer of Manipur who also scaled Mount Everest.

7

An Extraordinary Achiever

1. The quest of human beings for the unknown makes call to the spirit of their extraordinary capability.

Name some persons who answer such calls.

2. Now, let us read an account of an astronaut, Sunita Williams.

Sunita Williams is a woman of many parts. She was a naval aviator, helicopter pilot, test pilot, naval diver, swimmer and marathon runner and now, she is an astronaut and world record holder in space walking. Looked at from another angle she may be regarded as an ordinary person who has translated her extraordinary potential into reality through sheer hard work and positive atti-



Sunita Williams

tude in life. She has tasted success by steeling herself to go that extra mile to explore her personal limits. Sunita captured the imagination of the world during her sojourn in space for more than six months by setting a world record of space walking by women through four space walks totalling 29 hours and 17 minutes in 2006 expedition to space. She achieved all these with the support and encouragement of a close-knit family and friends.

Today Sunita is exploring space. But the root of her aspiration had been planted deep by her parents and siblings, who gave her the wings to fly. Sunita was brought up in a loving family that nurtured her inherent talents and supported her while she worked hard to compete and excel. She is the youngest of the three children of Dr. Deepak N. Pandya and Bonnie Zalokar Pandya. The father, an Indian from Gujarat and the mother, a Slovenian from Europe, live now in the USA as naturalized Americans. Sunita's blood has been coloured with Indian heritage of her father, the European heritage of her mother and the values of the land, that is America, where she was born and brought up in. She has swum in the seas and dived deep into it, flown aircrafts in war on humanitarian missions, blasted off into space and flown back on the earth.

Sunita was first sent to an Elementary School and then to a Junior High School to study from the kindergarten to the ninth grade. After that she went to Needham High School at Boston from the tenth to the twelfth grade. Sunita loved sports, particularly swimming. She went in for a lot of competitive swimming encouraged by her parents, she also took part in the Boston marathon. After Needham she joined Wellesley College, one of the famous institutions for women in the USA. Growing up in these institutions deeply influenced her. It was a happy and meaningful period in her life. She was always busy learning new things and always looking for new adventure. She always had lots of friends and has always understood the value of friendship. People loved to be around her because she was always positive and happy. Her friends thought that she would go far because she was always pushing herself to the limits. After college she could have gone to Columbia or Yale but she chose the US Naval Academy (USNA).

At the Naval Academy she got training as a navy diver and navy aviator. For the naval aviation she was trained first as a helicopter pilot. After that Sunita was selected for training as a naval test pilot. These trainings and the experience earned gradually led her to National Aeronautics and Space Administration (NASA) and the Astronaut Programme. But, Sunita's yearning to go higher and further into space, goes back to her childhood. When she was around five years, she was deeply impressed by Neil Armstrong walking on the moon. Probably because of something at the back of her mind, Sunita started trying to become an astronaut. She started training with NASA and ultimately she was selected to work on the space station project. The work was tough and taxing. It involved physical task and endurance programmes along with thorough study of technical and engineering details. She had to be prepared and ready for space, on the basis of experience and anticipation. She had also to be ready for earthbound missions anticipating situation based on the physical environment and the ground realities. Sunita went through the rigorous process and was ready for the mission.

In this context it will be relevant to remember Sunita's relation with Kalpana Chawla, the first woman Astronaut of Indian origin whose space odyssey ended in tragedy when the space shuttle carrying her exploded during the return journey to earth, Sunita was quite close to Kalpana, a gracious and unassuming woman, and learnt many things from her like the love of Indian classical music. For Indians, Sunita has become the living embodiment of Kalpana and her dreams.

Now, getting down to the brass tacks, the space shuttle carrying a crew of seven members including Sunita Williams, was launched on December 9, 2006, and it arrived at the International Space Station (ISS) on December 11, 2006. The International Space Station is located in an orbit round the earth at an approximate altitude of 360 kilometers and travelling at an average speed of 27,744 kilometers per hour. To the space station, Sunita carried with her a copy of Bhagvad Gita, a small statue of Lord Ganesha and a letter written by her father. Exercise was a very important activity on the ISS to maintain bone and muscle

health in a condition of weightlessness. Walking was one of the items of exercise, and walking was not restricted to the inside of the space station. Sunita left the confines of the ISS and completed four space walks registering a total of 29 hours and 17 minutes, a new world record in space walks. In this way, after spending 195 days in space, which is also a new world record for female space travellers, Sunita Williams came back to the earth on June 21, 2007. In her latest expedition to the ISS launched on 15 July 2012, she stayed in space for another 127 days. From this journey she returned to the earth on 17 November 2012. As of now, she has made a record of spacewalks for 50 hours and 40 minutes in 322 days in these expeditions to the International Space Station. This was an extraordinary achievement for a woman who could make it because of her hard work, sense of discipline, persistence, courage and willingness to push herself to the limit and the unstinting support and encouragement of her parents, siblings and friends.

3. Word Notes:

<i>achiever</i>	:	some one succeeds in reaching a particular goal through labour, skill etc.
<i>naval</i>	:	pertaining to the navy
<i>aviator</i>	:	some one who flies an aircraft
<i>test pilot</i>	:	a pilot who flies a new aircraft to test its performance
<i>spacewalking</i>	:	walking in space
<i>astronaut</i>	:	a person who is trained to travel in a spacecraft
<i>potential</i>	:	a quality that exists and can be developed
<i>sheer</i>	:	(here) nothing more than that
<i>positive</i>	:	having helpful and constructive attitude
<i>go that extra mile</i>	:	do more than the needful
<i>sojourn</i>	:	stay or reside temporarily
<i>siblings</i>	:	brothers and sisters
<i>inherent</i>	:	existing as a natural or permanent feature of quality.

<i>Slovenian</i>	:	belonging to Slovenia in Europe
<i>naturalized</i>	:	admitted to the position of a native citizen
<i>space shuttle</i>	:	a spacecraft travelling regularly between two stations in space
<i>yearning</i>	:	desiring strongly
<i>tough and taxing</i>	:	difficult and troublesome
<i>anticipation</i>	:	looking forward to
<i>unassuming</i>	:	modest
<i>getting down to the brass tacks</i>	:	starting to consider the basic facts
<i>launched</i>	:	started
<i>weightlessness</i>	:	condition of having no weight
<i>confines</i>	:	limits, borders
<i>make it</i>	:	succeed
<i>unstinting</i>	:	given or giving freely and generously

4. Answer the following questions in one, two or more sentences:

- (a) Why is Sunita Williams regarded as a woman of many parts?
- (b) Who is an astronaut?
- (c) What is space walking?
- (d) What does 'sojourn in space' mean?
- (e) What are the new world records set by Sunita?
- (f) What is the name of the High School where Sunita studied from the tenth to the twelfth grade?
- (g) After High School which college did she join?
- (h) After college where did Sunita study?
- (i) What does NASA mean?
- (j) How many members were there in the crew of the space shuttle?

- (k) What is ISS?
- (l) What kind of person was Kalpana Chawla?
- (m) What did Sunita carry to the Space Station?
- (n) Why is exercise necessary on the ISS?
- (o) How many days did Sunita spend in space?
- (p) What is the duration of Sunita's space walks?
- (q) When did Sunita return to the Earth in her second expedition?

5. Answer the following questions:

- (a) Describe the family of Sunita Williams and the role it played in promoting her career.
- (b) What are the heritage and values colouring Sunita's blood?
- (c) How did Sunita become an astronaut?
- (d) How was she trained at the US Naval Academy?
- (e) How was Sunita trained at NASA for the Space Station Project?
- (f) What was Sunita Williams' relation to Kalpana Chawla?
- (g) What were the factors leading to Sunita's extraordinary achievement?

6. Observe the following excerpt from the text:

The father, an Indian from Gujarat and the mother, a Slovenian from Europe, lived now in the USA as **naturalized** Americans.

In the above sentence, the bold-faced word, **naturalized**, is an adjective qualifying the noun, 'American'. But the word **naturalized** is the perfect form of the verb 'naturalize'. In this way the perfect forms of many verbs are used as adjectives.

Now, give the perfect forms of the following verbs and form sentences of your own using them.

- | | | |
|---------------|-------|-------|
| (a) reject | _____ | _____ |
| (b) want | _____ | _____ |
| (c) celebrate | _____ | _____ |
| (d) corner | _____ | _____ |
| (e) decorate | _____ | _____ |
| (f) amend | _____ | _____ |
| (g) fortify | _____ | _____ |
| (h) hang | _____ | _____ |
| (i) love | _____ | _____ |
| (j) hate | _____ | _____ |
| (k) fear | _____ | _____ |
| (l) damn | _____ | _____ |
| (m) fall | _____ | _____ |
| (n) affect | _____ | _____ |

7. Study the following sentence:

Today Sunita is exploring space.

The present continuous tense expresses

- (i) an action going on at present, e.g. is dancing.
- (ii) a future action: I am going there tomorrow.

The present continuous tense is not generally used with verbs denoting a feeling or emotion or verbs of knowing, thinking etc. e.g. *believe, feel, see, hope, know, love, wish* etc.

