

Unit 1

Environment

Reading A : The Jamun Tree

Reading B : Beautiful Blue Planet

Reading C : Saalumarada Thimmakka



Environment

Pre-reading

Look at the pictures and answer the questions that follow.

1.



2.



3.



4.



Work in groups

1. Why do you think the trees have been chopped in picture 1?
2. What are the children doing in picture 2?
3. What does picture 3 suggest?
4. What does picture 4 suggest about the water crisis?
5. What implications do the pictures (1, 3, 4) have for the environment?

The Jamun Tree

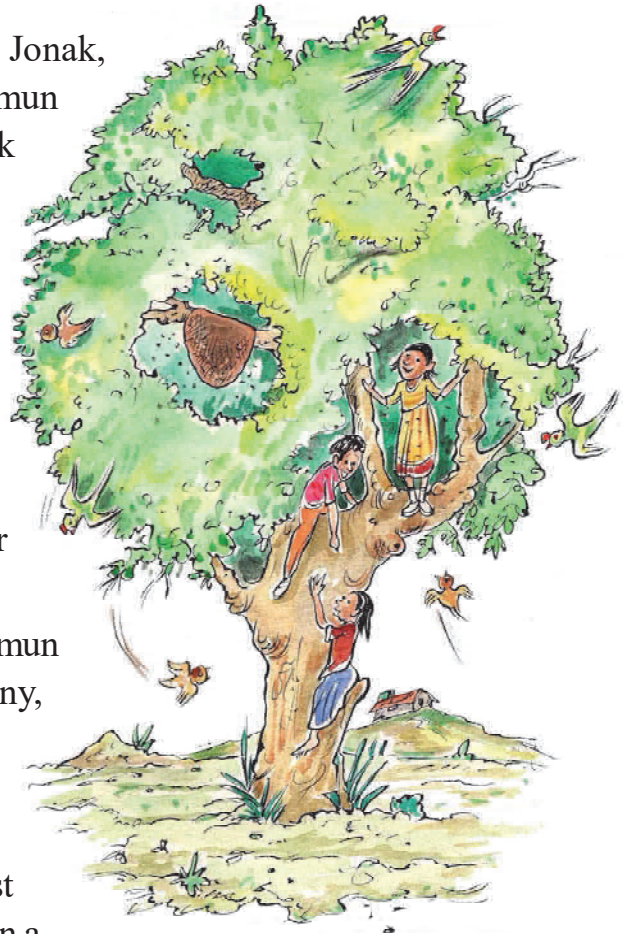



In the backyard of the house where Ricky, Jonak, Monpi and Tinky lived, stood a lovely Jamun tree. It was a tall and stately tree, with dark green leaves and twirling branches that clawed into the sky.

The Jamun tree was a source of joy to the children. They loved to climb its knotty, gnarled branches and play hide and seek among the foliage. During the sweltering summer months, hot and tired after playing in the backyard, the children took rest under its welcome shade.

During summer too, the fruits of the Jamun tree ripened. At first these appeared in tiny, unripe green clusters which gradually swelled into juicy, purple-coloured fruits. The branches of the tree drooped with the weight of their luscious burden. Their greatest joy was to eat the ripe Jamuns while sitting on a long, sturdy branch of the tree. The tree bore so much fruit that children from the neighbourhood dropped in too and ate as many Jamuns as they could. The backyard always resounded with the shrill cries of happy children.

The syrupy sweetness of the Jamuns invited other visitors too. A pair of squirrels, who lived in a nearby bamboo grove, came regularly to nibble at the fruits. Scores of beautiful bluebottles flitted around the tree settling every now and then to drink nectar from the fruits. Honeybees, who seemed to be forever busy, filled the air with their urgent buzzing. Ants arrived in great numbers, marching in straight lines to carry off the fruits which had fallen onto the ground. The children would spend hours watching the





ants. They marvelled at the discipline with which these hardy little creatures toiled, carrying loads many times their own weight.

But the visitors that the children loved most were the birds—squabbling magpies, chirping sparrows and squawking parrots being the commonest. Ricky and Jonak built a bird bath and their sisters, Monpi and Tinky filled it with water. The birds enjoyed splashing about in the cool waters.

The month was January. The Bihu festival was fast approaching. There would be much feasting and merriment during the festival. Each household would build a *mejhi* - a pile of firewood stacked neatly together in their backyard. On the first morning of the festival the *mejhi* would be set alight invoking the blessings of Agni, the god of fire.

“Let’s build a champion *mejhi* this year.” Ricky suggested a few days before the festival.

Jonak, Monpi and Tinky warmed to the idea. Monpi, the most practical one, saw the difficulties ahead. “But where will we get so much wood from? Father might buy some firewood but that’ll be just enough for a tiny *mejhi*.”

“True,” agreed Tinky. “Mother uses a gas stove in the kitchen. There’s no firewood in the house.”

For a while the children pondered over the problem. Then Ricky’s gaze fell on the Jamun tree and his eyes lit up.

“We can chop down some of the biggest branches of the Jamun tree!” he exclaimed. “It’ll provide us with so much firewood, that we can easily build a giant *mejhi*.”

Jonak clapped Ricky on the back. “Good idea!” he said approvingly. “Our *mejhi* would be the envy of all our friends in the neighbourhood.”

Monpi and Tinky were equally enthusiastic. How could they cut down those enormous branches? If their parents knew they would surely be angry. And even if they were four of them, cutting down a tree so large would take them at least two days!

But the chance came just one day before the festival. Their grandmother had fallen ill in Calcutta and she wanted their parents with her. Before they left, their mother gave them very clear last minute instructions.

“Don’t forget to get the milk in the morning. And remember to do your homework every day. And if you have time, go to the woods and pick up twigs and sticks that have fallen on the ground. You can add that to the wood we will buy for the *mejhi*.”

The following day, happily for the children, was a Saturday. Borrowing an extra axe from their neighbours, they divided up the duties. Ricky and Jonak, being older, took on the heavy job of cutting the branches. Monpi and Tinky were to stock the wood in neat piles on the ground.

Ricky climbed to one of the top branches. It wasn't easy getting there but he managed it. When he had tucked himself between the huge trunk and the thick branch, he looked around. What a magnificent view! There in the distance the deep, placid river flowed past the temple. A train went toot-toot, leaving a trail of ash-grey smoke. In the Jamun tree itself birds twittered happily. But he was forgetting the *mejhi*! Picking up the axe, he began a systematic chop-chop close to his body.

