

Unit 3

Awareness about Health

Reading A : India's Battle to Ban Chewing Tobacco

Reading B : The Dentist and the Crocodile

Reading C : Ayurveda





Awareness about Health

Pre-reading

1. Look at the poster and read it carefully. What is it about?

GUTKA PACKS A KILLER PUNCH FOR YOUR DNA



- Chewing tobacco contains 3,000 chemicals including several known cancer causing agents and toxic metals such as arsenic, nickel and cadmium
- *It is directly responsible for oral cancers and is a major risk factor for cancers of lung, stomach, pancreas, kidney, bladder, colon and uterine cervix*
- Long term use of chewing tobacco can cause genetic damage and such defects may get passed on to the future generations
- *The use of chewing tobacco is not just prevalent in villages, but is spreading to urban areas and among the educated with convenient packaging and advertising*

2. Discuss in groups the harmful effects of gutka chewing and also what makes it harmful.



Reading A

India's Battle to Ban Chewing Tobacco




In September 2010, Mahadev Prasad Sharma, a potato and onion vendor from the eastern Indian state of Bihar, was diagnosed with stage four mouth cancer. In Mumbai, where he went for surgery, the central portion of his lower jaw was removed.

Less than three years later, the cancer returned, this time as two marble sized, yellowish lumps on the inside of his left cheek. When his surgeon, Pankaj Chaturvedi, told him that the only treatment was another surgery, the 57 year old man started to sob.

He asked for the operation to be put back a month as his daughter was studying for her computer course exams and he didn't want to give her the bad news.

Mr. Sharma's cancer is caused by chewing 'khaini,' a mixture of tobacco and lime that is popular in Bihar, said his surgeon Mr. Chaturvedi, Associate Professor and head and neck surgeon at Tata Memorial Hospital in Mumbai.



Around 14% of Indian adults smoke cigarettes and ‘beedis’ (hand-rolled cigarettes), but nearly 26% use smokeless tobacco, including chewing tobacco, according to the Government of India and World Health Organization Global Adult Tobacco Survey of 2009-2010.

“Approximately 85% of the oral cancer patients I treat are either smokers or tobacco chewers,” Mr. Chaturvedi said, “After years of treating thousands of patients, I decided to take action to stop people from using a substance that is proven to cause cancer,” the surgeon added.

He launched a campaign called *Voices of Tobacco Victims* in 2008 to advocate for more stringent tobacco control in India. The campaign empowers cancer survivors to tell their stories to influence policy makers and raise awareness among other tobacco users about the damaging effects of tobacco on health.

The campaign’s greatest success has been to ban the manufacture, storage, distribution and sale of ‘gutka,’ a form of chewing tobacco commonly consumed in India.

The opportunity to advocate for the gutka ban arose with the *Food Safety and Standards Act of 2011*, under which the central government prohibited the use of tobacco and nicotine as ingredients in any food product.

Gutka is a crushed preparation of tobacco and ‘paan masala,’ a mixture of areca or betel nut, sugar, spices and perfume.

Under the FSSA, gutka can be categorized as a food product, and therefore should not contain substances injurious to health, like tobacco.

The implementation of the FSSA lies with the health ministry of each state. Voices of Tobacco Victims directed its efforts to have the gutka ban implemented at state legislatures and in April 2012, Madhya Pradesh became the first Indian state to ban gutka, said Mr. Chaturvedi.

With the support of other doctors and cancer survivors, he launched similar campaigns and filed public interest litigations in other states and union territories. This month, Karnataka became the last Indian state to make the manufacture and sale of gutka illegal.

The ban’s effect on stopping Indians from chewing tobacco is limited. Pure chewing tobacco and paan masala continue to be sold as two separate packets that users can mix for themselves before consumption, according to Mr. Chaturvedi.

“But (the ban) has drawn widespread attention to the public health epidemic tobacco has caused. Until it was banned, gutka was marketed as a mouth freshener to target youth,” he added.

In the western Indian state of Maharashtra, the ban on gutka has been more effective than in other states because the manufacture and sale of paan masala has also been prohibited since July 2012.

“In Maharashtra, manufacturing units of gutka and paan masala have been closed and the state government has seized 16 crore rupees (\$ 2.9 million) worth of tobacco products, more than all other states combined,” said Mahesh Zagade, Commissioner of the *Food and Drug Administration* in Maharashtra.

“There are no figures for the decrease in consumption yet... but the general perception is that consumption of gutka and paan masala has significantly decreased,” he said.

However, boundaries between Indian states are porous, and paan masala that is manufactured in other states can illegally be brought into Maharashtra, Mr. Zagade added.

The Maharashtra FDA must also submit a report to the state government each year to renew the ban on paan masala. This is because it is banned under a different section of the FSSA than the one that bans gutka. Paan masala has addictive and carcinogenic properties itself, but it is prohibited because its magnesium carbonate content is above the permissible level. The Food Commissioner needs to demonstrate annually if the amount of magnesium carbonate is above the permissible level. The state ban on paan masala is up for renewal on July 19.

“Many children are as young as 12 when first exposed to gutka and paan masala... they don’t even know what cancer is, and by the time they realize it is bad for their health, they can’t stop,” said Mr. Chaturvedi.

“Once diagnosed with cancer, even if a patient stops chewing tobacco, the genetic damage is irreversible,” he added.

Patients stream into his clinic, their faces disfigured and stitches running from their lips to necks. Many have had part or all of the tongue removed and can barely speak. Pradeep Kumar Sharma, a 52 year old coalfield worker from Madhya Pradesh, has been consuming liquids through a tube in his nose since March. A patch of flesh the size of a golf ball was removed from his thigh to replace cancerous cells in his cheek.

“He’s in a lot of pain. But his children and I are in even more pain... they used to beg him not to chew gutka but he never listened,” said his wife, Durga Sharma.

Shanoor Seervai

About the Author



Shanoor Seervai is a freelance writer based in Bombay.