Other verbs not used in this tense form are

consist, contain, matter, possess, resemble etc.

The future continuous tense presents an action going on at some future time, as in

- (i) She will be dancing at the forthcoming dance festival.
- (ii) I shall be running at that time.

Present continuous tense expresses something developing, as in

- (i) The latest action movie is coming soon.
- (ii) She is finishing Higher Secondary course in two months.

Now, frame sentences using the present continuous form of the following verbs :

drive, charge, explain, shake, forsake

Now, correct the following sentences if necessary.

- (a) I am thinking about your proposal.
- (b) Are you believing what he says ?
- (c) The water is boiling – shall I make tea ?
- (d) Why are you smelling the bread ? Is it not good ?
- (e) She is always losing her temper.
- (f) This test tube is containing hydrochloric acid.

8. Write an essay on “The Importance of Adventure”.

UNIT IV – PERSONALITIES

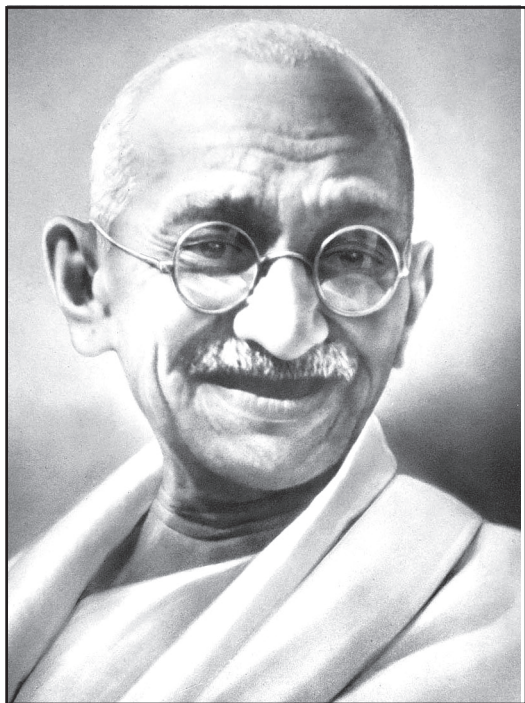
The stories of childhood experience of great personalities show mankind's hidden qualities. Their greatest strength is the principle of tolerance, which helped to bring out their genius to the fullest extent. The contribution of these leaders to the country is the fruit of their endless struggle, commitment and dedication

8

AT THE HIGH SCHOOL

1. Mahatma Gandhi, the father of nation, shows the path of righteousness in his autobiography “My experiments with Truth”.
2. Now, let us read Gandhiji’s life as a school student:

I was not regarded as a dunce at the high school. I always enjoyed the affection of my teachers. Certificates of progress and character used to be sent to the parents every year. I never had a bad certificate. In fact I even won prizes after I passed out of the second standard. In the fifth and sixth I obtained scholarships of rupees four and ten respectively, an achievement for which I have to thank good luck more than merit. For the scholarships were not open to all, but reserved for best boys amongst those coming from Sorath Division of Kathiawad. And in those days there could not have been many boys from Sorath in a class of forty to fifty.



My own recollection is that I had not any high regard for my ability. I used to be astonished whenever I won prizes and scholarships. But I very jealously guarded my character. The least little blemish drew tears from my eyes. When I merited or seemed to the teacher to merit, a rebuke, it was unbearable for me. I remember having once received corporal punishment. I did not so much mind the punishment, as the fact that it was considered my desert. I wept piteously. That was when I was in the first and second standard. There was another such incident during the time when I was in seventh standard. Dorabji Edulji Gimi was the headmaster then. He was popular among the boys as he was the disciplinarian, a man of method and a good teacher. He had made gymnastics and cricket compulsory for boys of upper standards. I disliked both. I never took part in any exercise, cricket or football, before they were made compulsory. My shyness was one of the reasons for this aloofness, which I see now was wrong. I then had the false notion that gymnastics had nothing to do with education. Today I knew that physical training should have as much place in the curriculum as mental training.

I may mention, however, that I was none the worse for abstaining from exercise. That was because I had read in books about the benefits of long walks in open air, and having liked the advice, I had formed a habit of taking walks, which has still remained with me. These walks gave me a fairly hardy constitution.

The reason of my dislike for gymnastics was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him. Compulsory exercise came directly in the way of this service. I requested Mr Gimi to exempt from gymnastics so that I might be freed to serve my father. But he would not listen to me. Now it so happened that one Saturday, when we had school in the morning, I had to go from home to the school for gymnastics at 4 o'clock in the afternoon. I had no watch, and the clouds deceived me. Before I reach the school the boys had all left. The next day Mr Gimi, examining the roll, found me marked absent. Being asked the reason for absence, I told him what had happened. He refused to believe me and ordered me to pay a fine of one or two annas (I cannot now recall how much)

I was convicted of lying. That deeply pained me. How was I to prove my innocence? There was no way. I cried in deep anguish. I saw that a man of truth must also be a man of care. This was the first and last instance of my carelessness in school. I have a faint recollection that I finally succeeded in getting the fine remitted. The exemption from the exercise was of course obtained, as my father wrote himself to the headmaster saying that he wanted me at home after school.

But though I was none the worse for having neglected exercise, I am still paying the penalty of another neglect. I do not know whence I got the notion that good handwriting was not a necessary part of education, but I retained it until I went to England. When later, especially in South Africa, I saw the beautiful handwriting of lawyers and young men born and educated in South Africa. I was ashamed of myself and repented of my neglect. I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education. I am now of opinion that children should first be taught the art of drawing before learning how to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds, etc., and let him learn handwriting only after he has learnt to draw objects. He will then write a beautifully formed hand.

Two more reminiscences of my school days are worth recording. I had lost one year because of my marriage, and the teacher wanted me to make good the loss by skipping a class- a privilege usually allowed to industrious boys. I therefore had only six months in the third standard and I was promoted to fourth after the examinations which are followed by the summer vacation. English became the medium of instruction in most subjects from the fourth standard. I found myself completely at sea. Geometry was a new subject in which I was not particularly strong, and the English medium made it still more difficult for me. The teacher taught the subject very well but I could not follow him. Often I would lose heart and think of going back to the third standard, feeling that the

packing of two years' studies into a single year was too ambitious. But this would discredit not only me, but also the teacher, because counting on my industry, he had recommended my promotion. So the fear of the double discredit kept me at my post. When, however, with much effort I reached the thirteenth proposition of Euclid, the utter simplicity of the subject was suddenly revealed to me. A subject which only required a pure and simple use of one's reasoning powers could not be difficult. Ever since that time geometry has been both easy and interesting to me.

MY EXPERIMENT WITH TRUTH

Sanskrit, however, proved a harder task. In geometry there was nothing to memorize, whereas in Sanskrit, I thought, everything had to be learnt by heart. This subject was also commenced for the fourth standard. As soon as I entered the sixth I became disheartened. The teacher was a hard task master, anxious, as I thought, to force the boys. There was a sort of rivalry going on between the Sanskrit and the Persian teachers. The Persian teacher was lenient. The boy used to talk among themselves that Persian was very easy and the Persian teacher very good and considerate to the students. The easiness tempted me and one day I sat in the Persian class. The Sanskrit teacher was grieved. He called me to his side and said, "How can you forget that you are the son of Vaishnava father? Won't you learn the language of your own religion? If you have any difficulty, why not come to me? I want to teach you students Sanskrit to the best of my ability. As you proceed further. You will find in it things of absorbing interest. You should not lose heart. Come and sit again in Sanskrit class". This kindness put me to shame. I could not disregard my teachers affection. Today I cannot but think with gratitude of Krishnashankar Pandya. For if I had not acquired the little Sanskrit that I learnt then, I should have found it difficult to take any interest in our sacred books. In fact I deeply regret that I was not able to acquire a more thorough knowledge of the language because I have since realized that every Hindu boy and girl should possess sound Sanskrit learning.

It is now my opinion that in all Indian curricular of higher education there should be a place for Hindi, Sanskrit, Persian, Arabic and English, besides of course the vernacular. This big list need not frightened anyone. If our education were more systematic, and the boys free from the burden of having to learn their subject through a foreign medium, I am sure learning all this language would not be a irksome task, but a perfect pleasure. A scientific knowledge of one language makes a knowledge of other languages comparatively easy.

3. Word notes:

<i>dunce</i>	- a person who is slow in learning
<i>blemish</i>	- a fault or failing
<i>corporal punishment</i>	- physical punishment (such as canning)
<i>constitution</i>	- a person's physical or mental state
<i>convicted</i>	- declared to be guilty
<i>remitted</i>	- cancelled
<i>reminiscence</i>	- recollection, remembrance, memory etc.
<i>lose heart</i>	- be discouraged
<i>irksome</i>	- irritating or annoying
<i>revealed</i>	- exposed, made known

4. Based on your reading of the text answer the following questions:

- A. Answer the following questions in one sentence each:
- How did Gandhiji's teacher treat him?
 - Who was the headmaster when Gandhiji was in the seventh standard?
 - What sort of punishment did Gandhiji receive when he was in the first or second standard?
 - Why did Gandhiji not take part in any exercise, cricket or football?
 - What was the false notion Gandhiji had about gymnastics?

