

## 1

## The Wit That Won Hearts

## TEXTBOOK QUESTIONS

## Let us think and reflect

## I. Read the extracts given below and answer the questions that follow.

1. "... The king thought I was disrespecting his poem and stormed off. Since then, he has not spoken to me. If I had known this would happen I would have chosen another day. Help me, please, Rama. Only you can help the king understand." Rama nodded thoughtfully. "If you like, I will try my best to resolve this matter, Your Highness. But this needs a well-planned approach and I may need time to find the right strategy."

- (i) Why does the queen believe that only Tenali Rama can help the king understand?

**Ans.** The queen believes that only Tenali Rama can help because he is known for his intelligence, wisdom, and clever way of resolving sensitive matters. She trusts that Rama can make the king see the situation clearly without hurting his pride.

- (ii) What does the queen's statement, "If I had known this would happen, I would have chosen another day", suggest about her feelings?

- (A) She is angry at the king for overreacting. (B) She regrets the unintended misunderstanding.  
(C) She believes the poem was not worth listening to.  
(D) She is worried that the king might

punish her.

**Ans.** (B) She regrets the unintended misunderstanding.

- (iii) How does Tenali Rama's response reflect his wisdom and problem-solving skills?

**Ans.** Tenali Rama's response reflects his wisdom as he does not rush into the situation. Instead, he says the matter needs a "well-planned approach" and asks for time to plan the right strategy. This shows that he thinks deeply, considers the emotions of others involved, and handles delicate issues with tact and care.

- (iv) Fill in the blank by choosing the correct option from those given in the brackets.

The king's reaction shows that he is sensitive and ..... in his poetry.  
(has a lot of faith/takes great pride)

**Ans.** takes great pride

2. That evening, the king approached the queen with a softened expression. "Thirumalambal", he began, his voice gentle, "I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry." The queen, who had longed for this moment, smiled and replied, "If you like, we can leave this quarrel behind us. I would very much like to listen to your poem."

- (i) Complete the following with a suitable explanation.

When the king said, "I let my pride blind me", he means that.....

**Ans.** When the king said, "I let my pride blind me", he means that he allowed his ego to prevent him from seeing the situation

clearly and fairly. He misunderstood the queen's action and reacted harshly without considering her intentions.

- (ii) **Why does the queen say, "If you like, we can leave this quarrel behind us"?**

**Ans.** The queen says this to show her willingness to forget old matters and move forward. She values the relationship more than the disagreement and wants to restore peace and harmony between them.

- (iii) **Fill in the blank by choosing the correct option from those given in the brackets.**

The king acknowledges that his pride clouded his judgement, which shows .....

(intelligence and courage/maturity and self-awareness)

**Ans.** maturity and self-awareness.

- (iv) **State any one characteristic that the queen's response to the king's apology shows about her.**

**Ans.** Her response shows that she is forgiving and values reconciliation.

## II. Answer the following questions-

1. **Why was the Vijayanagara Empire considered to be in its 'Golden Era' during Krishnadeva Raya's reign?**

**Ans.** The Vijayanagara Empire was considered to be in its 'Golden Era' during Krishnadeva Raya's reign because of its remarkable progress in art, literature, architecture, and administration.

2. **How did Tenali Ramakrishna gain a special place in the king's court?**

**Ans.** Tenali Ramakrishna often used his wisdom to resolve conflicts and help the king see the truth. Thus he earned him the king's trust, admiration and a special place in the king's court.

3. **How did the quarrel between the king and the queen affect the palace?**

**Ans.** The quarrel created tension and sadness in the palace. The king and queen stopped speaking to each other, It disturbed the harmony and joy that once filled the royal household. The cheerful atmosphere was replaced by discomfort and silence.

4. **What strategy did Tenali Rama use to make the king realise his mistake?**

**Ans.** Tenali Rama used a subtle and thoughtful strategy. Instead of confronting the king directly, he cleverly demonstrated that yawning is a natural human act.

5. **What was the reaction of the courtiers when Tenali Rama introduced his 'special' paddy seeds?**

**Ans.** The courtiers were initially curious but soon confused and amused when Tenali Rama introduced his so-called 'special' paddy seeds. These seeds would only grow if sown by someone who did not yawn while sowing.

6. **How does the story conclude, and what lesson can be learnt from it?**

**Ans.** The story concludes with the king realising his mistake and apologising to the queen. The queen forgives him, and peace is restored in the palace. Rama is rewarded for his wisdom, and the royal couple's bond becomes stronger. The lesson we learn is that pride and ego can damage relationships. But humility, understanding, and forgiveness can heal even the deepest misunderstandings. It also teaches the value of handling conflicts with sensitivity and wisdom.

**Let us learn**

**I. Fill in the blanks and complete the paragraph by choosing suitable expressions from the box given below.**

casted a shadow, mind raced back, murmur swept through the room, stormed off, hush fell over, rippled through

My mother is quite witty, and her sense of humour always lightens stressful moments. Once, at a family dinner, an argument began over a minor issue, and 1. .... making everyone feel uncomfortable. Just as things were getting serious, she made a clever remark and laughter 2. ....the gathering, making everyone relaxed. The person who started the argument 3..... Everyone disapproved of the action and a 4..... . My 5. .... to how my mother had saved other situations like this. Without her, such moments would have 6. .... over the gatherings. I hope that I grow up to be as witty as my mother.

**Ans.** 1. hush fell over, 2. rippled through, 3. stormed off, 4. murmur swept through the room, 5. mind raced back, 6. casted a shadow.

**II. The writer uses words like 'roared', 'murmur' in the text to indicate the sound produced. Fill in the blanks with suitable sound words from the box given below. You may refer to a dictionary.**

murmur, sighed, mumble, gasped, snickers, thud, groan, rattle, roared, whispered

1. As the teacher began the riddle challenge,

..... of excitement spread through the a classroom.

2. Anaya ..... in relief she loved riddles more than solving Mathematics problems.

3. 'Think carefully', the teacher began to ....., as she wrote a riddle on the board.

4. When the question was revealed, a few students ....., realising it wasn't as easy as they had expected.

5. Some exchanged ....., wondering if anyone at all would be able to solve it.

6. Just then, Anaya tapped her book on the desk with a small ....., deep in thought.

7. 'Ah, I see it now!' she said stretching with a ....., as if it had taken her great effort.

8. A small breeze made the windows ....., adding to the suspense of the moment.

9. 'So, what's the answer?' the students ....., their voices filled with playful enthusiasm.

10. Leaning forward with a smile, Anaya ....., "Sometimes, the trickiest questions have the simplest answers."

**Ans.** 1. murmur, 2. sighed, 3. mumble, 4. gasped, 5. snickers, 6. thud, 7. groan, 8. rattle, 9. roared, 10. whispered.

**III. As you have learnt, a compound word is formed when two or more words are combined to create a new word with a distinct meaning. These are of three types: closed compounds (sunlight, courtroom), hyphenated compounds (well-planned), and open compounds (paddy seeds).**

1. Create new compound words by

matching words in Column 1 with those in Column 2.

| Column 1     | Column 2    |
|--------------|-------------|
| (i) quick    | A. hall     |
| (ii) soft    | B. tempered |
| (iii) common | C. spoken   |
| (iv) house   | D. blue     |
| (v) book     | E. store    |
| (vi) ill     | F. sense    |
| (vii) sky    | G. witty    |
| (viii) dance | H. hold     |

Ans. (i) – G., (ii) – B., (iii) – F., (iv) – H., (v) – E., (vi) – C., (vii) D., (viii) – A.

2. Fill in the blanks with the words created in the previous question:

Ravi was (i) \_\_\_\_\_, always speaking calmly even in arguments. He grew up in a lively

(ii) \_\_\_\_\_, where he learned to handle different personalities. His friend Arun, however, was (iii) \_\_\_\_\_ and often lost his patience. Despite this, Arun admired Ravi's (iv) \_\_\_\_\_ thinking. One evening as they passed a (v) \_\_\_\_\_, they saw some performers rushing out. Ravi noticed that one of them dropped a (vi) \_\_\_\_\_ book on the ground. "Is this yours?" he asked. "Oh thank you, young man!" the performer smiled. "It's a recent purchase from the (vii) \_\_\_\_\_ round the corner." True to his nature Arun promptly said to Ravi, "It's (viii) \_\_\_\_\_ that it's not from a bakery but bookshop!" Ravi smiled and they walked on.

Ans. (i) soft-tempered, (ii) household, (iii) ill-spoken, (iv) quick-witted, (v) dance-hall, (vi) skyblue, (vii) bookstore, (viii) commonsense

IV. Read the sentences from the text and their explanation given in the table below:

| Sentences from the Text                                                              | Tenses                                      | Explanation                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. If you <b>like</b> , I <b>will</b> try my best to resolve this matter.            | Simple Present + Present Modal              | The condition in the 'if' clause may or may not be fulfilled. The present tense refers only to a possible future action.                                                              |
| 2. If, by chance something <b>were</b> to go wrong, our farmers <b>would</b> suffer. | Simple Past + Past Modal                    | The condition in the 'if' clause expresses a hypothetical or imaginary situation.                                                                                                     |
| 3. If I <b>had known</b> this would happen, I <b>would have chosen</b> another day.  | Past Perfect + would have + Past Participle | The condition in the 'if' clause describes what the speaker would have done (differently) if the past situation had been different and it is impossible to rectify it in the present. |

In sentence 1 'if you like' is the **subordinate clause** (if clause) and 'I will

try my best to resolve this matter' is the **main clause**. Identify the subordinate

and main clauses in sentences 2 and 3.

**Ans.** 2. Subordinate clause: If, by chance, something were to go wrong

Main clause: Our farmers would suffer

3. Subordinate clause: If I had known this would happen

Main clause: I would have chosen another day

**Now, match the subordinate clauses (if clauses) in Column 1 with the appropriate main clauses in Column 2 to make complete sentences.**

| Column 1                             | Column 2                                      |
|--------------------------------------|-----------------------------------------------|
| (i) If I had a magic wand,           | A. We will go to the theatre.                 |
| (ii) If it rains tomorrow,           | B. I would sneak into the secret room.        |
| (iii) If you had listened carefully, | C. I would give myself wings.                 |
| (iv) If you finish your homework,    | D. The boys would have woken up on time.      |
| (v) If I were invisible,             | E. We will stay indoors and play board games. |
| (vi) If the alarm had rung,          | F. You would have solved the puzzle.          |

**Ans.** (i) – C., (ii) – E., (iii) – F., (iv) – A., (v) – B., (vi) – D.

**V. Complete the following sentences appropriately with either the main clause or the subordinate clause (if clause).**

1. Your teacher will be unhappy if \_\_\_\_\_.

### Let us listen

**I. You will listen to a woman narrating a story. As you listen, fill in the blanks in the following**

2. They would have caught the train if \_\_\_\_\_.

3. \_\_\_\_\_ if you continue to stay up late every night.

4. If she knew the answer, \_\_\_\_\_.

5. \_\_\_\_\_ if she had studied harder.

6. If I had a million rupees, \_\_\_\_\_.

**Ans. 1.** Your teacher will be unhappy if you don't complete your homework on time.

2. They would have caught the train if they had left the house a little earlier.

3. You will feel tired if you continue to stay up late every night.

4. If she knew the answer, she would have raised her hand.

5. She would have passed the exam if she had studied harder.

6. If I had a million rupees, I would donate some to charity and invest the rest.

**VI. Complete the following sentences. One example has been done for you.**

1. If I were a tree, I would play with the wind and talk to the birds.

2. If I were the Head Teacher of my school, \_\_\_\_\_.

3. If I were a bird, \_\_\_\_\_.

4. If I were a magician, \_\_\_\_\_.

5. If I had studied harder, \_\_\_\_\_.

**Ans. 2.** If I were the Head Teacher of my school, I would make learning more fun with weekly activity days.

3. If I were a bird, I would soar high above the mountains and explore the world.

4. If I were a magician, I would make sadness disappear from everyone's life.

5. If I had studied harder, I would have scored better marks in the exam.

**sentences by selecting the correct options.**

*Hello everybody! Today I'll be narrating a story about a quick-witted courtier in the kingdom of Vijayanagara. A renowned scholar, proud of his abilities, once visited the kingdom of Vijayanagara. You see, he wanted to challenge the scholars in the court of King Krishnadeva Raya. The court scholars did not want to accept the challenge as they were worried of being defeated by the visitor. Besides this, they were also afraid that the king would be angry if they refused to face the scholar. They knew that only the quick-witted Tenali Rama would be able to manage the situation. So, naturally, they asked him for a solution. As expected, Rama told them that he would accept the challenge. The next day, Rama arrived at the palace. Rama and the challenger sat facing each other. There was a bundle wrapped in silk kept near Rama. He placed his hand on the bundle and said to the visitor, "Let us start by discussing the merits of tila-kashta-mahisha-bandhana". The visitor was taken aback. He had read thousands of works. But he had never heard of this work. He had no idea what to say. The scholar had to accept his defeat. Ashamed, he quietly left the palace. Now, the king was curious to know about the great work Rama had mentioned. Rama smiled and removed the silk cloth. There was a huge bundle of sticks tied with a thick rope. The king was puzzled and asked for an explanation. Rama told him, "O king! til is sesame; kashta is stick, tilakashta means sticks of sesame plants means buffalo, bandhana means the rope used for tying-so, this is tila-kashta-mahisha-bandhana" The king burst out laughing. The poor visitor had become scared hearing such a difficult name. In this way, Rama had taught the arrogant scholar a lesson.*

**1. The rope tying the bundle of sticks was \_\_\_\_\_ .**

- (i) loose (ii) thick  
(iii) short

**Ans.** (ii) thick.

**2. The scholar is finally referred to as \_\_\_\_\_ .**

- (i) irritable (ii) mischievous  
(iii) arrogant

**Ans.** (iii) arrogant.

**II. You will once again listen to the story- As you listen, number the events of the story in the correct order of occurrence.**

1. The great scholar was ashamed because he did not know what to say.
2. Rama accepted the challenge thrown by the visitor.
3. Rama had a bundle tied in silk when he came to the palace.
4. The king laughed at the explanation given by Rama.
5. The visitor wanted to show his superiority over others in the palace.