Suddenly he could hear a shrill, high-pitched scream. It was the hawk-kite that used to nest in the tree. He could only see one—did that mean the other had gone off to hunt for food for fledglings? Were there little ones in the nest?

Curious, he climbed a little further. And sure enough—there were two nearly full-grown chicks. In fact, they were so big, that they looked almost like their parents, only lighter in colour.

“Hey, Jonak!”, cried Ricky climbing down. “There is a nest with two young hawk-kites here!”

“And look, Ricky—there! There's an enormous beehive. Must be two years at least!”

Sitting astride two branches they wondered what was to be done now.

“Obviously, we can't cut that side of the tree down. What will happen to the chicks?”

“Nor this side. And think of all the effort that's gone into the making of that beehive!”

“And there must be many other nests that are used regularly by the birds. See, that's the hole that the barbet uses.”


“And look—this hole is obviously a squirrel's home! I can see peanuts inside!”

They climbed down slowly.

Down below Monpi and Tinky were gathering whatever sticks and twigs they could find. They were surprised to see the brothers down so soon.

“What happened?”, they asked.





Somewhat embarrassed, Ricky explained, “You see, this tree is a home for so many creatures that we couldn’t bring ourselves to cut it down.”

“Oh, that’s not fair!”, cried the youngsters together. “What’ll happen to our *mejhi*?”

“Well, let’s think,” said Jonak. “We can’t cut the tree, that’s obvious. How would we feel if someone burnt our house down?”

“Hmmm ...” said Monpi, looking thoughtful.

The four of them sat in the shade of the tree, leaning against the gnarled trunk.

Finally Ricky spoke. “I think we have to forget our plans for a big *mejhi* this year. Maybe next year ...?”

Jonak had an idea. “Look, in our class we have a social forestry project. They are giving us subabul saplings to plant in February-March. I think I’ll ask them for some. These trees are specially grown to be cut so that older trees can be saved.”

Ricky said, “What a good idea, Jonak! Get some saplings. We’ll plant them along the boundary wall. In two years’ time, when they are grown, we can cut them down and have a grand *mejhi*!”

When their parents returned, Monpi and Tinky told them about how the Jamun tree had nearly become a *mejhi*.

Father smiled. “I’m glad you didn’t cut it down. Think what would have happened. You and your friends climb the tree, eat its fruit, play in its shade. If it weren’t there our courtyard would be silent.”

He stopped for a while, then continued. “It takes years and years for a tree to grow, mature, bear flowers and fruits. To cut one down takes just a few hours.”

Then he smiled and said, “Come, I’ve brought each of you a gift. They are lying in the backyard.”

The four youngsters rushed to the back of the house. To their delight, four saplings—one each of Jamun, mango, guava and jackfruit—were propped up in polythene bags against the bamboo fencing.

The children lost little time in digging four holes in the four corners of the backyard and planting the saplings. They promised to water the plants morning and evening. It would take some time for the saplings to grow up into trees. And these, they decided, they wouldn’t cut down. They would grow into big, tall trees. The eucalyptus and subabul, they could be cut.

That night as the children got ready to go to bed, Jonak said, “We may have a small *mejhi* this year but I’m glad we didn’t cut the Jamun tree.” The others nodded happily.

Arup Kumar Dutta

About the author



Arup Kumar Dutta (born on 2 July, 1946) is an English writer from the state of Assam in India. He made a permanent place in the hearts of children with his very first book, *Kaziranga Trail*, published in the year 1978. The book won many prestigious awards and it was translated into many languages, both Indian and foreign, including Japanese, German, Russian, Czech, Hungarian and Italian. His *other award-winning books* are *The Blind Witness*, *Smack*, *Revenge*, *The Lure of Zangrila* (which won a National Award), *The Brahmaputra*, and many

others. Two of his books have been included in Literature of the World Series by the Asahi Shimbun. He is also a freelance columnist and journalist and his short stories and articles have appeared in many of India's leading journals and newspapers.

Meanings in context

clawed	:	trying to hold
sturdy	:	strong
Bihu	:	a popular festival in Assam
knotty	:	full of knots
gnarled	:	swollen
sweltering	:	extremely and uncomfortably hot in summer
luscious	:	juicy
<i>mejhi</i>	:	a bon-fire, a pile, or stack of wood like Holika celebrated in north and central India
pondered	:	thought
fledglings	:	little ones of birds who have not yet learnt to fly
embarrassed	:	felt guilty
placid	:	still, calm
flitted	:	moved about quickly and lightly
astride	:	with a leg on each side

Comprehension

I. Answer the following questions.

1. Describe the Jamun tree in at least five sentences.
2. What options did Ricky, Jonak, Monpi and Tinky find out for getting wood for *mejhi*?
3. What changed Ricky's enthusiasm for cutting the Jamun tree?
4. What are the good things they had been getting from the Jamun tree?
5. Why did Ricky, Jonak, Monpi and Tinky want to have a big *mejhi*?
6. What arrangements did the children make for the birds that visited the Jamun tree?
7. Do you think it is good to cut a tree for the sake of a festival? Give reason (s) for your opinion.

II. Complete the following table.

Visitors to the Jamun tree	Names	Description of Activities
Animals		
Birds		
Insects		

III. Work in groups and discuss these questions and then write your answer individually.

1. Give reasons for not cutting a tree.

2. Give reasons why trees are cut.

3. Do you think the trees that do not give fruits should be cut?

4. Do human beings alone have rights over the trees? Discuss.

Vocabulary



Tick (✓) the most appropriate meaning for each of the following words in bold.

1. Monpi and Tinky were **enthusiastic** about cutting the Jamun tree.

- a. fascinated
- b. excited
- c. crazy
- d. delighted

2. They **marvelled** at the discipline with which ants toiled.

- a. were curious
- b. became thoughtful
- c. mocked
- d. wondered

3. Jonak said it is **obvious** that we cannot cut the tree.

- a. true
- b. well known
- c. clear
- d. possible

Grammar



I. Subject and predicate

Read the sentences.

- A pair of squirrels** came regularly to nibble at the fruits.
- Honeybees** filled the air with their buzzing.

The part of the sentence which is in bold is the subject of the sentence and the part which is underlined is the predicate of the sentence. As you can see, the subject can consist of one or more than one word and it is the doer of the action. It generally precedes the predicate. The predicate consists of more than one word. It tells about the subject.