B. Answer the following questions briefly:

- i. How was Gandhiji benefited by his habit of taking long walks in the morning?
- ii. What was the reason of Gandhiji's dislike for gymnastics?
- iii. How was Gandhiji convicted of lying and what was the effect of it on him?
- iv. How did geometry become both easy and interesting for Gandhiji?
- v. 'The fear of the double discredit kept me at my post'. What was the double discredit Gandhiji referred to? What did Gandhiji find in geometry when he reached the thirteenth proposition of Euclid?
- vii. What tempted Gandhiji to choose Persian instead of Sanskrit ? What did the Sanskrit teacher say when he saw Gandhiji sitting in the Persian class?
- viii. 'In fact I deeply regret..' Why did Gandhiji feel regret about leaving Sanskrit class and what did he say about learning it?
- ix. What was Gandhiji's opinion about Indian curricular of higher education?

5. (A) Give antonyms of the following words:

1. dunce _____

2. affection _____

3. merit _____

4. bearable _____

5. compulsory _____

6. benefits _____

7. exemption _____

(B) Match the words in Column ‘A’ with their meanings in column ‘B’

- | A | B |
|-------------------|---|
| 1. psychologist | a. one who devotes his service and wealth for the service of mankind. |
| 2. feminist | b. one who studies languages. |
| 3. philanthropist | c. one who studies the working of human mind |
| 4. linguist | d. one who champions the cause of women |
| 5. pessimist | e. one who attends to sick people and prescribes medicine. |
| 6. physician | f. one who looks at the dark side of things. |

6. **Write a formal letter to your Headmaster asking him to exempt you from attending a social service at school on Sunday because of your elder brother’s marriage ceremony to be held on the same day.**

Dated.....

To

The Headmaster

Sir,

Yours faithfully

(_____)

7. *'A bad handwriting is a sign of imperfect education and a good handwriting is a necessary part of perfect education'*

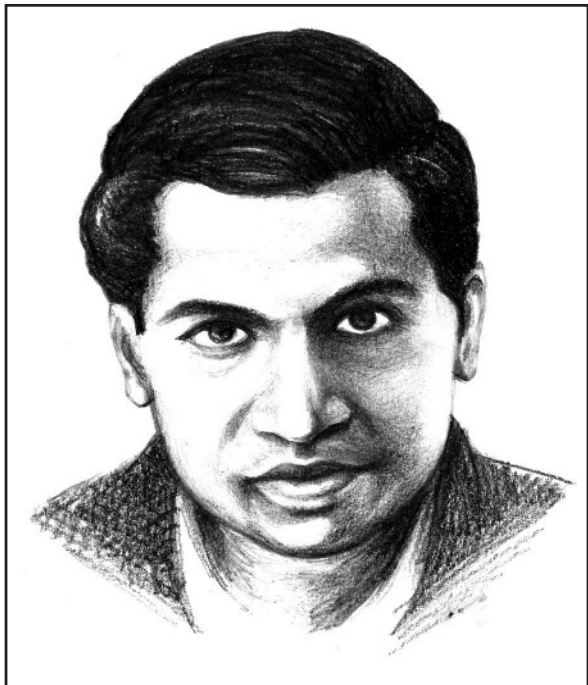
Have a class discussion on the above.

9

**THE MAN WHO
KNEW INFINITY:
SRINIVASAN RAMANUJAN**

1. One of the greatest mathematical geniuses the world has seen and India produced was an unknown clerk- Srinivasan Ramanujan.
2. Now, let us read about him.

One of the most remarkable and interesting events in the history of mathematics occurred in 1913. The well-known English mathematician during the period, G.H. Hardy received a strange letter from an unknown clerk in Madras, India. Hardy used to get such letters from cranks and he didn't pay any serious attention in the beginning. The letter consisted of 10 pages having about 120 statements of mathematical theorems on infinite series, fractions and numbers. The formulas at-



tracted Hardy and he took a second look. After a few hours of studying the theorems and formulas Hardy became fascinated, and after consultation with his colleague, J.E. Littlewood concluded that the results "must be true, because if they were not true, no one would have the imagination to invent them." The unknown clerk was Srinivasan Ramanujan (1887-1920). Hardy knew the genius in Ramanujan and wrote enthusiastically back to Ramanujan; and Hardy's stamp of approval improved Ramanujan's status immediately. Earlier, Ramanujan sent letters to H.F. Baker and E.W. Hobson. But these two professors returned Ramanujan's papers without comment. But Hardy knew that Ramanujan was a mathematician of the highest quality.

Srinivasan Ramanujan was born on 22 December, 1887 in Erode (Tamil Nadu), Madras Presidency at the residence of the maternal grandparents. His father, K. Srinivasan Iyengar was in the district of Thanjavur and worked as a clerk in a retail shop. His other, Komalatammal was a housewife and she used to sing at a local temple. They lived in a traditional home in the town of Kumbakonam; this home has now been converted into a museum. During the period when Ramanujan was born, there was an outbreak of the epidemic disease of smallpox. Ramanujan was also affected by smallpox, but recovered fortunately while thousands of other children died, including his younger brother. So, his mother took him to live at her parents' house in Kanchipuram, near Madras (now Chennai).

Ramanujan started his education at a local school in 1892. But after his maternal grandfather lost his job, Ramanujan and his mother relocated to Kumbakonam where he was once again enrolled in a primary school. Again with the death of his paternal grandfather they left Kumbakonam for Madras where the ancestral family of his mother were now living. Ramanujan didn't like the new school in Madras and he refused to go to school. Within six months, he was back in Kumbakonam. As Ramanujan's father was busy at work most of the day, his mother looked after him as a child. So he had a close relationship with his mother. From her he learned to sing religious songs and go to temples and

austerities in eating in strict adherence Brahmin culture. After passing the primary examination in 1897, Ramanujan entered Town Higher Secondary School where he learnt formal mathematics for the first time. By that time, Ramanujan was only 10 years of age. However, by within a year he exhausted all the mathematical knowledge not only of his standard but also of the college standard. He completely mastered advanced trigonometry and sophisticated theorems when he was still in high school. When he passed out from the Town Higher Secondary School, his expertise on mathematics was known by his teachers and peers. In Govt. Arts College at Kumbakonam, Ramanujan was so intent on studying mathematics that he couldn't focus on other subjects and failed in most of them. After that he attended Pochaiappa College at Madras. There also he did well in mathematics but fared poorly in all the other subjects. He failed the Fellow of Arts Examination in December, 1906. Then he left college and pursued his independent research in Mathematics. His family was in extreme poverty during this period.

Ramanujan was married on 14th July, 1909 to Janakiammal from Rajendram village (Kaurur district). Soon after marriage, Ramanujan suffered from an abnormal swelling and after much suffering he underwent a surgery in 1910. He did not have the money for operation, so he was waiting for a long time till a surgeon volunteered to do the operation for free.

After that he started looking for a job and went from door to door around the city of Madras and tutored students. In 1910 he was sick again. He feared for his health, and so he handed over his mathematical notebooks to one of his trusted friends so that it might not be lost. After recovering from his illness, Ramanujan met V. Ramaswamy Aiyer, who founded the India Mathematical Society, while waiting for a job at the Revenue Department where Ramaswamy Aiyer worked as Deputy Collector. When Ramanujan showed his notebooks to Ramaswamy, after getting them back from his friend, Ramaswamy was so impressed that he said, "I was struck by the extraordinary mathematical results contained in it (the notebooks). I had no mind to smother his genius by an ap-

pointment in the lowest range of the revenue department." Ramaswamy Aiyer sent Ramanujan with letters of introduction to his mathematician friends. In 1912, Ramanujan got a job as a Class III, Grade IV accounting clerk in the office of the Madras Port Trust. In 1913, when some of the mathematicians who knew Ramanujan presented his work to English mathematicians, it was viewed with hesitation as he lacked the educational qualifications. One mathematician M.J.M. Hill of University of London, commented that Ramanujan's papers were riddled with holes. Again, two professors from England, H.S. Baker and E.W. Hobson returned Ramanujan's papers without comment. But to Hardy the letters were the most remarkable he had ever received. On February, 1913, Hardy wrote a letter to Ramanujan and before Ramanujan got the letter, Hardy had already made preparations for Ramanujan's trip to Cambridge. Initially, Ramanujan refused to come to England, because his mother did not permit him to go. However, after withdrawal of the opposition of the parents, Ramanujan set sail for England, leaving his wife to stay with his parents in India, on 17 March, 1914. He arrived in London on 14 April, while E.H. Neville, a colleague of Hardy was waiting for him with a car.

Ramanujan spent nearly five years in Cambridge collaborating with Hardy. Ramanujan became a Fellow of the Royal Society in 1918, becoming the second Indian to do so, and he was one of the youngest Fellows in the history of the Royal Society. He was elected "for his investigation in Elliptic functions and the theory of numbers." On 13th October 1918, he became the first Indian to be elected as Fellow to Trinity College, Cambridge.