Meanings in context

| | | |
|--------------|---|---|
| lump | : | small hard swelling |
| launched | : | started |
| campaign | : | a planned activity |
| stringent | : | strict |
| empowers | : | encourages |
| survivors | : | those who continue to live despite being close to death |
| litigation | : | process of fighting a case in a court |
| consumption | : | eating or drinking something |
| carcinogenic | : | substance that can cause cancer |
| genetic | : | related to genes |
| stream | : | rush to a place in large numbers |

Comprehension

1. What difficulties might Mr. Sharma's family have suffered because of his illness?
2. List the activities carried out under the campaign called 'Voices of Tobacco Victims'.

3. Mr. Chaturvedi filed public interest litigations against the use of gutka in many states and union territories. Who helped him in this effort?
4. Which state has been most successful in banning tobacco? Give evidence in support of your answers.
5. “He’s in a lot of pain. But his children and I are in even more pain...” Who is ‘he’? Who is ‘I’?
6. Which line in the lesson suggests that a person suffering from mouth cancer can pass on the disease to his or her children?
7. How is gutka popularized among the youth?

Vocabulary



Rewrite the following sentences using appropriate forms of the words given in the brackets for the words/phrases in bold. One has been done for you.

Example: You must start **drinking** more water. (consume)

You must start **consuming** more water.

1. Hundreds of vehicles are **moving in large number** towards the Kisan Mela (stream).
2. I do not eat gutka because some of the ingredients in it **can cause cancer**. (carcinogenic)
3. Duleshwari was the only **one who came out safe from the plane crash**. (survivor)
4. School will **begin** a campaign against alcoholism in July. (launch)
5. The Principal has announced that **severe punishment** will be given to those who do not follow the school rules. (stringent)
6. The government has **given** women the right and freedom to work in the most challenging positions in the military. (empower)
7. The forest department is **doing many planned activities** for spreading the awareness of the need for planting trees. (campaign)
8. Many a times the only symptom of cancer that a patient reports is a **hard growth** of flesh. (lump)
9. Full form of FSSA

FDA

Grammar



Reduced Relative Clauses

Read the following sentence from the text and notice the phrase in bold.

In September 2010, Mahadev Prasad Sharma, **a potato and onion vendor from the eastern Indian state of Bihar**, was diagnosed with stage four mouth cancer.

This phrase can be expanded into the following relative/adjective clause and the sentence will be rewritten as below.

In September 2010, Mahadev Prasad Sharma, **who was a potato and onion vendor from the eastern Indian state of Bihar**, was diagnosed with stage four mouth cancer.

As you can see from the example, the relative clauses begin with relative pronouns such as who, which, that, those etc. It is preceded by a comma (,) and ends with a comma (,). Here is another example of the reduced relative clause which does not have a comma before and at the end.

The man **hiding behind the curtain** is perhaps the thief.

Underline the reduced relative clauses. Rewrite them after expanding them into relative clauses. You may begin the relative clauses with who/ which.

1. The progress he has made in the last one year is remarkable.
2. The boy talking to my daughter is her class fellow.
3. The person dragged by the police is the killer.
4. The road closed for the Republic Day Parade is now open to the public.
5. The cyclist hit by the speeding bus is admitted to the hospital.
6. The English text book prescribed for ten years has at last been revised.
7. The desk next to you is broken.
8. The seat reserved for the Chief Guest is lying vacant.

Writing

1. Write a slogan against the use of gutka.

Example :

‘Say no to gutka. Say yes to life.’

2. How does mouth cancer disfigure a patient? Describe in 30 words.

Listening

This morning Radha has listened to the symptoms of influenza on the radio. She has written them down for the class. She has made some mistakes in it.

Now you listen to it and tick the symptoms that you have listened to.

Symptoms of Influenza

People who have the flu often feel all of these signs and symptoms

- Someone with flu will have fever
- Stuffed nose
- Some peoples will have diarrhoea
- Some may have headache
- Some may have pain in the body
- Some will have swelling in the leg
- Some people may get boils on the face
- Hairfall
- Vomiting

Speaking

Work in groups. Given below are opinions of different people. Which of these opinions do you agree or disagree with? Give reasons.

All my friends eat gutka. So I too eat gutka.

Why waste money on a harmful things like gutka.

I will not stop taking gutka. It is my freedom. It is my decision.

85% mouth cancer patients are smokers or gutka chewers.

Taking gutka is thrilling.

Not everybody gets cancer from gutka.

Chewing gutka is stylish.

Eating gutka is harmful like smoking beedi or cigarette.

Gutka is a kind of dangerous drug.

Study Skills

Look at the poster and answer the following questions.

WORLD NO TOBACCO DAY-2013

Do you know ?
4000
Poisonous substances
in tobacco can cause

- Hair loss
- Cataract
- Tooth decay
- Lung Cancer
- Heart disease
- Stomach ulcers
- Discoloured fingers
- Deformed sperm
- Gangrene

... and a painful death

QUIT TOBACCO TODAY!

Choose LIFE Not Tobacco.

In co-ordination with: POLICE Department Government of Andhra Pradesh.

INDIAN YOUTH SECURED ORGANISATION, KARIMNAGAR-(A.P), INDIA-505 001

Issued in public interest by: IYSO Team INDIA, Karimnagar-(A.P).

1. In which different forms is tobacco sold in the market?
2. What makes tobacco dangerous?
3. What are the after-effects of consuming tobacco?
4. Which parts of the human body are affected by tobacco?
5. What are the visible and invisible damages caused by tobacco?





Reading B

The Dentist and the Crocodile

The crocodile, with a cunning smile, sat in the dentist's chair.

He said, "Right here and everywhere my teeth require repair."

The dentist's face was turning white. He quivered, quaked and shook.

He muttered, "I suppose I'm going to have to take a look."

"I want you," Crocodile declared, "to do the back ones first."

The molars at the very back are easily the worst."

He opened wide his massive jaws. It was a fearsome sight-

At least three hundred pointed teeth, all sharp and shining white.

The dentist kept himself well clear. He stood two yards away.

He chose the longest probe he had to search out the decay.

"I said to do the back ones first!," the Crocodile called out.