A. Identify the subject and predicate in each of the following sentences given in the passage and write them in the table below.

The syrupy sweetness of the Jamuns invited other visitors too. A pair of squirrels, who lived in a nearby bamboo grove, came regularly to nibble at the fruits. Scores of beautiful bluebottles flitted around the tree settling every now and then to drink nectar from the fruits. Honeybees, who seemed to be forever busy, filled the air with their urgent buzzing. Ants arrived in great numbers, marching in straight lines to carry off the fruit which had fallen onto the ground. The children would spend hours watching the ants.

S.No.	Subject	Predicate
1.	The syrupy sweetness of the Jamun	invited the visitors too.
2.	A pair squirrels who lived in a near by bamboo grove.	
3.		
4		
5.		
6.		

B. Complete the following sentences with appropriate subjects or predicates.

1. The people living in the remote area of Chhattisgarh _____
2. _____ is unknown to me.
3. Chhattisgarh _____
4. The Bihu festival _____
5. In democracy, _____ elect the government.

II. One and Ones

Read these sentences.

- a. Were there little ones in the nest?
- b. It takes years and years for a tree to grow but to cut one down takes just a few hours.

We use 'one' (singular) and 'ones' (plural) to avoid unnecessary repetition. They are therefore generally pronouns.

We also use 'one' and 'ones' after *which* in questions.

Examples

You can recite a poem. Which *one* do you choose?

There are many books here. Which *ones* are yours?

Complete the dialogues given below:

Q: How old are your children?

A: The younger _____ is four and the older _____ is seven.

Q. Would you like a new model of mobile?

A. Certainly. The new mobiles are much lighter than the old _____.

Q. What type of car do you want?

A. I don't mind what kind of car it is. I just want _____ that gets me to office.

Q. What do you want to buy?

A. I need some new colour pencils. The _____ I have at the moment are broken.

III. Use of 'There'

Introductory 'There'

There is a nest with two young hawk-kites here.

There is no firewood in the house.

“No firewood in the house” or “a nest with two young hawk-kites here” are phrases. So, when we make sentences we add ‘There’ in the beginning. This is known as an *Introductory There*. For example:

‘There would be much feasting and merriment during the festival’

Introductory ‘There’ can be used when the subject is not defined and the verb phrase contains *be*. Here are some examples.

There *were* peanuts in the squirrel’s home.

There *is* no water in the well.

Introductory There goes with:

1. Singular or Plural verbs

There is no place like home.

There are no players in this feat.

2. Quantitative statements

There are lots of questions to be answered.

There is a postoffice and a small church in the corner.

3. Collective phrases

There is a whole crowd of participants.

‘There’ as an adverb of place.

Find out such sentences in the story. You will also notice another kind of ‘there’ in the story, which is an adverb of place, as in the following sentence.

It wasn’t easy getting there, but he managed it.

The underlined ‘there’ is an adverb and it indicates location.

- A. Indicate which function of ‘There’ occurs in the sentences below: ‘Adverb of place’ or ‘Introductory’.**

Sentences	Adverb of place	Introductory
<p>a. There is always someone who is naughty in the class.</p> <p>b. There is the postman. Let me see if he has anything for me.</p> <p>c. There were two of them, two full grown little fledglings.</p> <p>d. There was once a little girl called Alice.</p> <p>e. We went there on foot.</p> <p>f. I saw him standing there.</p> <p>g. There was a long silence after the speech.</p> <p>h. Put your books on the table there.</p>		

- B. Rewrite the sentences with the introductory ‘There’.**

Original sentences	Using introductory ‘There’
a. A lady is waiting to see the Principal.	
b. No body was in the room.	
c. Squirrels are in the other tree.	
d. Payal’s car is in the garage.	
e. Your dinner is on the table.	

Writing

- I. Ricky, Jonak, Monpy and Tinky are children in the story ‘The Jamun Tree’.

The month is January. The Bihu festival is fast approaching. They are talking about making a *mejhi*. As you have read the story, dramatize their conversation into a play. The beginning has been given here.

Ricky: Let us build a champion *mejhi* this year.

Jonak: Yes, yes. A big *mejhi*.

Tinky: The biggest in our neighbourhood.

Monpi: Where will we get so much wood? Father will buy some but that will be just enough for a tiny *mejhi*.

Tinky: That's true, mother_____

- II. That night as the children got ready to go to bed, Jonak said, "We may have a small *mejhi* this year but I'm glad we didn't cut the Jamun tree." The others nodded happily.

That night Ricky dreamt that he had already chopped down the trunk of the Jamun tree.

Imagine yourself as Ricky and write a letter to your grandmother, who lives in Kolkata, telling her how sorry you were for what had happened. You may begin your letter as below.

Dear Granny,
I woke up suddenly last night because I dreamt I had cut down the Jamun tree. I had chopped only once, and the big branch was hanging down. How I wish I could put it back again!
Dearly yours
Ricky

Listening

Listen to the story describing the stages that waste paper passes through before it acquires a new shape. However, the stages are not listed in the order in which they appear. Number them in the order in which they appear. For instance, you may write 1 for the first stage, 2 for the second and so on in the boxes.

Big dumpster	
The crusher	
Massive crusher	
The truck	
A recycled logo	
Trash can	1
A conveyer	
The slicer	

Speaking

Organise a speech competition in your class. Prepare a few topics related to environment. Divide the class into five groups. Ask a representative from each group to come and pick a topic from the box. Now take it back to the group, discuss and speak before the class on the topic.

Here are some suggested topics :

- If there were no trees with fruits
- Friends of the environment
- Why rivers don't like garbage thrown into them
- The tree we like most
- Advantage of trees in your backyard
- Water crisis in your neighbourhood
- Are mountains and valleys useful?

Study Skills

Study the following table, which shows district-wise variations of forest coverage, types of forests, and percentage of forest cover in relation to the total Geographical Area (G.A.).

