



Pre-reading

Dictionary Reference: Learning New Words

Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the lesson (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or the mobile phone for correct pronunciation.)
3. Spellings

sea-level	achievement	feat	climber	mountaineer
summit	scale	expedition	felicited	dedicated
trek	acclimatization	starved	deter	adventurous





Reading

Let us read the chapter

Mountaineers

Mount Everest is the highest point on the planet at 29,028 feet above sea-level. For many people, reaching Mount Everest peak is a once-in-a-lifetime achievement. This kind of feat requires huge funds, very tough training and very good luck. The first people to stand on the top of Everest were a local climber Tenzing Norgay and Sir Edmund Hillary, a mountaineer from New Zealand in 1953. Since then, a lot of people have achieved this feat. Some of them are from India too.

The first Indian to summit Mount Everest was Captain Avtar Singh Cheema (1933–1989) on May 20, 1965. He was a captain in the 7th battalian Parachute Regiment at that time. Later, he was promoted to the post of a Colonel. He was also the 16th person in the world to scale



Capt Avtar Singh Cheema

the peak. He was a part of the third Indian Expedition led by Commander M S Kohli and others. Kohli was an officer in the Indo-Tibetan Border Police. Both Cheema and Kohli were felicitated by the Indian Government with Arjuna Award. They also received Padma Shri and Padma Bhushan respectively. Kohli was also given Nishan-e-Khalsa by the Punjab Government. A postage stamp was dedicated to the success of the 1965 Everest Expedition.

Climbing Everest Peak is not for untrained mountaineers. It is extremely dangerous. The trek to the summit (peak of Everest) takes months of physical training and weeks of acclimatization and adjusting to the physical condition. Climbers need to get used to the oxygen-starved heights of the mountain. The route between 26000 and 29020 feet is called the “death zone”. At this height, the body cannot get enough oxygen and begins to die minute by minute. This distance must be covered in less than a day to avoid damage to the body.



In spite of such dangers, the number of mountaineers to Mount Everest has been increasing. It has increased so much that the climbers have to wait for hours for their turn to stand atop the peak. This extra time in the ‘death zone’ also increases the danger but it does not deter their adventurous spirit.

Post-reading

Vocabulary Expansion

Activity 2

Make meaningful sentences of the words given below.

1. sea-level

2. achievement

3. mountaineer

4. summit

5. expedition

6. felicitated

7. dedicated _____
8. acclimatization _____
9. starved _____
10. adventurous _____

Learning to Read and Comprehend

Activity 3

Read and answer the following questions.

1. Who was the first Indian to climb Everest?

2. Who led the 1965 Indian Expedition to Mount Everest?

3. When did the first Indian reach the peak?

4. Which awards did Captain Cheema receive?

5. What is the oxygen-starved area of the mountains called?

Activity 4

Choose the most appropriate option from the given four.

1. The highest point on the planet is _____.
(a) Kanchenjunga (b) Mount Everest
(c) Kilimanjaro (d) K2
2. The height of Mount Everest above sea-level is _____.
(a) 30,102 feet (b) 29,000 feet
(c) 29,028 feet (d) 20,196 feet

3. The first people to stand on top of Mount Everest were _____.
(a) Kohli (b) Sir Edmund Hillary
(c) Tenzing Norgay (d) Both (b) & (c)
4. The first Indian to summit Mount Everest was _____.
(a) Kohli (b) Tenzing Norgay
(c) Sir E. Hillary (d) Colonel Avtar Singh Cheema
5. Colonel Avtar Singh Cheema was the _____ person in the world to scale the peak.
(a) 20th (b) 16th
(c) 1st (d) 3rd
6. Both Cheema and Kohli were felicitated by the Indian Government with _____.
(a) Nishan-e-Khalsa (b) Dronacharya Award
(c) Vir Award (d) Arjuna Award
7. A postage stamp was dedicated to the success of the _____ Everest Expedition.
(a) 1933 (b) 1965
(c) 1989 (d) 1970
8. The route between 26,000-29,020 feet is called the _____.
(a) last zone (b) upper zone
(c) death zone (d) middle zone

Learning Language

Pronouns

Let us revisit the pronouns

We use a pronoun when we don't want to repeat a noun or a noun phrase. The words such as 'they', 'she', 'her', 'he' and 'it' are used in place of nouns.

Subject and Object Pronouns

Subject Pronouns

In English, we have **subject pronouns** which are: 'I', 'you', 'he', 'she', 'it', 'we' and 'they'. Of course, we use 'you' when we are talking to one person and when we are talking to more than one person.

We use these pronouns when they are the subject of a verb.

1. I like Mumbai.
S V O
2. You have eaten the chocolate.
S V O
3. He plays cricket.
S V O
4. She hates vegetables.
S V O
5. It was hot.
S V O
6. We are Indians.
S V O
7. They are going to the market.
S V O

Object Pronouns

In English, we have **object pronouns** also. These are: 'me', 'you', 'him', 'her', 'it', 'us' and 'them'. Also, take note that 'it' and 'you' are the same when they are **subject pronouns** or **object pronouns**.

We use these for **the object** of a verb.