"You're much too far away, dear sir, to see what you're about;

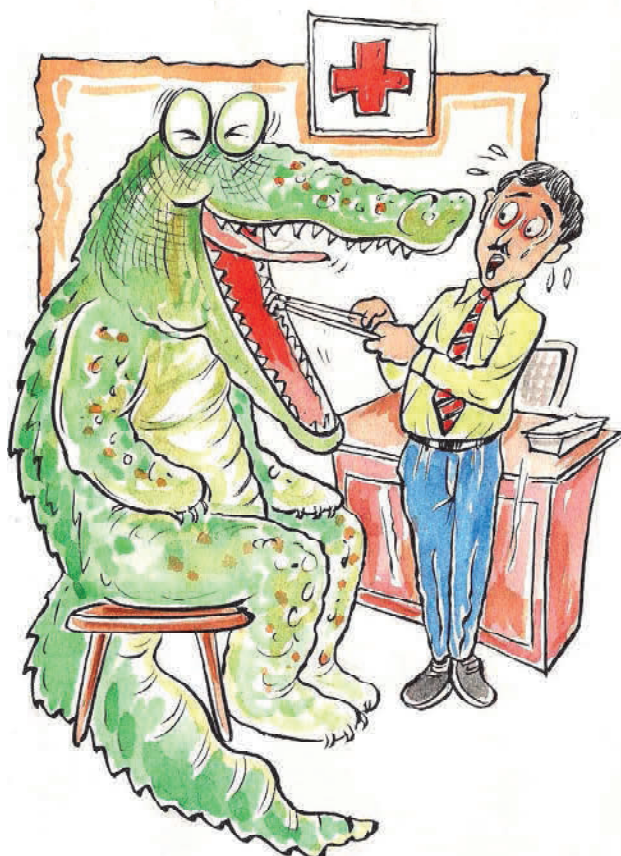
To do the back ones properly you've got to put your head

Deep down inside my great big mouth," the grinning Crocky said.

The poor old dentist wrung his hands and, weeping in despair,

He cried, "No, no! I see them all extremely well from here!"

Just then, in burst a lady, in her hands a golden chain.



She cried, “Oh, Croc, you naughty boy, you’re playing tricks again!”

“Watch out!” the dentist shrieked and started climbing up the wall.

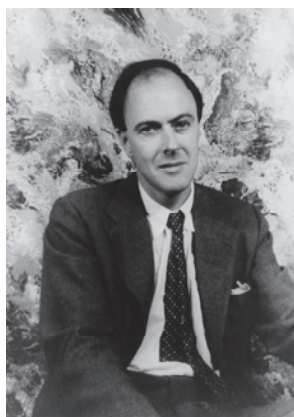
“He’s after me! He’s after you! He’s going to eat us all!”

“Don’t be a twit,” the lady said, and flashed a gorgeous smile.

“He’s harmless. He’s my little pet, my lovely crocodile.”

Roald Dahl

About the author



Roald Dahl (1916-1990) was a British novelist, short story writer, poet, screenwriter. He has been referred to as “one of the greatest storytellers for children of the 20th century”. Dahl’s short stories are known for their unexpected endings and his children’s books for their unsentimental, often very dark humour. His works include *James and the Giant Peach*, *Charlie and the Chocolate factory*, *Matilda*, *My Uncle Oswald*, *The Witches*, *Fantastic Mr. Fox*, *The Twits*, *Tales of the Unexpected*, *George’s Marvellous Medicine*, and *The BFG*.

Meanings in context

| | | |
|-----------------|---|--|
| quivered | : | moved slowly |
| quaked | : | shook because of fear |
| muttered | : | spoke quietly complaining about something |
| massive jaws | : | very big jaws |
| twit | : | a silly person |
| wrung his hands | : | twisted his hands |
| shrieked | : | made a sudden loud noise because of fright |
| gorgeous smile | : | very beautiful and pleasant smile |

Comprehension

Answer the following questions.

1. Pick out the words that express the dentist's fear of the crocodile.
2. How is the dentist's fear of the crocodile expressed?
3. What steps does the dentist take to examine the crocodile's teeth?
4. Why did the crocodile tell the dentist to do the back ones properly?
5. Why was the crocodile grinning?
6. Pick out the phrases that describe Crocky's physical appearance?
7. Which line shows that the crocodile was playing a trick?
8. What is the most comic sight in the poem?
9. Pick out the lines which describe the dentist in the most pitiable condition.



Vocabulary

The dentist 'quivered, quaked and shook.' These three verbs describe how scared the dentist was. Look up a dictionary and see how each one of these words describe a different state.

Here are some more words :

scare, dread, horror, terror, unease, nightmare, cold feet

Look them up in a dictionary and see how each one of them is used. Use them in your own sentences.



Reading C

Ayurveda



Suman was very happy that morning. She had rightly recognized some of the important herbs that her grandmother wanted her to bring from the backyard. Dadi had many little patches of the backyard where wild herbs were cared for. There were Lycopodium, Bhringraj and Aloevera. She liked the names and wanted to see how Dadi prepared medicines from the herbs.

“Dadi, we eat so many fruits and vegetables. But how do wild plants make medicines when some people say they are poisonous?”

All plants have some special features and medical science owes the cure of many chronic diseases to the plant kingdom. Nature opens itself to Ayurveda with a cure to the chemical and biological imbalance.

“Dadi, have you studied all about Ayurveda?” Suman asked.

“I will have to study the whole of Ayurveda all my life, I have only learnt a little till now.”

“Will you tell me something about it?” Suman asked curiously.


There are several systems of medicine in the world. These mainly include: Allopathy, Homeopathy and Ayurveda. Allopathy is today the mainstream system of health care and treats the physical systems by using tried out medicines. Homeopathy is based on the doctrine of ‘like cures like’ whereby a substance that causes the symptoms of a disease in healthy people will cure similar symptoms in sick people. Ayurveda is the ancient Indian system of natural and holistic medicine. When translated from Sanskrit, Ayurveda means ‘the science of life.’ The Sanskrit root *ayur* means ‘longevity’ or ‘life’ and *veda* means ‘science.’