Ramanujan's health deteriorated living in a country far away from home, and obsessively involved with mathematics. Ramanujan had health problems through out his life. Moreover, the stress and strain of his work and the scarcity of vegetarian food during the First World War perhaps worsened his health. He was diagnosed with tuberculosis and a severe vitamin deficiency and ultimately confined to a sanatorium.

Ramanujan returned to India in 1919 and died soon thereafter at the age of 32 in 1920. His wife Janakiammal moved to Mumbai after his death but returned to Chennai in 1950, where she lived until her death in 1994 at the age of 94. Ramanujan was a dignified man with pleasant manners. He was an orthodox Hindu Brahmin and a firm believer in God. He often said that an equation for mathematics has no meaning unless it represents a thought of God.

Ramanujan's astounding aptitude and proficiency in several branches of mathematics—Arithmetic, algebra, geometry, number theory and trigonometry—had made him world famous at an early age of twenty-six. He developed relations between elliptic modular equations in 1910. Perhaps, his most outstanding contribution was his formula for $p(n)$, the number of 'partitions' of 'n'. His development of the 'Number Theory' led to major developments in the topic. Before his early death at the age of 32, Ramanujan compiled nearly 3900 mathematical theorems and the results.

22nd December is observed as the National Mathematics Day in India in honour of Ramanujan. Dr. Manmohan Singh, Prime Minister of India declared this day as the National Mathematics Day on the 125th birth anniversary of Srinivasan, Ramanujan. The year 2012 was also observed as the National Mathematics Year. Now, it is going to be celebrated as GANIT (acronym for Growing Aptitude in Numerical Innovations and Training). Ramanujan's important contributions to the analytical theory of numbers and efforts on 'elliptic functions,' 'continued fractions,' and 'infinite series' have made him one of the world's greatest mathematical geniuses.

3. Word Notes

Genius : great intelligence

Elliptic functions,

Continued fractions, : mathematical terms

infinite series

<i>adherence</i>	: fixed way of doing things
<i>sanatorium</i>	: a hospital where patients who need rest and care can stay
<i>aptitude</i>	: natural ability or skill

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

- (i) Hardy realized the genius in Ramanujan and his stamp of approval _____
- (ii) Professors H.F. Baker and E.W. Hobson had returned _____
- (iii) After passing the primary examination in 1897, Ramanujan entered Town Higher Secondary School where he _____
- (iv) After failing the college, Ramanujan left college and _____
- (v) Ramanujan feared that he might die and so _____
- (vi) Ramaswamy Aiyer said that he had no mind to smother Ramanujan's _____
- (iv) Ramanujan refused to go to England because _____

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

- (i) What did Ramanujan's mother, Komalatalam use to do?
- (ii) Why had Ramanujan's mother to look after him most of the time?
- (iii) Why could Ramanujan not focus on subjects other than mathematics?
- (iv) Why did Ramanujan wait for a long time for his surgery/operation.
- (v) Why did the English mathematicians view Ramanujan's works with hesitation?
- (vi) What did M.J.M. Hill comment about Ramanujan's papers?
- (vii) What honour did Ramanujan receive in the year 1918?

- (viii) Why is 22nd December observed as the National Mathematics Day in India?

(C) Answer each of the following questions briefly:

- (i) What interesting event happened in the history of mathematics in 1913?
- (ii) Why has Ramanujan's house in Kumbakanom been converted into a museum?
- (iii) What characteristics did Ramanujan inherit from his mother?
- (iv) What incident had led to Ramanujan's visit to Cambridge?
- (v) Why did Ramanujan's health deteriorate in England?
- (vi) How have Government of India paid tribute to Ramanujan and his mathematical genius?

6. The following are events that occurred in the life of Ramanujan. But they are not in their chronological order. Arrange them in their proper chronological order as they happened in his life.

- (i) was born in 1887
- (ii) starts school in 1892
- (iii) passes out from Town Higher Secondary School
- (iv) marries
- (v) passes primary
- (vi) hands over his notebooks to trusted friends.
- (vii) fails in Fellow of Arts Exam
- (viii) Hardy writes a letter inviting him
- (ix) gets a job of class III, Grade IV clerk
- (x) Nation observes National Mathematics Day
- (xi) dies

7. Derive the meaning of the underlined words from their context and (✓) tick the correct answer from those given:

Context**Meaning**

- | | |
|---|--|
| (i) Hardy used to get such letters from <u>cranks</u> and he didn't pay any serious attention in the beginning. | (i) a genius who had no formal education
(ii) persons who are brilliant
(iii) persons having strange behaviour |
| (ii) After a few hours of studying the theorems and formulas Hardy became <u>fascinated</u> | (i) attracted
(ii) puzzled
(iii) bored |
| (iii) Hardy knew the genius in Ramanujan and wrote <u>enthusiastically</u> back to Ramanujan; | (i) sympathetically
(ii) without interest
(iii) with great interest |
| (iv) From her he learned to sing religious songs and go to temples and <u>austerities</u> in eating in strict adherence to Brahmin Culture. | (i) strict discipline
(ii) mannerisms
(iii) eat little |
| (v) I had no mind to <u>smother</u> his genius by an appointment in the lowest range of the revenue department. | (i) discourage
(ii) disprove
(iii) suppress |
| (vi) Ramanujan spent nearly five years in Cambridge <u>collaborating</u> with Hardy. | (i) working together
(ii) working under someone
(iii) helping in difficult situation |

Context**Meaning**

(vii) Ramanujan's health deteriorated living in a country far away from home, and obsessively involved with mathematics.

- (i) casually
 (ii) half heartedly
 (iii) completely involved

8. Here is a paragraph about Ramanujan. But there are gaps in it. Fill in them with suitable words from the words given in the box.

It is fact that hundreds of papers have been..... by Ramanujan's in his Notebooks and his Collected Papers. Furthermore, Ramanujan's name has..... in the titles and abstracts of innumerable..... papers and this is unabated at the dawn of the 21st century.

It is also significant to note that today there are three journals named after Srinivasa Ramanujan and these are: The Hardy Ramanujan Journal (Since 1975); the journal of the Ramanujan Mathematical Society (since 1985); and RAMANUJAN JOURNAL (since 1997). This is befitting the greatest.

The following is an of Ramanujan, the mathematician: "Paul Erdos, a renowned Hungarian mathematician, has pass on to us Hardy's personal ratings of mathematicians: Suppose that we rate mathematicians on the basis of pure on a scale from 0 to 100, Hardy gave himself a of 24, Littlewood 30, Hilbert 80, and Ramanujan 100" (Prof. Berndt, 1985).

(From -Srinivasa Ramanujan

A life in the Jungle of Mathematics.

By Sri N. Rajmohon Singh

Prof. Chemistry Dept.

Manipur University)

research

score

remarkable

entries

tribute

appeared

continuing

talent

assessment

inspired

9. You are a member of Mathematics club of your locality. Now write an informal letter to a friend, Mr. Pintu L. inviting him to attend a function of the Mathematics club.

Follow the following layout.

Dear Pintu,

Date:

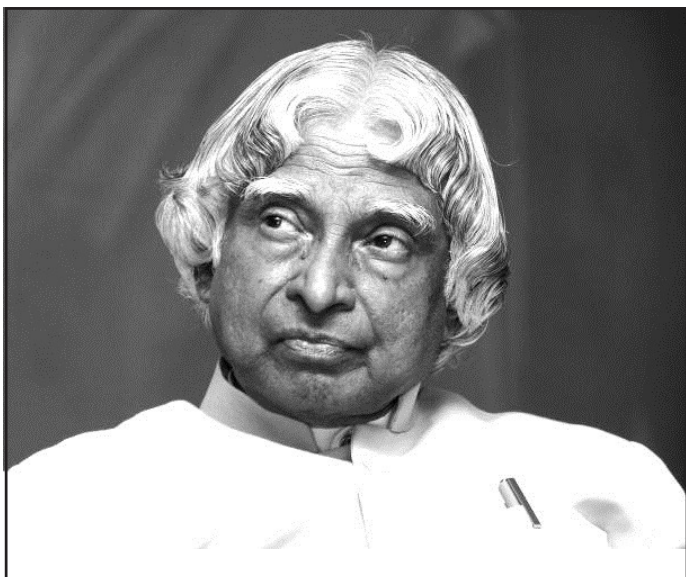
Sincerely yours,

10

My Childhood

1. (A) You must have heard of Abdul Kalam. He was the President of India. But he is more famous as a scientist, the man who took India to the space age.
- (B) His autobiographical book ‘The Wings of Fire’ has become one of the most loved books in India.
2. Now, let us read an extract from Abdul Kalam’s autobiography ‘Wings of Fire’ about his childhood.

I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate



wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

I was one of many children – a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large *pucca* house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

The Second World War broke out in 1939, when I was eight years old. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely sum of one anna. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated, was completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi. That forced my cousin Samsuddin, who distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot. Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.

Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self discipline from my father; from my

mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood – Ramanandha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanandha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. Later, he took over the priesthood of the Rameswaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.

During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house. Events from the *Ramayana* and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.