District-wise Forest Cover (Sq. km.): Year 2011

District	Geographic Area	2011 Assesment			Total	Percent of G.A. (Forest Cover)	Change*	Scrub
		Very Dense Forest	Mod. Dense Forest	Open Forest				
Baster	14,974	1,349	4,333	2,329	8,011	53.50	0	11
Bilaspur	8,270	338	1,623	533	2,494	30.16	0	6
Dantewada	17,634	1,082	6,167	4,079	11,328	64.24	0	22
Durg	8,549	44	521	202	767	8.97	0	4
Janjgir-Champa	3,852	4	26	125	155	4.02	0	2
Jashpur	5,838	111	1,485	568	2,164	37.07	0	11
Kanker	6,506	215	2,044	835	3,094	47.56	0	2
Kawardha	4,223	70	1,126	389	1,585	37.53	0	4
Korba	6,599	203	2,306	840	3,349	50.75	0	6
Koriya	6,604	79	2,605	1,423	4,107	62.19	0	3
Mahasamund	4,789	4	534	422	960	20.05	-1	8
Raigarh	7,086	126	1,697	723	2,546	35.93	-2	13
Raipur & Dhamtari	16,468	189	3,837	1,435	5,461	33.16	0	7
Rajnandgoan	8,068	29	1,771	720	2,520	31.23	-1	4
Sarguja	15,731	320	4,836	1,977	7,133	45.34	0	16
Grand Total	135,191	4,163	34,911	16,600	55,674	41.18	-4	119

(Source: FSI Published report year 2011)

*Change figure are based on comparison of 2011 assessment with that of 2009 after incorporating interpretational changes)

Study the table and answer the following questions.

1. What is the total forest cover area?
2. What is the total dense forest area?
3. What is the moderate forest area?
4. What is the open forest area?
5. What is the non-forest cover area?
6. Which district has the highest forest cover area?
7. Which district has the lowest forest cover area?
8. Which district has the highest scrub area (an area with low trees & bushes with very little rain)?
9. What does the negative change indicate?

10. Why do Durg and Janjgir Champa have the lowest and Dantewara and Koriya have the highest percentage of forest cover with respect to G.A.?
11. How many districts have a percentage of forest cover with respect to G.A. above and below the Grand Total?

Project Work

Identify a tree, which may be either connected to a festival or is often seen in your locality and collect the following details.

1. Name of the tree in Hindi, local language and English.

2. What are the features of the tree?
 - a. Average height of the tree (in feet)

 - b. Shape of the leaves.

 - c. Do its leaves fall? If yes, name the month in which the leaves fall.

 - d. Does the tree give fruit? What is the taste of the fruit?

 - e. What are the uses of the tree?

3. Name the animals and birds you regularly see in it.

4. Is the tree connected to any festival? If yes, name the festival.

5. Have you ever seen people cutting the tree? If yes, find out why people cut it?

Now prepare a report, using the above information.

Hints :

Introduction

Types of trees around you.

Value and utility of the trees.

Public awareness and concern about the trees.

The message we wanted to be delivered.

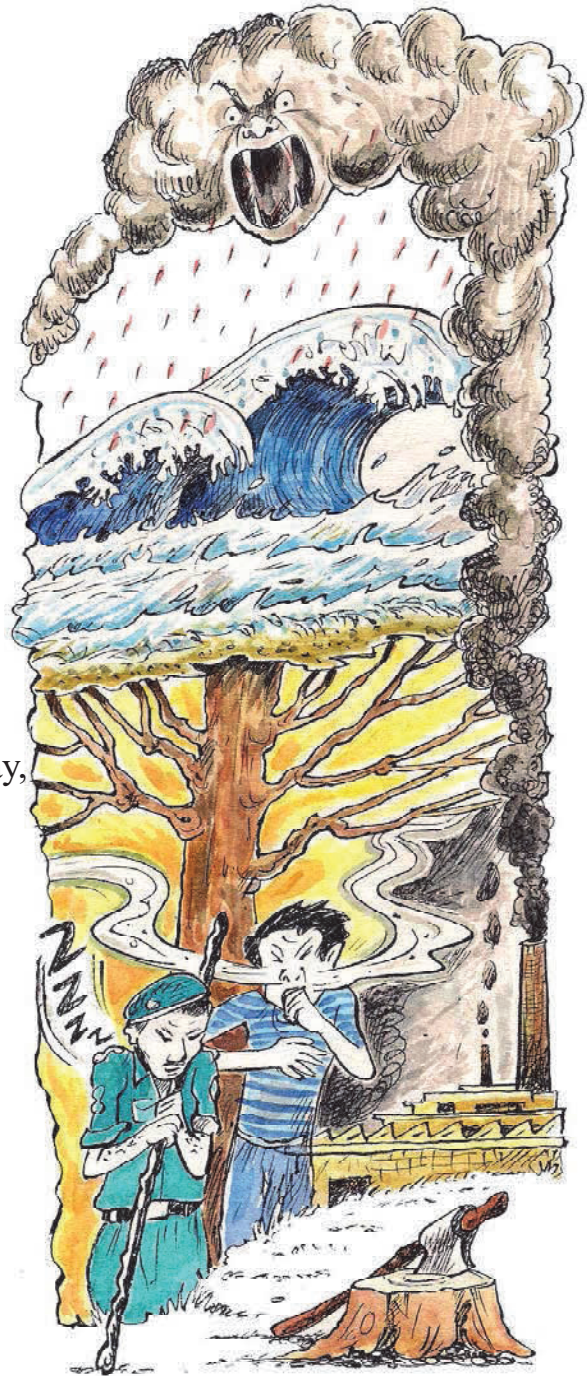




Reading B

Beautiful Blue Planet

Looking down at you, Planet-Earth,
I remember you, as a Beautiful-Blue.
Now, your oceans are Black-With-Oil,
Look closely, you know it is true.
Your Rain-Forests are all gone now
And your ground is a sickly brown.
What-In-The-World, have They done to you
Pretty-Planet in the round.
Your White-Clouds once held Fresh-Water
Now they are filled with Acid-Rain.
Your plains are Barren-With-Erosion
They were once Overflowing-With-Grain.
When did your Clouds turn such Deathly-Gray,
Your air is Impossible to-Breathe.
Didn't your STEWARDS-EVEN-NOTICE,
Before they started to Gasp-And-Wheeze?
Could the Powers-That-Be, not save you
From such dismal end?
You were SO-RIGHT, in killing them off.
Now you can begin again.
Will your next Caretakers be smarter
And take better care of you?
I pray they learn to be Protectors.
We miss your Beautiful-Blue



Sirpheno The Knight

Meanings in context

Beautiful-Blue	:	the water bodies on the earth; the earth is thus also known as the blue planet
Black-With-Oil	:	oil-well spills and waste on the surface of the oceans
Rain-Forests	:	forests that get a lot of rain and have tall and dense trees
sickly brown	:	(land) that looks brown and dull because there are no plants
Deathly-Gray	:	(American spelling of grey) the clouds turn heavy and black due to pollution in the air
Stewards	:	persons who take care of people or household
Gasp-And-Wheeze:		opening mouth to take in air, breathe with difficulty
Powers-That-Be	:	the protecting powers of the saviour
dismal end	:	dreadful, unpleasant results

Comprehension

I. Answer the following questions.

1. In what sense have the expressions 'Beautiful-Blue' and 'Pretty-Planet' been used by the poet?
2. What lessons has nature taught us? Give reasons for your answer.
3. Suppose that you are the Beautiful-Blue planet. Human beings have caused several problems for you. List out the problems that the makers of the planet face.

