

Unit

# 4

Reading A : What Is Man Without the Beasts?

Reading B : The River (Poem)

Reading C : Can't Climb Trees Any More



Environment

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Look at the picture and answer the questions that follow.



1. What do you think the picture is about?
2. What can you do to save nature?

## A Reading

# What Is Man Without the Beasts?

*People choose different ways to protect the environment. Here is a speech delivered by a Red Indian Chief Seattle more than a century ago to save his land.*

*Chief Seattle became world famous for a moving speech he made in 1854, just before his lands were taken from him and his people. Seattle's words resonate very well in the environmental community, and are in fact considered to be something like 'a gospel of the greens'.*



“How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of air and the sparkle of water, how can you buy them from us?”

Every part of the Earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clear and humming insect are holy in the memory and experience of my people. The sap which courses through the trees carries the memory and experience of my people. The sap, which courses through the trees, carries the memories of the red man.





We are a part of the Earth and it is a part of us. The perfumed flowers are our sisters, the deer, the horse, the great eagle, these are our brothers. The rocky crests, the juices in the meadows, the body heat of the pony, and the man, all belong to the same family. So, when the Great Chief in Washington sends word that he wishes to buy our land, he asks much of us. The Great White Chief sends word, that he will reserve us a place so that we can live comfortably to ourselves. He will be our father and we will be his children. So we will consider your offer to buy land. But it will not be easy. For this land is sacred to us.

This shining water that moves in streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred blood of our ancestors. If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each ghostly reflection in the clear water of the lakes tells of events in the life of my people. The water's murmur is the voice of my father's father.

The rivers of our brothers quench our thirst. The rivers carry our canoes and feed our children. If we sell you our land, you must remember to teach your children that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness that you would give my brother.

### **Precious**

The air is precious to the red man, for all things share the same breath - the beast, the tree, the man - they all share the same breath. The white man does not seem to notice the air he breathes. Like a man dying for many days, he is numb to the stench. But if we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with

all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.

So we will consider your offer to buy our land. If we decide to accept, I will make one condition - the white man must treat the beasts of this land as his brothers.

I am a savage and do not understand any other way. I have seen thousands of rotting buffaloes on the prairie, left by the white man who shot them from a passing train. I am a savage and do not understand how the smoking iron horse can be made more important than the buffalo that you kill only to stay alive.

What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of the spirit. For whatever happens to the beasts, soon happens to man. All things are connected.

### **Respect**

You must teach your children that the ground beneath their feet is the ashes of our grandfathers. So that they will respect the land, tell your children that the Earth is rich with the lives of our kin. Teach your children what we have taught our children, that the Earth is our mother. Whatever befalls the Earth befalls the sons of the Earth. If men spit upon the ground, they spit upon themselves.

This we know - the Earth does not belong to man - man belongs to the Earth. All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the Earth - befalls the sons of the Earth. Man did not weave the web of life - he is merely a strand in it. Whatever he does to the web, he does to himself.



Even the white man, whose God walks and talks with him as a friend to a friend, cannot be exempt from the common destiny. We may be brothers after all. We shall see. One thing we know, which the white man may one day discover - our God is the same God. You may think now that you own Him as you wish to own our land, but you cannot. He is the God of man, and His compassion is equal for the red man and the white. The Earth is precious to Him, and to harm the Earth is to heap contempt on its Creator. The whites too shall pass, perhaps sooner than all other tribes.

But in your perishing you will shine brightly, fired by the strength of the God who brought you to this land and for some special purpose gave you dominion over this land and over the red man. The destiny is a mystery to us, for we do not understand when the buffalo are slaughtered, the wild horses tamed, the secret corners of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. The end of living and the beginning of survival.”

### About the speaker

**Chief Seattle** (1786-1866) was the leader of Dewanish and other Pacific Northwest tribes. The city of Seattle, Washington, bears his name. In 1854, Chief Seattle reluctantly agreed to sell tribal lands to the United States Government and to move to Government established reservations. Though the authenticity of the speech has been challenged, most agree that it contains the substance and perspective of Chief Seattle’s attitude towards Nature and the White race.