6. Rama showed the work to be a bundle of sticks tied together by a rope.

7. The king wanted to know more about the work mentioned by Rama.

8. The court scholars were afraid of the king's anger.

**Ans.** The correct sequence of events as they occurred in the story is given below:

1. 5. The visitor wanted to show his superiority over others in the palace.
2. 8. The court scholars were afraid of the king's anger.
3. 2. Rama accepted the challenge thrown by the visitor.
4. 3. Rama had a bundle tied in silk when he came to the palace.
5. 1. The great scholar was ashamed because he did not know what to say.
6. 7. The king wanted to know more about the work mentioned by Rama.
7. 6. Rama showed the work to be a bundle of sticks tied together by a rope.



8. 4. The king laughed at the explanation given by Rama.

## Let us speak

- I. While asking questions, it is important to use the appropriate tone to convey the correct meaning.

1. 'Yes' or 'No' questions have a rising tone at the end. **Are you coming home?**
2. 'Wh' questions have a falling tone at the end. **When will you come home?**

**This rise and fall in tone is called intonation. Now, work in pairs and mark the intonation in the questions given below. Take turns to practise by saying them aloud with the correct intonation.**

- (i) Is this your cat?
- (ii) What is the name of your cat?
- (iii) Will you be going to your village?
- (iv) Why are you going to your village?
- (v) Is this where you live?
- (vi) Where do you live?
- (vii) Can I meet your parents?
- (viii) How are your parents?
- (ix) Do you have any plans for tomorrow?
- (x) What are you going to do tomorrow?

**Note :** Do yourself.

- II. 'What', 'Why', 'When', 'How', 'Where', and 'Who' are the words used to ask questions. These words are called question words. Let us use these words and make some questions.

While making questions, remember the correct word order.

- Who is the cleverest character in the story? (Correct)

- Who the cleverest character is in the story? (Incorrect)

**Work in pairs and take turns to ask and answer questions about a trip that you are planning. Remember to use the correct intonation while asking these questions.**

**Here are some prompts for you.**

- The destination (Where...)
- Purpose (Why...)
- Mode of transport (How...)
- Duration (When...)
- Travel companions (Who...)
- Activities (What...)

**Ans.** Use rising tone for questions, natural fall for answers.

Student A: Where are you planning to go for the trip?

Student B: I am planning to go to Manali.

Student A: Why do you want to go there?

Student B: Because I want to enjoy the mountains and the snow.

Student A: How will you travel?

Student B: I will go by bus.

Student A: When will you go?

Student B: I will go in December.

Student A: Who will go with you?

Student B: I will go with my friends.

Student A: What activities will you do there?

Student B: I will do trekking, sightseeing, and play in the snow.

**Now, work in pairs and take turns to ask and answer the questions about witty characters in folktales or stories you have read. Use the correct intonation while asking questions.**

For example: Your favourite character in the folktale (Who.....?)

Who is your favourite character in the folktale?

1. The name of the witty character (Who.....?)

2. The reason for her/his wit being important in the story (Why.....?)
3. The most famous trick or clever idea she/he used (What.....?)
4. The time period or setting of the folktale/story (When.....?)
5. The way she/he used her/his intelligence to solve a problem (How.....?)
6. The location where the story takes place (Where.....?)

**Ans. 1.** Who is the witty character?

- The witty character is Tenali Rama, a poet and an advisor in the court of King Krishnadeva Raya.

**2.** Why is his wit important in the story?

- His wit is important because he often saved the king and the court from difficult or embarrassing situations using clever ideas.

**3.** What is the most famous trick or clever idea he used?

- One famous trick was when he created a fake scholarly name-tila-kashta-mahisha-bandhana to outsmart a proud scholar.

**4.** When is the story set?

- The story is set during the 16th century, in the reign of King Krishnadeva Raya of the Vijayanagara Empire.

**5.** How did he use his intelligence to solve a problem?

- He used his intelligence by creating a fictional scholarly work that confused the challenger and protected the honour of the king's court.

**6.** Where does the story take place?

- The story takes place in the royal court of Vijayanagara, located in present-day Karnataka, India.

**Let us write**

**A narrative essay is written on a personal experience or an imagined experience.**

**Now, write a narrative essay based on any one of the situations given below.**

- The Day I Learnt the Value of Teamwork
- A Small Act of Kindness that Made a Difference

**Ans. The Day I Learnt the Value of Teamwork**

On a humid July morning, our school held an interhouse sports competition, and I was reluctantly part of a relay team. I usually preferred working alone, but this race changed everything. My team — Sarah, Kabir, Asha, and I — hadn't trained much together, though we were strong individually. During the race, Sarah and Kabir gave us a great start. When it was my turn, I stumbled slightly, fearing I had cost us the win- But Asha's calm determination brought us back, and we won by a fraction of a second. Expecting blame, I was instead met with support and encouragement from my teammates. That moment opened my eyes to the true value of teamwork not just about sharing work, but about trust, support, and resilience. Since then, I've embraced collaboration in all areas of life. The race was short, but the lesson it gave me will stay with me forever.

**A Small Act of Kindness that Made a Difference**

On a cold winter morning, while walking to school, I saw an old man sitting on the footpath, shivering and barefoot. Though I initially walked past, I remembered my teacher's words: "Kindness is never wasted." I returned and offered him my tiffin, which had two parathas and pickle. He accepted it



with a smile and blessed me, and that moment deeply moved me. I reached school late, but I felt truly happy. This small act of kindness taught me that helping someone doesn't require wealth or a big effort. Since then, I've started noticing those in need around me more. I've realized that even a simple gesture—a smile, a kind word, or sharing what we have—can bring warmth and hope to someone's life. That day changed my perspective and helped me understand the true value of compassion and empathy. Small acts, done with love, can leave a lasting impact.

## Let us explore

- I. Limericks are poems in five lines that have a twist in the last line. Read and enjoy the following limericks and create one on your own.**

Raju flew his kite in the sky so wide,  
It soared with grace, full of pride.  
But a crow came along,  
Singing its song,  
And now it's the crow on a joyride!

- Ans. My limerick is:**

A monkey once danced on a chair,  
Waving his arms in the air.  
He juggled some fruit,  
In a fancy old suit—  
Till he slipped and flew through the air!

- II. Go to the library and read a story of your choice. Share its theme and the interesting parts of the story with your classmates and teacher.**

**Note:** Students may do themselves.

- II.** You must have read stories of wit, humour, and wisdom in your own

language or English. Make a list of these stories that you have read on a chart paper. Each student should read at least one new story from the list.

**Note:** Students may do themselves.

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

- Who was the ruler of the Vijayanagara Empire during its Golden Era?**
  - Tenali Ramakrishna
  - King Krishnadeva Raya
  - Allasani Peddana
  - Thirumalambal
- What was Tenali Ramakrishna famous for in the king's court?**
  - His bravery in war
  - His quick wit and humour
  - His wealth
  - His artwork
- What was the cause of the quarrel between the king and queen?**
  - A political issue
  - The queen yawning during the king's poem recital
  - Financial problems
  - Tenali Rama's advice
- What was the main topic discussed in the royal court meeting?**
  - War strategies
  - Building a new palace
  - Improving paddy cultivation
  - Writing poetry
- Choose the similar word of "illustrious" from the following:**
  - Unknown
  - Famous and admired
  - Poor
  - Weak

**Ans.** 1. (b), 2. (b), 3. (b), 4. (c), 5. (b).

## Fill in the Blanks

1. King Krishnadeva Raya's reign is often called the \_\_\_\_\_ Era of the Vijayanagara Empire.
2. Tenali Ramakrishna was known for his quick \_\_\_\_\_ and humour.
3. The king and queen had a quarrel because the queen \_\_\_\_\_ while the king recited his poem.
4. The court discussion was mainly about improving \_\_\_\_\_ cultivation.
5. The group of eight famous poets in the king's court was called the \_\_\_\_\_.

**Ans.** 1. Golden, 2. wit, 3. yawned, 4. paddy, 5. Ashtadiggajas.

## True/False

1. The reign of King Krishnadeva Raya is considered the Golden Era of the Vijayanagara Empire.
2. Tenali Ramakrishna was famous only as a warrior, not as a poet.
3. The quarrel between the king and queen lasted only one day.
4. The queen yawned while the king was reciting his poem because she was tired.
5. Tenali Rama immediately solved the problem without making any plan.

**Ans.** 1. T, 2. F, 3. F, 4. T, 5. F.

## Very Short Answer Type Questions

1. **Who was Krishnadeva Raya?**

**Ans.** He was a wise and powerful king of the Vijayanagara Empire.

2. **Who were the Ashtadiggajas?**

**Ans.** Eight celebrated poets in Krishnadeva Raya's court were collectively known as Ashtadiggajas.

3. **Who helped resolve the quarrel**

**between the king and queen?**

**Ans.** Tenali Rama.

4. **Why did the queen yawn?**

**Ans.** She was tired after a tiring day.

5. **What was the king's reaction to the queen's yawning?**

**Ans.** He was angry and stopped speaking to the queen.

6. **Why did the king stop talking to the queen?**

**Ans.** Because he thought that the queen had disrespected him by yawning during his poem.

7. **What was the king's reaction after understanding his mistake?**

**Ans.** He apologized to the queen and softened his attitude.

## Short Answer Type Questions

1. **Who was King Krishnadeva Raya?**

**Ans.** King Krishnadeva Raya was a wise and powerful ruler of the Vijayanagara Empire. His reign is called the Golden Era because of the great developments in art, literature, and architecture. He was also a gifted poet and a great supporter of learning.

2. **What is the significance of the Ashtadiggajas?**

**Ans.** The Ashtadiggajas were eight famous poets in Krishnadeva Raya's court. They greatly enriched the literary tradition with their works. Tenali Ramakrishna, one of them, was especially known for his wit and humor, was a special advisor to the king.

3. **Why did the king stop talking to the queen?**

**Ans.** The king stopped talking to the queen because he misunderstood her yawning during his poem recital as disrespect. This caused a quarrel, and he became silent and avoided her for several weeks. Due to it, there was sadness in the palace.

**4. How did Tenali Rama plan to solve the quarrel?**

**Ans.** Tenali Rama listened carefully to the queen and decided to use a clever plan. He used a story about sowing seeds and yawning in court to explain that yawning is natural and not disrespectful. This helped the king understand and reconcile with the queen.

**5. What lesson did the king learn from the incident?**

**Ans.** The king learned that he had overreacted due to his pride. He realized yawning was natural and not disrespectful. He regretted his actions and apologized to the queen. It helped in restoring their relationship and bringing happiness back to the palace.

### Long Answer Type Questions

**1. Why is the reign of Krishnadeva Raya called the Golden Era of the Vijayanagara Empire?**

**Ans.** The reign of Krishnadeva Raya is called the Golden Era because of the extraordinary progress made in art, literature, architecture, and administration. He encouraged scholars, poets, and artists, making his court a cultural centre. The empire was strong economically and militarily. Krishnadeva Raya also built beautiful temples and promoted agriculture and trade. His support for Telugu literature, especially works like *Amuktamalyada*, shows his love for learning and culture.

**2. How did Tenali Rama use his wit to resolve the conflict between the king and the queen?**

**Ans.** Tenali Rama cleverly resolved the conflict by narrating a humorous story during a court discussion. He told that if a person yawns, the seeds could not be sown properly. The king, asked how yawning affected sowing. Rama cleverly replied that the one who yawns might not scatter the seeds properly. This made the king laugh and began to yawn and realize that yawning is a natural act and not a sign of disrespect. Understanding his mistake, he felt sorry and apologized. Thus, Tenali Rama's wit not only solved the misunderstanding, but also restored peace in the palace.



## 2

## A Concrete Example

### TEXTBOOK QUESTIONS

#### Let us think and reflect

**I. Read the given extract and answer the questions that follow.**

1. *My next-door neighbour, Mrs. Jones,  
has got a garden full of stones:  
A crazy path, a lily pond,  
a rockery and, just beyond  
A sundial with a strange device,  
which Mrs. Jones thinks rather nice.*

- (i) **What can be inferred about Mrs. Jones's taste in gardening from the description of her garden being 'full of stones'?**

**Ans.** From the description of Mrs Jones' garden being 'full of stones' it can be inferred that she enjoys unique, decorative and creative gardening hobbies rather than traditional flowers or greenery.

- (ii) **Identify whether the following statement is true or false.**

The garden serves as a means to reveal more about Mrs. Jones herself.

**Ans.** True.

The garden serves as a means to reveal more about Mrs. Jones' personality, interests, and meticulous nature.

- (iii) **What does the poet mean by 'crazy path'?**

**Ans.** In the poem, the phrase 'crazy path' refers to a path made of irregular or uneven stones, often laid out in a random, disorganized, pattern.