(river)
I cannot flow freely.
People throw
garbage into us.

(trees)
.....
.....
.....

(air)
.....
.....
.....

(birds)
.....
.....
.....

(animals)
We have no food to
eat in the plains.
.....
.....

(soil)
.....
.....
.....

4. Who are the 'next caretakers'?

II. List in the Table below the changes that have taken place in different aspects of nature and environment around us.

Features	How were they before?	How are they now?
The oceans		
The forests		
The clouds		
The plains		
The air		
Care for nature and the earth		

III. Who do you think are the natural caretakers of the environment ?

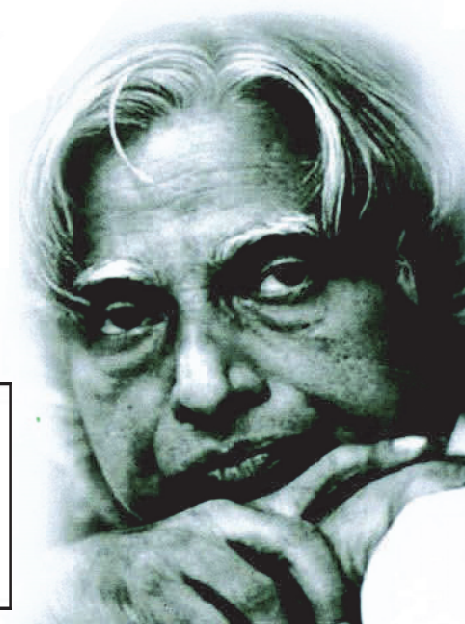
IV. Dr. Kalam administered this oath. Take this oath & put your signature.

Environment Oath

1. I realize that every mature tree by photosynthesis absorbs 20 kgs of Carbon-dioxide every year. By the same process each tree lets out about 14 kg of Oxygen every year.
2. I will plant and nurture ten trees and will ensure that my family and neighbours also plant ten trees each. I will be an ambassador for the 'tree mission' in my locality.
3. I will keep my house and its surroundings clean and use biodegradable products where possible.
4. I will promote a culture of environment friendliness, through recycling and conservation of water and other recyclable materials both at home and school.
5. When I start working, the decision I take as part of my organization will be such that protect the environment and preserves bio-diversity.
6. I will encourage the use of renewable energy as much as possible.
7. I will spread awareness about the need to preserve the environment in my home, in my locality and among my student friends.
8. I will encourage water conservation, especially by rain water harvesting and will spread the message among my family and friends.

Your Signature

Billion trees for billion people
by 2016
A.D. 2016



CEE

Centre for Environment Education

Saalumarada Thimmakka




Saalumarada Thimmakka, an environmentalist, is one of the well-known personalities of Karnataka. She has earned recognition due to her untiring efforts in planting and tending to 284 banyan trees along the highway covering a distance of four kilometres. Her persistent work has earned several national and international awards.

She has been honoured with the prestigious National Citizen's Award of India for her selfless works in the field of environment. She also has a U.S. environmental organization called Thimmakka's Resources for Environmental Education named after her.

Saalumarada Thimmakka –A Brief History

Saalumarada Thimmakka was born in a village named Hulikal that falls under the Magadi taluk of Bangalore Rural District. She was known as Thimmakka then. She did not go to school or get any formal education.

From an early age, she worked as a labourer in a quarry near her home. She was married off to Chhikkayya, a cattle herder. The couple wanted children but were unable to get any even after 25 years of their married life.



One day, the husband-wife duo decided to plant trees to overcome the sadness and empty feeling of their lives. That was around 50 years ago. From there started a journey of untiring love and selfless service of an ordinary couple towards an extraordinary mission: a mission to raise as many trees as possible with love and care and as their own children.

Her journey to become Saalumaraada Thimmakka

Thimmakka and her husband decided to plant trees along the roadside and they selected the road to the next village, Kudur to fulfill their plans. This particular road was one that did not have a single tree and caused immense hardship to the travelers on the dry hot days.

They started grafting saplings from Ficus (banyan) trees as there were plenty of Ficus trees near her village. They grafted ten saplings in the first year and planted them along a stretch of 4 kilometres on the road that led to Kudur. They increased the number to 15 in the next year. They continued with their efforts and increased the number of saplings with each passing year.

They not only planted the saplings, but also tended to the young saplings. Each morning they started from their home with four pots filled with water and watered the saplings. When the pots emptied out they refilled them from the nearby ponds and wells and continued watering the saplings while covering the whole stretch on feet and returned home doing the same thing.

They treated the saplings as their own children and each day followed the same routine. They also protected the saplings from the grazing cattle by fencing them with thorny shrubs. Their tireless efforts began to bear fruit when the saplings grew into large and strong trees.

The couple planted the saplings mostly in the monsoon season so that the plants would get the rainwater for their growth. The couple planted more than 300 trees in total and today the asset value of the trees stands at more than 1.5 million rupees. Thimmakka's husband passed away in 1991 but she continued with her mission alone and undaunted. The Government of Karnataka has taken over the management of the trees now.

Thimmakka was referred to as Saalumaraada Thimmakka after her work got popular among the people. Saalumaraada means a row of trees in Kannada language. She was given the name to honour her dedication towards planting the saplings and preserving the environment despite the numerous hardships that she and her husband had to face along the way.

Other Social Activities of Thimmakka

Saalumarada Thimmakka did not stop at only planting trees. She got involved in various social activities like construction of a tank to store rainwater for the annual fair of her village. She has plans of building a hospital in her village and has set up a trust for the purpose.

