

Unit I



1

CRADLE SONG

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



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

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

Glossary

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

Comprehension

1. Answer the following questions :

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

2. Explain what the poet means by:

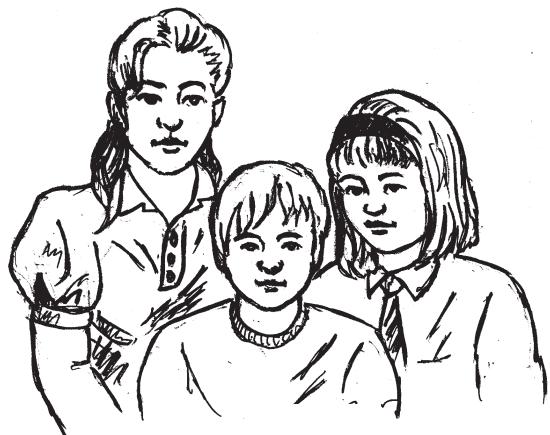
- I. From the poppybole
For you I stole
A little lovely dream.
- II. On you I press
With soft caress
A little lovely dream.



2

FAMILY AND HOME

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



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



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

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



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

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

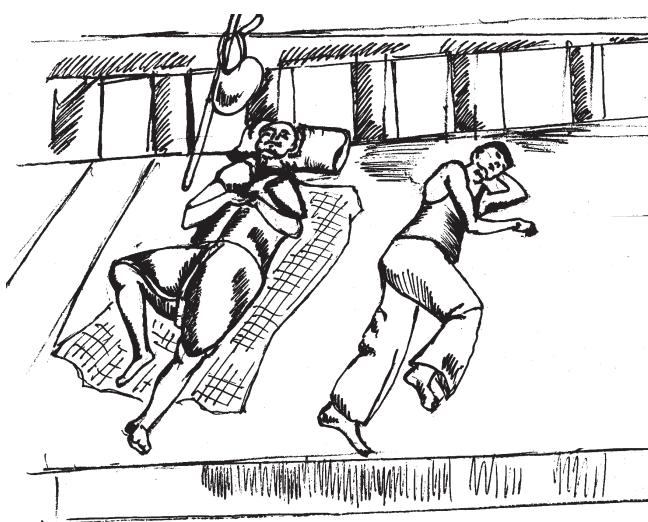


room, we have a separate spot which is sacred for us. It is an empty corner. There are no idols or pictures. Here, we pray to our deity known as **Sanamahi**. We keep our house neat and clean.

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

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

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



Glossary

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

Comprehension

I. Answer the following questions in a sentence each :

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

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

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

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

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

Vocabulary

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

wakes	studying	watching	remove	promote
disturb	affectionate	working	fond	comfortable

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

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

Example:

mother + ly = motherly

A sentence can be written using the new word :

Mother Teresa showed motherly affection for the poor.

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

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

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

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

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

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

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

a. b. c.

Pronunciation

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

stan - dard

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

promotion	happiness
handloom	remember
handicraft	exploitation
affectionate	responsible
grandmother	freely

television	society
separate	language

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

mansion	extension
passion	admission
television	tradition
revision	vision
decision	question

Grammar

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

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

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

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

Example: leader, pen, dog, etc.

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

Examples: mob, herd, crowd, etc.

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

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

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

Examples:fear, joy, beauty, etc

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

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

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

study + ing = studying

He is studying in his room.

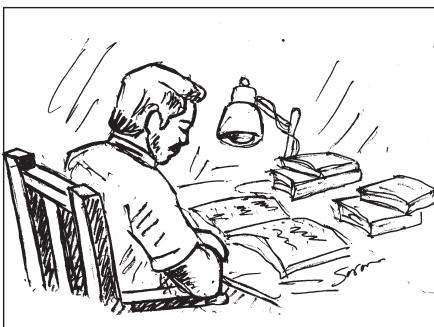
Write sentences in the Present Continuous Tense using the following verbs with ` - ing' form. See that in some of the words the spelling will change:

promote	live
teach	watch
tell	build
keep	work
walk	put

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



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



.....



.....



VI. There are certain verbs that take both Infinitives and Gerunds as objects.

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

Continue: She continued singing.
She continued to sing.