- (iv) **What does 'a sundial with a strange device' suggest about Mrs. Jones' personality?**

A. She has a fascination with unusual items. B. She prefers traditional garden decorations.

C. She is uninterested in her garden's appearance. D. She likes modern and expensive items.

**Ans.** A. She has a fascination with unusual items.

## II. Answer the following questions.

1. **How does Mrs. Jones feel about her garden? Support your answer with evidence from the poem.**

**Ans.** Mrs. Jones feels proud and affectionate towards her garden. She carefully places tiny plants between stones and enjoys showing it off. She even thinks a sundial with a strange device is "rather nice."

2. **Why do you think the speaker describes the plants as being so small that they could be planted with a pin?**

**Ans.** The speaker describes the plants as

small enough to be planted with a pin to emphasize their delicate size and to humorously suggest how tiny and seemingly insignificant they appear to him.

3. **What do we get to know about Mrs. Jones - based on her gardening style and her interaction with the speaker?**

**Ans.** Based on her gardening style and interaction with the speaker, we learn that Mrs. Jones is patient, detail-oriented, and takes pride in the small, unusual elements of her garden. She enjoys unconventional beauty, like her "crazy path" and "strange" sundial. She also finds joy in sharing her interests, as she invites the speaker to see her garden and talks at length about a tiny flower.

4. **The poem portrays Mrs. Jones in a positive light. Support this statement.**

**Ans.** The poem portrays Mrs. Jones in a positive light by highlighting her dedication, creativity, and gentle personality. She lovingly maintains a unique garden, carefully planting tiny flowers. Her willingness to invite the speaker over and talk about a flower for "a quarter of an hour" shows that she is friendly and enthusiastic.

5. **What does the poem tell us about the way people think differently about the world around them?**

**Ans.** The poem shows that people see the world in very different ways. Mrs. Jones finds beauty and meaning in tiny plants, unusual stones, and unique garden features, while the speaker finds them strange or insignificant.

## Let us learn

- I. **Select the appropriate word from the brackets that correctly replaces the underlined word in the sentences from the text.**

1. A sundial with a strange device, (unusual, peculiar, new, rare, external)
2. ...which Mrs. Jones thinks rather nice.

- (pleasant, superior, agreeable, gentle, charming)
3. They are so delicate...(delicious, fragile, dainty, graceful, weak)
  4. "Where is this lovely thing?" I cried, (exclaimed, wept, shouted, announced, whispered)

**Ans. 1.** peculiar (best matches the sense of "strange" in the poem)

2. charming (captures the gentle admiration she feels)
3. dainty (refers to their small, fine, and

delicate nature)

4. exclaimed (fits the surprised and emotional tone)

**II. The 'sundial' is referred to as a 'device' in the poem. Work in pairs to infer the meaning of 'device'. Share your thoughts with your classmates and teacher.**

**Ans.** "device" here means a small, possibly a peculiar instrument or component-closely matching the idea of a gadget or a mechanical feature.

**Now, match the type of instruments in Column 1. with their definitions in Column 2. Column 3. shows one example of each type of instrument. Add more examples in Column 3.**

| Column 1     | Column 2                                                             | Column 3                                  |
|--------------|----------------------------------------------------------------------|-------------------------------------------|
| 1. implement | (i) something that is electrical and is used to do work in the house | spade, knife                              |
| 2. tool      | (ii) something small that is mechanical or electronic                | hammer                                    |
| 3. equipment | (iii) something that works on being moved by hand                    | cricket bat, helmet, batting gloves, etc. |
| 4. appliance | (iv) a set of necessary items for a particular purpose               | mixer grinder                             |
| 5. gadget    | (v) something used by hand to make or repair                         | mobile phone, laptop                      |

**Ans.**

| Column 1     | Column 2                                               | Column 3                                                   |
|--------------|--------------------------------------------------------|------------------------------------------------------------|
| 1. implement | (v) something used by hand to make or repair           | spade, knife, screwdriver, wrench                          |
| 2. tool      | (iii) something that works on being moved by hand      | hammer, pliers, chisel, hand saw                           |
| 3. equipment | (iv) a set of necessary items for a particular purpose | cricket bat, helmet, batting gloves, camping gear, lab kit |

|              |                                                                      |                                                         |
|--------------|----------------------------------------------------------------------|---------------------------------------------------------|
| 4. appliance | (i) something that is electrical and is used to do work in the house | mixer grinder, washing machine, microwave, refrigerator |
| 5. gadget    | (ii) something small that is mechanical or electronic                | mobile phone, laptop, smartwatch, fitness tracker       |

III. Complete the table by making new words in Column 1. using the hints given in Column 2. Replace the first letter of the given word to create new words. One example has been done for you.

1.

| Column 1   | Column 2 (Hints)           |
|------------|----------------------------|
| soil       | (original word)            |
| (i) boil   | heat something             |
| (ii) toil  | work very hard             |
| (iii) coil | length of wire in a circle |
| (iv) foil  | sheets to wrap food items  |

Ans.

| Column 1   | Column 2 (Hints)           |
|------------|----------------------------|
| soil       | (original word)            |
| (i) boil   | heat something             |
| (ii) toil  | work very hard             |
| (iii) coil | length of wire in a circle |

|           |                           |
|-----------|---------------------------|
| (iv) foil | sheets to wrap food items |
|-----------|---------------------------|

| Column 1 | Column 2                   |
|----------|----------------------------|
| soil     |                            |
| (i)      | heat something             |
| (ii)     | work very hard             |
| (iii)    | length of wire in a circle |
| (iv)     | sheets to wrap food items  |

Ans. Here's the completed table based on the given hints, by replacing the first letter of "soil" to create new words:

| Column 1   | Column 2 (Hints)           |
|------------|----------------------------|
| soil       | (original word)            |
| (i) boil   | heat something             |
| (ii) toil  | work very hard             |
| (iii) coil | length of wire in a circle |
| (iv) foil  | sheets to wrap food items  |

## Let us listen

1. You will listen to a presentation about the wonderful Rock Garden of Chandigarh. As you listen, answer the following questions using one to three exact words from the presentation.



*Hello everyone! The Rock Garden is a spacious open-air exhibition. It is a proof of human creativity with waste materials. This garden was created by Nek Chand, in 1957. This is the reason the garden is also known as Nek Chand's Rock Garden. The garden was featured on an Indian postage stamp in 1983 and Nek Chand was awarded the Padma Shri a year later. The Rock Garden is spread across a massive 40 acre wonderland. Do you know why I say this? Well, it is because it has several colourful sculptures and mosaic of art pieces. What is unique about the Rock Garden is that it is divided into three distinct phases. Each area reveals a unique collection of installations including terracotta pots, light fixtures, and even broken toilet pots, that have been transformed into extraordinary masterpieces. You will be surprised to know that the borders of the Rock Garden are lined with around 5,000 statues. The Rock Garden is truly a place that celebrates the best from waste. I sincerely recommend that you visit this extraordinary national treasure.*

1. Where was Nek Chand's Rock Garden featured?

**Ans.** Nek Chand's Rock Garden was featured on an Indian postage stamp in 1983.

2. What kind of sculptures does the Rock Garden have?

**Ans.** The Rock Garden has colourful sculptures and mosaic art pieces. It also includes unique installations made from materials like terracotta pots, light fixtures, and even broken toilet pots that have been transformed into extraordinary masterpieces.

3. How is the Rock Garden divided?

**Ans.** The Rock Garden is divided into three distinct phases, with each area featuring a unique collection of installations, including sculptures, terracotta pots, light fixtures, and other transformed waste materials.

4. Name any one thing that has been transformed into a piece of art in the Rock Garden.

**Ans.** One thing that has been transformed into a piece of art in the Rock Garden is a broken toilet pot.

5. Approximately, how many statues border the Rock Garden?

**Ans.** There are around 5,000 statues that

border the Rock Garden.

### Let us speak

- I. **The speaker of the poem might have felt sorry for stopping on Mrs. Jones' flower. When we make a mistake, we must express regret and apologies for our actions.**

1. **When we apologise to a friend or a family member, we use informal language. Take turns to apologise for the following situations and respond to the apology.**

- (i) You have eaten your brother's share of sweets.
- (ii) You have broken your sister's flower craft.
- (iii) You accidentally spilled ink on your mother's important documents.
- (iv) You forgot to bring your friend's notebook to the school after borrowing it.

**Ans.** The informal apology and response conversations for each situation are:

- (i) **You have eaten your brother's share of sweets.**

**You:** I'm really sorry, I ate your share of sweets. I didn't mean to!

**Brother:** That's alright. I wasn't that

hungry anyway.

- (ii) **You have broken your sister's flower craft.**

**You:** Please forgive me for breaking your flower craft. I didn't do it on purpose.

**Sister:** It's no big deal. I can always make another one.

- (iii) **You accidentally spilled ink on your mother's important documents.**

**You:** I'm really sorry, Mom... I spilled ink on your papers.

**Mother:** These things happen. Just be more careful next time, okay?

- (iv) **You forgot to bring your friend's notebook to the school after borrowing it.**

**You:** Sorry, I forgot to bring your notebook today.

**Friend:** No problem- Just bring it tomorrow, alright?

2. **When we apologise to someone in authority like a Principal or a teacher in a formal setting, we use formal language. Work in pairs and take turns to apologise for the following situations and respond to the apology.**

- (i) You did not bring an assignment that was due for submission.  
 (ii) You were late to school for the past three days and had to meet the Principal.  
 (iii) You did not submit your project work and were asked to explain.

**Ans.** The formal apologies and responses in a respectful setting, such as with a teacher or Principal might be:

- (i) **You did not bring an assignment that was due for submission.**

**Student:** I'm extremely sorry for not bringing my assignment, ma'am. I promise

it won't happen again.

**Teacher:** I accept your apology. Please ensure you submit it by tomorrow without fail.

- (ii) **You were late to school for the past three days and had to meet the Principal.**

**Student:** I really regret being late for the past three days, sir. I assure you that this will never happen again.

**Principal:** I'm glad you realised your mistake. Make sure you come on time from now on.

- (iii) **You did not submit your project work and were asked to explain.**

**Student:** I owe you an apology for not submitting my project work on time. I'll do my best not to repeat it.

**Teacher:** I appreciate you saying this, but deadlines are important. You should be more responsible moving forward.

## Let us write

**You are a member of the Nature Club of your school. Draft a notice informing the students of Grades 6–8 about the inauguration of the Herb Garden.**

**Points to remember:**

- Mention the purpose of writing, date, time, venue, and any other relevant information-whom to contact, when, and where.
- Use formal language in the third person form.
- Write the notice in a box.

**Ans.**

VEDIC IDEAL PUBLIC SCHOOL  
NATURE CLUB  
NOTICE

Inauguration of the School Herb Garden

All the students of Grades 6 to 8 are hereby informed that the "Inauguration of the School Herb Garden" will be held on:

Date: 7th August 20\_\_

Time: 11:00 a.m.

Venue: School Garden Area (behind the Science Block)

The purpose of this event is to promote awareness about the use and benefits of medicinal plants. A brief presentation and a guided tour of the herb garden will be followed by a planting activity.

Interested students are requested to contact the Nature Club Coordinator, Ms. Priya Sharma, in the Science Lab by 5th August to register.

Let us work together to make our campus greener and healthier !

Date: 3rd August 20\_\_

(Signed)

Ved Vatsal Saurabh

Secretary, Nature Club



## Let us explore

- I. A m r i t  
Udyan is  
a garden  
spread over  
an expanse  
of 15 acres  
a r o u n d



Rashtrapati Bhavan in New Delhi. It has multiple attractions that include a specially curated garden for children called Bal Vatika, a treehouse, nature's classroom, etc. It also has the Bonsai, Herbal-I, Herbal-II, Tactile Garden, Arogya Vanam, and Circular Gardens with a diverse variety of flora and fauna.

**Now, find out about popular gardens in your region and share with your classmates and teacher.**

**Ans.** Students should find out about popular

gardens in their region and share with their classmates and teacher.

- II. A herbarium is a collection of plant samples preserved for long-term study, usually in the form of dried and pressed plants mounted on paper.

Now, collect some fallen flowers and leaves from your neighbourhood. Place them in folds of a newspaper carefully and put a pile of books on them. After one week, take them out and use them to make a card, wall hanging or any other artwork. A sample has been given for your reference.

**Ans.** Students should do this activity themselves:

- III. **Read and enjoy the poem.**

**Ans. A Sea of Foliage**

A sea of foliage girds our garden round,  
But not a sea of dull unvaried green,  
Sharp contrasts of all colours here are

seen;

The light-green graceful tamarinds  
abound

Amid the mango clumps of green  
profound,

And palms arise, like pillars gray, between;

And o'er the quiet pools the seemuls lean,

Red-red, and startling like a trumpet's  
sound.