She is an active crusader for spreading the message of afforestation. Her simple philosophy of life is that every person on this earth must leave behind some asset for humanity.

She still lives in economic crisis and just manages to somehow make a living from the various awards and a monthly pension. But this has never managed to kill her spirit or her passion for doing good work for humankind.

Awards and Recognition for Thimmakka

Saalumarada Thimmakka is the idol of every environmentalist today. She has shown the world how one illiterate woman can make a huge difference to the society through her hard work and patience.

She has been honoured with titles like Vanamitra, Nisargaratna, Vrikshapremi and Vrikshasri. For her uncompromising efforts towards saving the environment she has been conferred with several awards and citations including National Citizen's award 1995, Honor Certificate from the Women and Child Welfare Department, Government of Karnataka, Vishalakshi Award by Art of Living Organization and the Certificate of Appreciation from the Indian Institute of Wood Science and Technology, Bangalore.

(From The Times of India, January 12, 2015, by Madur)

Meanings in context

persistent	:	lasting for a long time
quarry	:	a large artificial hole in the ground where stone, sand etc. is dug for use as building material
to raise	:	to take care of a person or an animal or planet, until they are completely grown
sapling	:	a young tree
a stretch of	:	a continuous area of land or water

undaunted	: still determined and enthusiastic despite problems or lack of success
afforestation	: plantation of trees on an area of land in order to make a forest
uncompromising	: not giving space to excuses
citation	: a statement mentioned in an official record

Comprehension

1. What details about the following do you get in the passage?



2. “From there started a journey of untiring love and self less service of an ordinary couple towards an extraordinary mission : a mission to raise as many trees as possible with love and care and as their own children.”

Identify the description in the lesson that talks about Thimakka’s

- untiring love.
- ambitious and uncommon mission.
- self and her husband as an ordinary couple.
- selfless service.

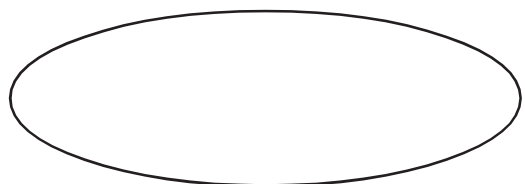
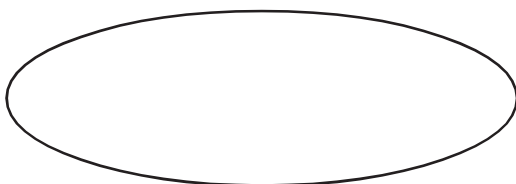
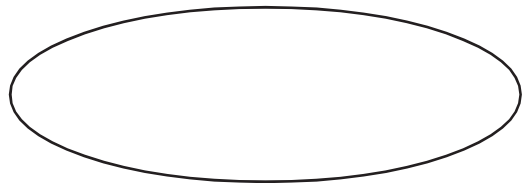
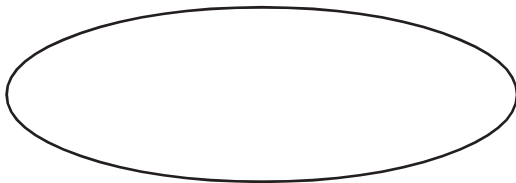
3. Choose the correct answer.

- i) The village Kudur was selected by Thimmakka to plant trees along the road side because
 - a) it was near their home.
 - b) it had a broad road.
 - c) there were no trees on that road.
 - d) the weather in Kudur was hot.
- ii) The saplings were watered
 - a) from the wells and ponds nearby.
 - b) from their home alone.
 - c) by the water tanks from the municipality.
 - d) by rain water only.
- iii) Thimmakka has set up a trust to fulfil her plans because
 - a) she cannot do all the work alone.
 - b) she doesn't possess the money required.
 - c) her main aim is to protect the trees that she has grown.
 - d) many other people and social activists work with her.

4. One of the reasons why Thimmakka elected banyan saplings to be planted on the roadside was

The banyans grow into
huge shady trees

Fill in the bubbles with other possible reasons.





Vocabulary

1. *Saalumarada* is a Kannada word which means 'a row of trees'. Find out the meanings and local language equivalents for the words given below:

Words	Meanings	Local language equivalent
Ficus trees	The banyan or fig trees	
Taluk		
Monsoon		
cattle		

2. The word 'afforestation' is preceded by the prefix 'af' to give a positive meaning to the root word 'forestation'. Complete the table below by adding an appropriate prefix to each word. Find out how it influences the meaning of the word. One is done for you.

Prefix	Root word	New word	Positive/negative meaning
Af-	forestation	afforestation	positive
	active		
	sure		
	difference		
	ordinary		
	tiring		
	compromising		

3. (i) 'Prestigious' is an adjective that is often associated with 'awards'. Find out adjectives from the lesson that you can associate with the following nouns.
- a) hardship
 - b) courage
 - c) patience
 - d) love
 - e) crisis
- (ii) Now add two more adjectives that can be used to describe the above nouns.
e.g immense hardship
- (iii) List five words from your school environment that take the suffix '-ship'.

Grammar



1. Not only-but also

Consider the following sentences.

1. They not only planted the saplings, but also tended to the young saplings.
2. Thimmakka not only planted trees, but also got involved in various social activities.

The underlined words in the above sentences are used as linkers to express additional ideas.

Imagine Thimmakka talking to the children of the village Kudur, telling them how she cared for trees after she had planted them. Use not only–but also to join her ideas.

<i>Amma, what did you do when you grafted the saplings?</i>	<i>We wrapped soil around the saplings We kept them moist.</i>
<i>Did you put tree guards?</i>	<i>We put thorns around them. We checked that they were not drying up.</i>
<i>Do you know trees you planted even now?</i>	<i>Yes, I know all of them. They also know me.</i>
<i>Do you know the animals and birds on the trees too?</i>	<i>I go to the trees everyday. I sit under the shade for many hours, so some of the birds are my friends.</i>

2. Use of ‘despite’ and ‘in spite of’

She was given the name to honour her dedication towards planting the saplings and preserving the environment despite the numerous hardships that she and her husband had to face along the way.

‘Despite’ means ‘even though’. It is the opposite of ‘because of/due to’ and can be used with a noun/noun phrase. In the sentence given above, it is used before the noun phrase ‘the numerous hardships’. It can also be used before a gerund as in:

Despite not reaching the station on time, he managed to board the train.