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

watch	love	eat
fear	intend	learn
propose	remember	stop

Communicative work

5. Divide the class into groups of five or six students each and discuss the following topic. Note down the points that come up in the course of the discussion and later on read them aloud to the class:

Life of a homeless person

Unit II



3

LACHIT BARPHUKAN THE GREAT ASSAMESE PATRIOT



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

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

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

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

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

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

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

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

Glossary

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

Comprehension

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

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

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

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

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

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

Vocabulary

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

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

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

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

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

Example : mother + land = motherland

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

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

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

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

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

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

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

.....ietieniendceiveeiling

3. Pronunciation

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

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

4. I. Grammar

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

Now, read the following sentences

Present Indefinite

Singular	Plural
----------	--------

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

Present Continuous

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

Present Perfect

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

Present Perfect Continuous

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

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

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

had, is, repairing, were, could, defending

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

3.

Group Discussion

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

Patriotism and courage



4

RANI GAIDINLIU, A GREAT MANIPURI LEADER

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



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

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

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

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



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

Glossary

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

Comprehension

I. Answer the following questions in a sentence each :

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

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

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

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

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

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

Vocabulary

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

courage	imprisoned	pressed
born	exploited	liberation
proud	urged	protect
mobilised	determined	

1. Rani Gaidinliu was in Manipur.
2. Manipuris are of Rani Gaidinliu.
3. She was a woman full of
4. Gaidinliu was to drive the British away from Manipur.

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

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

Paona Brajabasi was a fearless soldier.

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

remember
early
strong
active
wide
far
release

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

Example : advise + able = advisable

contempt + ible = contemptible

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

Grammar

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

ice + y = icy

They are jumping into the icy water.

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

air salt cloud silk sun oil fire

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

Study the following sentences.

I. The man shot the tiger.

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

II. The tiger was shot by the man.

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

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

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

1. Rabindranath Tagore wrote the play – Active Voice

The play was written by Rabindranath Tagore – Passive Voice

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

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

3. John will do the work – Active Voice

The work will be done by John – Passive Voice

4. They elected him chairman – Active Voice

He was elected chairman by them – Passive Voice

5. I know him – Active Voice

He is known to me – Passive Voice

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

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

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

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

Now, change the Voice of the following sentences:

The first two sentences are changed for you.

1. My book has been stolen.

Someone has stolen my book.

2. The court punished him.

He was punished by the court .

3. The man was arrested by the police.

4. How can the fire be extinguished?

5. The flood water swept away all the houses.

6. Poets love the poor.

7. Success cannot be achieved easily.

8. Who causes war ?

Pronunciation

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

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

Communicative work

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

The reasons for Nehru's admiration for Gaidinliu



5

DECEMBER 12



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

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

Glossary

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

Comprehension

I. Answer the following questions :

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

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

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

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

Unit III



6

MANIPUR AND ITS NATURAL RESOURCES

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

Students Good morning, teacher.

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

Bembem Miss, what is natural resource?

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

Ibecha Miss, what kind of relationship is it?

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

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

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

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

Abe Miss, it means that human knowledge is also important?

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

Bembem Miss, what's necessary for developing human resources?

Teacher Education is necessary for the development of human resources. Education should be provided to all the children. If all the children are educated, human resources will grow.

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

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

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

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

Naobi Miss, please tell us more about natural resources.

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

Naobi Yes Miss, I see signboards with the words “Save Earth, Protect Forests,” “Plant More Trees” and “Oil is Precious, Save It”.

Teacher A day may come when there are no minerals and petroleum left on the earth. We have to use them carefully. If we don’t, life will be difficult for us.

Abe Miss, what are cultural resources?

Teacher Culture is produced by man and nature together. It is closely related to knowledge. Cultural resources include our skills, knowledge, ideas, thoughts and beliefs. All the productive and creative activites of man are cultural resources.

Bembem Miss, please tell us something about the resources of Manipur.

Teacher As I have told you, the most valuable resource is knowledge. We have to enrich our knowledge. For this, we need to educate each and everyone in our society. Manipuris are highly talented, skilled and intelligent people. We have lots of potentials. Education is important for developing our potentials.

Ibecha Miss, we have heard that Manipur has abundant forest resources. Is this true?

Teacher Yes, this is true. Manipur is called a bio-diversity hot-spot. It means that we have thousands of plant species. Varieties of plants, flowers, orchids, grasses and trees grow in Manipur. Many of them have medicinal properties. Scientists are studying them.