But nothing can be lovelier than the  
ranges

Of bamboos to the eastward, when the  
moon

Looks through their gaps, and the white  
lotus changes

Into a cup of silver. One might swoon

Drunken with beauty then, or gaze and  
gaze

On a primeval Eden, in amaze.

fingers

(c) with a pin

(d) with a stick

5. **Choose the similar word of "fragile" from the following:**

(a) Delicate

(b) Rough

(c) Large

(d) Sturdy

**Ans.** 1. (b), 2. (c), 3. (b), 4. (c), 5. (a).

### Fill in the Blanks

1. Mrs. Jones has a garden full of \_\_\_\_\_.

2. Her garden contains a crazy path, a lily pond, and a \_\_\_\_\_.

3. Just beyond the rockery stands a \_\_\_\_\_.

4. Mrs. Jones puts little \_\_\_\_\_ between the stones.

5. The poet thinks Mrs. Jones must have planted them with a \_\_\_\_\_.

**Ans.** 1. stones, 2. rockery, 3. sundial, 4. plants, 5. pin.

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **Who is the poem's main character?**

(a) Mrs. Smith

(b) Mrs. Jones

(c) Mrs. Brown

(d) Mrs. White

2. **What fills Mrs. Jones' garden?**

(a) Flowers and grass

(b) Trees and

bushes

(c) Stones and

rocks

(d) Sand and

shells

3. **What special device does Mrs. Jones have in her garden?**

(a) A water fountain

(b) A sundial

(c) A birdbath

(d) A windmill

4. **The poet thinks Mrs. Jones plants her tiny flowers \_\_\_\_\_.**

(a) with a trowel

(b) with her

### True/False

1. Mrs. Jones has a garden full of stones.

2. The garden contains a crazy path, a lily pond, and a rockery.

3. The sundial in Mrs. Jones' garden is described as ordinary.

4. Mrs. Jones puts big, bright flowers between the stones.

5. The poet thinks Mrs. Jones might plant her flowers with a pin.

**Ans.** 1. T, 2. T, 3. F, 4. F, 5. T.

### Very Short Answer Type Questions

1. **Describe the main features of Mrs. Jones' garden.**

**Ans.** Her garden has a crazy path, a lily pond, a rockery, and a sundial with a strange

device.

**2. Why does the poet think Mrs. Jones plants her flowers with a pin?**

**Ans.** Because the plants between the stones are so delicate and small that it seems impossible to plant them by normal means.

**3. What does Mrs. Jones find "rather nice" in her garden?**

**Ans.** She finds her sundial with a strange device rather nice.

**4. How does the poet describe the plants in the garden?**

**Ans.** The plants are delicate and small and appear insignificant among the stones.

**5. What is the tone of the poem towards Mrs. Jones' garden?**

**Ans.** Light-hearted and humorous.

### Short Answer Type Questions

**1. Describe Mrs. Jones' garden as presented in the poem.**

**Ans.** Mrs. Jones' garden is filled with stones. It has a crazy path, a lily pond, a rockery, and just beyond it, a sundial with a strange device. She also plants tiny, delicate flowers between the stones, giving the garden a unique appearance.

**2. How does the poet describe the plants in Mrs. Jones' garden?**

**Ans.** The poet describes the plants as so delicate and small that they seem insignificant. He humorously suggests that they are so tiny, Mrs. Jones must plant them with a pin. This emphasises their smallness and fragility.

**3. What does the sundial symbolise in the poem?**

**Ans.** The sundial, with its strange device, symbolises Mrs. Jones' love for unique

and decorative objects. It reflects her personal taste and adds an element of charm and individuality to her garden.

**4. How does the poet create a humorous twist at the end of the poem?**

**Ans.** The poet builds curiosity about a flower Mrs. Jones describes. After discussing it for a quarter of an hour, the poet asks where it is. Mrs. Jones replies that he is standing on it. It creates an amusing and unexpected ending.

**5. What impression do you get about Mrs. Jones from the poem?**

**Ans.** Mrs. Jones appears to be creative, patient, and fond of delicate beauty. She has a sense of pride in her garden, values unique features, and enjoys sharing her love for it with others.

### Long Answer Type Questions

**1. Describe the layout of Mrs. Jones' garden and its special features.**

**Ans.** Mrs. Jones' garden is unique and filled with stones. It has a crazy path, a lily pond, a rockery, and a sundial with a strange device which she finds attractive. Tiny, delicate plants grow between the stones, giving the garden a charming but unusual look. The combination of solid stone structures and fragile plants shows her creativity and love for distinctive garden designs.

**2. How does the poet create humour in the poem?**

**Ans.** Humour in the poem comes from the poet's exaggerated description of the plants' smallness, imagining they must be planted with a pin. The ending is also comic when the poet, after discussing a flower for a quarter of an hour, asks where it is, and Mrs. Jones says he is

standing on it. This light-hearted twist leaves the reader amused.

3. **What does the poem reveal about Mrs. Jones' personality?**

**Ans.** The poem shows Mrs. Jones as creative, patient, and proud of her garden. She enjoys arranging stones and growing tiny

plants, valuing beauty in small things. Her interest in unique features like a sundial with a strange device reflects her love for distinctive touches. She shares her passion with the poet. It shows that she is friendly and enjoys discussing her interests.



### 3

## Wisdom Paves The Way

### TEXTBOOK QUESTIONS

#### Let us think and reflect

I. **Read the given extracts and answer the questions that follow.**

**Extract 1.**

**Dev Datt :** *Ten days are but a short span in the grand scheme of things. We may still have many more roads to wander before we find employment befitting all four of us.*

**Ram Datt :** *If only we could secure an audience with the King of Ujjain. I am confident he would recognise our talents and appoint us to his service.*

**Shiv Datt :** *I share your belief.*

**Dev Datt :** *Indeed, we ought to be united in this hope. That is why we press on towards Ujjain.*

**Har Datt :** *(Pausing thoughtfully) Gaining an audience with the King is no simple task. We need to devise a strategy.*

(i) **Identify the false statement from the two given below and rectify it.**

- A. Dev Datt believes that finding employment is an easy task
- B. Ram Datt is confident that the King would recognise their talents.

**Ans. False Statement:** A. Dev Datt believes that finding employment is an easy task.  
**Rectified Statement:** Dev Datt believes that finding employment is not an easy task.

(ii) **What does Ram Datt's confidence in gaining the King's recognition tell us about him?**

**Ans.** Ram Datt's confidence shows he is self-assured, intelligent, and optimistic. He believes in fairness and trusts that the King will value their wisdom, observation, and ability to reason clearly.

(iii) **Complete the sentence given below with the correct option from those given.**

**In the line, "That's why we press on towards Ujjain" the phrase 'press on' refers to \_\_\_\_\_ .**

- A. walking with heavy steps
- B. moving forward with determination
- C. slowing down frequently for rest
- D. stopping briefly to save time

**Ans.** B. moving forward with determination

(iv) **Har Datt says, "We need to devise a strategy." What can be inferred about Har Datt's character from his statement?**



A. He is doubtful of their abilities and wants to give up.

B. He is eager to rush into the palace without preparation.

C. He is cautious and thoughtful, preferring to plan ahead.

D. He relies on others to make decisions for the group.

**Ans.** C. He is cautious and thoughtful, preferring to plan ahead.

#### Extract 2

**King :** (*To the four men*) You have demonstrated remarkable intelligence and the ability to see beyond the obvious. Such minds are rare and highly valued in my court. I extend to you the honour of becoming my advisers. Your counsel shall guide my decisions, and your wisdom shall be a beacon for my kingdom. What do you say to my offer?

**Ram Datt :** (*Stepping forward*) Your Highness, it is an honour we had not dared to dream of.

(i) **Select the option that is true for both Assertion (A) and Reason (R).**

**(A) : The Merchant left the court feeling humbled and ashamed.**

**(R) : The King commanded that the four wise men join his court.**

A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

C. (A) is true, but (R) is false.

D. (A) is false, but (R) is true.

**Ans.** B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

**HINT**—(R) is not the reason why the merchant felt humbled — his shame was due to falsely accusing the men, not because they became advisers.

(ii) **Complete the following sentence by choosing the correct option.**

The line, See beyond the obvious' means that the men had the ability to \_\_\_\_\_.

A. challenge common beliefs with reasoning

B. interpret information in traditional ways

C. notice details that others might overlook

D. predict what is going to happen in the future

**Ans.** C. notice details that others might overlook

(iii) **Complete the following sentence with a suitable reason.**

**Ram Datt described the King's offer as an honour we had not dared to dream of because \_\_\_\_\_.**

**Ans.** they were ordinary travellers who never imagined being chosen as royal advisers.

(iv) **How does the King's offer to the four men reflect his values as a ruler?**

**Ans.** The King's offer shows he is wise, fair, and just. He values intelligence over status, rewards true talent, respects logical thinking, and is humble enough to correct unfair judgements.

**II. Answer the following questions.**

1. **What does the dusty road leading to Ujjain tell us about the challenges of the young men's journey?**

**Ans.** The dusty road leading to Ujjain symbolizes the young men's difficult journey, marked by hardship, uncertainty, and fatigue. It reflects their determination to persevere despite the challenges they face.

2. **Why did the merchant become suspicious of the four men? What does this tell us about him?**

**Ans.** The merchant became suspicious of the four men because they knew many details about his missing camel, which made him believe they were the thieves. This shows he was distrustful and quick to accuse without proof.

**3. How do the four young men's observations about the camel serve as a turning point in the play?**

**Ans.** The four young men's detailed observations about the camel serve as a turning point because they prove their intelligence and honesty, disproving the merchant's accusation. This leads the King to recognize their wisdom and appoint them as his advisors.

**4. Why did the King believe the four young men and not the merchant?**

**Ans.** The King believed the four young men because their detailed and accurate observations about the camel showed clear reasoning and honesty, while the merchant's accusation was based on suspicion without evidence.

**5. How does the capability of the four young men make them suitable to become advisors?**

**Ans.** The four young men's keen observation, logical reasoning, and honesty demonstrate their intelligence and wisdom, qualities essential for advisors. Their ability to see beyond the obvious

makes them trustworthy guides for the King's decisions.

**6. Why does the merchant feel ashamed for accusing the four young men of stealing his camel? Explain in your own words.**

**Ans.** The merchant feels ashamed because the four young men proved his accusation wrong with clear evidence and wise observations. He realizes he wrongly doubted honest people and regrets accusing them without proof.

## Let us learn

**I. Complete the sentences by filling in the noun form of the textual words given in the brackets.**

- Some word games need a lot of thought and \_\_\_\_\_. (deduce)
- We need to make close \_\_\_\_\_ of animals in order to understand their behaviour. (observe)
- A detailed \_\_\_\_\_ of the documents shows a lot of errors. (scrutinise)
- You should not make any false \_\_\_\_\_ against anyone. (accuse)
- She was given an award in \_\_\_\_\_ of her contribution to literature. (recognise)

**Ans.** 1. deduction, 2. observation, 3. scrutiny, 4. accusation, 5. recognition.

**II. Match the expressions in Column 1 with their meanings in Column 2.**

| Column 1                  | Column 2                                     |
|---------------------------|----------------------------------------------|
| 1. with all our hearts    | (i) surprised                                |
| 2. to be precise          | (ii) starts cheering together                |
| 3. gain an audience with  | (iii) hidden information that is not obvious |
| 4. catch his breath       | (iv) exact and accurate                      |
| 5. erupts in applause     | (v) meeting or hearing someone               |
| 6. grand scheme of things | (vi) complete sincerity                      |

|                            |                                                 |
|----------------------------|-------------------------------------------------|
| 7. taken aback             | (vii) to pause or rest for some time            |
| 8. more than meets the eye | (viii) overall plan of life in a larger context |

Ans. 1. (vi), 2. (iv), 3. (v), 4. (vii), 5. (ii), 6. (viii), 7. (i), 8. (iii).

**Now, make sentences using any five of the expressions from Column 1.**

Ans. 1. They worked **with all their hearts** to complete the project on time.

2. The instructions were clear **to be precise**, we need to submit the report by

Monday.

3. She managed to **gain an audience** with the manager to discuss her proposal.

4. After running up the stairs, he stopped briefly to **catch his breath**.

5. When the speech ended, the crowd **erupted in applause** to show their appreciation.

III. Match the different meanings of 'face' and 'bear' with the correct usage in the sentences given in the table below. (n- stands for the word noun and v, stands for the word verb.)

| Meanings | Sentences                                                                | Sentences                                                                        |
|----------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Face     | 1. (n.) the front part of a person's head from the forehead to the chin. | (i) Ravi turned to <u>face</u> his father, when he was called.                   |
|          | 2. (v.) to be positioned with the face or front towards                  | (ii) The <u>face</u> of the clock was painted red and blue.                      |
|          | 3. (v.) to deal with a difficult task or situation                       | (iii) She has a round, smiling <u>face</u> .                                     |
|          | 4. (n.) the front or surface of a thing                                  | (iv) We should be ready to <u>face</u> life's challenges.                        |
| Bear     | 1. (v.) tolerate                                                         | (i) The trees that I planted in my garden took a long time to <u>bear</u> fruit. |
|          | 2. (v.) accept                                                           | (ii) I spotted a <u>bear</u> on a wildlife safari.                               |
|          | 3. (n.) a large heavy mammal                                             | (iii) Riya agreed to <u>bear</u> the responsibilities with confidence.           |
|          | 4. (v.) produce; give birth to                                           | (iv) I can't <u>bear</u> the sound of vehicles honking.                          |

Ans. **Face:**

1. (iii) She has a round, smiling face.

2. (i) Ravi turned to face his father, when he was called.

3. (iv) We should be ready to face life's challenges.

4. (ii) The face of the clock was painted red and blue.

**Bear:**

1. (iv) I can't bear the sound of vehicles honking.

2. (iii) Riya agreed to bear the responsibilities

with confidence.

3. (ii) I spotted a bear on a wildlife safari.  
 4. (i) The trees that I planted in my garden took a long time to bear fruit.