While allopathic medicine tends to focus on the management of disease, Ayurveda provides us with the knowledge of how to prevent disease and how to eliminate its root cause if it does occur.

“How old is this science?” Suman looked into Dadi’s wrinkled face.

“Quite old. The knowledge of Ayurveda was passed on orally for thousands of years through a lineage of sages in India until it was collated into a text,” said Dadi smiling.

“The oldest known texts on Ayurveda are the *Charaka Samhita*, *Sushruta Samhita*, and the *Ashtanga Hrudaya*. These texts detail the effect that the five elements found in the cosmic system – earth, water, air, fire, space – have on our individual system, and expound on the importance of keeping these elements balanced for a healthy and happy



life. Ayurveda places great importance on one's *pathya*, or lifestyle (eating habits and daily routine). Ayurveda also provides guidance on how to adjust our lifestyle based on the change of seasons. According to Ayurveda, each person will be influenced by certain elements more than others. This is because of their *prakriti*, or natural constitution. Ayurveda categorizes the different constitutions into three different doshas.

Yes, according to Ayurveda, each one of us has a unique mix of three mind/body principles which are responsible for our 'unique' physical, mental and emotional characteristics. These doshas are the 'governing principles' of 'Intelligence' that literally govern everything in the universe...and therefore each one of us...including you!"

"Dadi, what kind of doshas are they?" Wrong things? Suman tried to confirm.

The three doshas are known as Vata, Pitta, & Kapha. Understand these three doshas and how to influence them and you literally hold the reins of life in your hand. As the doshas govern 'everything,' if you know how to balance them, you can eliminate ill-health, create perfect balance and therefore enjoy ideal health...without any need for an external expert, doctor, guru or anyone or anything outside your own 'self'.

According to Ayurveda, everything consists of different proportions of five fundamental elements - space, air, fire, water and earth.

Vata is expressed as 'space and air' and is responsible for all 'communication and movement.' It's qualities are light, dry, changeable, quick, cold & subtle...like the 'wind.' Vata Dosha - the space and air - energy that controls bodily functions associated with motion, including blood circulation, breathing, blinking, and your heart beat. If kept in balance, it leads to creativity and vitality. When out of balance it produces fear and anxiety.'

"But Dadi, how is air, water, fire or earth felt in our bodies?" Suman looked confused.

"Listen carefully. Pitta is seen as fire and a little bit of water. Pitta governs all "energy and transformation" in our bodies and the universe. Its qualities are like fire - hot, intense, sharp, dynamic, sour/acidic, related to colour (red, orange, yellow etc). This is *the energy that controls* the body's metabolic systems, including digestion, absorption, nutrition, and your body's temperature in proper system it leads to contentment and intelligence. Losing balance can cause ulcers and anger.

Kapha is dominantly expressed as water and earth. As such it is almost the exact opposite of Vata dosha. It is heavy, slow, non-changing, sweet and moist/ oily. Kapha governs all 'structure and lubrication.' This is the energy that controls growth in the body. It supplies water to all body parts, moisturizes the skin, and maintains the immune system. It is expressed as love and forgiveness. Lacking in adjustment, it can lead to insecurity and envy".

Suman, it is interesting to know that people can be identified by their tendencies to the doshas. Dadi said, ‘Whether you go to an allopathic, homeopathic or an ayurvedic doctor, you must always go to the professional doctor if you are not well. Taking any medicine without professional advice can be dangerous.’

Meanings in context

| | | |
|---------------|---|--|
| doctrine | : | a set of principles or beliefs |
| eliminate | : | to remove completely |
| cosmic system | : | belonging or related to universe |
| dominate | : | to be the most powerful or important |
| steadiness | : | not likely to change quickly |
| tendency | : | an unpleasant habit or action that keeps occurring |

Comprehension

Answer the following questions.

1. What was the task given to Suman by her *dadi*?
2. Why did *dadi* need the herbs?
3. List the various systems of medicines prevalent in the world.
4. How are the three systems of medicine different from one another?
5. What are the basic principles of Ayurveda?
6. What effects do the five basic elements in the universe have on us?
7. What are the three energies (doshas)? List them.
8. How are people with *vata/pitta/kapha* different from one another in the functions of their body?
9. Name a well known person in your town who runs ‘a health care centre’. Which system of medicine does he/she practice?



Vocabulary

I. Read the following sentences carefully and tick (✓) the correct meanings of the underlined words.

1. *Vata* people are very easy to recognize.
(a) mix up (b) identify
(c) to be friendly with (d) socialize
2. *Kapha* people are easy going and relaxed.
(a) calm (b) social
(c) open minded (d) talkative
3. *Pitta* people are very energetic and organized, warm and friendly.
(a) well-planned (b) sincere
(c) honest (d) lively
4. Usually one *dosha* or two are dominant in a person.
(a) famous (b) powerful
(c) exceptional (d) significant

II. Fill in the missing letters to form the correct spelling of the words.

1. _y_rv_d_
2. D_m_n_nt
3. R_c_gn_z_
4. B_l_nc_
5. M_xt_r_
6. C_nf_d_nt

III. Circle the odd word out in the following sets of words.

1. ayurveda, homeopathy, allopathy, medicine
2. health, personality, diet, nutrition
3. organised, efficient, tidy, well-ordered
4. energetic, enthusiastic, tired, refreshing
5. aggressive, relaxed, calm, confident

IV. Find two words from the passage that are related to the words/phrases given below.

eg.: metabolism: circulation, breathing

- a. *doshas* :
- b. elements of nature :
- c. system of medicine :



Passives

Look at the sentences given below.

i. The chief guest **was welcomed** by the principal

ii. The library **was arranged** by the students.

The above sentences are in passive. In active voice, we can write these sentences as :

iii. The principal welcomed the chief guest

iv. The students arranged the library

In sentences (i) and (ii) the action is more important than the doer (Passive) whereas in sentences (iii) and (iv) doer is more important (Active)

Now, consider these sentences from the text:

a. The knowledge of Ayurveda **was passed** on orally for thousands of years through a lineage of sages in India until it **was collated** into a text.

b. Dadi had many little patches of the backyard where wild herbs **were cared for**.

c. Pitta **is seen as** fire and a little bit of water.

d. Kapha **is** dominantly **expressed as** water and earth.

