UNIT 2

The Day Nothing Happened

Sometimes we look, but we don't see!

Naput and his sister, Nadeen, were hiking on the tundra. It was March and snow covered the ground. For the Eskimo children, March was still a winter month.

'I wish there was something to see,' said Naput gloomily.

'So do I,' agreed his sister, 'This hike isn't much fun.'

In the distance smoke was billowing out of the chimneys of their village. A breeze was blowing and the children snuggled deeper into their parkas for warmth.

'Father said there are arctic foxes out here,' muttered Naput. 'I see nothing of the snow dog.'

'Maybe their fur is so white it is impossible to see them,' said Nadeen.

The children squinted against the sun. For as far as their eyes could see, there was nothing but the glare of the snow covered tundra.

'Let's go back,' said Nadeen. 'Maybe we'll find something interesting to do at home.'

The children turned and headed towards the village. Unknown to them, a pair of black eyes watched their every move. The eyes belonged to an arctic fox. She had hurt her foot on the arctic ice and was limping, for the wound was painful.

As the children made their way home, the fox managed to keep pace. She was small enough that tundra hummocks hid

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gloomily : sadly
hummocks : ridges of ice
squinted : looked with eyes partly shut

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her. There was a purpose in her vigil. Her injury had left her unable to hunt. She couldn't keep up with *nanuk*, the polar bear, either. Sometimes *nanuk* left scraps from his own hunts and the fox ate well. But right now the bears were all out on the ocean ice and the little white fox hadn't followed. She was very hungry. She would perish if she didn't eat in a short while.

There was one immediate hope for the fox. Had the children brought something to eat? The fox had been near humans before and had dined on leftovers. She crouched low and followed with halting steps.

Farther out on the tundra was another animal. It was *kavik*, the wolverine. His fierce, dark eyes glittered as they watched the fox. He, too, was hunting. Lemmings were scarce. There were no rabbits and the *sik-sik*, the ground squirrel, was still underground in his long winter sleep.

To *kavik*, the fox looked good to eat. He saw that the snow dog was hurt. She would be quick and easy prey.

Naput and Nadeen ambled along. They studied the frozen snow and wondered why it made a crunching sound under their *mukluks*. They thought of exciting things to see on television. Naput remembered his favourite program would be on that evening. The day wouldn't be entirely lost.

The children paused to rest. When they stopped, the fox also stopped. The only one who didn't stop was the wolverine. He advanced craftily, his mind on one thing: Catch the fox, catch his dinner. Belly close to the ground, the wolverine moved forward in his odd, humping gait and the distance shortened.

Kavik paid little attention to the children. Nothing frightened *kavik*. Though he was not large he was a mighty hunter.

The children started home again, going a little faster. The sun was lowering and it would be dark soon. They didn't speak and the silence was great around them, but neither Naput nor Nadeen heard the fox. In spite of her injury, she stepped along as lightly as a bird.

vigil : keeping a purposeful watch
scarce : very few
gait : way of walking
perish : die
mukluks : soft boots worn by Eskimos

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Suddenly, the snow dog stopped. She turned swiftly, the hair on her back raised, just in time to meet the wolverine in a head-on clash.

There followed a fierce battle. The wolverine gripped the fox by the tail. At the same time, the fox bit into *kavik's* foot. Then began a fierce tug of war and as the animals swayed, one fighting for his dinner the other fighting for her life. They growled deeply.

All at once the tip of the fox's tail came loose and the wolverine fell back. The fox scampered off a few yards. Her teeth were bared, her eyes bright with hurt and fear.

Kavik gripped the piece of tail firmly in his jaws. Nothing in the world could have pried it loose. He studied the fox for several seconds then turned away. The snow dog wasn't such easy prey after all. It is possible he could have beaten the fox, but *kavik's* paw throbbed where the fox's teeth had dug in and the wolverine wanted no more of such treatment. He gave a last growl then humped off across the tundra holding the bit of white hair and skin in his mouth.