Naobi Miss, what about our wildlife?

Teacher Our wildlife is very rich. Tigers, leopards, deer, sheep, buffaloes, wildbears and mithuns, *yongmus*, etc. are found in Manipur.

Abe Miss, we also have cane, pine, teak, oak and bamboo, etc.

Teacher Yes, but we have to use them carefully. We have to take proper care that our forests are not misused and destroyed.

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



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

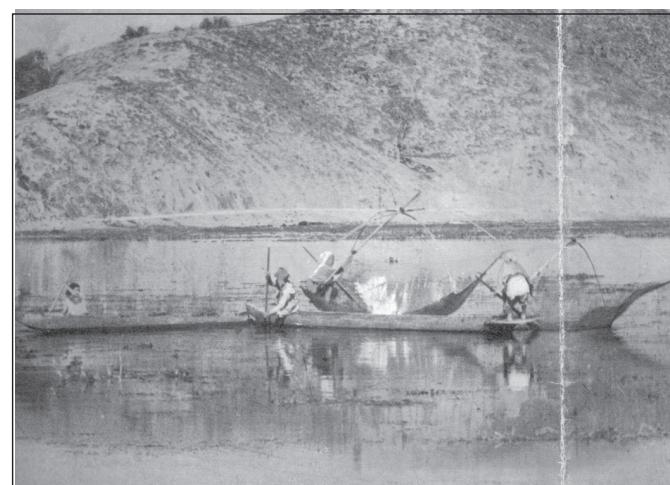
of Manipur is the largest freshwater lake in the North-Eastern region. Electricity is produced through the **Loktak Hydel Power Plant**.

Bembem Miss, what about minerals ?

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

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

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



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

Glossary

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

Comprehension

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

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

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

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

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

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

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

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

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

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

Natural Resources	Human Resources	Cultural Resources

Grammar

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

meaning+full = meaningful

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

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

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

Examples:

Positive	Comparative	Superlative
easy	easier	easiest
useful	more useful	most useful

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

3. Material Nouns and Abstract Nouns are Uncountable Nouns.

Examples :

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

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

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

Communicative work

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

sangai water forest birds

(i)

(ii)

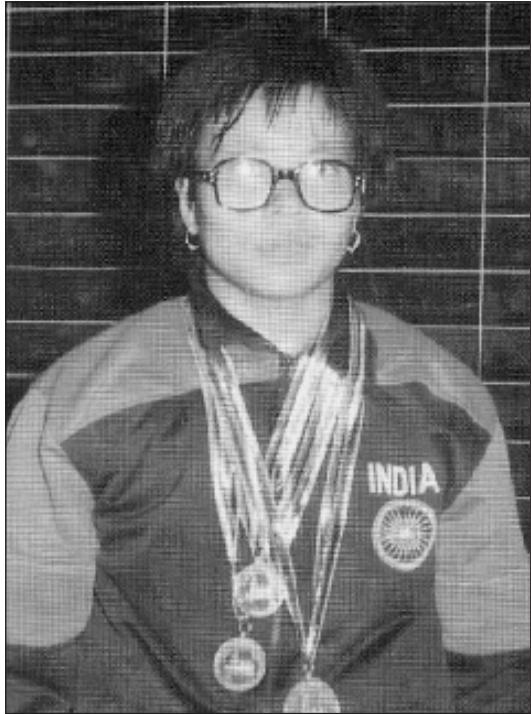
(iii)

(iv)



7

KUNJARANI A PRIDE OF MANIPUR



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

In the recent past, the name of Manipur appeared again and again in different newspapers. The heroic performance of many Manipuris in the

field of games and sports has kept the name of Manipur in the news of the world. One of the consistent performers is Nameirakpam Kunjarani Devi.

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

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



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

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

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

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

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

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

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

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

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

In fact, Kunjarani is a Pride of Manipur.

Glossary

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

Comprehension

I. Answer the following questions in a sentence each :

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

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

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

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

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

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

1. Kunjarani won 45 medals in the Olympics.
2. In the World Championship in Germany, Kunjarani won 3 silver medals.
3. In the Manchester World Championship, no Indian won a medal.

Grammar**2. Join the following sentences into one :**

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

3. Frame sentences using the following words :

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

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

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

.....

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

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

6. Change the following sentences into the passive forms :

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

Pronunciation

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

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

Communicative work

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

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