- **A passive sentence begins with the person or thing that receives the action. It must have a passive verb.**

Passive sentence : The door was painted by Ashok yesterday.

Eg. : *Active sentence* : Ashok painted the door yesterday.

- **When we change a sentence from the active voice to the passive voice, the tense of the verbs has to remain the same.**

Eg. : Pitta governs all energy and transformation. (*active voice, present tense*)

All energy and transformation are governed by Pitta. (*passive voice, present tense*)

| Tense | Active voice | Passive voice |
|--------------------|---|--|
| Simple Present | main verb example : give | am/are/is + past participle of verb example : am given |
| Simple past | main verb example : gave | was/were + past participle of verb example was given |
| Present continuous | am/are/is + main verb with 'ing' example : is giving | am/are/is + being + past participle of verb example : is being given |
| Past continuous | was/were+main verb with 'ing' example : were giving | was/were + being + past participal of verb example : were being given |

- **When we change a sentence from the passive voice, we need to make sure the verb agrees with the subject in number.**

Eg.: The sages describe the three *doshas* as *Vata, Pitta, & Kapha*. (active)

The three *doshas* are described as *Vata, Pitta, & Kapha* by sages. (passive)

- **When we do not know who did the action or what was the cause of action, a passive sentence does not contain an agent.**

Eg.: The documents have been checked.

Present passive : eg.: Kapha *is* dominantly *expressed as* water and earth.

1. Put the verbs in brackets in correct form to complete the sentences.

- Our neighbour, Mrs Singh, (accompany) us to the market every Saturday.
- The small city (illuminate) by thousands of multi-coloured lights at night during Navaratri.
- It is a big factory. One thousand people..... (employ) here.
- Most of the Earth's surface (cover) by water.

2. These are some instructions from a computer operating manual.

- Link up the monitor, keyboard and printer.
- Plug in the main cable.
- Switch on the monitor at the back.
- When the light appears on the screen, place the Day Disk in Drive A.
- Push in the disk until the button clicks out.
(It takes about 30 seconds for the computer to load the programme.)
- Press the Drive button and the disk shoots out.
- Replace the Day Disk with the Document Disk.
- Press function key 7.
- Start work!

- **Change the instructions into present passive by filling in the blanks.**

First the monitor keyboard and printer are linked up. Then the _____ is _____. The monitor is _____ at the back. When the light \ appears on the screen _____ in Drive A. The disk is _____ until the _____. About 30 seconds _____ by computer to load the program. The drive button _____ and the disk shoots out. The Day Disk _____ with the Documents Disk. Finally the function key _____. The word processor is then ready to use.

Writing

- I. Read the information given in the table on the next page. Now write a descriptive paragraph about each of the following.**

Vata, Pitta, Kapha.

A descriptive paragraph of *Vata* people is given here.

‘Vata’ people are imaginative persons. They often get excited by things. They forget things quickly. For them, making a decision is difficult. They often get worried. Physically, they do not put on weight easily. Often they have cold hands and feet and dry skin. They often find it hard to sleep. They walk quickly and talk a lot.

| Vata | Pitta | Kapha |
|----------------------------------|--------------------------------------|--|
| Often get excited by things | Like to have an organized life | Calm, relaxed person |
| Do not put on weight easily | Become angry easily | Gain weight quickly but lose it slowly |
| Learn quickly but forget quickly | Have a good appetite | Tend to walk slowly |
| Often have cold hands and feet | Like ice-cold drinks | Like to get up late |
| Like to talk | Do not like spicy food like Chillies | Learn slowly but remember well |
| An imaginative person | Critical of oneself and others | Do not like cool, wet weather |
| Often have dry skin | Often feel too hot | Feet tired after eating |
| Making decision is difficult | Have a good appetite | Eat slowly |
| Walk quickly | Often impatient | Do not get angry easily |
| Often find it hard to sleep | Become tired in hot weather | Kind, friendly person |

II ‘Get - well card’

Your friend is not coming to school due to some illness. Here is an example of a ‘Get-well card’ for her.



24th July 2015

Dear Anu,

We are sorry to hear that you are not feeling well. We all miss you, especially in the Maths class. We hope you will be back to school soon. Take a healthy diet and cooperate with your parents.

Best wishes,

Ravi, Pooja, Kaneez and Kamal

Write a 'Get-well card' for another classmate who has been confined to bed for nearly two weeks.

You may get some help from the sentences given in the box.

We are sorry to hear that/about _____

You have a cold/stomachache/headache/fever.

We are sorry to hear about

Your broken arm/leg/accident

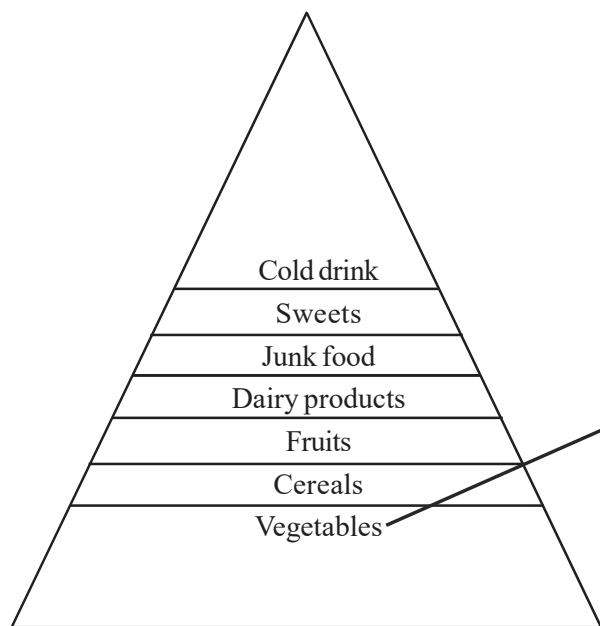
We hope that.....