One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanandha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me.

After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance into the minds of innocent children. He bluntly asked the teacher to

either apologise or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, “Kalam, I want you to develop so that you are on par with the highly educated people of the big cities.”

One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen.

Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset, saying, “Once you decide to change the system, such problems have to be confronted.” When I visited his house the next week, Sivasubramania Iyer’s wife took me inside her kitchen and served me food with her own hands.

Then the Second World War was over and India’s freedom was imminent. “Indians will build their own India,” declared Gandhiji. The whole country was filled with an unprecedented optimism. I asked my father for permission to leave Rameswaram and study at the district headquarter in Ramanathapuram.

He told me as if thinking aloud, “Abdul! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?” He

quoted Khalil Gibran to my hesitant mother, “Your children are not your children. They are the sons and daughters of Life’s longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts.”

A.P.J. ABDUL KALAM

[an extract from *Wings of Fire*]

3. Word notes:

<i>erstwhile</i>	: former
<i>innate</i>	: inborn quality or feeling of a person
<i>undistinguished look</i>	: not very good or impressive look
<i>austere</i>	: simple, strict and severe
<i>erupted</i>	: broke out suddenly
<i>princely sum</i>	: generous amount (here ironic remark)
<i>anna</i>	: an Indian coin worth about six paise.
<i>Dinamani</i>	: a local daily newspaper
<i>Allied Forces</i>	: the armies of U.K., U.S.A. and Russia during second World war.
<i>slot</i>	: a place given to someone for a short period of time
<i>surge</i>	: powerful rush of emotion
<i>could not stomach</i>	: could not tolerate.
<i>conviction</i>	: a strong opinion or belief
<i>segregation</i>	: the enforced separation of different racial groups in a country, community or place.
<i>conservative</i>	: not liking changes or new ideas and holding traditional values.
<i>mingle</i>	: mix together
<i>on par</i>	: at the same level or standard
<i>ritually pure</i>	: kept protected from outside influences for the observance of religion

<i>to be confronted</i>	: to be faced
<i>imminent</i>	: about to happen (an event especially an unpleasant one)
<i>unprecedented</i>	: never done or known before; new.

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

- (i) Where was Abdul Kalam's house situated?
- (ii) How does Abdul Kalam describe himself as a child?
- (iii) As a child why did Abdul Kalam read Dinamani, the newspaper?
- (iv) What qualities did Abdul Kalam inherit from his father?
- (v) Apart from the events from the life of the Prophet, what other stories did Abdul Kalam as a child hear from his mother and grandmother ?
- (vi) Where was Abdul Kalam asked to sit by the new teacher?
- (vii) Why did Sivasubramania Iyer serve Abdul Kalam himself?
- (viii) When Abdul Kalam visited Sivasubramania's house again, who served food to Abdul Kalam?

(B) Answer the following questions briefly:

- (i) Who were Abdul Kalam's close school friends? What did they later become?
- (ii) How does Abdul Kalam describe his parents and what are the characteristics he inherited from them?
- (iii) How did Abdul Kalam earn his first wages as a child?
- (iv) What did Abdul Kalam's family do during the annual Shri Sita Rama Kalyanam ceremony?

- (v) 'I felt very sad, and so did Ramanandha Sastry.' Why did the boys feel very sad ?
- (vi) Who was Lakshmana Sastry? How could he reform the young new teacher?
- (vii) Why does Abdul Kalam describe his science teacher as a rebel?

5. **Form words having opposite meanings of the words below by prefixing *un-* or *in-*. The prefix, *in -* can have the forms *il-* , *ir-* , or *im -* ,**

For example,

illiterate – il + literate

inessential – in + essential

– precededented – tolerance – equality

– respective – possible – distinguished

– affected – legal – active

6. **Punctuate the following passage:**

i am now eighty two of age like him my dog even today begins with a walk every morning i savour the sight of the new sun the benign light in the sky before the sun appears the call breeze and sweet call of the birds i understand how his short time of the day binds as to nature.

7. **Discuss the following topic in groups of four “The schools of the Future will have no Books and No Teachers!”**

Each group can decide to speak for or against the motion. Then, select a speaker to present your groups news to the entire class.

8. **Suppose you have been separated from your close friend by your teacher. You feel vey bad about it. Now, make a diary entry of your feelings.**

Date:

Today our sir has asked me
.....
.....
.....
.....
.....
.....

UNIT V – TOURISM

Tourism, one of the fastest growing industries in the world today, has become a major economic force, affecting work culture, living standards and economic distributions of a region. Besides contributing to economy, it promotes social and emotional integration. The expansion of tourism has coincided with the significant cultural, social, political, economic and environmental changes. Manipur, with her mystique cultural heritage, sublime natural beauty and comfortable climate, has immense potential for the growth of tourism sector.

11***TOURISM IN MANIPUR***

1. (A) Why do people travel to beautiful places? Which of the following are the causes for people travelling to different places?
(✓) Tick mark the correct answers.
 - (a) People love to see new places
 - (b) Escape from the boredom of daily work
 - (c) They are not happy at their home

 - (B) What are the things that can make Manipur a place of tourist attraction? (One has been given. Write a few more.)
 - (a) Her varied culture
 - (b)
 - (c)
-
2. Now read an article on Tourism in Manipur.

Tourism is one of the fastest growing industries in the world today. It is of immense interest to government agencies as it is a prime key to further economic development. The development of tourism has been particularly conspicuous both in the cities and countries where large number of tourists emanate and where tour operators, governments and other economic agencies compete through advertising tourist destinations, facilities and services to attract tourists and make a visible impact. It has become a major economic force throughout the world

affecting work culture, living standards, and income distributions of a place. Manipur is slowly emerging as an important tourist destination. It has immense possibilities of growth in the tourism sector with its rich cultural and religious heritage, and varied natural attractions. Manipur Tourism Policy, therefore, envisages



Loktak Lake

employment generation, environmental re-generation, development of remote areas and development of women and other disadvantaged groups in the state. Besides contributing to the state's economy, Tourism promotes social integration.

The expansion of tourism has coincided with the significant cultural, political and environmental changes identified with post industrial technology of the past few decades. The UN World Tourism Organization estimates the contribution of tourism to economic activities, at about 5% generating 6-7% of job opportunities in the world. According to the Planning Commission (now renamed as NITI - National Institution for Transforming India, AYOOG), income input of Travel and Tourism (T&T) outstrips the growth rate of the world economy and accounts for 10.4% of global GDP, 12.2% of global exports, 8.3% of global employment, and 9.5% of global capital investment. Manipur, with its inherent tourism potential, rich cultural heritage and vibrant pool of youth, with excellent grip over English language is an ideal place for promotion of Tourism as its main industry and a sector to generate employment substantially. Tourism Industry would create employment opportunities at every tier, be it a Luggage handler, Porter, Waiter/Waitress, Front Desk Official, Managers, Accountants, etc. The tourism industry has its own multiple effect and could become the largest employment generator in the state.

Manipur, with her comfortable climate, mystique cultural heritage and sublime natural beauty, located strategically in a hitherto considered disadvantageous geographical area, has huge potential for the growth of tourism. Manipur tourism was given the status of an industry in January 1987. Research reports on developing Manipur Tourism identify the tourism potential of Manipur, the need to develop it for present and for long term future gains. The state government has been making efforts in developing Manipur Tourism by developing Infrastructures, Hotels and Restaurants, Human Resource and through active Marketing, Publicity, Promotion Programmes, Market Research, etc.

Manipur and its tourism policy become all the more important in view of India's Look East Policy (now termed as Act East Policy), the Trans-Asian Highways and the Railways. The Government is keen to take advantage of these developments and therefore, seeks to create a unique brand to market Manipur Tourism as the 'Gateway to South-East Asia' in conformity with its modern outlook, relevance, competitiveness, strategic location and commercial aspects. It is felt that once the appropriate infrastructure and services are suitably placed, Manipur is destined to become a popular tourist hotspot in South-East Asia akin to its South-East Asian neighbours.

Relaxation and exclusion of Manipur from the Protected Area Regime since January, 2011 has started attracting foreign tourists to the State. Furthermore, Manipur, where some of the final battles of the World War-II were fought, can receive a big impetus in the tourism sector attracting many foreign tourists, especially from Japan and the Commonwealth countries whose relatives, ancestors and countrymen lost their lives in the battlefield here.

Efforts of the State Government to promote tourism as an important industry would have to be synergized by creating a feeling in the mind of prospective tourists that Manipur has a safe tourist-friendly environment because no one would like to visit a place where safety limit is minimal. It is the duty of both the Government and the people to generate such an atmosphere.