**IV. Match the highlighted words in the sentences in Column 1 with the functions they express in Column 2.**

| Column 2                                                                               | Column 3                                 |
|----------------------------------------------------------------------------------------|------------------------------------------|
| 1. I <b>will</b> gladly pay your fee if you can cure it.                               | (i) expression of disbelief              |
| 2. You <b>must</b> have stolen it and sold it off.                                     | (ii) Imagined (hypothetical) possibility |
| 3. You <b>shall</b> come with me to face the King!                                     | (iii) moral obligation or advice         |
| 4. How <b>could</b> you possibly know that.                                            | (iv) challenge                           |
| 5. I am confident he <b>would</b> recognise our talents and appoint us to his service. | (v) logical conclusion                   |
| 6. A camel with a long tail <b>would</b> have fended off these pests with ease.        | (vi) wish or hope                        |
| 7. They <b>may</b> tell us more than meets the eye.                                    | (vii) necessity                          |
| 8. <b>May</b> your wisdom shine upon Ujjain and guide us to prosperity.                | (viii) prediction                        |

|                                                                                                        |                  |
|--------------------------------------------------------------------------------------------------------|------------------|
| 9. Indeed, we <b>ought to</b> be united in this hope.                                                  | (ix) willingness |
| 10. We <b>need to</b> devise a strategy.                                                               | (x) command      |
| 11. You speak of my camel as if it stood before you, yet you <b>dare to</b> claim not to have seen it! | (xi) possibility |

- Ans.**
- will – (ix) willingness
  - must have – (v) logical conclusion
  - shall – (x) command
  - could – (i) expression of disbelief
  - would – (viii) prediction
  - would – (ii) imagined (hypothetical) possibility
  - may – (xi) possibility
  - May – (vi) wish or hope
  - ought to – (iii) moral obligation or advice
  - need to – (vii) necessity
  - dare to – (iv) challenge

**V. Complete the following story with modal verbs in the box given below by using the clues from the functions given within brackets.**

may, must, should, can, might, could, need to

An old man, known for his wisdom, lived in a small village. One day, a young boy asked him, "How 1. \_\_\_\_\_. (ability) I become wise like you?" The old man smiled and said, "Wisdom 2. \_\_\_\_\_ (necessity) be earned through patience. You 3. \_\_\_\_\_ (suggestion) listen, more than you speak." The boy thought for a while and replied.

"It 4. \_\_\_\_\_ (weak possibility) take years, but I'll try." The old man nodded. "You 5. \_\_\_\_\_ (obligation) learn from your mistakes too. Wisdom 6. \_\_\_\_\_ (possibility) come slowly, but it always arrives for those who seek it." The boy knew he 7. \_\_\_\_\_ (ability) become wise if he followed the old man's advice.

**Ans.** 1. can (ability), 2. must (necessity), 3. should (suggestion), 4. might (weak possibility), 5. must (obligation), 6. may (possibility), 7. could (ability).

**VI. Rewrite the following sentences using appropriate modal verbs. You may take clues from the highlighted words. One example has been done for you.**

1. It is **advisable** for you to think before you speak.

You should think before you speak.

2. It is **unnecessary** to worry about things beyond your control.
3. It is **not possible** for a person to gain experience without taking risks.
4. It is **essential** to treat others with kindness, even when they disagree with you.
5. It is **not allowed** to interrupt when someone else is speaking.

**Ans.**

2. You **need not** worry about things beyond your control.
3. One **cannot** gain experience without taking risks.
4. You **must** treat others with kindness, even when they disagree with you.
5. You **must not** interrupt when someone else is speaking.

## Let us listen

- I. You will listen to four people sharing their thoughts on why they enjoy witty characters in stories. As you listen, match statements 1-6 given below to the speakers (i)-(iv). There are two statements you do not need.**

**Speaker (i) :** I love witty characters because they make serious situations funny! Even when things seem tense, they always have a clever response. Such characters never panic, think fast, and solve problems in the smartest way. I wish I could think that quickly !

**Speaker (ii) :** Witty characters are the best because they make stories exciting. I especially like how they turn ordinary moments into something memorable. It makes me feel like intelligence and humour are just as powerful as strength.

**Speaker (iii) :** I enjoy witty characters because they always have an answer for everything! They use humour instead of fighting, and that's really wonderful. Even in folktales, they prove that smart thinking can win over force. It makes me laugh but also teaches me to stay calm in tricky situations.

**Speaker (iv) :** Witty characters add charm to a story. Their intelligence keeps the reader engaged, and their humour makes learning fun. Whether it's a folktale or a modern one, a clever character always stands out. I often feel that wit and wisdom go hand-in-hand !

**Statements**

**Speaker No.**

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| 1. Witty characters prove that cleverness is as powerful as strength.       |  |
| 2. Witty characters show us ways to make learning enjoyable.                |  |
| 3. Witty characters in a story keep the reader involved.                    |  |
| 4. Witty characters teach me that tricky situations can be managed calmly.  |  |
| 5. Witty characters add excitement to a story by their extraordinary deeds. |  |
| 6. Witty characters can deactivate tense situations with their cleverness.  |  |

- Ans.** 1. Witty characters prove that cleverness is as powerful as strength (ii)
2. Witty characters show us ways to make learning enjoyable (iv)
3. Witty characters in a story keep the reader involved (iv)
4. Witty characters teach me that tricky situations can be managed calmly (iii)
5. Witty characters add excitement to a story by their extraordinary deeds (ii)
6. Witty characters can deactivate tense situations with their cleverness. (i)

## Let us speak

- I.** The way in which a word is stressed in a sentence can change its meaning. Read the following examples

|                                 |                                                         |
|---------------------------------|---------------------------------------------------------|
| 1. <b>Look</b> there, friends.  | (look, not go or do some other action)                  |
| 2. Look <b>there</b> , friends. | (look there, not here or somewhere else)                |
| 3. Look there, <b>friends</b> . | (is addressing the friends and not anybody else around) |

**Now, work in pairs. Take turns to say the following sentences aloud by stressing on the highlighted words. Share the meanings of the sentences with each other and teacher.**

- I take my dog for a walk in the evening.
- I **take** my dog for a walk in the evening.
- I take **my dog** for a walk in the evening.
- I take my dog for **a walk** in the evening.
- I take my dog for a walk **in the evening**.

**Ans.** Students may do themselves.

- II.** **Statements and exclamatory sentences usually end with a falling tone. Listen to the teacher read these sentences aloud and repeat it with the correct intonation.**

Very well. We shall go to the king.

Yes, yes, it is!

**Now, practise by saying the following sentences with the correct intonation.**

- Good day, kind sirs.
- We regret to inform you that we do not know where it is.



- You describe it perfectly !
- You shall come with me to face the King !

**Note :** Do yourself with the help your teacher.

## Let us write

1. You have observed that the *kutchra* road leading to your colony is in a very

bad condition due to heavy rains. The potholes are dangerous for people and can lead to accidents. They also serve as a breeding ground for mosquitoes as there is stagnant water all around.

**Write a letter of complaint to the Commissioner, Municipal Corporation or the Sarpanch, Gram Panchayat to look into the matter and take necessary action.**

**Follow the format of a formal letter and draft the letter with the help of clues given below.**

| Body of the Letter                                                | Useful Phrases                                                                                                                                                                                                        |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paragraph 1:</b> state the purpose of writing and the issue    | <ul style="list-style-type: none"> <li>• I would like to bring to your attention...</li> <li>• I am writing to draw your attention towards</li> </ul>                                                                 |
| <b>Paragraph 2:</b> give details and consequences of the problem  | <ul style="list-style-type: none"> <li>• The problems that we face are ...</li> <li>• ... is causing inconvenience as ...</li> <li>• As a result</li> <li>• Consequently</li> </ul>                                   |
| <b>Paragraph 3:</b> give suggestions and request for swift action | <ul style="list-style-type: none"> <li>• Firstly, I would like to suggest ... Secondly ...</li> <li>• I request you to look into this matter and ...</li> <li>• I look forward to your prompt response ...</li> </ul> |

**Ans.** M.S.Puram  
Pushpanjali  
Mathura—281001  
**Date:** 1 August 20....  
To  
The Commissioner  
Municipal Corporation  
Mathura  
**Subject:** Complaint regarding poor condition of *kutchra* road leading to our colony.  
Respected Sir/Madam  
I would like to draw your attention towards the extremely poor condition of the *kutchra* road leading to our colony. The situation has worsened due to the recent heavy rains.  
The problems that we face are numerous. Large potholes have formed all along

the road, making it very dangerous for pedestrians, cyclists, and two-wheeler riders. These potholes fill with rainwater and serve as breeding grounds for mosquitoes. It increases the risk of vector-borne diseases such as dengue and malaria. As a result, residents, especially children and the elderly, are facing a lot of inconvenience while commuting.

Firstly, I would like to suggest that the road be repaired as soon as possible, with proper drainage to prevent water stagnation. Secondly, regular maintenance should be ensured to avoid recurrence of this issue. I earnestly request you to look into this matter and take necessary action at the earliest. Your timely intervention will be of great help in safeguarding the health and safety of

the residents.  
I look forward to your prompt response.  
Yours sincerely  
Vivek Singh  
Mobile .....

### Let us explore

- I. Staging a play requires creativity, organisation, and teamwork.  
Steps involved in staging a play:
  1. Choose a play that suits your requirement of theme, duration, number of actors, and available resources.
  2. Choose a director, a stage manager, a light and sound incharge, a props manager, a costume designer, and a makeup artist.
  3. Hold auditions and decide the roles.
  4. Read the script and plan stage movements, and positions for each scene.
  5. Make a schedule for rehearsal.
  6. Work on the set design (backdrop) and make or collect the required props.
  7. Design or gather appropriate costumes.
  8. Plan makeup and hairstyles to suit the play's time period.
  9. Check light and sound arrangements.
  10. Hold a dress rehearsal including sound and light effects.
  11. Promote the event through posters and pamphlets.
  12. Organise the backstage with labelled props, costumes, and actors' entrances or exits.
  13. Present the play to the audience.

**Now, present the enactment of the play 'Wisdom Paves The Way' with the help of the steps you have just read. Ensure you use the correct intonation and sentence stress.**

**Ans.** Students may do themselves.

- II. **Stories related to wit and wisdom have always fascinated the readers. Go to the library and read the stories associated with the following.**

1. Vikramaditya and Betal, 2. Tenali Rama, 3. Gopal the Jester, 4. Panchatantra Tales

**Ans.** Students may do themselves.

"Let knowledge be the beacon that dispels the darkness of ignorance".

—Savitribai Phule

"The highest education is that which does not merely give us information but that makes our life in harmony with all existence".

—Rabindranath Tagore

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **Why were the four men travelling towards Ujjain?**
  - (a) To meet their relatives
  - (b) To sell goods in the market
  - (c) To find employment
  - (d) To escape danger
2. **Who suggests devising a strategy to meet the King?**
  - (a) Dev Datt
  - (b) Ram Datt
  - (c) Shiv Datt
  - (d) Har Datt
3. **What does the King do after hearing their explanations?**
  - (a) Punishes them
  - (b) Appoints them as his advisors
  - (c) Rewards them with gold
  - (d) Ignores them
4. **How did Har Datt guess the camel had a short tail?**
  - (a) From the deep tracks

(b) From the missing tail marks

(c) From the blood spots caused by mosquito bites  
(d) From the droppings

5. **Choose the opposite word of "united" from the following:**

(a) Connected (b) Divided  
(c) Combined (d) Joined

Ans. 1. (c), 2. (d), 3. (b), 4. (c), 5. (b).

### Fill in the Blanks

- The four men continued their journey with \_\_\_\_\_ refusing to give up.
- The King was \_\_\_\_\_ by the observations made by the young men.
- The merchant was \_\_\_\_\_ when he heard them describe his camel so accurately.
- The King said their reasoning was \_\_\_\_\_ and spoke of true wisdom.
- The court erupted in \_\_\_\_\_ as the King appointed the four advisors.

Ans. 1. determination, 2. impressed, 3. astonished, 4. flawless, 5. applause.

### True/False

- The four men were searching for food in Ujjain.
- Ram Datt precisely stated that ten days had passed since they left their village.
- Har Datt suggested they sneak into the palace to meet the King.
- The group hoped the King would recognize their talents.
- They observed camel tracks while walking toward the city.

Ans. 1. F, 2. T, 3. F, 4. T, 5. T.

### Very Short Answer Type Questions

1. **Who was Ram Datt?**

Ans. He was one of the four friends seeking

work.

2. **Where were the four friends going?**

Ans. They were going to Ujjain.

3. **What did they hope to get in Ujjain?**

Ans. They hoped to meet the king of Ujjain.

4. **How long had they been travelling?**

Ans. They had been travelling for ten days.

5. **What did they see on the road?**

Ans. Camel's tracks.

### Short Answer Type Questions

1. **Why did the four men set out for Ujjain?**

Ans. They travelled to Ujjain in search of employment and wanted to meet the King. They hoped the King would recognise their skills and offer them positions. They continued on despite ten days of setback because they believed in their prospects.

2. **What did they notice on the road that gave a clue?**

Ans. They saw a camel's fresh tracks and paused to examine them closely. Each friend scrutinised different aspects like footprints, grazing marks, and blooddrops. These detailed observations hinted at the camel's physical condition without seeing it.

3. **How did Ram Datt deduce the camel was lame?**

Ans. He noticed only three footprints were distinct while the fourth was faint. This irregular pattern suggested the camel was limping. His keen observation impressed others.

4. **What led Shiv Datt to conclude the camel was blind in the right eye?**

Ans. He saw that the camel only nibbled foliage

on the left side of the path. The right side remained untouched, indicating lack of vision in that eye. His reasoning showed clear understanding from subtle clues.

**5. What did Har Datt and Dev Datt observe further?**

**Ans.** Har Datt saw blood droplets, implying a short tail. Dev Datt noted cautious steps and uneven hind-foot prints, suggesting stomach pain. Their combined details completed the picture that camel had small tail and suffering from stomach pain.