You will be better soon/will be back at school/soon/will be out of hospital soon.

You should

Take rest/follow the instructions of the Doctor/take medicine in time/take healthy diet/ cooperate with the parents.

III. Look at the following food pyramid and the food categories given below.



Food pyramid

| |
|--|
| Chocolates, sweets, sugar |
| Burger, chips, kurkure, pizza/samosa |
| Butter, cheese, milk |
| Onion, potato, tomato, |
| Apple, banana, orange, mango |
| Bread, pasta, rice, pulse |
| Coco-cola, Pepsi, Miranda, Fruity, Thumps up |

Food items

1. Match the food items in the box with the food categories in the pyramid.
2. Based on the food items listed by you in the food pyramid, write a brief description of your food habits.

Project Work

Look at the chart indicating the kind of food good for ‘*Vata*’ ‘*Pitta*’ and ‘*Kapha*’ people. Observe three of your friends and write about their personality. Also suggest the kind of ‘food’ that is good for each of them.

| Vata | Pitta | Kapha |
|--|---|--|
| Good Warm food and drinks sweet, sour and salty tastes, spicy and oily food, small, frequent meals | Good Cool food and drinks, sweet tastes, regular meal times, vegetables and salads | Good Warm food and drinks, bitter tastes, light meals, salads and soups |
| Bad Cold foods, raw vegetables and iced drinks, heavy and infrequent meals | Bad Sour and salty tastes, irregular meal time and quick snacks | Bad Cool food and drinks, sweet and sour and salty tastes, snacks between meals |
| Danger foods <ul style="list-style-type: none"> • Spinach, potatoes, peppers mushrooms, tomatoes, aubergines • Apples • All dried fruits • Curd, pickles • White sugar | Danger foods <ul style="list-style-type: none"> • Tomatoes • Bananas • Oils • Seafoods • Hot spices, salt, garlic | Danger foods <ul style="list-style-type: none"> • Tomatoes, potatoes • Very juicy fruits • Milk, cheese, yoghurt • Fried food, oily food • Sugar and all sweets except honey |



PRACTICE EXERCISE - III

Link Unit : Awareness About Health

I. Read the passage given below and answer the questions that follow :

“Approximately 85% of the oral cancer patients I treat are either smokers or tobacco chewers,” Mr. Chaturvedi said, “After years of treating thousands of patients, I decided to take action to stop people from using a substance that is proven to cause cancer,” the surgeon added.

He launched a campaign called Voices of Tobacco Victims in 2008 to advocate for more stringent tobacco control in India. The campaign empowers cancer survivors to tell their stories to influence policy makers and raise awareness among tobacco users about the damaging effects of tobacco on health.

The campaign’s greatest success has been to ban the manufacture, storage, distribution and sale of ‘gutka,’ a form of chewing tobacco commonly consumed in India.

(Reading A : India's Battle to Ban Chewing Tobacco)

1. Choose the correct alternative for each of the following.
 - (i) Oral cancer is caused by _____.
 - a. smoking only
 - b. smoking and tobacco chewing
 - c. eating betel nuts
 - d. being in the company of smokers
 - (ii) Voices of Tobacco Victims' is _____.
 - a. an agency
 - b. a hospital
 - c. a campaign
 - d. a magazine
 - (iii) Awareness among tobacco users can be increased by _____.
 - a. sharing stories of cancer survivors
 - b. helping doctors and nurses
 - c. banning the sale of tobacco
 - d. speaking against use of tobacco
 - (iv) 'Gutka' is _____.
 - a. beedi
 - b. cigarette
 - c. betel nut
 - d. chewable tobacco

2. Answer the following questions.

- a. What percentage of smokers or tobacco chewers are cancer patients? What form of cancer do they suffer from?

.....

.....

- b. What is the campaign's greatest success?

.....

.....

- c. Mr. Chaturvedi treated thousands of patients. What action did he take after this?

.....

.....

3. Fill in the details about the campaign against use of Tobacco in India from the given passage:

Name of the campaign _____

Year of launching the campaign _____

Aims of the campaign _____

People involved _____

4. Match the words in the box with the definitions.

survivor, oral, campaign, empower, healthy

- a) physically strong and not likely to get ill
- b) organizing a series of activities to try to achieve something
- c) to give authority or confidence to do something
- d) concerning mouth or buccal cavity
- e) a person who continues to live despite nearly dying

5. Identify the prefixes and suffixes in the following words.

| Words | prefix | suffix |
|------------------|--------|--------|
| a) empower | | |
| b) survivor | | |
| c) awareness | | |
| d) storage | | |
| e) distribution | | |
| f) advocacy | | |
| g) healthy | | |
| h) successful | | |
| i) smokers | | |
| j) proven | | |
| k) approximately | | |

II Read the extract from the poem, 'Sick Day' by Kenn Nesbitt carefully and answer the questions that follow.

SICK DAY

I'm feeling sick and getting worse.
I think I'd better see the nurse.
I'm sure I should go home today.
It could be fatal if I stay.
I'm nauseated, nearly ill.
I have a fever and a chill.
I have a cold. I have the flu.
I'm turning green and pink and blue.
I have the sweats. I have the shakes,
a stuffy nose, and bellyaches.

Kenn Nesbitt



1. Put a tick (✓) mark for the right answer:

- (i) The speaker wanted to see the nurse because he _____.
a. wanted to talk to her
b. wanted to go home
c. wanted toys to play
d. was worried
- (ii) The speaker wanted to go home because _____.
a. he would become more ill if he stayed back
b. he had fever and was sick
c. his teacher asked him to go home
d. he would fall down any moment
- (iii) The speaker is at _____.
a. the hospital
b. school
c. home
d. the office
- (iv) Turing green, pink and blue suggests that the speaker _____.
a. is actually ill
b. is afraid
c. is using make up
d. is pretending to be sick

2. Answer the questions in brief.

- a. Find out the words in the poem that are associated with cold and fever?
.....
.....
- b. How old do you think is the speaker in the poem?
.....
.....
- c. Find out the words in the poems that show the seriousness of illness of the speaker?
.....
.....