### Glossary

resonate (v)	:	continue to have a powerful effect or value
course (v)	:	(of liquid) flow
canoe (n)	:	a small light narrow boat, pointed at both ends and moved using a paddle
savage (n)	:	a member of a people regarded as primitive and uncivilized
prairie (n)	:	(in North America) a large open area of grassland.
strand (n)	:	a single piece of thread, wire, hair etc.
compassion (n)	:	a strong feeling of sympathy and sadness for the suffering and bad luck of others and a desire to help them
perish (v)	:	die especially in an accident or by being killed, or to be destroyed

dominion ( <i>n</i> )	:	control over a country or people: the British dominion
blotted ( <i>v</i> )	:	kept from being seen; concealed
talking wire ( <i>n</i> )	:	telephone wire
thicket ( <i>n</i> )	:	an area of trees and bushes growing closely together

**I. Answer the following questions.**

1. Why does Chief Seattle say that the Earth is sacred to his people?
2. The speaker says, 'I am a savage'. Who do you think is a savage, the Red Indian or the White? Why?
3. Why does the Chief say 'The destiny is a mystery to us'?
4. "What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of the spirit." Why?
5. Is man the sole owner of the Earth? Pick out sentences from the speech to justify your answer.
6. Why does the speaker say that if we spit on the ground, we spit on ourselves?
7. "All belong to the same family." The speaker says this to mean .....  
(a) all animals belong to one family (b) all animals and plants belong to the same family (c) everything on the earth belongs to one family.
8. In his speech Chief Seattle asks the audience a number of questions. He also creates vivid pictures in the minds of the audience. What are the other features of the speech? List them.



## Vocabulary

**Read the following expression.**

The warmth of the land

*The word **warmth** here suggests love, care, affection, intimacy, etc.*

**I. Which of the following words can be used to work out new combinations with the word warmth?**

friendship love honesty relationship hatred freedom

e.g. the warmth of friendship

- Why do you think certain combinations are not possible?
- Are there any other expressions of this kind in the reading material?
- Work out new combinations and use them in your own sentences?

In the speech you can see a few words suggesting movement. For example, in the sentence ‘The sap which courses through the trees carries the memories of the red man’ the word ‘course’ means ‘flow’ or ‘move rapidly’.

**II. Pick out from the speech other words that denote movement. If necessary, refer to a dictionary.**



## Grammar

### The Verb Phrase (Predicate)

Read the following sentences taken from the text.

1. We are a part of the Earth.
2. You must teach your children that the ground beneath their feet is the ashes of our grandfathers.
  - *What is the relationship of the above underlined parts with the first part of the sentences?*
  - *What type of word do you see at the beginning of the underlined part?*
  - *Which is the most important word in it?*

You have learnt earlier that a sentence contains the subject and the predicate. The underlined parts of the sentences given above are predicates. The important word in a predicate is the verb.

As you can see, each of these predicates has at least one verb (sentences 1 and 2). In the second sentence ‘*must*’ is the helping (auxiliary) verb and ‘*teach*’ is the main verb.

**I. List all the verb phrases in the following passage. Identify the Main verb.**

Look at the river. It has very little water in it. Once it was flowing well. Now it is dying. Can’t you hear the cries of the dying river? The water in it is polluted. Do you get its stink? You cannot drink it. You cannot give this water even to animals. Animals will not go near it. We must make the river live forever. We must make the river our own companion.

**II. Analyze the verb phrases you have already identified and list the Main verb and the Auxiliary verbs in each of them.**

e.g: We have been living here for hundreds of years.



## Writing

**Read the last part of the speech of Chief Seattle once again.**

Are all the sentences of the same length? Obviously, not. The speech contains long sentences (But in your ... over the red man), short ones (Where is the thicket?) and even fragments (Gone). Why do writers vary the length of the sentences? Again, why do they use different types of structures (sometimes statements, questions, exclamations, fragments, etc.)?

**Good writers vary their sentences to make them interesting.**

Sentence length can influence the mood of the piece. If you're concerned that your writing is either too choppy or too flowery, review it with an eye toward sentence length.

- Is it varied?
- Does it fit the mood you're trying to convey?

Do you heavily favour short, simple sentences, or does the piece contain too many paragraph-long sentences?

To make your texts more interesting, you should use sentences of varying lengths with a variety of structures.

**Read the following text.**

Dogs are our great companions, aren't they? Any idea when the friendship between man and dogs began? Maybe, thousands of years back. Who knows! What is important is that they are man's best friends for obvious reasons. Dogs, as such, need to be walked. Walks keep their owners healthy; and the owners can talk to their dogs. They never tell secrets. Dogs don't care what their owners observe while walking or what they watch on TV. As long as dogs are taken care of, they are happy.