### Long Answer Type Questions

**1. Why do the four young men travel to Ujjain, and what are their hopes?**

**Ans.** The four young men-Ram Datt, Shiv Datt, Har Datt and Dev Datt travel to Ujjain in search of work. They hope to find employment that suits their talents. Despite the long and tiring journey, they remain determined, believing that the King of Ujjain will recognise their skills and appoint them to serve him. Their hope to meet the King motivates them to pursue on, reflecting their faith in justice and opportunity in the city ahead.

**2. What do the young men discover about the camel's tracks, and why is this**

**significant?**

**Ans.** As they walk toward Ujjain, the four men notice camel's fresh tracks on the road. Each observes different details, showing their keen attention and unique perspectives. This discovery is significant because it leads to their encounter with a distressed merchant who was searching for his lost camel. Their careful observation reveals specific features of the camel, such as a lame leg and blindness in one eye, which impress the merchant and set the story in motion.

**3. How do the young men respond when the merchant accuses them of stealing his camel?**

**Ans.** When the merchant accuses the four men of stealing and selling his camel, they firmly deny the charge and express their innocence. They offer to face the King if the merchant wishes to bring the matter to his attention. This shows their confidence in their honesty and integrity. Though the merchant does not trust them, the young men agree to go with him to the palace, demonstrating their courage to prove the truth and face any challenge for that.



## 4

# A Tale of Valour

Major Somnath Sharma and the Battle of Badgam

## TEXTBOOK QUESTIONS

### Let us think and reflect

**I. Read the given extracts and answer the questions that follow.**

- Vastly outnumbered and facing devastating fire, Major Somnath Sharma and his men stood resolute. The air was thick with the sound of gunfire and the cries of battle, but Major Somnath Sharma's voice cut through the chaos, urging his men to fight with tenacity and valour. Despite heavy*

casualties and his own injuries, Major Somnath Sharma displayed unparalleled bravery. He moved fearlessly through the battlefield, directing fire, filling magazines for his gunners, and encouraging his men to hold their ground.

- (i) **What can be inferred about the conditions from the line: 'The air was thick with gunfire...'**

(A) The gunshots had stopped for a while. (B) There was intense fighting on the battlefield.  
(C) The invaders were retreating from the fight. (D) The Indian soldiers had achieved victory.

**Ans.** B. There was intense fighting on the battlefield.

- (ii) **Complete the sentence with a suitable reason.**

Despite heavy casualties, Major Somnath Sharma continued to lead his men because \_\_\_\_\_.

**Ans.** he was deeply committed to his duty and refused to abandon his soldiers in the face of difficult situations.

- (iii) **Select the correct option for both Assertion (A) and Reason (R) given below:**

**(A):** Major Somnath Sharma moved fearlessly through the battlefield, even though he was injured.

**(R):** He believed his courage was important to motivate the soldiers.

(A) Both (A) and (R) are true, and (R) is the correct explanation of (A).  
(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).  
(C) (A) is true, but (R) is false.  
(D) (A) is false, but (R) is true.

**Ans.** (A) Both (A) and (R) are true, and (R) is the correct explanation of (A).

- (iv) **Fill in the blank with the correct word from those given in the brackets:**

Major Somnath Sharma was filling

magazines, and encouraging his men to hold their ground despite \_\_\_\_\_.  
(injuries/worry)

**Ans.** injuries.

2. *Born on 31 January 1923, in the picturesque town of Dadh in Kangra, Himachal Pradesh, Somnath Sharma belonged to a family with a rich military legacy. His father, Major General Amar Nath Sharma, had served the nation with distinction, and young Somnath was deeply inspired by the valorous tales of the Mahabharata, imparted to him by his grandfather.*

- (i) **What can be inferred about Somnath Sharma's early influences on his career?**

(A) He was primarily influenced by his father's achievements in the military.  
(B) His inspiration came solely from the tales of the Mahabharata.  
(C) His family and heritage inspired his bravery and sense of duty.  
(D) He decided to join the military out of necessity rather than passion.

**Ans.** (C) His family and heritage inspired his bravery and sense of duty.

- (ii) **Identify whether the following statement is true or false:**

Somnath Sharma belonged to a wealthy family.

**Ans.** False.

- (iii) **What does the phrase 'served the nation with distinction' tell us about Major General Amar Nath Sharma?**

(He performed his duties with exceptional dedication, honour, and excellence/He was highly respected for his contributions to the country.)

**Ans.** He performed his duties with exceptional dedication, honour, and excellence.

- (iv) **Replace the underlined (bold) phrase with a word from the extract that has a**

**similar meaning.**

My family and I visited a popular hill station and stayed in an old but **visually charming** house surrounded by trees.

**Ans.** My family and I visited a popular hill station and stayed in an old but picturesque house surrounded by trees.

**II. Answer the following questions.**

**1. 'Major Somnath's legacy of courage and devotion to the nation remains forever alive, forever alive...' What is the significance of the repetition in this line?**

**Ans.** The repetition of "forever alive" emphasizes the enduring impact of Major Somnath's courage and devotion. It shows that his bravery and sacrifice will always be remembered and inspire the future generations.

**2. Why do you think Major Somnath's leadership was critical during the Battle of Badgam?**

**Ans.** Major Somnath's leadership was critical as he motivated his outnumbered soldiers, made strategic decisions like requesting air strikes, and inspired bravery, which helped delay the enemy and protect Srinagar.

**3. What were Major Somnath's last words? What do they reflect about his sense of duty?**

**Ans.** Major Somnath's last words were, "The enemy is only 50 yards from us..... I shall not withdraw an inch but will fight to the last man and the last round." These words reflect his unwavering commitment, courage and deep sense of duty to protect his men and country at all costs.

**4. What might have been the outcome of the Battle of Badgam if Major Somnath and his company had not held their ground?**

**Ans.** If Major Somnath and his company had not held their ground, the enemy might have captured Srinagar airfield quickly, allowing them to gain control of the region. This could have led to a major strategic loss for India in the Kashmir conflict.

**5. Why do you think Major Somnath's story continues to inspire soldiers and civilians today?**

**Ans.** Major Somnath's story inspires because of his unmatched bravery, selfless sacrifice, and unwavering commitment to duty, showing how one person's courage can protect a nation and motivate generations.

**6. How can the values demonstrated by Major Somnath Sharma-courage, duty, and self-sacrifice-be applied in our daily lives?**

**Ans.** The values of courage, duty, and self-sacrifice shown by Major Somnath Sharma can guide us to face challenges bravely, fulfil our responsibilities sincerely, and help others selflessly in daily life.

## Let us learn

**I. Match the expressions from the text in Column 1 with the most suitable situations given in Column 2.**

| Column 1                 | Column 2                                                                                                 |
|--------------------------|----------------------------------------------------------------------------------------------------------|
| 1. Fight to the last man | (i) A sports team scores a last-minute goal, giving them the lead and shaking the opponent's confidence. |



|                      |                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------|
| 2. Foil the plan     | (ii) The soldiers fought valiantly until each one laid down his life for the nation.              |
| 3. Deliver a blow    | (iii) Soldiers stay in their position and fight back, even though the enemy is stronger.          |
| 4. Hold their ground | (iv) A spy disrupts the enemy's efforts to invade a country by intercepting their communications. |

Ans. 1-(ii), 2-(iv), 3-(i), 4-(iii).

**Now, complete the following sentences using the expressions from Column 1.**

- A. The detective managed to \_\_\_\_\_ by finding the hidden evidence before the culprit could get rid of it.
- B. The company's new advertising campaign was meant to \_\_\_\_\_ to their competitors' sales.
- C. The hikers chose to \_\_\_\_\_ despite the heavy rain, refusing to turn back on their journey.
- D. Despite being heavily outnumbered, the soldiers vowed to defend their homeland and \_\_\_\_\_ refusing to surrender to the enemy forces.

Ans. A. foil the plan, B. deliver a blow, C. hold their ground, D. fight to the last man.

**II. Read the highlighted words in the following sentence from the text.**

A **contingent** of troops posted to Jammu and Kashmir was air-lifted into Srinagar...

There are many such collective nouns used in the context of armed forces. Match the collective nouns in Column 1 to their meanings in Column 2.

| Column 1     | Column 2                                                                                                                     |
|--------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. regiment  | (i) a large body of troops ready for battle, especially an infantry unit                                                     |
| 2. squadron  | (ii) a permanent unit of an army typically commanded by a lieutenant colonel and divided into several companies              |
| 3. fleet     | (iii) a small unit, typically comprising 12-24 aircrafts and their crews used in air force, naval, or army aviation services |
| 4. battalion | (iv) a group of ships sailing together, engaged in the same activity, or under the same ownership                            |

Ans. 1-(ii), 2-(iii), 3-(iv), 4-(i).

**Now, fill in the blanks suitably with words from Column 1 in the table.**

- A. The commanding officer addressed the entire \_\_\_\_\_ of soldiers during the morning assembly.
- B. The admiral ordered the entire \_\_\_\_\_

- \_\_\_\_\_ to set sail for battle.
- C. The \_\_\_\_\_ of infantry advanced slowly through the dense forest.
- D. A \_\_\_\_\_ of fighter jets was sent to intercept the enemy planes.

Ans. A. regiment, B. fleet, C. battalion, D. squadron.

**III. Read the following words from the text and fill in the blanks with the correct words by taking clues from the meanings given below in the box.**

overwhelm    overthrow    overrun

**Meanings**

- To take and seize control: \_\_\_\_\_
- To invade or occupy an area in large numbers: \_\_\_\_\_
- To flood or overpower someone or something emotionally: \_\_\_\_\_

Ans. 1. overthrow, 2. overrun, 3. overwhelm.

**Now, create a list of at least five other verbs that begin with 'over' and frame sentences of your own.**

Ans. 1- Overestimate

**Sentence:** Many people tend to overestimate how much they can accomplish in a day.

2. Overcome

**Sentence:** She worked hard to overcome her fear of public speaking.

3. Oversee

**Sentence:** The manager was appointed to oversee the construction project.

4. Overreact

**Sentence:** He tends to overreact to minor inconveniences.

5. Overlook

**Sentence:** Please don't overlook any details while proofreading the report.

**IV. In the following pairs of words, 'c' is used for nouns, while 's' is used for verbs.**

- advice (noun) and advise (verb)
- practice (noun) and practise (verb)
- device (noun) and devise (verb)
- council (noun) and counsel (verb)

**Now, fill in the blanks correctly with the words given in the brackets.**

- The teacher's (i) \_\_\_\_\_ is always helpful, and she continues to (ii) \_\_\_\_\_ students on their career choices. (advice/advise)
- The musician believes that daily (i) \_\_\_\_\_ helps a lot, so she is always ready to (ii) \_\_\_\_\_ her harmonium lessons. (practice/practise)
- The scientist uses a strange (i) \_\_\_\_\_ for experiments and plans to (ii) \_\_\_\_\_ new methods for his analysis. (device/devise)
- The village (i) \_\_\_\_\_ met to discuss issues and decided to (ii) \_\_\_\_\_ the villagers on important matters. (council/counsel)

Ans. 1. (i) advice, (ii) advise, (advice = noun, advise = verb)

2. (i) practice (ii) practise (practice = noun, practise = verb)

3. (i) device (ii) devise (device = noun, devise = verb)

4. (i) council (ii) counsel (council = noun, counsel = verb)

**V. Read the highlighted words in the following sentences from the text.**

- ... ended with echoes of courage that **serve** as an inspiration.
- A contingent of troops posted to Jammu and Kashmir **was** airlifted into Srinagar...
- D Company with 90 soldiers **was** the last and they **were** expected to return by 2:00 p.m.

- The life and sacrifice of Major Somnath Sharma **embody** the highest ideals of duty, honour, and patriotism.

The highlighted words are either singular verbs or plural verbs. They are in agreement with the subject of the sentence. This is called **Subject-Verb Agreement**.

**Now, fill in the blanks for the following sentences by choosing the correct verb given within brackets.**

1. The bouquet of flowers \_\_\_\_\_ (is/are) beautiful.
2. Neither the teacher nor the students \_\_\_\_\_ (was/were) aware of the change in the schedule.
3. Each of the participants \_\_\_\_\_ (has/have) submitted their projects on time.
4. The data collected by the researchers \_\_\_\_\_ (shows/show) significant trends.
5. One of the players \_\_\_\_\_ (was/were) injured during the match.
6. Either the children or their guardian \_\_\_\_\_ (has/have) to attend the meeting.
7. A pair of shoes \_\_\_\_\_ (is/are) missing from the rack.
8. Neither of the statements \_\_\_\_\_

## Let us listen

**You will listen to a talk about the Param Vir Chakra. As you listen, complete the sentences by filling in the blanks with one or two exact words or phrases you hear.**

(is/are) true.

9. The members of the jury \_\_\_\_\_ (has delivered/have delivered) their verdict to the court.
10. Mathematics \_\_\_\_\_ (is/are) an interesting subject for many students.

**Ans.** 1.is, 2. were, 3. has, 4. shows, 5. was, 6. has, 7. is, 8. is, 9. have delivered, 10. is.

## VI. Read the following passage and correct the incorrect usage of verbs. One example has been done for you.

A battalion of soldiers stand at attention as the National flag are raised.

A battalion of soldiers **stands** at attention as the National flag **is** raised.