1. Ravi knows me.
S V O
2. Radhika slapped you.
S V O
3. The donkey kicked him.
S V O
4. Seema pulled her.
S V O
5. The teacher dropped it.
S V O

6. The students like us.

S V O

7. I help them.

S V O

2. We use them after **prepositions**.

1. It's important **to me**.

2. Can the students come **with you**?

3. Look **at him**!

4. The tiffin is **for him**.

5. I am looking forward **to it**.

6. You must keep up **with us**.

7. Rita makes dinner **for them**.

3. We use them after '**be**' verb (is, am, are, was, were).

1. Who's **there**?

A. It's **me**!

B. It's **you**.

C. This **is him**.

D. It **was her**!

E. It **was them**.

4. We use them for **short answers**.

1. A: Who is that? B: **Me**!

2. A: Who ate the chocolate? B: **Her**!

3. A: Call him. I'm hungry. B: **Me** too.

5. With short answers, we can also use a **subject pronoun + a verb** to sound more formal than the object pronoun alone.

1. A: Who's there? B: **I am**!

2. A: Who ate the chocolate? B: **She did**!

3. A: I'm hungry. B: **I am** too.

6. We use them after **'as'** and **'than'** for comparison.
 1. She's as tall **as me**.
 2. He's taller **than her**.
7. We can again use the **subject pronoun + a verb** in the same situation.
 1. **She's taller** than I am.
 2. **He's taller** than she is.
8. We use them after **'but'** and **'except'**.
 1. Everybody went home early **but me**.
 2. Everybody went home early **except him**.

Activity 5

Study the box below. Fill in the blanks that follow to complete the sentences.

Subject Pronoun		Object Pronoun
He	+verb	me
She		you
They		him
It		her
I		it
You		us
We		them

1. Do you know that girl? Do you know _____?
2. My sister and I have enough food. _____ can all share.
3. Raj and Reema are late. _____ should hurry.
4. He gave _____ a beautiful gift. I really like it.
5. Buffalos are very big so _____ eat a lot of food.

6. My sister is studying hard because _____ has a test tomorrow.
7. Are you okay? Can I help _____?
8. My new neighbours are very helpful. I really like _____.
9. I want to read my book. Where did you keep _____?
10. I'm busy right now. Could you please call _____ after an hour?
11. He gave me a pen but _____ lost it.
13. We gave money to the shopkeeper and he gave _____ milk.
14. I don't eat junk food because _____ isn't healthy.
15. Who is she? Do you know _____ name?

Learning to Listen

Activity 6

Your teacher will speak some words from the passage. Listen carefully and find the words in the grid below and encircle them. The first one has been done for you.

ACHIEVEMENT

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

Learning to Speak

Activity 7

Let us practise some tongue twisters. Your teacher will say a word or a phrase or a sentence. You will repeat after your teacher.

Example:

Teacher : seashore

Students : seashore

Teacher : by the seashore

Students : by the seashore

Teacher : seashells by the seashore

Students : seashells by the seashore

Teacher : She sells seashells by the seashore.

Students : She sells seashells by the seashore.

Now, practise the following tongue twisters with your teacher.

1. Red leather, yellow leather.
2. Kitty caught the kitten in the kitchen.
3. Not these things here, but those things there.
4. I can think of six thin things, but I can think of six thick things too.
5. The big bug bit the little beetle, but the little beetle bit the big bug back.

Learning to Write

Writing Notices

A notice should contain all the necessary details such as:

1. Name of the issuing authority (school etc.)
2. Date of issue/release of the notice

3. Title/Subject of the Event (what?)
4. BODY-purpose/event/date/time/duration/place or venue (why, what, when, where and whom)
5. Authorized signatory: Name and signature (contact details)

The Format at a Glance

Name of the issuing agency/authority
NOTICE
Date of issue/Release of the notice
Title/Subject of the Event
BODY
(purpose/event/date/time/duration/place or venue)
Signatures
(Name)
Designation

How to write notices: Do's and Don'ts

1. The purpose for which it is being written should be stated clearly.
2. Do not cross the word limit of 50 words to avoid the penalty of marks.
3. Keep your notice short, crisp and to-the-point.
4. Don't repeat any information.
5. Always put the notice in a box. Draw the box with a pencil.
6. The word 'NOTICE' and 'TITLE' should be in capitals. It should either be bold or underlined.
7. The title should be meaningful.
8. Your notice should include 5 W's - 'what', 'why', 'when', 'where' and 'who'

Activity 8

You are the Principal of your school. Write a **notice** mentioning that your school is going to hold a science exhibition on the 15th of next month. It is mandatory for all the students to participate and make a science project. Final selection of science projects will take place a week before the exhibition. The class teachers will select the best three projects in each class.

Learning to use Language

Look at the following information as in (January 2020) about Virat Kohli.

BATTING	TEST	ODI	TWENTY 20 INTERNATIONAL	FIRST CLASS CRICKET
MATCHES	84	245	78	116
INNINGS	141	236	72	189
RUNS	7202	11792	2689	9451
BALLS	12457	12626	1941	16360
HIGHEST	254* vs South Africa	183 vs Pakistan	94* vs West Indies	254* vs South Africa
AVG	54.97	59.85	52.72	54.94
SR	57.81	93.39	138.53	57.76
NOT OUT	10	39	21	17
FOURS	805	1109	250	1118
SIXES	22	120	74	37
50s	22	57	24	30
100s	27	43	0	34

Activity 9

Study the chart above and answer the following questions.

1. What is the highest score of Virat Kohli in First Class Cricket?

2. What is his batting average in One Day Internationals?

3. How many sixes has Virat Kohli hit in Test Cricket till now?

4. How many runs has he made in One Day Internationals?

5. How many centuries has he hit in Twenty 20 Internationals?

Activity 10

Write 6-8 sentences on Virat Kohli's performance in Test Cricket. Use the information in the chart given above to write the paragraph. Begin your paragraph with:

Virat Kohli is one of the greatest batsmen today. He is the captain of Team India.
He has played...