For comprehensive development of tourism industry in the state, the Manipur Tourism Policy attempts to position tourism as a major engine of economic growth by

- (i) promoting Manipur to a preferred tourist destination at global level
- (ii) creating satisfactory customer/guest services
- (iii) facilitating community participation
- (iv) facilitating involvement of private entrepreneurs

The mission of the 'Policy' is to promote sustainable tourism as a means of economic growth, social integration and to promote the image of Manipur as a State with a glorious past, a vibrant present and a bright future. Policies to achieve this will be evolved around six broad areas such as Welcome, Information, Facilitation, Safety, Cooperation and Infrastructure Development. Conservation of heritage, natural environment and development and promotion of tourism products would also be given importance. The policy envisions a unique brand for the State to develop and market sustainable infrastructure to make Manipur a favourite national and international tourist destination. Besides aiming to provide a unique experience to the visiting tourists, it ensures a quality of life and economic benefits to the needy sections and bringing overall prosperity to the people in the State.

The broad objectives of tourism development should be to foster understanding between people and create employment opportunities. It must also try to preserve, enrich and promote the cultural and natural heritage of Manipur. Tourism development should be planned as a part of overall development structure. Manipur has vast potential for Eco-tourism, Medical tourism and Adventure tourism. In order to achieve the goals of tourism promotion in the state, we must try to introduce professionalism through training of human resources and if necessary, retraining of the professionals in all related activities of tourism industry.

3. **Word Notes:**

- conspicuous* : easily noticeable
emanate : to flow or come from
inherent : naturally present
mystique : a quality that makes someone or something seem different
infrastructure : necessary systems like road, building, telephones, etc.

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

- (i) Tourism has become a major economic force throughout _____
(ii) The tourism industry has its own multiple effect _____
(iii) Tourism industry in Manipur has become all the more important _____

- (iv) Exclusion of Manipur from the Protected _____
(v) The broad objectives of tourism development _____
(vi) Manipur has vast potential for _____

(B) **Answer the following questions in a word, phrase or sentence each:**

- (i) What is the status of Tourism as an industry in the world today?
(ii) Over and above contributing to the state's economy, what does Tourism promote?
(iii) When was tourism given the status of an industry in Manipur?
(iv) Whose duty will it be to create 'a safe tourist-friendly environment'?
(v) What should be the relation between tourism development and overall development structure of the state?

(C) Answer the following questions briefly:

- (i) When has development of tourism been particularly conspicuous?
- (ii) With what has the expansion of tourism coincided?
- (iii) How is Manipur an ideal place for promotion of tourism as an industry?
- (iv) How can Tourism become the largest employment generating industry?
- (v) What are the factors that can turn Manipur, from a disadvantageous geographical area, into a state having huge tourism potential ?
- (vi) How has the state Government trying to develop tourism in Manipur?
- (vii) How can Manipur be turned into ‘Gateway to South-East Asia’?
- (viii) Why should people from the Commonwealth countries and Japan have special interest in Manipur?
- (ix) Why is creating ‘a safe tourist friendly environment’ important for the tourism industry?
- (x) What steps do the Manipur Tourism Policy attempt to take for promoting tourism as an engine of economic growth?
- (xi) What is the mission of the Manipur Tourism Policy?
- (xii) What does the Manipur Tourism Policy envision?
- (xiii) What does the Manipur Tourism Policy seek to achieve over and above providing a unique experience to the visiting tourists?
- (xiv) What should be the broad objectives of tourism development?
- (xv) What are the things that we must try to promote tourism in Manipur?

5. Choose the correct meanings of the words in bold letters from the context given:

Context**Meaning**

- | | |
|--|--|
| (i) It is of immense interest to government agencies as it is a prime key to further economic development. | (a) only
(b) one of two
(c) very important |
| (ii) Manipur is slowly emerging as an important tourist destination . | (a) willed by God
(b) possibility
(c) place where people go |
| (iii) Manipur with its inherent tourism potential, rich cultural heritage and vibrant pool of youth, with its... | (a) active and lively
(b) innumerable
(c) unemployed |
| (iv) Furthermore, Manipur, where some of the final battles of the World War-II were fought, can receive a big impetus in the tourism sector attracting... | (a) sudden in number
(b) steady
(c) force that helps develop |
| (v) Efforts of the State Government to promote tourism as an important industry would have to be synergised by creating a feeling. | (a) that can continue for a long time.
(b) self-supporting
(c) something in which all people take part |

6. Look at the following word grid. Hidden among them are the names of famous tourist centres of the world. Find them out and encircle them. On has been done for you:

A	L	H	A	W	A	I	T	X	E
M	O	O	G	D	E	L	H	I	F
B	N	K	R	A	N	G	O	O	N
Z	D	B	A	H	A	M	A	S	J
T	O	K	Y	O	D	U	B	A	I
K	N	E	W	Y	O	R	K	Z	I
P	A	R	I	S	E	O	L	K	B
W	A	S	H	I	N	G	T	O	N

7. (A) Write a paragraph on how the opening of railways to Imphal will be convenient for people to visit Manipur.
- (B) Write a paragraph on 'Manipur as a Gateway to South-East Asia.'

8. **You are the Manager of Hotel Lakeview. Write a letter to M/s Super Furniture, Imphal, asking the rate of furniture items for the hotel. Name the items and ask the terms of their business. You can use the following format.**

Hotel Lakeview
Imphal

To
M/s Super Furniture
Imphal

Sub:– Supply of furniture items

Sir,

I am happy to inform you that our hotel will soon be buying the following items of furniture:

(Write the items and then the conclusion)

Your faithfully
(.....)

12

**Tourist spots in
Manipur**

1. (a) Jawaharlal Nehru described Manipur as “Switzerland of the East” and “Jewel of India”.
 - (b) Indeed Manipur is endowed with salubrious climate, breathtaking scenic spots and beautiful people.
2. Now, let us read about tourist spots in Manipur.

Manipur is a land endowed with great scenic beauty. The state has a great potential for tourism. The oval-shaped valley surrounded by hills is a tourist’s delight. Nature has gifted the state with a diverse range of flora and fauna. The forests, water-falls, caves, rare species of the flora and fauna of this unexplored land would be a wonderful destination for visitors with adventure in their hearts. The rare brow-antlered deer, Sangai and the only terrestrial lily, Sirui lily are the native of the state. The natural beauty of the state is further enhanced by the different art forms and the handloom and handicrafts which are the result of the artistic sensibilities of different ethnic groups living in the hills and plains of the state.

Manipur gave the game of Polo or Sagol kangjei to the world. Festivals are celebrated all the year round when tourists can witness the diversity of the people inhabiting the small state. The different dance forms, songs and the colourful costumes of different ethnic groups living in the state can be witnessed

by the visitors to Manipur during the time of festivals. The important festival that can attract the attention of the tourist are Gang- Ngai, Idul-Fiter, Lui- Ngai-Ni, Yaosang, Lai- Haraoba, Cheiraoba, Ratha Jatra, Heikru Hidongba, Kwak-Jatra, Mera Houchongba, Ningol Chakouba, Kut and lastly Christmas. These festivals would help visitors to have a glimpse of the tradition and culture of the people living in the state.



The Kangla Gate

The natural beauty, historical sites and a favourable climate are the conditions that would make Manipur the ultimate tourist destination. The places which would make excellent tourist spots are:-

(1) **Kangla:** It was the ancient capital of Manipur situated in the heart of the state on western side of Imphal river. The site is considered to be a Holy Shrine.

(2) **Shree Shree Govindaji Temple:** This temple is a Historic Vaishnavite Centre and is located close to Royal Palace. The golden twin-domed temple has a marbled courtyard and a great assembly hall where devotees congregate to pray to the deities-Radha Govinda, Balaram and Krishna, Jaganath, Balabhadra and Subhadra.

(3) **Ima Market:** This is a unique market where the stalls in the three main structures of the market are managed by Imas or mothers exclusively. Fish, vegetables, fruits, handloom items, cane and bamboo products are sold in the stalls.

(4) **Shaheed Minar:** The monument known as the Shaheed Minar is situated in the heart of Imphal, the capital of Manipur, at Bir Tikendrajit Park. This memorial pillar pays homage to the indomitable spirit of the martyrs who sacrificed their lives while fighting the British forces in 1891.

(5) **War Cemetery:** The War Cemetery commemorates the British and Indian soldiers who died during the Second World War. The Cemetery is managed by the Commonwealth War Graves Commission and is located near the national highway 39 and opposite to D.M College campus. The stone markers and bronze plaque on the graves records the sacrifice of soldiers. Another war cemetery for the Indian Soldiers is located at Hatta, Imphal East.

(6) **Manipur State Museum:** The State Museum is located near Imphal Pologround. It exhibits the relics and historical documents and portraits of the former rulers of Manipur. The costumes, arms and weapons on display are of special interest to visitors to the museum.

(7) **Manipur Zoological Garden:** The Zoological Garden is situated at Iroisemba about 6 kms from Imphal towards the west, half-a-mile from the Imphal Kangchup road. The zoo houses the rare brow-antlered deer, Sangai, and also different species of animals and birds.

(8) **The Central khonghampat Orchidarium:** The Orchidarium, situated 7 kms away from Imphal, gives visitor an opportunity to see about 110 species of orchids. The 200 acre Orchidarium is a host to rare varieties of orchids which include almost a dozen endemic species. The best time to visit the Orchidarium is during April-May when the orchids are in full bloom.