Each soldier salute with pride while the commander and his assistants inspects the parade. The sound of marching feet echo through the air as a group of cadets prepare for their drill. Meanwhile, a convoy of military vehicles pass by, drawing cheers from the gathered crowd.

**Ans.** Each soldier **salutes** with pride while the commander and his assistants **inspect** the parade. The sound of marching feet **echoes** through the air as a group of cadets **prepares** for their drill. Meanwhile, a convoy of military vehicles **passes** by, drawing cheers from the gathered crowd.

*Hello, everyone!*

*Let me tell you about the Param Vir Chakra. It is one of the most prestigious awards in India and signifies the 'Wheel of the Ultimate Brave'. This award is granted for 'exemplary bravery in the presence of the enemy. This means that this award is given to someone who shows extraordinary courage and bravery while fighting the enemy. The medal was instituted as a Gallantry Medal with retrospective effect from 15 August 1947 by Dr. Rajendra Prasad, the then President of India. The medal was designed by Mrs. Savitri Khanolkar, who drew inspiration from Sage Dadhichi, a Vedic rishi, who made the ultimate sacrifice by giving up his body so that the gods could create a deadly weapon called Vajra, or Thunderbolt, from his spine. The Param Vir Chakra is cast in bronze. At its centre, on a raised circle, is the State Emblem of India. Surrounding it are four replicas of Indra's Vajra, lined with lotus flowers.*

*That, my dear friends, is the Param Vir Chakra, a true symbol of bravery.*

*Thank you.*

1. The Param Vir Chakra signifies the 'Wheel of the Ultimate \_\_\_\_\_'.
2. The Param Vir Chakra is awarded to someone who shows exemplary bravery while fighting with the \_\_\_\_\_.
3. The Param Vir Chakra was introduced as a Gallantry Medal in 1947 by the \_\_\_\_\_.
4. The design of the Param Vir Chakra is inspired by Sage Dadhichi, who was a \_\_\_\_\_.
5. The state emblem in the centre of the Param Vir Chakra is surrounded by the Vajra and \_\_\_\_\_.

**Ans.** 1. Bravery, 2. enemy, 3. President of India, 4. Vedic rishi, 5. lotus flowers.

### Let us speak

- I. As the citizens of a nation, we all must fulfil our duty. In groups of 4-5, speak about how you propose to serve your nation.

**Ans.** Hello, everyone!

I believe one of the best ways to serve the nation is by protecting our environment. A clean and green environment supports better health, a stronger economy, and a brighter future for everyone. A small

change we can make is reducing the use of plastic, and it will have a big impact because plastic pollution harms wildlife, clogs drains, and takes hundreds of years to decompose.

If everyone contributes by planting trees and using eco-friendly products, it can lead to cleaner air, improved biodiversity, and a cooler planet.

Serving the nation is not just about big actions; even small efforts like switching off lights when not in use, reusing items, and saying no to plastic bags matter. Thank you.

### Let us write

- I. A letter of enquiry is a formal letter written to seek detailed information about something the writer wants to know. For example, it can be used for joining a course, organising an event, knowing details about a trip, etc. The language used is formal and specific, with relevant queries.

**Now, write a letter of enquiry. Your school wishes to organise a visit to a Memorial in your state/region. Write the letter to the incharge of that**

**memorial requesting for information regarding available dates for visits, the duration of the tour, any entry fees, and guidelines for student groups.**

**Ans.** ABC Public School

Maharaja Surajmal Road

Mathura 281004

04 August 2025

The Incharge

National War Memorial (India)

New Delhi

**Subject:** Enquiry about a School Visit to the National War Memorial

Dear Sir,

I am writing on behalf of ABC Public School, Mathura. We are planning to organise an educational visit to the Shaheed Smarak Memorial for a group of students from Classes 6 to 8. The purpose of this visit is to help students learn about the sacrifices of our freedom fighters and develop a sense of national pride.

Kindly provide the following details regarding the visit:

1. Available dates for school group visits in the coming month (September, 20....).
  2. Duration of the guided tour.
  3. Entry fees, if any, for students and teachers.
  4. Guidelines to be followed by student groups during the visit (e.g., dress code, group size, photography restrictions, etc.).
- We would appreciate it if you could send us the required information at the earliest, so we can proceed with our planning and seek necessary permissions from the school authorities.

Thank you for your cooperation.

Yours sincerely

Ritika Sharma

Cultural Coordinator

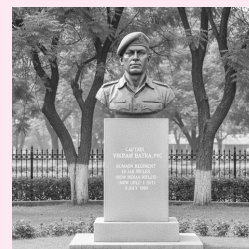
ABC Public School

## Let us explore

1. Out of twenty-one PVC awardees, Major Somnath Sharma was the first recipient of the PVC, and Captain Vikram Batra was the last recipient of the PVC, the highest gallantry award.

Captain Vikram Batra, is popularly remembered as the "Shershah of Kargil". His iconic success signal was 'Yeh Dil Mange More'. Captain Vikram Batra, the D Company commander was tasked to capture Point 5140 on 20 June 1999, which he did with exemplary courage. After Point

5140 was captured, 13 JAK RIF was tasked to capture Point 4875. On 07 July 1999, Captain Batra led the assault from the front and engaged in a physical fight with the enemy. He killed five enemy soldiers at point blank range and himself sustained serious injuries. Despite his injuries, his dauntless determination inspired his men to clear the enemy from a dominating position. Later, he succumbed to his injuries. His fearless determination and leadership encouraged his company men to avenge his death and finally captured Point 4875. His inspiring leadership, dedication to duty, and steadfast love for his country continue to be an inspiration for the younger generation. He attended the call of duty with absolute disregard for his personal safety. He was awarded the Param Vir Chakra, (Posthumously).



**A bust of Param Vir Chakra Awardee Captain Vikram Batra at the National War Memorial in Delhi.**  
(Source: National War Memorial)

**II. Gallantry awards in India are given to military personnel and others for displaying extraordinary courage in the line of duty. Some of the gallantry awards in India are:**

**Param Vir Chakra:** The highest military award in India, awarded for the most conspicuous bravery in the presence of the enemy.

**Maha Vir Chakra:** The second-highest military award in India, awarded for acts of gallantry in the presence of the enemy.

**Vir Chakra:** Awarded for acts of gallantry in the presence of the enemy. Find out more about gallantry awards.

**III. The Indian government has been steadfast in its initiatives to boost the representation of women in the Indian Armed Forces. These women have been serving the nation selflessly and with pride. Find out the key roles of women in the Indian Army. Share the**

**information with your classmates and teacher.**

Ans. The key roles of women in the Indian Army, reflecting their increasing participation, leadership, and contributions are :

**1. Officers in Various Corps**

Women are commissioned as officers in several non-combat branches of the Indian Army, including:

- Army Medical Corps
- Judge Advocate General (JAG) - legal wing
- Army Education Corps
- Corps of Engineers (Technical roles)
- Signals Corps (Communications - IT)
- Intelligence Corps

**2. Permanent Commission**

- Since 2020, women are eligible for Permanent Commission in 10 branches of



the Army.

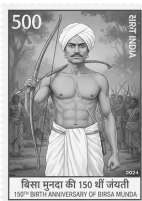
### 3. Peacekeeping Missions

- Women officers have represented India in UN peacekeeping missions.

Women in the Indian Army are leaders, strategists, engineers, legal experts, doctors, and peacekeepers. Their roles continue to expand, proving that patriotism and capability know no gender.

### IV. Birsa Munda: A Saga of Courage and Sacrifice

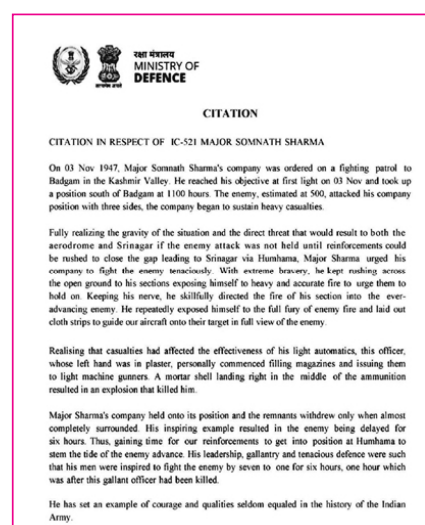
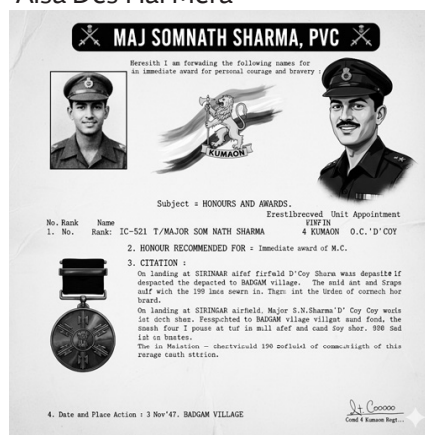
Birsa Munda, a revered tribal freedom fighter, spiritual leader, and folk hero, belonged to the Munda tribe. Celebrated as a valiant warrior and a charismatic figure, he emerged as a powerful symbol of tribal resistance against British colonial rule. Among the people of Jharkhand, he is affectionately known as Dharti Aaba—Father of the Land, and is honoured as a divine figure for his selfless dedication to his people. A commemorative stamp designed by Shri Sankha Samanta captures his powerful presence. It features Birsa Munda addressing his followers, with a determined expression that reflects his unwavering vision of tribal unity, empowerment, and self-governance. This stamp serves as a lasting tribute to his pivotal role in India's freedom struggle and his relentless commitment to protecting tribal rights.



### V. Make a list of the patriotic songs in any language, including songs from your region. Share the songs with your classmates and teacher.

**Ans.** List of some patriotic songs in Hindi language:

1. Ae Mere Watan Ke Logon
2. Maa Tujhe Salaam
3. Vande Mataram
4. Saare Jahan Se Achha
5. Kar Chale Hum Fida
6. Dil Diya Hai Jaan Bhi Denge
7. Bharat Humko Jaan Se Pyara Hai
8. Sandese Aate Hain
9. Desh Mere Desh Mere
10. Teri Mitti Mein Mil Jaawan
11. Chak De India
12. Lehra Do
13. Ae Watan
14. Rang De Basanti
15. Aisa Des Hai Mera



## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

- Where did Major Somnath Sharma fight to protect India?**  
(a) Leh (b) Srinagar  
(c) Jammu (d) Delhi
- What does Major Somnath Sharma's story symbolize?**  
(a) Defeat and loss  
(b) Courage and sacrifice  
(c) Peace and diplomacy  
(d) Wealth and power
- Where is Major Somnath Sharma's name commemorated?**  
(a) India Gate  
(b) National War Memorial  
(c) Parliament House  
(d) Red Fort
- Which military unit was involved in the battle described?**  
(a) A Company (b) B Company  
(c) C Company (d) D Company
- Choose the similar word of "legacy" from the following:**  
(a) Inheritance (b) Forgetfulness  
(c) Loss  
(d) Beginning

**Ans.** 1. (b), 2. (b), 3. (b), 4. (d), 5. (a).

### Fill in the Blanks

- Major Somnath Sharma was awarded the \_\_\_\_\_, India's highest military honour for bravery.
- The story of Major Sharma is a beacon of \_\_\_\_\_ and sacrifice.

- The tricolour continued to fly over \_\_\_\_\_ because of Major Sharma's valour.
- Major Sharma's name is etched on the Honour Wall of the \_\_\_\_\_ War Memorial.
- The life and legacy of Major Somnath Sharma remind us of the price of \_\_\_\_\_.

**Ans.** 1. Param Vir Chakra, 2. courage, 3. Srinagar, 4. National, 5. freedom.

### True/False

- Major Somnath Sharma was the first recipient of the Param Vir Chakra.
- The story of Major Sharma is no more remembered in the Kashmir Valley.
- Major Sharma's bravery helped keep the Indian flag flying over Srinagar.
- His name is inscribed on the National War Memorial Honour Wall.
- Major Sharma's story is a symbol of cowardice and defeat.

**Ans.** 1. T, 2. F, 3. T, 4. T, 5. F.

### Very Short Answer Type Questions

- What was the name of the operation launched by Pakistan to illegally occupy the Kashmir Valley in 1947?**

**Ans.** The operation launched by Pakistan to illegally occupy the Kashmir Valley was called Operation Gulmarg.

- Who was the Maharaja of Jammu and Kashmir?**

**Ans.** The Maharaja of Jammu and Kashmir was Hari Singh.

- What date did the Princely State of Jammu and Kashmir become a part of India?**

**Ans.** The Princely State of Jammu and Kashmir became a part of India on October 26,

1947.

4. **What was Major Somnath Sharma's physical condition when he insisted on going with his company to Srinagar?**

**Ans.** Major Somnath Sharma had his left hand in a plaster.

5. **What strategic location were the Pakistani invaders trying to capture in the Battle of Badgam?**

**Ans.** The invaders were trying to capture the Srinagar airport.

6. **What did Major Somnath Sharma do to guide air strikes against the invaders?**

**Ans.** He laid out ground panels to guide the aircraft toward their targets.

7. **What was Major Somnath Sharma's final message to his Brigade headquarters before his death?**

**Ans.** He said, "The enemy is only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round."

### Short Answer Type Questions

1. **What was the name and objective of the operation launched by Pakistan in the Kashmir Valley in 1947?**

**Ans.** The operation launched by Pakistan to illegally occupy the Kashmir Valley in 1947 was called Operation Gulmarg. The goal was to train and equip invaders to take control of strategic locations like the Srinagar airport.