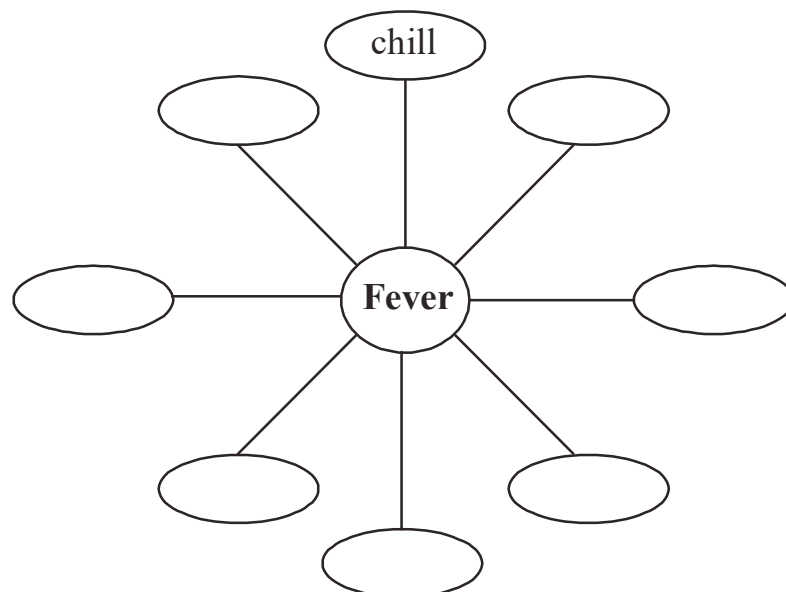
3. Match the parts of the body with the symptoms mentioned in the poem :

| parts of the body | associated symptoms |
|-------------------|----------------------|
| nose | fever, chill, flu |
| body | ache |
| stomach | rash |
| throat | sore, cough, slurred |
| eyes | blurred |
| head | cold, stuffy nose |
| ankle | feeble |
| skin | sprain |

4. Complete the sentences with words from the poem

- One feels like vomiting when one is
- A patient suffering from influenza will have fever,, &
- One who has fever after he takes a medicine.
- When someone feels terribly cold he/she has
- Our nose is when we have a bad cold.

5. Complete the web with words related to fever.



6. Read the following sentences

- i. I was not well but I'm getting worse now.
- ii. My friend's handwriting looks much better now.

The underlined words are adverbs which are in their comparative forms.
Fill in the table with appropriate forms of adverbs.

| adverb | comparative | superlative |
|--------|-------------|-------------|
| little | less | least |
| far | | farthest |
| much | | |
| early | | |
| fast | | |

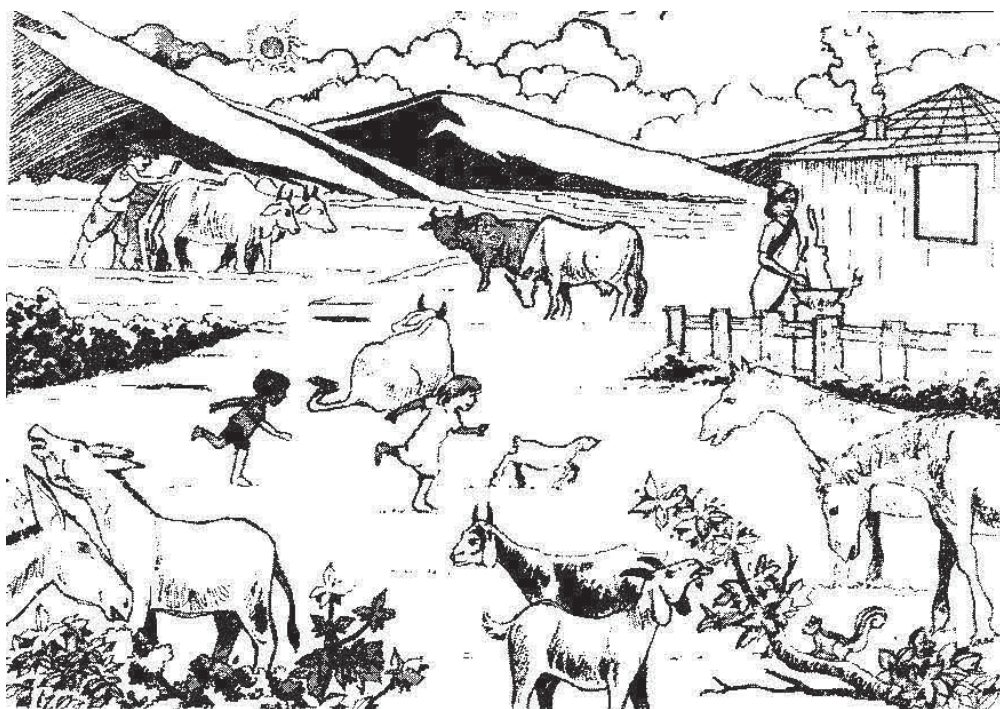
7. Look at the following line carefully;

I'm feeling sick and getting worse

This form of the verb is used to describe an action going on over a period of time

I am feeling sick. In this sentence you are talking about what is happening now. Look at the following picture carefully frame the sentences using - ing form of verbs.

Take help of 'Verb box' and 'Noun box'. (You can use your own words also)



Verb box: cook, run, rise, plough, bring, graze, carry, sit, stand, enjoy,

'Noun' box: farmer, cows, goat, boy, girl, woman, hut, tree, road, donkey, horse, farm

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

8. Read the following sentences.

I am visiting my doctor this evening.

I am going to visit my doctor this evening

The prime minister is arriving in the afternoon today.

The prime minister is going to arrive in the afternoon today.

in the above sentences the verbs '*am visiting*' and '*is arriving*' show present progressive while the phases '*this evening*' and '*afternoon today*' indicate future time.