(9) **Moirang:** Moirang is the focal point of the early Meitei culture. It is located 45 kms away from Imphal and has the ancient temple of the pre-Hindu deity Lord Thangjing. During the Lai Haroaba festival, the deity is honoured by men, women and children in traditional costumes by performing the ritual dance.

Moirang played an important role during Indian freedom struggle. The flag of the Indian National Army (INA) was first hoisted at Moirang on April 14, 1944.

(10) **Loktak Lake:** It is the biggest fresh water lake in the entire North East Region, situated just 48 kms away from Imphal. Sendra is a hillock in the Loktak lake, a tourist resort and a visitor's delight. Boating is also introduced on the lake.

(11) **Keibul Lamjao National Park:** The park is located in the south-western part of Loktak lake and is the natural habitat of the rare Sangai, the brow-antlered deer. The entire lake is a wild life enthusiast's dream.

(12) **Kaina:** Kaina is a hillock situated at about 29 kms away from Imphal on the Imphal-Yairipok Road. On the lofty heights of the Kaina hills is the legendary temple where Ras Leela dance is still perform in its premises. It is a scared place for the Hindus. Legend has it that Shree Govindaji appeared to Bhaigyachandra, the Maharaja of Manipur, in the dream asking him to build a temple enshrined with the Lord's image carved out of a jackfruit tree growing at Kaina.

(13) **Khongjom:** It is an important historical site situated 35 kms away from Imphal along the Indo-Myanmar Road. The Khongjom War was fought at this place in the year 1891. The brave Manipuri warriors fought the battle of Khongjaom against the invading British Army. Khongjom is a symbol of patriotism and valour. It is known for the martyrdom of Major General Paona Brajabashi. Khongjom Day is celebrated on April 23 every year.

(14) **Andro:** Andro is located 27kms away in the east from Imphal. A cultural complex is established at Andro by the Mutua Museum. There is a fire-place at Andro which has been burning for the last couple of millennium years at the historical site of the mythical king Panam who is worshipped with reverence by the people of Andro. There is also a very big drum inside the hall where the sacred fire is burning. Andro is also known for its production of unique potteries.

(15) **Moreh:** Moreh is an international border-town located on the Indo-Myanmar Road, 110 kms away in the South East of Imphal. It is a busy trade centre where people from many places settle to do business. It is 5 kms away from Tamu, the border town of Myanmar. The opening of the border trade has turned Moreh into an important commercial hub in the North-East. All kinds of Thai and Chinese consumer goods at cheaper price can be obtained from the two border towns of Moreh in Manipur and Tamu in Myanmar.

(16) **Ukhrul :** Ukhrul is situated 83 kms away from Imphal in the east. It is one of the highest hill stations of the state and is famous for the ‘Sirui Lily’ which grows on the Sirui hill. Another interesting tourist spot worth-visiting is the Khangkhui Lime Caves.

(17) **Tamenglong:** Tamenglong is situated 156 kms away from Imphal. The interesting tourist spots in Tamenglong are the Tharon Caves, Burning Meadow, Zeilad Lake and Barak Waterfalls. Tamenglong is famous for its oranges, cane bamboo products and also, for its handicraft items.

(18) **Mao:** It is a hill station bordering Nagaland situated midway between Kohima and Imphal on the National Highway 39. It is located at an attitude of 1562.02 feet above sea level. Makhel, the historical place of Naga dispersal and the legendary place of common origin of Meiteis and the Nagas is also worth visiting. The Dzuko lily blooms in the Dzuko Valley during the months of May and July.

4. Word Notes:

<i>terrestrial</i>	:	growing on soil
<i>sensibilities</i>	:	capacity to feel
<i>commemorates</i>	:	preserve in memory by celebration or ceremony
<i>costumes</i>	:	style of dress of particular place or period
<i>endemic</i>	:	regularly found among particular people or in particular area

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

- (i) Manipur, a land of great scenic beauty has.....
- (ii) The cultural diversity of the people inhabiting the state can be witnessed
- (iii) The festival will give to the visitors.....
- (iv) The best time to visit the orchidarium is.....
- (v) Sendra is a hillock in the Loktak lake and is a
- (vi) Tamenglong is famous for its oranges

(B) Answer the following questions in a word, phrase or sentence each:

- (i) When can a visitor witness the different dance forms and songs of different ethnic groups?
- (ii) To whom does the Shaheed Minar pay homage?
- (iv) Where is the temple of Lord Thangjing situated?
- (v) How is the image of Govindaji connected with Kaina?
- (vi) What is the uniqueness of the Andro fire-Place?
- (vii) Where is khangkhui lime cave situated?
- (viii) Name the hill-station which is in between Kohima and Imphal.

(C) Answer the following questions briefly:

- i. How does Manipur have a great potential for tourism?
- ii. What enhances the natural beauty of the state?
- iii. What makes Manipur the ultimate tourist destination?

- iv. Write the importance of kangla to the Manipuris.
- v. Why is Ima Market a unique market?
- vi. How is Manipur state museum a place of interest to visitors?
- vii. How is Moirang connected with Indian Freedom Struggle?
- viii. Bring out the uniqueness of Andro?
- ix. How is Moreh an important trade centre?
- x. What is Tamenglong famous for?
- xi. Why is Makhel in Mao worth visiting?

6. **Have a class discussion on the following points for a programme on promotion of tourism in Manipur.**

Your discussion may be on the following topics:

- * identify some tourist spots
- * easy accessibility
- * availability of accommodation
- * things of tourist interest
- * handicaps

7. **Write a letter to a friend in Delhi, Mr. Ajit, to visit Manipur on the occasion of the Sangai Festival and ask him to witness the varieties of Manipuri culture.**

Format

Dear Ajit,

Date.....

Sincerely Yours,

(.....)

8. **You are in-charge of Paradise Tourist Centre. Draft a public notice informing the visitors about:**

- (i) Time of opening and closing for the visitors
- (ii) Rate of entry
- (iii) Facilities available (mention them)
- (iv) Litter not to be thrown
- (v) Rate of food items

10. **Make notes of the important points of the following passage and make a summary using those points:**

Since the world has become industrialized, there has been an increase in the number of animal species that have either become extinct or have neared extinction. Bengal tiger, for instance, which once roamed in the jungle in vast numbers, now number only 2300 and by the year 2025 their population is estimated to be down to zero. What is alarming about the case of Bengal tiger is that this extinction may be caused almost entirely by poachers who according to some sources, are not interested in material gain but in personal gratification. This is an example of the callousness that is part of what is causing the problem of extinction. Animal like the Bengal tiger, as well as, those belonging to other endangered species, are a valuable part of the world's ecosystem. International laws protecting these animals must be enacted to ensure their survival, and the survival of our planet.

13***A Tourist's Account
of Yangon***

1. Here is an account of a tourist's visit to the capital of our neighbour – erstwhile Rangoon, Now Yangon.
2. Now, read the text:

VISIT TO YANGON

When travelling to Yangon – or Rangoon, as it was called until some years ago – it is a good idea to leave some perceptions behind, something I learn within minutes of getting off the plane. The cavernous customs arrival hall has the serenity of a church. Everyone in line is self-possessed, at ease. Of course, I think –this is the land of Buddha where calmness, tranquillity, quietude prevail. I clear customs and step outside to total pandemonium. The air is thick with the fumes of beat-up old buses, trucks, taxis, scooters and cars all rushing to leave at once. A lone policeman is frantically blowing his whistle in a futile attempt to control a tsunami of vehicles. “Is it always like this?” I gasp to the driver of the shuttle car to my budget hotel. “Like what?” he asks, genuinely mystified, and heads into the maelstrom. As we near the centre of town, huge stages rise up on either side of the road. They’re for Thingyan, Myanmar’s New year Water Festival, the driver explains, when people douse each other in symbolic cleansing of the past year’s sins. There will be rock groups and the stages are outfitted with hoses to spray as passing cars. That’s when I realize Yangon is going to be a little more complicated than I thought. I feel the best place to start my journey is Yangon. Not only is the metropolis of four million Myanmar’s largest city, it is its cultural centre and until 2005 was the seat of government. After that the administration relocated the capital to the custom-built city of Naypyidaw in central Myanmar.

My first day I am up shortly after dawn. This is partly because I want to do my exploring before the heat builds and partly to get some air. The lights and the air conditioning in windowless hotel room had quit at 1:30 in the morning, a casualty of daily blackouts.

I start with old Yangon, the easiest to navigate because its streets are laid out as a neat east-west rectilinear grid, and head west on Maha Bandula Road towards the centre of town.

I run across a busy intersection, then stop dead in wonderment on the other side. A massive complex of regal red brick buildings looms behind a phalanx

of unkempt shrubbery. This is the British Secretariat built near the end of the 19th century. From here the British ruled all of Burma. Old photos of its glory days show an entire city block occupied by a turreted and domed building of palatial scale. Ruins like this are all over the old city. The government has program to restore many of these places, with over 180 buildings on a preservation list.

From the centre of town I turn south towards the river. But I get distracted by the alluring aromas of food stalls across the street. As I try to make culinary sense of what I see-the only food I recognize are triangular samosas-a poised young Burmese woman grace fully glides by, effortlessly balancing a towering basket of melons on her head. It strikes me how modestly Burmese women dress in tunic tops buttoned to the chin, ankle-length skirts.