The fox stood like a statue, eyes on her enemy. When she felt safe, she lay down to lick her wound. Her courage had saved her life, but she was still hungry and starvation was still waiting. She would rest awhile then go into the village. Her nose told her food scraps were available. She would have to be careful, because the village dogs were troublesome, but she had to try. It was her last chance for survival.

Naput and Nadeen reached their warm house. Inside their father, Nilliguk, was carving walrus ivory into a small seal.

'What did you see on the tundra today?' he asked.

'Nothing, father,' replied Naput wearily. 'We didn't see a thing.'

'Sometimes,' added his sister, 'the tundra can be very boring. Nothing ever happens.'

But Nilliguk, wise in the ways of the arctic, smiled and said, 'On the tundra, it is what you don't see that is the most exciting.'

Naput scratched his head, puzzled. There were times, he thought, when his father spoke in riddles.

Robert H. Redding

throbbed : pulsated with pain
walrus ivory : hard white substance that the tusk of a walrus is made of

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READ AND ANSWER

A. 1. Tick (✓) the most appropriate answers.

a. How do you know that the children were feeling very cold?
   (i) They couldn't see due to the glare of the sun on the snow.
   (ii) The snow covered the ground.
   (iii) The breeze made the children snuggle deeper into their parkas.
   (iv) For the Eskimos, March was still a winter month.

b. Why did the children decide to go home?
   (i) They couldn't see any animals.
   (ii) They wanted to see the arctic fox, but didn't see one.
   (iii) They were bored, because there was nothing to see.
   (iv) They felt there would be something more interesting to do at home.

c. What was the purpose of the arctic fox's vigil?
   (i) It was hungry.
   (ii) It couldn't move fast enough to catch something to eat as its foot was hurt.
   (iii) It was hoping that the children would leave behind something it could eat.
   (iv) It couldn't follow the polar bears as they had gone out to the ocean.

d. Why was kavik, the wolverine interested in what he saw?
   (i) He couldn't find anything to eat.
   (ii) He knew that the snow dog was hurt and he could easily catch it.
   (iii) Lemmings were scarce.
   (iv) There were no rabbits and the ground squirrel was underground fast asleep.

e. Why did the children not see the arctic fox?
   (i) It was moving along behind them stepping as lightly as a bird.
   (ii) The children were in a hurry to get home.
   (iii) It was getting dark.
   (iv) The children thought there was nothing to see.

A. 2. Answer the following questions.

a. Which animal was fighting for its dinner and which one was fighting for its life?
b. What was each animal tugging at?
c. Which animal gave up the battle first and why?
d. What had saved the life of the arctic fox?
e. What did the arctic fox decide to do?
f. What would she have to be careful of?

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A. 3. **Think and answer these questions carefully. HOTS**

a. If the children were so bored, why do you think they went for a hike in the tundra?

b. Why was the battle between the fox and the wolverine called a tug of war?

c. Why did the children's father say that what they did not see on the tundra was the most exciting?

A. 4. **Match the following with their meanings.**

gloomily	hooded coats often fur-lined for warmth
snuggled	ground squirrel
parkas	wolverine
nanuk	nestled
kavik	mouse-like rodents living in very cold northern region
sik- sik	sadly
lemmings	polar bear

WRITING

B. **Go for a nature walk with your classmates and teacher. Split up into groups of four. Don't make too much noise or you'll frighten away the birds and small animals. Just look around at the trees, bushes, birds and insects. Make notes in your diary. Come back and write about the interesting things you saw that you had never bothered about earlier.**

SPELLING AND PRONUNCIATION

C. 1.

a. **Read these words starting with 'sq' aloud. Pronounce them correctly: squad, squeal, squid, squint**

Add some more words _____

b. **Read these words starting with 'sn' aloud. Pronounce them correctly: snap, sneak, sneeze, snob, snuggle**

Add some more words _____

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C. 2. A prefix is added to the beginning of a word to form a new word. Use these negative prefixes to make the opposites of the following words: im, il, in, ir, mis, dis

appear	_____	behave	_____
complete	_____	disciplined	_____
legal	_____	possible	_____
regular	_____	trust	_____

VOCABULARY

D. 1. Fill in the blanks with the new words you have just formed in C. 2.

a. Don't be _____. Obey instructions.

b. It will be _____ for you to complete your work in time if you write so slowly

c. Don't _____ everyone. Learn to believe what people are saying.

d. Now please don't _____. I'll be gone for just a few minutes.

e. If your attendance is _____ you will have a lot to make up when you come back to school.

f. It is _____ to break traffic rules.

g. Don't _____ in class. It disturbs the other students.

h. Please don't give an _____ composition to our English teacher. She will not be pleased.