‘In spite of’ means exactly the same thing and is used in the same way as ‘despite’
For example:

He had problems in English in *spite* of hard work.

He stood first in the class test despite not doing much work.

Both ‘despite’ and ‘in spite of’ are synonymous. ‘Despite’ is a little more formal.

Describe the great work Thimmakka did, even though she had many hardships to face in the initial stages. Use *despite/in spite of* to begin the narration. Make meaningful sentences according to the passage from the given table.

Example : Despite her work at the quarry, she watered the plants every morning.

Despite	her hard work at the quarry their poor economic conditions knowing not an easy task	,	she is as simple and humble as ever. she watered the plants every morning. worried about storing water for the village.
In spite of	her other domestic work all the awards and honour she received		decided to plant shady trees along 4 kilometres. bought saplings and grafted them.

Writing

Read the lesson carefully and fill in Saalumarada Thimmakka’s bio -data in the table given below.

Name	_____
Place of birth	_____
Parentage	_____
Childhood and education	_____
Marital status	_____
Husband’s name and occupation	_____
Age	_____
Mission of life	_____
Specific details about the mission: i)	_____
	ii) _____
	iii) _____
	iv) _____
	v) _____
Other contributions to the society:	_____
Message to humanity:	_____



PRACTICE EXERCISE - I

Link Unit : Environment

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

Saalumarada Thimmakka did not stop at only planting trees. She got involved in various social activities like construction of a tank to store rainwater for the annual fair of her village. She has plans of building a hospital in her village and has set up a trust for the purpose.

She is an active crusader for spreading the message of afforestation. Her simple philosophy of life is that every person on this earth must leave behind some asset for humanity.

She still lives in economic crisis and just manages to somehow make a living from the various awards and a monthly pension. But this has never managed to kill her spirit or her passion for doing good work for humankind.

(Reading C : Saalumarada Thimmakka)

1. Choose the correct alternative for each of the following.

- (i) Saalumarada Thimmakka was not involved in _____.
 - a. planting trees
 - b. storing rain water
 - c. building a hospital
 - d. teaching at a school
- (ii) Thimmakka set up a trust for _____.
 - a. planting trees
 - b. building a hospital
 - c. cleaning up her village
 - d. making posters
- (iii) Thimmakka now makes a living _____.
 - a. from prize money and monthly pension
 - b. from monthly pension only
 - c. by working at the hospital
 - d. by selling plant products

2. Complete the following sentences.

- i. Thimmakka still lives in _____.
- ii. She has passion for _____ for humankind.
- iii. Her philosophy of life is that _____ some asset for humanity.
- iv. She is _____ for spreading the message of afforestation.

3. 'Annual' means once in a year. It is also called 'yearly.'

Give one word for the given phrases.

once in month :

once in a week :

every day :

4. Pick out the words related to the root words given below from the passage given above.

Root words	Words from the passage
act	
construct	
economy	
month	
society	
human	

5. The commonly used letters used to spell sound /f/ are: ff, ph, f and gh in the words: affair, forest, phone, cough. Now complete the words given below with ff, ph, f, gh. Also add few more words of each type.

Words	Hints
a__orestation	preserving forests
__otograph	a picture
__ysical	concerning body
__air	a public event (fun)
tra__ic	large number of vehicles
sel__less	without personal interest

ph	ff	f	gh
graph	toffee	foreign	rough
photo			

II. Read an extract from the poem 'My Tree' by Garnet Engle carefully and answer the questions that follow :

MY TREE

O Tree, so big and stout and strong,
You've lived so very, very long;
A hundred years or more, I'm told,
And yet you're not so very old.

A hundred secrets you could tell
Of children whom you love so well,
Who came and sat beneath your shade
Or underneath your branches played.

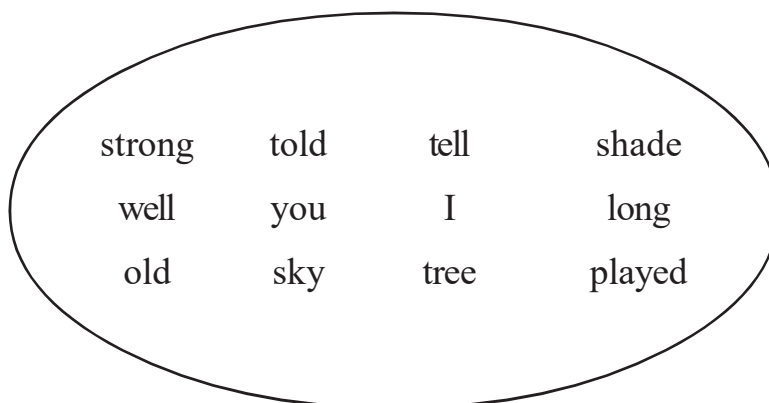
Garnet Engle



1. Read the poem aloud and pick out the rhyming words from the circle and write in the space given.

(Rhyming words are those words which end with the same sounds.)

Example : Stanza 1 – Strong – Long, Told - old



Stanza 1: ,

Stanza 2: ,

2. Pick out the words and complete the following sentences.

- The tree is and
- It is a very tree.
- The tree knew a hundred
- It loves those who sit beneath or play its branches.

3. Complete the sentence by choosing the correct word.

- A 'hundred years' is used to tell the of the tree.
- A 'hundred secrets' is used to tell the of the children.

4. Pick out words from the poem that describes the tree.

.....

5. Write T for true and F for false after the following sentences.

- The tree is big, stout and strong. ()
- The tree always provides shade for children to play. ()
- It's branches are not long and leafy enough to provide shelter to the birds. ()
- The tree is not very old. ()
- The tree does not like the children. ()

6. Answer the following questions.

a. Who is 'T' in the poem?

.....

b. Whose secrets could the tree tell?

.....

c. Who sat beneath the tree?

.....

d. Who played under the tree?

.....

7. Match the words in column 'A' with their opposites in column 'B'.

A	B
big	unfriendly
stout	young
strong	short
long	weak
old	thin
friendly	small

8. Read the paragraph and fill in the blanks with words from column B of the table given above.

The tree was big and strong when it was young. As it grew older it became _____ and _____. The children loved the friendly tree but did not like the _____ snakes that lived beneath it.