**What are the features of this write-up?** In this the variety in sentences has been obtained in a number of ways:

- Using different sentence types (statements, questions, exclamations, etc.)
- Using elements such as tags, connectives (and, as such, etc.)

**Read the following write-up.**

You must have heard about the Hussain Sagar Lake. It is in Hyderabad. It is one of the largest man-made lakes. Hyderabad and Secunderabad are twin cities of the State. The lake connects these cities. It was originally constructed to supply drinking water. Now it is not used as a drinking water source. People say, “This is sad. There is plenty of water. Nobody can drink it.” The lake faces a few threats. The main threat is encroachment by both private and public agencies. The lake also faces the problem of pollution. One of the locals said: ‘Oh, sometimes it stinks horribly.’ This is due to the continuous discharge of domestic wastes and industrial chemicals. Hence it is our duty to save the Hussain Sagar Lake.

**I Rewrite the sentences according to the direction given in the brackets.**

1. The lake connects these cities. (Change into a question).
2. It is in Hyderabad. It is one of the largest man-made lakes. (Combine the two sentences using ‘and’.)
3. Hyderabad and Secunderabad are twin cities of the State. The lake connects these cities. (Begin the sentence with ‘The lake ...’ and connect the two sentences.)
4. It was originally constructed to supply drinking water. Now it is not used as a drinking water source. (Connect using ‘though’)
5. “This is sad, ... ?” (Complete the sentence with a question tag.)
6. “Oh, sometimes it stinks horribly.” (Rewrite the sentence beginning with ‘How .....’)

**Read the speech made by Chief Seattle once again and reflect on the following features.**

- The beginning and ending of the speech
- The arguments and the building up of arguments in a sequential manner

- The emotive and argumentative language used
- The variety of sentences used
- Mental images created

**II Prepare a speech that you would like to make on ‘the World Environment Day’. You can make use of the following hints:**

- The threats to animal and plant life
- The pollution of air, water and earth and the consequences
- The need to preserve our environment for ourselves and for the future generations

## Study Skills

**Study the following table, which shows the ranking of districts in Andhra Pradesh in terms of industrial pollution intensity.**

Pollution Rank/District	Pollution Intensity per 1000 sq km	With Adilabad as norm
1. Hyderabad	899.92	137.6
2. Ranga Reddy	228.88	35.0
3. Krishna	57.63	8.8
4. East Godavari	56.48	8.6
5. Medak	50.74	7.8
6. Srikakulam	50.66	7.7
7. Guntur	46.87	7.2
8. Visakhapatnam	40.29	6.2
9. West Godavari	35.53	5.4
10. Nalgonda	25.73	3.9
11. Vizianagaram	24.92	3.8
12. Karimnagar	24.23	3.7
13. Chittoor	22.89	3.5
14. Nellore	17.86	2.7
15. Kurnool	14.43	2.2
16. Warangal	13.40	2.0
17. Mahaboobnagar	11.80	1.8
18. Nizamabad	11.29	1.7
19. Prakasam	10.09	1.5
20. Khammam	10.06	1.5
21. Anantapur	9.62	1.5
22. Kadapa	8.65	1.3
23. Adilabad	6.54	1.0

(Source: The India Economic review, Dated 9th Nov 2012)

## I. Answer the following questions.

1. Which district tops the list in pollution intensity?
2. Which region of Andhra Pradesh has the least pollution intensity?
3. What percentage of land is affected by industrial pollution in Hyderabad?
4. What percentage of land is not affected by industrial pollution in Krishna district?
- \*5. What are the comparisons that you can make related to the three regions in terms of pollution intensity?

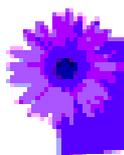
## II. Write an analytical report on the pollution intensity in Andhra Pradesh.



### Listening

#### Listen to the 'Earth Song' by Michael Jackson and answer the following questions.

1. How does Michael Jackson respond to man's attack on Nature?
2. What is the mood of the song? Indicate by putting a tick (✓).  
a. sadness   b. anger   c. anguish   d. joy



### Oral Activity

#### Discuss the following in groups.

1. Why do writers often write about these things (things like earth)?
2. In what ways does nature influence man?
3. Can it shape one's personality?