D. 2. Use these adjectives beginning with the prefix 'un' to complete the following sentences.

unbelievable, unnecessary, unbeatable, unoccupied, uncomfortable, unemployed, unexpected, unattended

a. This chair is extremely _____. Grandma got a backache when she sat in it.

b. My grandmother is bedridden. She can't be left _____.

c. The _____house down the road has been rented out at last.

d. Get rid of _____ things from the storeroom, please.

e. He runs very fast. His speed is _____. He's going to win the race.

f. What you are saying is _____. Could such a thing have really happened?

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g. When _____ guests arrive, Mom never gets worried. She makes them comfortable.

h. Many _____ young men have applied for jobs at the new shoe factory.

GRAMMAR

Some Interrogative sentences begin with question words called 'wh' words. You use them several times a day: who, why, when, where, what, which, whose and how.

	QUESTION WORDS	EXAMPLES
PEOPLE	Who, Whose, Which	Who is that boy? Whose dog is this? Which of these boys is your friend?
ANIMALS/THINGS	What, Which one	What is that strange insect called? Which one of these books is yours?
PLACES	Where	Where is your house? Where do you live? Where is your school bag?
QUANTITIES	How many/much	How many boys are there in your class? How many sweets are there in this bag? How much water can you drink?
REASONS	Why	Why are the children shouting? Why are the monkeys chattering?
TIME	When; How often;	When are we going to your house? When are we to reach school? How often do you go to the mall?
MANNER/METHOD	How	How well does he sing? How do we open this bottle?

E. 1. Fill in blanks in these Interrogative sentences with question words.

a. _____ are you going to finish your homework?

b. _____ is that dog barking?

c. _____ do we make it stop barking?

d. _____ will the bell ring?

e. _____ are you going during the summer holidays?

f. _____ pair of shoes do you want to buy?

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g. _____ have you been speaking to on your phone for such a long time?

h. _____ do you go to see a film at a cinema hall?

i. _____ are you feeling now?

j. _____ much tea does Grandma drink every day?

k. _____ many glasses of water should you drink every day?

l. _____ long will you take to finish those sums?

A Question Tag is a short question used at the end of a statement. We use it to make sure that what is said is true. A Positive statement is followed by a Negative question tag and a Negative statement is followed by a Positive question tag.

I am older than you are, aren't I?

She isn't taller than her brother, is she?

E. 2. Fill in the blanks with the correct question tags.

a. The tea isn't ready yet, _____? (is it/isn't it)

b. She hasn't come yet, _____? (has she/hasn't she)

c. He didn't want to come with us to the mall, _____? (did he/didn't he)

d. She will come to your birthday party, _____? (will she/won't she)

e. He has two sisters, _____? (does he/doesn't he)

f. He can open the door, _____? (can he/can't he)

g. There was a theft in his house last night, _____ (was there/wasn't there)

h. She hasn't broken her promise, _____? (has she/hasn't she)

E. 3. Fill in the blanks with question tags.

a. We are going to school today, _____?

b. They will go to the carnival with us, _____?

c. Mummy has gone to the super market, _____?

d. He hadn't finished his project,_____?

e. You have met our new classmate, _____?

f. You have forgotten to say, 'Hello,' to her, _____?

g. You don't know who she is, _____?

h. Those naughty boys didn't send her to the wrong class, _____?

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PUNCTUATION

Use the apostrophe

a. **To show possession:**

My friend's puppy; My friends' parents (More than one friend)

b. **When forming contractions:**

when **not** is shortened: is not-isn't; are not-aren't, will not-won't OR shortened forms: it is-it's; I/he/she/we/they would-I'd; he'd; she'd, we'd/they'd let us-let's etc.