Here is a page from a diary to record your schedule in the next two days. Some suggestions are given, but you could use your own ideas and fill in this diary. One example is done for you.

| | |
|---------------------------------|------------------------------------|
| attend music class (at 4.00 pm) | study for the test (till 10.00 pm) |
| visit relatives | go cycling |
| go for a movie | play badminton match |

Today

My sister and I attend music class at 4.00 pm today. After that we will go for a walk

Monday

.....

.....

Tuesday

.....

.....

9. Look at the following lines carefully.

I'm feeling sick and getting worse

I think I'd better see the nurse

In above lines the underlined verbs are:

I'm = I am

I'd = I should/would

Such type of verb forms is called as **short form/contracted form** of verbs.

A short form of the verb may be positive as in above examples and negative also.

Example : *isn't, aren't* (is not, are not)

(These forms are generally used in Spoken English) In writing an apostrophe (') is used.

Complete the table:

Example is given

Positive forms :

| | I | We | You | He | She | They | It |
|------------|------|-------|------|----|-----|------|----|
| am - 'm | I'm | | | | | | |
| is - 's | | | he's | | | | |
| are - 're | | we're | | | | | |
| have - 've | I've | | | | | | |
| has - 's | | | | | | | |
| had - 'd | I'd | | | | | | |
| will - 'll | I'll | | | | | | |
| would - 'd | I'd | | | | | | |

10. Complete the following table using the contracted forms of auxiliaries.
(Negative forms)

| | | | | | |
|----------|-------|----------|-------|------------|-------|
| is not | ..... | do not | ..... | can not | ..... |
| are not | ..... | does not | ..... | could not | ..... |
| was not | ..... | did not | ..... | will not | ..... |
| were not | ..... |  |  | would not | ..... |
| has not | ..... |  |  | should not | ..... |
| have not | ..... |  |  | must not | ..... |
| had not | ..... |  |  | need not | ..... |

11. Put the auxiliaries in these sentences in their contracted forms.

Sentences

- a. Raipur is not the capital of India.
- b. They do not live in Raipur.
- c. She cannot swim
- d. He does not speak English.
- e. You were not so busy.
- f. She was not in time.
- g. He will have a big house.
- h. I do not have a car.
- i. They could not reach home.
- j. You have worked hard.
- k. She will not come today.

Sentences with contracted forms.

-
-
-
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-
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-
-
-

12. Look at the following line of the poem:

I have a fever and a chill.

Pick out the other lines/sentences occurring in the poem starting with

I have

.....

.....

13. Complete the table using words from the box.

| | | | |
|------------|------|---|--|
| I | have | a | |
| We | | | |
| You | | | |
| They | | | |
| My friends | | | |
| He | has | a | |
| She | | | |
| It | | | |
| Ramu | | | |
| | | | |

(fever, cold, cough, headache, flu, chill, sweat, shakes, bellyaches, feeble head, weakened heart, science test, exam, maths class, blue car, red bike, big house, colourful umbrella, four brothers, beautiful pen)

Now write the complete sentences.

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14. For negative sentence use do/does not (n't have)

I don't have headache.

He doesn't have headache.

or

I haven't got my notebook.

He hasn't got his notebook.

Change the sentences in exercise (ii) into negative

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15. Read the following sentence.

I am not feeling well. I will have to go to a doctor today

I have to go = it is necessary for me to go.

Example : You have to study hard for passing the test.

Write 10 sentences that you have to do every day. One is done for you.

- i. I have to get up at 6 o'clock every morning.
- ii.
- iii.
- iv.

- v.
- vi.
- vii.
- viii.
- ix.
- x.

16. Bring out the difference between 'have to' and 'should'.

Example :

- i. Nurses have to wear a uniform.

I am not feeling well but I have to go to school because I have a test.

('have to' shows compulsion).

But when I say

I should attend school every day.

We should save money. ('should' shows desirable condition).

Every New Year, we make certain New Year resolutions

e.g. I should wake up early.

List 5 New Year resolutions that you would make.

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Both **have to** and **must** mean obligation **must** refers to obligation from 'inside' (depends on person speaking) whereas have to refers to obligation from 'outside' (i.e. a regulation or order from outside)

e.g. You **have to** bring your I-cards to the examination hall.

Make a list of 5 things we need to do in the examination hall.

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17. 'Should' as a modal verb showing 'suggestion'

Should + verb (I) is used to suggest/advice some one for something.

Look at the following lines carefully:

I'm sure I should go home today.

'should' for advice may be used with

(I, we, you, they, he, she, it)

Negative sentence takes *should not/shouldn't*

(i) Give three suggestions to your friend for each situation.

Use should + verb (I)

a. Your friend

has got toothache

'You should apply clove oil.'

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b. has fever.

.....

.....

c. has got cold.

.....

.....

d. has broken his leg.

.....

.....

e. has got bellyache.

.....

.....

18. Recipe for a Hippopotamus Sandwich.

For the teacher : Read out the text in the appendix-I slowly and clearly. ask your student to listen to the poem once and then do the task after listening to you for the second time.

- a. **Your teacher will read out the poem to you but she will make a few mistakes. Identify and encircle the words which are wrongly pronounced.**

A hippo sandwich is early to make
All you do is simply fake
One slice of beard,
One slip of cake,
Some mayonnaise
One onion rich
One hippo elephant
One piece of string
A dash of paper
That ought to do it
And now comes the problem of biting into it.

19. Arrange a debate on ' Most street food is harmful'. (*Street food is food sold by the hawkers on the roads*). Divide the students into groups. Let each group discuss the topic. Write down the points discussed and speak either for or against. Given below are certain expressions that might be used by debaters.

- a. I'd like to raise a/the questions/argue...
- b. In my opinion...
- c. Nothing could be more illogical than...
- d. I feel very strongly that...
- e. I would like to draw attention to...
- f. I fail to understand...
- g. I think you are being unreasonable in suggesting...
- h. I submit that...
- i. My first / next / final argument against / in favour of...
- j. I support the motion that...
- k. My knowledgeable opponent has submitted that...
- l. May I ask...
- m. I strongly oppose / support the view that...
- n. On the contrary...