### Literary Terms

**Literary elements:** The essential techniques used in literature (e.g., characterization, setting, plot, theme).

**Literary devices:** Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).

**Metaphor:** The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *That new kid in class is really a squirrel.*).

**Narrative:** A story, actual or fictional, expressed orally or in writing.

**Personification:** An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).

**Satire:** A literary tone used to ridicule or make fun of human vice or weakness.

**Simile:** A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *She eats like a bird.*).

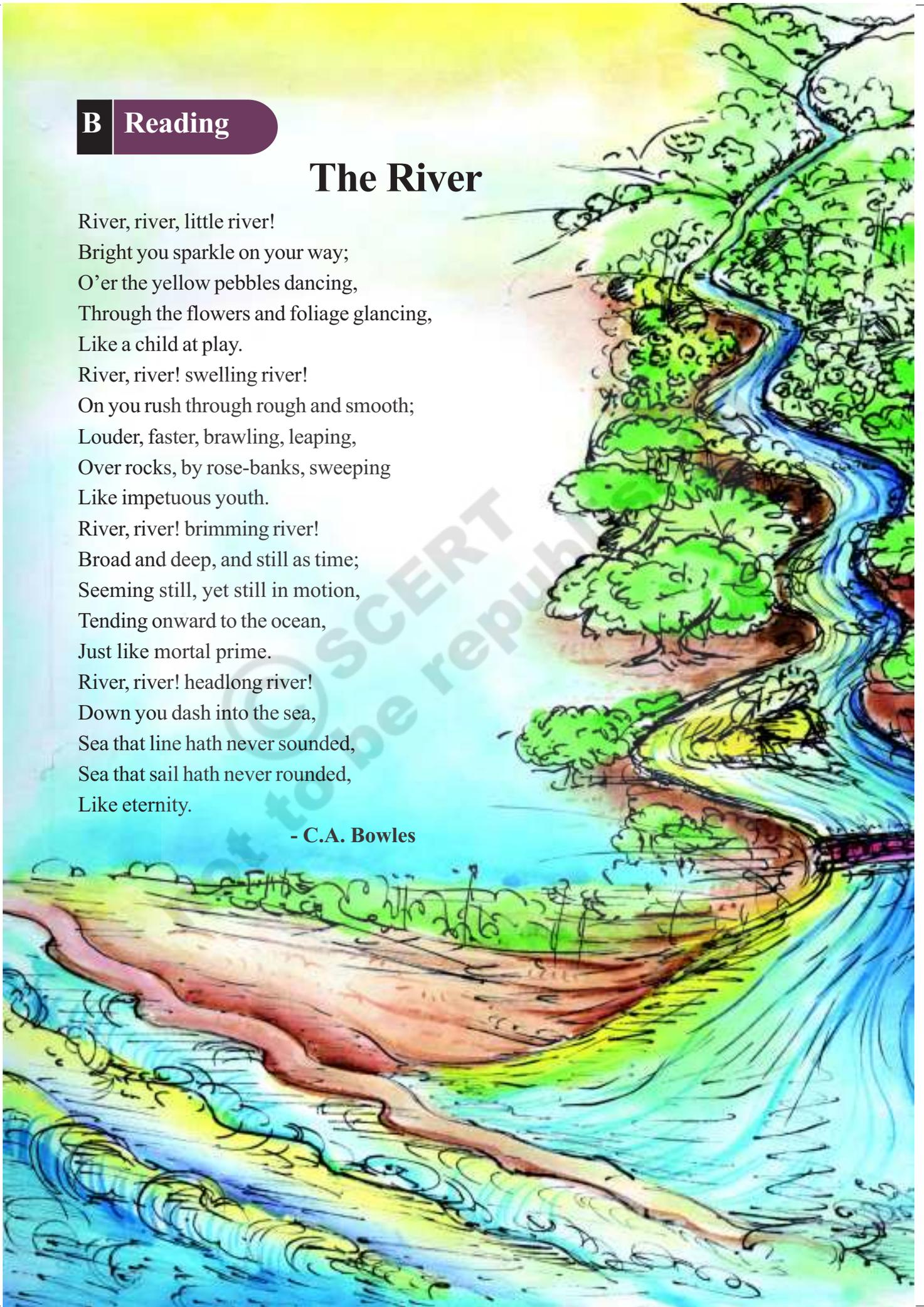
**Metaphor vs. Simile :** A metaphor is direct relationship where one thing is another (e.g. "Juliet is the sun"). A simile, on the other hand, is indirect and usually only likened to be similar to something else. Similes usually use "like" or "as" (e.g. "Your eyes are like the ocean").