Let's go to the park. (let us)

Mother **lets us** go to the park in the evening. (lets us-allows us to)

The apostrophe is **not used in plural forms** or **pronouns** ending in **'s'**: I have many friends. This book is yours. Look at the condition of this book! **Its** cover is torn and someone has scribbled on all its pages.

F. Put in the apostrophes where required.

a. The cats tail waved angrily as it saw two rats eating from its bowl of bread and milk. It crouched and moved its paws slowly towards the rats. Unaware of the approach of the cat, the rats didnt even lift their heads. They carried on nibbling at the bits of milk-soaked bread. The cat lifted its paws and pounced on the rats. The bowl tipped over and the milk spilt on to the tiles. The rats slipped and slid towards their hole. The cats paws slipped on the milk and she couldnt reach the rats.

b. Ravi: Its a great day for a jog around the park, Meera.

Meera: Lets go right now. Its already getting dark. Were just going to be able to jog for about fifteen minutes.

LISTENING

G. Listen carefully and encircle the word you hear.

1. distance	distanced	distant
2. bowling	billowing	blowing
3. squid	squat	squint
4. splash	scraps	straps
5. crushed	crunched	crouched

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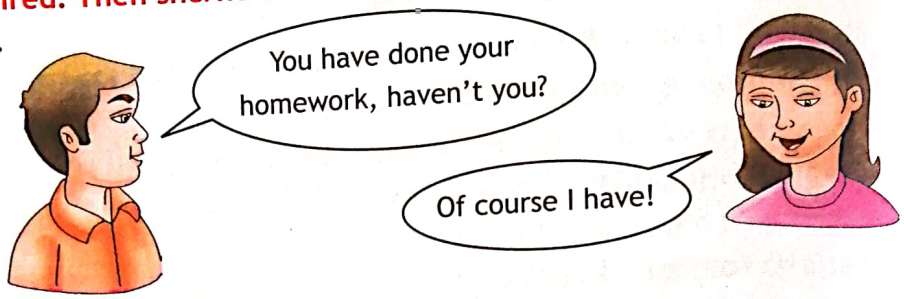
SPEAKING

H. Talk to your partner using question tags. Your partner will answer in the positive or negative as required. Then she/he will ask you some questions which you'll answer in the same way.

For example:



LIFE SKILLS

I. The two children walked across the tundra without seeing what was going on around them. They were eager to get home to watch a TV program they liked to see. Have a classroom discussion about how you learn things.

When you go abroad or visit places of interest at home, what must you do? Tick off the things you should do in order to learn more. Put a star in front of things you consider most important. Cross out the unimportant things.

1. Visit zoos and museums, because everyone visits them.
2. Visit places of interest like zoos, museums, parks etc. and learn all you can about what you see.
3. Ask a guide or an older person about the things you see at tourist spots.
4. If you are going to a foreign country or visiting a famous historical place in your own country, read about it before you go. Decide what you are going to see. Allot sufficient time for each visit.
5. Head straight for a restaurant and enjoy the food you like best.
6. Try different kinds of food or at least learn their names and what ingredients are used to make them.
7. Watch cultural programs that teach you about the traditions and culture of different places.
8. Keep the pamphlets and brochures you get to show people where you have been.
9. Read all the pamphlets and brochures you get to learn more about different places and people and their way of life.
10. Maintain a journal and write down your experiences at the end of the day to remember what you see, hear, eat and feel.

UNIT 3

A

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Some people are
their great talent
whose books nob
stop reading, or
poems are on eve
lips. Poor Redda
was known thro
Vijayanagar as t
whose face brou
Reddappa was a
good man. He n
the law. He look
paddy fields we
wife and childre
somehow, his n
got the feeling
Reddappa's face
went all topsy-
the man in the
miss lunch. An
happened-a bu
break, or a tree

Poor Redda
about his 'bad-
hiding it. To s
bad luck, he se

guarantee : to
precaution : be

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