I decide to forgo street snacks, for now, to check out the Yangon riverfront, once a busy port exporting rice and timber. Today it is a sleepy stretch of the Yangon River. The only traffic is a small freighter from Singapore and a creaky ferry. I stroll to the Pansodan Jetty for a ride.

The heat is building, but there is a breeze on the upper deck. As a bonus I get a long view of Yangon. What is remarkable is its skyline, or rather lack of one. Most of the city's buildings rarely exceed seven stories.

I reserve my second day for the most famous sight in the city, the Shwedagon Pagoda, eight kilometres north of old Yangon. It is not only the holiest place in Myanmar, but a spot where the nation's history, politics and religion intersect.

There are four sets of stairs to the top of Singuttara Hill where Shwedagon sits, each aligned with a point of the compass. My cab pulls up at the bottom of one. I take off my shoes and join pilgrims climbing an immense covered staircase. At the top I step out of deep shade into a tableau that is literally dazzling.

Sunlight bounces off the white marble plaza. Towering over it is a mammoth stalagmite of gold, aglow in the morning light. This is the 100 metre-

tall spike of the Shwedagon Pagoda, covered in some 60 tonnes of gold leaf. This pagoda, or stupa – a solid structure containing holy relics-was built to house eight hairs of Buddha brought here from India by two Burmese merchants. Legend says the site is 2500 years old.

Arrayed around the spire are 64 ornate temples, monuments, statues, lesser pagodas, memorials, shrines and pavilions. When a pleasant, middle-aged Burmese freelance guide, Lily, offers to take me on a one-hour orientation walk, I leap at the offer.

Every day, beginning at 4am when Shwedagon opens, pilgrims walk clockwise around the plaza. I am intrigued by the flow of people to prayer stations where they pour cups of water over two Buddhas and the figure of an animal at their feet. There are planetary post. There are eight, one for each day of the Buddhist week Wednesday, a double day, is divided into am and pm.) Each has a representative animal (rat, lion, etc) and the ceremonial offerings are for each person's creature.

There is history everywhere you turn. The hill was the scene of bloody hand-to-hand fighting during the Anglo-Burmese wars in the 1800s. Lily takes me to view a memorial to eleven student protestors who, in 1920, demonstrated against the British.

The next morning, my third day, I head to the Bogyoke Aung San Market, a bazar about a 45-minute walk north of downtown. Three-and-a-half hours later I have only explored half of the aisles which branch off the bustling main hall. For me the chief appeal is not shopping but people watching. I am in a pants-wearing minority. Most men have on the traditional longyi (which is how lungi is spelt here). Two young monks who cannot be any older than ten are carrying a large wooden begging bowl. They come up to me for a donation. All Burmese money is paper and the script is unreadable to me. I put in the equivalent of either 50 cents or \$50. I'm still wondering.

It is a continuing surprise how sunny and welcoming the Burmese are. One British tourist admitted he had the same reaction. They are not a depressed people.

I have decided to go to the museum partly to glimpse the glory days of Burma and partly because it is the first day of the Water festival. Since the holiday is celebrated with the antic carnival fervour, everyone is fair game. To be outside is to risk getting soaked.

By now I have moved to upper Yangon to another hotel-one with electricity and windows in its rooms. It is near Inya Lake, a sprawling body of water dug by the British to be a reservoir. Today it sits in an upscale suburb, its shore lined with embassies and residences of note, including the compound of Aung San Suu Kyi.

My new location made it easier to explore the northern part of the city. On my fifth day I stop at a place called Bike World Explore Myanmar to rent a bicycle and fall into conversation with Kyaw Kyaw, who is a 40-something Burmese ex-pat, a friend of the owner.

On my last day in town I feel the urge to return to Shwedagon. The sun is setting and with the fading light comes a continuing and entrancing change in hues of the pagoda. Electric lights begin to wink on in the temples. A group of female monks walk by in their stunning robes of red and pink, gold sash angled across their bodies.

All around is a vital, happy swirl of believers. I look up at the golden dome of Shwedagon and think of Rudyard Kipling's comment the day he saw it for the first time. "This is Burma, and it will be quite unlike any land you know about."

**Abridged from Yangon-the Curtain Rises
by Dong Colligon (Reader's Digest April-2014)**

3. Word Notes:

<i>perceptions</i>	:	View points; understanding of things.
<i>cavernous</i>	:	very large
<i>pandemonium</i>	:	noisy and confused situation
<i>shuttle car</i>	:	Car making journey between two points.
<i>budget hotel</i>	:	hotel in which rent etc is cheap
<i>maelstrom</i>	:	confusing situation
<i>phalanx</i>	:	things grouped together
<i>turreted</i>	:	with a tower on the tip
<i>culinary</i>	:	relating to food
<i>stalagmite</i>	:	long pointed piece of rock (here-gold) that rises from the floor.

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

- (i) The huge customs arrival hall has _____
- (ii) During Thingyaen, Myanmar's New Year Water Festival people douse _____
- (iii) There are many ruins and the government has a program _____
- (iv) The writer reserves his second deny _____
- (v) When a pleasant, middle aged Burmese _____
- (vi) There is everywhere _____
- (vii) On the third day the writer heads to _____
- (viii) One British tourist admitted that the Burmese are _____

B. Answer the following questions in a word, phrase or sentence each:

- (i) What, according to the writer, are the characteristics of the land of Buddha?
- (ii) From where did the writer think the best place to start his journey?

- (iii) From where did the British rule Burma?
- (iv) What distracted the writer as he moved from the centre of the town southward?
- (v) What was the only traffic at the Yangon river front?
- (vi) “Towering over it is a mammoth stalagmite of? How did the stalagmite look like?
- (vii) How is Wednesday different from other days in Buddhist week?
- (viii) At the Bagyoke Aung San Market, what was the chief appeal for the writer?

C. Answer each of the following questions briefly:

- (i) What was the writer’s impressions on landing at Yangon airport?
- (ii) ‘I clear customs and step outside to total pandemonium.’ Why does the writer say so?
- (iii) How is Thingyam, Myanmar’s New Year festival, observed?
- (iv) Why did the writer think it best to start his journey from Yangon?
- (v) Why did the writer, on his first day, get up shortly after dawn?
- (vi) What does the writer feel about the dress of the Burmese women?
- (vii) Why was the Shwedagon Pagoda built?
- (viii) “There is history everywhere you turn”. Why does the writer say so?
- (ix) What did the writer do when two child Monks approached the writer for donations?
- (x) Why did the writer decide to go to the museum?

5. You and your family are going on a tour of Yangon. Write a tour programme about it. You may take help of the following points.

- (i) Month and date.
- (ii) Who are going with you?
- (iii) Mode of conveyance – car, air, bus.
- (iv) Where to stay (you can find our names of some hotels on the Net or in travel brochure.)?
- (v) Journey back.

At the end of your journey, you and your family members are thrilled. Write a diary entry of your feelings including the plan to travel to another city next year.

DAIRY

6. **You have made a friendship with a Burmese, Mr. K. Thant of Yangon, 33rd Upper Eastern Strand Road. He has sent you a letter asking you to write about your town or village. Write the letter to him.**

Format

Date.....

Dear Thant,

Sincerely yours

(.....)

7. **After coming from Yangon, you feel there is an urgent need for Surface Transport service between Yangon and Imphal. Write a letter to the Director of Transport, Govt. of Manipur, requesting him for starting the transport service at an early date.**

Format

To,
The Director of Transport
Govt. of Manipur

Sub:- Providing surface transport facility between Imphal and Yangon.

Sir,
I would like to say.....

Yours faithfully
(XYZ)

8. **Read the following, make notes of the important points and write a summary using those points.**

The postman is a very humble member of our society. His work looks very simple but it's indeed very important and valuable work. His work facilitates us to know about our near and dears. He symbolized what duty is. He performs his duty even in odd weather. It may be raining in torrents, thunder and lighting, the day may be blazing hot or stormy, he is ever punctual in delivering letters. He is a very sincere and dedicated worker and is strictly devoted to his duties. He is a fountain-head of good humour, contentment and happiness, and ever comes with a smiling face. He is an embodiment of the virtues of obedience, courtesy and civility.

And when we think of what he carries in his bag from door to door along the streets of the city, or through the jungles and along mountain paths to distant villages, he seems to be the messenger of good luck. People wait for him anxiously, with feeling some with hope, some in dread, for he carries messages. In his bag may be the long-expected letter from a soldier in a far-off country to his anxious parents; the letter that will tell a newly married girl about the date of arrival of her husband; the letter that will tell a poor widow of the death of her only son; the letter informing an anxious candidate of his success or failure in an examination; letters of joy and sorrow, complaint and request, success and failure upbraiding and praise death and life, fortune and ruin. And the humble postman, all unknowing, passes on indifferently, scattering all sorts of news.

With the advent of other sources of communication, now a lot of role of the postman is taken over by courier-man, telephones, mobiles etc, yet the importance of post man in rural area is still high.