## B Reading

# The River

River, river, little river!  
Bright you sparkle on your way;  
O'er the yellow pebbles dancing,  
Through the flowers and foliage glancing,  
Like a child at play.  
River, river! swelling river!  
On you rush through rough and smooth;  
Louder, faster, brawling, leaping,  
Over rocks, by rose-banks, sweeping  
Like impetuous youth.  
River, river! brimming river!  
Broad and deep, and still as time;  
Seeming still, yet still in motion,  
Tending onward to the ocean,  
Just like mortal prime.  
River, river! headlong river!  
Down you dash into the sea,  
Sea that line hath never sounded,  
Sea that sail hath never rounded,  
Like eternity.

- C.A. Bowles



## About the poet

**Caroline Ann Bowles** (1786-1854) was married to Robert Southey who was the poet laureate of Britain. She wrote various other works including '*Chapter on Churchyard*' and '*Tales of the Factories*'.



## Glossary

sparkle (v)	:	reflect / shine
foliage (n)	:	leaves
glancing (adj)	:	taking a brief look
swelling (adj)	:	increasing or expanding in size
brawling (adj)	:	struggling
rose-banks (n)	:	riverbanks where roses (flowers) appear along
impetuous (adj)	:	rash / acting quickly without thinking
brimming (adj)	:	full / full of
tending (adj)	:	going in a particular way
mortal prime (n)	:	the best part of one's life that cannot last for ever
headlong (adv)	:	with the head first and the rest of the body following
hath (v)	:	has
eternity (n)	:	life continuing without end after death

### I Answer the following questions.

1. Is the river like a child? Why?
2. Why does the poet call it 'swelling river'?
3. 'Seeming still yet still in motion.' What does the word 'still' mean in either case?
4. How does the sea remind you of eternity?
5. What do the river and the sea remind the poet of?

**II Read the poem once again and list the words in the poem which show the movement of the river at various stages.**

**III What are the word pictures used in the poem? How do they add to the beauty of the poem?**

**IV Read the following comparisons:**

‘She skims like a bird.’

‘Her face shines as the moon in the sky.’

**Pick out similar expressions from the poem ‘The River’. Say why the poet has made these comparisons. What would you compare them to?**

Stanza	Poet’s idea	What is the river compared to?	Similarities
1	young river	a child	Both the river and the child dance and sparkle.
2			
3			
4			

- Now, read the last line of each stanza. What do these lines say about the river?
- Do the river and its movement suggest something else to you?
- Attempt an appreciation of the poem comparing and contrasting your experience of a river with that of the poet.

## Can't Climb Trees Any More

He stood on the grass verge by the side of the road and looked over the garden wall at the old house. It hadn't changed much. The old house built with solid blocks of granite wasn't altered at all. But there was a new outhouse, and there were fewer trees. He was glad to see that the jackfruit tree still stood at the side of the building casting its shade on the wall. He remembered his grandmother saying: 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. At the spot where he stood there had once been a turnstile, and as a boy he would swing on it, going round and round until he was quite dizzy. Now the turnstile had gone, the opening walled up. Tall hollyhocks grew on the other side of the wall.

'What are you looking at?'

It was a disembodied voice at first. Moments later a girl stood framed between dark red hollyhocks staring at the man. She was only twelve or thirteen, slim and dark, with lively eyes and long black hair.

'I'm looking at the house,' he said.



‘Why? Do you want to buy it?’

‘Is it your house?’

‘It’s my father’s.’

‘And what does your father do?’

‘He’s only a colonel.’

‘Only a colonel?’

‘Well, he should have been a brigadier by now.’

The man burst out laughing.

‘It’s not funny,’ she said. ‘Even Mummy says he should have been a brigadier.’

It was on the tip of his tongue to make a witty remark (‘Perhaps that’s why he’s still a Colonel’), but he did not want to give offence. They stood on either side of the wall, appraising each other.

‘Well,’ she said finally. ‘If you don’t want to buy the house, what are you looking at?’

‘I used to live here once.’

‘Oh!’

‘Twenty-five years ago. As a boy. As a young man.... And then my grandmother died, and we sold the house and went away.’

She was silent for a while, taking in this information. Then she said, ‘And you’d like to buy it back now, but you don’t have the money?’ He did not look very prosperous.