9. Make a list of verbs (action words) that occur in the poem.

....., , , ,
....., , , ,
....., , , ,
....., , , ,

10. Complete the following table with appropriate forms of verbs.

I	II	III
-	lived	-
tell	told	-
-	came	-
-	sat	-
-	played	-
-	built	-
-	kissed	-
touch	-	-
-	-	grown
visit	-	-
-	changed	-
find	-	-
love	-	-

Note to remember:

Verbs that end with 'ed' (lived, played, kissed, changed) are called regular verbs. Other forms of verbs which don't have '– ed' endings are called irregular verbs (told, came, sat, built, grown):

11. Given below is a table containing some regular and irregular forms of verbs.

I	II	III
know	knew	known
wash	washed	washed
speak	spoke	spoken
write	wrote	written
run	ran	run

Now, identify regular and irregular forms of the verbs from the list given below and put them in correct columns in the table below.

know, drink, write, comb, wash, speak, type, open, close, run, sing, give, touch, live

reggular	Ireggular

12. Fill in the blanks with the correct form of the verbs given in brackets.

Long ago, a mynah invited (invite) a snail to her daughter's first birthday party. "Don't be late", she (chirp) and (fly) away. The snail (set off) the next morning and (begin) walking towards the mynah's nest. He (walk) and (walk) day and night. At last he (reach) the mynah's nest. He (see) the celebration. "I've (reach)" he (say) to himself.

He (meet) the mynah's daughter and (say), "Happy birthday to you". The mynah's daughter (say), "But today is my wedding ceremony."

13. Nouns are either singular (meaning one) or plural (meaning more than one).

The words of noun categories are used as either singular or plural.

adding's'	adding'es'	changing 'y' to 'i' and adding 'es'	changing 'f' to 'v' and adding 'es'	changing the vowels	nouns that remain the same	by adding 'en'
boy-boys tree-trees	box-boxes branch-branches	baby-babies fly-flies	leaf-leaves life-lives	foot-feet mouse-mice man-men	sheep-sheep deer-deer	child-children ox-oxen

Read the poem and pick out the singular and plural nouns.

Singular	Plural

14. Read the story. Identify the nouns and correct them if necessary. Rewrite the story.

There was a large forest with tall grasses in which many different animals lived. Some were small. There were field mice, and wild cats, as well as deer, and wild sheep. There were many tigers, wolves and foxes. Near the forest was a farm which had oxen, bull and cows. There was an orchard next to the farm in which grow mango, bananas and orange. The farmer had many children who helped him on the farm. On his farm, various different vegetables like potato, tomato, onion and bean were grown.

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15. Read the following sentences:

Raju is as tall as a lamp post.

The children were as busy as bees.

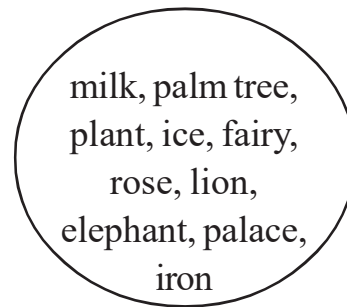
The underlined expressions are examples of **similes**.

Now using words from circles A and B make similar similes. One has been done for you.

A



B



- | | |
|------------------------|---------|
| a. as small as a plant | b. |
| c. | d. |
| e. | f. |
| g. | h. |
| i. | j. |

16. Complete the following sentences by using similes you have made in the above exercise.

- This flower is as red as a rose.
 - This tree is as a palm tree.
 - This child is as a plant.
 - This paper is as milk.
 - This girl is as a fairy.
 - He is as a lion.
 - This machine is as an elephant.
 - This house is as a palace.
 - This water is as ice.
 - This plate is as iron.
- (You are free to use the similes in your own sentences)

For the teacher:

Read aloud the poem given in the appendix-I and ask students to do the following tasks:

17 a. Listen to the poem carefully and circle the names of the birds/animals that appear.

squirrel, snail, bird, tiger, mouse with mouselings, porcupine, cub of bear, toad, katydid, crow, parrot, snake, bats, sparrows

b. Your teacher will read the poem once again. Fill in blanks with adjectives that you listen in the poem

_____ little squirrel
_____ porcupine
_____ tree toad
_____ mouselings

18. Work in pairs and role play the following dialogue.

Tree : “Stop! stop! Please don't cut me.”

Woodcutter : “Why not?”

Tree : “I am a Neem tree. I give you cool shade to protect from the Sun. I give you medicinal bark and fruit. I make the air pure.”

Woodcutter : “Oh! You are right, dear Neem tree. I won't cut you and always protect you from getting cut.”

19. Each of the trees (given in the box) the wood cutter wants to cut has some use for man. This is a group work. Every student will represent one tree and talk about how it is useful.

I am a rubber tree. I produce the rubber used for making many useful daily items like – water pipe, eraser, tyres and tube, wire insulation, seals and toys.

Rubber Tree

I am a mango tree. You get my fruits mangoes – ripe ones as fruits and raw ones for making pickle. I give shelter to birds, animals and human beings. You use my leaves, flowers and wood on festive occasions.

Mango Tree

I am the bamboo tree. I am very useful for you. You use bamboos for making houses, furniture, sticks and pickle also. People from the ancient times have used me for making shelters, ladders and rafts.

Bamboo Tree

I am the eucalyptus tree. I am very important for your life because you get oil from me which is used for making many useful medicines. My wood is also used for making huts.

Eucalyptus Tree

I am the coconut tree. You can't imagine to live without me. My fruits (coconuts) are used to make oil (edible for cooking food items) hair oil, body oil, medicine. You use my fruit in offerings to God. You use my fruit as dry fruit for preparing many delicious dishes and coconut water and milk are used as healthy drinks. Even my leaves and trunk are used to make mud houses. The coir is used in mattresses. I am very useful for you.

Coconut Tree

I am the *Amla* tree. I am very important for you. You prepare pickle, morabba, jam, jelly, mouth fresheners, medicines, hair oil from my fruits.

Amla Tree

I am the *Sagon* tree. You appreciate my wood, because my wood - the teak, is very strong. You use my wood for making houses, furniture and many house hold items.

Sagon Tree

20. Think about a big tree in your locality. **Describe it keeping in mind the hints given below.**

1. Name of the tree
2. Size (big/huge/tall/short)
3. Colour and size of flowers
4. Colour and size of fruits
5. Advantages of the tree (for the birds/animals/human being)

There is/ are

[illegible]