‘No, I wasn’t thinking of buying it back, wanted to see it again, that’s all. How long have you lived in it?’

‘Only three years,’ she smiled. She’d been eating a melon, and there was still juice in the corners of her mouth.

‘Would you like to come in and look more closely?’

‘Wouldn’t your parents mind?’

‘They’ve gone to the club.’ They won’t mind. I’m allowed to bring my friends home.’

‘Even elderly friends like me?’

‘How old are you?’

‘Oh, just middle aged, but feeling young today.’ And to prove it he decided he’d climb over the wall instead of going round to the gate. He got up on the wall all right, but had to rest there, breathing heavily.

‘Middle-aged man on the flying trapeze,’ he muttered to himself.

‘I’ll help you,’ she said, and gave him her hand.

He slithered down into a flower-bed, shattering the stem of a hollyhock.

As they walked across the grass he spotted a stone bench under a mango tree. It was

the bench on which his grandmother used to rest, when she was tired of pruning rose bushes and bougainvillea.

‘Let’s just sit here,’ he said. ‘I don’t want to go inside.’

She sat beside him on the bench. It was March, and the mango tree was in blossom. A sweet, rather heavy fragrance drenched the garden.

They were silent for some time. The man closed his eyes and remembered other times - the music of a piano, the chiming of a grandfather clock, the constant twitter of budgerigars on the veranda, his grandfather cranking up the old car...

‘I used to climb the jackfruit tree,’ he said, opening his eyes. ‘I didn’t like the jackfruit, though. Do you?’

‘It’s all right in pickles.’

‘I suppose so.... The tree was easy to climb; I spent a lot of time in it.’

‘Do you want to climb it again? My parents won’t mind.’

‘No, no. Not after climbing the garden wall. Let’s just sit here for a few minutes and talk. I mention the jackfruit tree because it was my favourite place. Do you see that thick branch stretching out over the roof? Half way along it there’s a small hollow in which I used to keep some of my treasures.’

‘What kind of treasures?’

‘Oh, nothing very valuable. Marbles I’d won. A book I wasn’t supposed to read. A few old coins I’d collected. Things came and went. I was a bit of a crow, you know, collecting bright things and putting them away. There was my grandfather’s Iron Cross. Well, not my grandfather’s exactly, because he was British and the Iron Cross’ was a German decoration awarded for bravery during the War - the first World War - when my grandfather fought in France. He got it from a German soldier.’

‘Dead or alive?’

‘I beg your pardon? Oh, you mean the German. I never asked. Dead, I suppose. Or perhaps he was a prisoner. I never asked Grandfather. Isn’t that strange?’

‘And the Iron Cross? Do you still have it?’

‘No’, he said, looking her in the eyes. ‘I left it in the jackfruit tree.’

‘You left it in the tree?’

‘Yes, I was so excited at the time, packing and saying goodbye to people and thinking about the ship I was going to sail on that I simply forgot all about it.’

She was silent, considering, her finger on her lips, her gaze fixed on the jackfruit tree. Then, quietly, she said, ‘It may still be there. In the hollow in the branch.’

‘Yes’, he said. ‘It’s twenty-five years, but it may still be there. Unless someone else found it....’

‘Would you like to go and look?’

‘I can’t climb trees any more.’

‘If you can’t, I will go and see. You just sit here and wait for me.’

She sprang up and ran across the grass, swift and sweet of limb. Soon she was in the jackfruit tree, crawling along the projecting branch. A warm wind brought little eddies of dust along the road. Summer was in the air...



‘I’ve found it!’ she cried. ‘I’ve found something!’

And now, barefoot, she ran breathlessly towards him, in her outstretched hand a rusty old medal.

He took it from her and turned it over on his palm.

‘Is it the Iron Cross?’ she asked eagerly.

‘Yes’, he said, ‘this is it.’

‘Now I know why you came. You wanted to see if it was still in the tree.’

‘You may be right. I’m not really sure why I came. But you can keep the Cross. You found it, after all.’

‘No, you keep it. It’s yours.’

‘But it could have remained in the tree for another twenty-five years if you hadn’t climbed up to look for it.’

‘But if you hadn’t come back again....’

‘On the right day, at the right time, and with the right person’, he said, getting up and placing the medal in her hands. ‘It wasn’t the Cross I came for. It was my youth.’

She didn’t understand that, but she walked with him to the gate and stood there gazing

after him as he walked away. Where the road turned, he looked back and waved to her. Then he quickened his steps and moved briskly towards the bus stop. There was sprightliness in his step, and something cried aloud in his heart.

Dark dancing eyes, melon sweet lips, lissome limbs....

The mango scented summer breeze made the blood course in his veins, and he forgot, for a moment, that he couldn't climb trees any more....

- *Ruskin Bond*

### About the author

**Ruskin Bond** was born in Kasauli, Himachal Pradesh, in 1934. He wrote a number of short stories, essays, novels, and many books for children. *The Room on the Roof* was his first novel, written when he was seventeen. It received the John Llewellyn Rhys Memorial Prize in 1957. In 1992, he received the Sahitya Akademi Award for his short story collection, *Our Trees Still Grow in Dehra*, given by the Sahitya Akademi, India's National Academy of Literature. He was awarded the Padma Shri in 1999 for contributions to children's literature.



### Glossary

- turnstile (*n*) : a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through
- dizzy (*adj*) : having a sensation of spinning around and losing one's balance
- hollyhock (*n*) : a tall garden plant with large showy flowers
- disembodied (*adj*) : (of a sound) lacking any obvious physical source
- trapeze (*n*) : a swing used by circus acrobats
- bougainvillea (*n*) : an ornamental shrubby climbing plant widely cultivated in the tropics, with bright coloured flowers
- budgerigar (*n*) : a small Australian parakeet which is green with a yellow head in the wild, but has been bred in a variety of colours as a pet
- eddy (*n*) : (pl. eddies) a circular movement of dust (here)
- sprightliness (*n*) : liveliness and energy in action
- lissome (*adj*) : slim; graceful
- course (*v*) : (of liquid) flow

### Answer the following questions.

1. What is your opinion about the theme of the story?
2. The middle-aged man remembers his joyous days of youth. What are the different words/ phrases used in the story (for example, dark dancing eyes; swift and sweet of limbs) to show the characteristics of the youth?
3. 'A blessing rests on the house where the shadow of a tree falls.' And so the present owners must also be receiving the tree's blessings. What does the narrator's grandmother mean by this statement?
4. Are the grandmother and Chief Seattle expressing the same feelings about trees and nature? Why?

### Project Work

Look at the picture. Our water resources are getting polluted every day. If we do not care enough to prevent pollution and save water there is going to be an acute scarcity of drinking water.



### I. Visit five houses in your locality and collect the following information.

1. **Number of members in the family.**
  - a. adults
  - b. children
2. **The average quantity of water used in the household (in litres).**
  - a. for drinking and cooking food
  - b. for washing clothes and cleaning the house
  - c. for cattle
  - d. for cultivation
3. **The average quantity of drinking water wasted in the household (in litres).**
  - a. for drinking and cooking food
  - b. for washing clothes and cleaning the house
  - c. for cattle
  - d. for cultivation
4. **What are the water sources for the household and what is the average quantity of water used from these sources.**
  - a. well in the household
  - b. public well
  - c. water from public taps
  - d. river, pond, lake, etc.

5. Does the ground water in the locality get polluted? If so, the sources.
- |                            |                              |
|----------------------------|------------------------------|
| a. domestic sewage         | b. industrial wastewater     |
| c. agricultural wastewater | d. construction site run-off |
| e. urban run-off           |                              |

**II Work in three groups and make reports as suggested below. Present all the reports before the whole class.**

**Group A**

The quantity of water used by the households in the locality from various water sources and how the usage can be minimised for conserving drinking water.

**Group B**

The water sources in the locality, how the water gets polluted and how it can be prevented.

**Group C**

What measures that can be taken for conserving water and preventing pollution of water?

**Self Assessment**

**How well have I understood this unit?**

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. What Is Man Without the Beasts?			
B. The River			
C. Can't Climb Trees Any More			
I was able to work out the combinations with the words given under 'Vocabulary'.			
I was able to pick out the words that denote 'movement' from the speech 'What is Man Without the Beasts?'			
I was able to identify the 'verb phrase', in the given passage under 'Grammar'.			
I was able to identify the auxiliaries and the main verb in the given verb phrase.			
I was able to rewrite the sentences according to the directions given under 'Writing'.			
I was able to understand the features of a good speech.			
I listened to and understood 'Earth Song' and answered the questions.			