2. **Who was the Maharaja of Jammu and Kashmir when Pakistan launched Operation Gulmarg? What was his agreement with Pakistan?**

**Ans.** When Pakistan launched Operation Gulmarg, the Maharaja of Jammu and

Kashmir was Hari Singh. He had an existing agreement with Pakistan not to attack the state, which Pakistan violated by launching Operation Gulmarg.

3. **What was Major Somnath Sharma's physical condition when he insisted on going with his company?**

**Ans.** Major Somnath Sharma's left hand was in a plaster due to an injury. Despite this, he insisted on being with his men in combat, showing his deep commitment to his company and country.

4. **What was the main strategic objective of the Pakistani invaders at the Battle of Badgam?**

**Ans.** The main strategic objective of the Pakistani invaders was to capture the Srinagar airport. Capturing the airfield would have given them control of a vital supply route and a strategic location in the Kashmir Valley.

5. **What action did Major Somnath Sharma take to guide air strikes against the tribal invaders?**

**Ans.** Major Somnath Sharma bravely laid out ground panels to guide the aircraft toward their targets. This action was crucial in helping the aerial attacks hit the invaders successfully, despite his company being heavily outnumbered.

### Long Answer Type Questions

1. **Describe the events that led to the Battle of Badgam, including Operation Gulmarg and the role of the Maharaja of Jammu and Kashmir.**

**Ans.** The Battle of Badgam was a direct result of Operation Gulmarg, a Pakistani plan to annex the Kashmir Valley in 1947. Pakistan trained and equipped around 1000 invaders to enter Kashmir and

capture key strategic locations, including the Srinagar airport. This was a violation of an existing agreement with Maharaja Hari Singh of Jammu and Kashmir. The invasion prompted the Maharaja to accede to India on October 26, 1947, leading the Government of India to airlift troops to Srinagar to defend the state.

2. **How did Major Somnath Sharma's leadership and personal bravery influence the outcome of the battle, even in the face of overwhelming odds?**

**Ans.** Major Somnath Sharma's leadership was crucial in the Battle of Badgam. Despite a plaster on his left hand, he insisted on leading his company, motivating his men with his presence. When his company of 90 soldiers faced 500 invaders, he bravely directed fire and helped load guns. His famous last words, "I shall not withdraw an inch but will fight to the last man and the last round," inspired his men to hold their position for over six hours after his death. It allowed time for

Indian reinforcements to arrive and save Srinagar.

3. **What was the ultimate impact of D Company's stand at Badgam and what honours were awarded in recognition of their sacrifice?**

**Ans.** D Company's stand at Badgam was a decisive moment in the 1947 war. Their heroic resistance foiled the Pakistani plan to capture the Srinagar airport and the wider valley. Their sacrifice provided critical time for Indian reinforcements, including soldiers from the Punjab regiment, to be flown in. For his conspicuous bravery and supreme sacrifice, Major Somnath Sharma was posthumously awarded the Param Vir Chakra. It made him the first recipient of India's highest gallantry award. The 4 Kumaon battalion was also awarded the Battle Honour, Srinagar, for their courageous actions.



## 5

## Somebody's Mother

### TEXTBOOK QUESTIONS

#### Let us think and reflect

- I. **Read the given extracts and answer the questions that follow.**

1. *The woman was old and ragged and grey  
And bent with the chill of the Winter's day.  
The street was wet with a recent snow.  
And the woman's feet were aged and slow.*

- (i) **What does the phrase 'ragged and grey'**

**refer to?**

- (A) The woman's emotional state that day.  
(B) The woman's old and worn-out appearance.  
(C) The weather conditions of the particular day.  
(D) The colour of the street and the surroundings.

**Ans.** (B) The woman's old and worn-out appearance.

- (ii) **Complete the following sentence with a suitable reason:**

The woman was 'bent' with the chill of the Winter's day because she was \_\_\_\_\_.

**Ans.** old, weak, and affected by the harsh cold weather.

**(iii) Identify the fact and opinion from the following sentences:**

(A) The street was wet with recent snow.

(B) The woman was too weak to cross the street on her own.

**Ans.** (A) Fact, (B) Opinion.

**(iv) Why do you think the woman's feet were described as 'aged and slow'?**

**Ans.** The woman's feet were described as 'aged and slow' to highlight her old age, physical weakness, and helplessness.

2. *He guided the trembling feet along,  
Proud that his own were firm and strong.  
Then back again to his friends he went,  
His young heart happy and well content.*

**(i) What does the contrast between the 'trembling feet' of the old woman and the 'firm and strong' feet of the boy emphasise?**

**Ans.** The contrast between the 'trembling feet' of the old woman and the 'firm and strong' feet of the boy emphasises the difference between old age and youth.

**(ii) Fill in the blank given below by selecting the correct option from the brackets.**

- The poem tells us that the boy was 'proud' that his feet were strong.
- This tells us that the boy was \_\_\_\_\_. (arrogant about being strong/grateful for his ability to help)

**Ans.** This tells us that the boy was grateful for his ability to help.

**(iii) What is the boy most likely to tell his friends on getting back?**

(A) I'm so glad I could help her.

(B) I'm worried about her safety.

(C) I'm surprised she forgot to thank me.

(D) I'm thankful for all your support.

**Ans.** (A) I'm so glad I could help her.

**(iv) Rectify the false sentence given below.**

The young boy's actions were driven by a logical decision.

**Ans.** The young boy's actions were driven by kindness and compassion, not just a logical decision.

**II. Answer the following questions.**

1. **What might be the old woman's fears as she waited for a long time at the crossing?**

**Ans.** The old woman likely feared slipping on the snowy street, being hit by carriages, or being ignored by passersby. Her weakness and loneliness made the crossing road feel dangerous and overwhelming.

2. **How does the poet show the helplessness of the old woman? Support your answer with evidence from the poem.**

**Ans.** The poet shows the helplessness of the old woman by describing her as "old and ragged and grey" and "bent with the chill of the Winter's day."

3. **Why does the boy decide to help the old woman? What does this tell us about him?**

**Ans.** The boy decides to help the old woman because he feels empathy and imagines her as "somebody's mother," just like his own. He hopes that if his mother were ever old and helpless, someone would help her too. This shows that the boy is kind-hearted, thoughtful, and compassionate, with a strong sense of respect for elders and moral responsibility.

4. **How was the boy's approach towards the old woman different from that of the other boys in the group?**

**Ans.** The boy's approach towards the old woman was different from that of the other boys because, while the other boys hurried past her without noticing or offering help, he stopped, observed her need, and offered to assist her across the street with kindness.

5. **Justify the appropriateness of the title of the poem.**

**Ans.** The title "Somebody's Mother" is appropriate because it captures the central message of the poem - that the old, helpless woman is not just a stranger but someone's mother, deserving of love, care, and respect. The boy helps her not out of duty but because he imagines her as his own mother in need. The title reminds readers to treat all elderly people with compassion, as they are special to someone, just like our own loved ones.

6. **What does the poem suggest about the role of empathy and humanity in society?**

**Ans.** The poem suggests that empathy and humanity are essential values in society. The boy's empathy leads him to act selflessly, reminding us that caring for others, especially the vulnerable, builds a more compassionate and respectful world. The poem encourages readers to look beyond themselves and recognize the shared human values.

## Let us learn

I. **The grid given below has the antonyms of the words from the text. Locate these words in the grid horizontally, vertically, and diagonally. One example has been done for you. You may refer to a dictionary.**

firm, meek, merry, kind, anxious, bent

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

**Ans.**

|          |   |          |   |          |   |   |   |          |
|----------|---|----------|---|----------|---|---|---|----------|
| R        | D | T        | C | J        | A | B | R | N        |
| G        | M | <u>F</u> | R | A        | G | I | L | <u>E</u> |
| <u>C</u> | A | P        | U | K        | N | D | F | H        |
| A        | E | <u>B</u> | D | R        | F | S | S | <u>C</u> |
| L        | A | O        | E | W        | E | T | A | A        |
| <u>M</u> | L | L        | W | <u>C</u> | F | L | D | <u>S</u> |
| G        | X | <u>D</u> | P | O        | R | D | A | R        |
| P        | E | A        | S | E        | F | U | L | F        |
| Q        | S | N        | O | I        | V | E | E | T        |
| S        | T | R        | A | I        | G | H | T | <u>L</u> |

1. firm → fragile, 2. meek → bold, 3. merry → sad, 4. kind → cruel, 5. anxious → calm, 6. bent → straight

II. **Match the words from the text given in Column 1 with the underlined phrases in Column 2.**

Column 1

Column 2



|             |       |                                                                                              |
|-------------|-------|----------------------------------------------------------------------------------------------|
| 1. hastened | (i)   | The mother heard the baby <u>move slightly</u> in the cradle at night.                       |
| 2. heeded   | (ii)  | It is our duty to <u>give</u> support to the poor.                                           |
| 3. stir     | (iii) | The students <u>worked quickly</u> to complete the project and submit it on time.            |
| 4. lend     | (iv)  | All the boxes were <u>kept in a heap</u> at one place.                                       |
| 5. piled    | (v)   | They <u>came forward</u> to help us when we were in need.                                    |
| 6. offered  | (vi)  | The stranded people were brought to safety because they <u>paid attention</u> to our advice. |

Ans. 1. (iii), 2. (vi), 3. (i), 4. (ii), 5. (iv), 6. (v).

III. In the poem, the poet uses the idiom 'lend a hand' which means 'help somebody'. Some more idioms using 'lend a hand' are given in Column 1. Match these idioms with their meanings in Column 2. You may refer to a dictionary.

| Column 1           | Column 2             |
|--------------------|----------------------|
| 1. get out of hand | (i) do something new |

|                               |                                                       |
|-------------------------------|-------------------------------------------------------|
| 2. try your hand at something | (ii) applaud somebody                                 |
| 3. give somebody a free hand  | (iii) work together                                   |
| 4. give somebody a big hand   | (iv) become difficult to control                      |
| 5. work hand in hand          | (v) be very busy                                      |
| 6. have your hands full       | (vi) allow somebody to do something with full freedom |

Ans. 1. (iv), 2. (i), 3. (vi), 4. (ii), 5. (iii), 6. (v).

IV. Complete the following analogy by filling in the blanks with the correct words from the poem.

- \_\_\_\_\_ : winter :: heat: summer
- hurt: \_\_\_\_\_ :: old: aged
- whispered shouted :: humble : \_\_\_\_\_
- eyes : \_\_\_\_\_ :: legs: walk
- having a lot of money: wealthy :: densely packed people: \_\_\_\_\_

Ans. 1. chill : winter :: heat: summer

- hurt : harm :: old: aged
- whispered : shouted :: humble : pride
- eyes : glance :: legs: walk
- having a lot of money : wealthy :: densely packed people : throng

## Let us listen

- You will listen to a woman read the special broadcast of the news. As you listen, arrange the pictures in the correct sequence of the events that took place.



Now, for the special broadcast, we bring you the story of a young hero whose courage has captured the nation's heart. On a fateful morning in Rajouri, young Rohan Ramchandra Bahir, a 15-year-old student, became a local hero when he fearlessly saved the life of a woman who had fallen into the Domri River while washing clothes. The 43-year-old woman was struggling to stay afloat in the strong currents, when Rohan, without a moment's hesitation, leapt into the river, putting his own life at risk. With great determination and courage, Rohan managed to reach the woman and pull her to safety, despite the dangerous conditions of the river. Onlookers who witnessed the incident were in awe of the young boy's bravery. Rohan's selfless act did not go unnoticed. His incredible courage was recognised at Vigyan Bhawan, where he was honoured with the prestigious Pradhan Mantri Rashtriya Bal Puraskar 2023 by the President of India, Droupadi Murmu. This remarkable young boy is now a symbol of heroism in his community, and his story is an inspiration to all. We commend Rohan for his bravery and for showing that age is no barrier when it comes to saving lives.



1.



2.



3.



4.



5.



6.

**Ans.** The correct sequence of pictures is— 3, 6, 1, 5, 2, 4

**II. You will once again listen to the special broadcast of the news. As you listen, complete the following sentences with one to three exact words.**

- The woman was having a difficult time staying afloat due to the \_\_\_\_\_.
- Rohan leapt into the river to save the woman without any \_\_\_\_\_.
- Rohan's act of bravery was witnessed by \_\_\_\_\_.
- Rohan was honoured at the Vigyan Bhawan for his incredible courage and \_\_\_\_\_.
- Rohan proved that when it comes to

saving lives, age is \_\_\_\_\_.

**Ans.** 1. strong currents. 2. moment's hesitation. 3. onlookers. 4. selfless act. 5. no barrier.

## Let us speak

- Read aloud the list of words from the poem that end in '-ed'. As you read, focus on the final sound of each word and place them in the appropriate columns. One example has been done for you.

ragged, aged, waited, heeded, offered, paused, guided, whispered

| /id/sound | /d/sound | /t/sound |
|-----------|----------|----------|
| ragged    | heeded   | paused   |

**Ans.** /id/ sound

| Word   | Hindi Pronunciation |
|--------|---------------------|
| ragged | रैग-इड              |
| guided | गाइड-इड             |
| waited | वेट-इड              |

/d/ sound

| Word    | Hindi Pronunciation |
|---------|---------------------|
| heeded  | हीड-अड              |
| offered | ऑफर्ड               |

|                  |                            |
|------------------|----------------------------|
| aged             | एज्ड                       |
| whispered        | विस्पर्ड                   |
| <b>/t/ sound</b> |                            |
| <b>Word</b>      | <b>Hindi Pronunciation</b> |
| paused           | पॉस्ट                      |

**II. Work in pairs. Narrate an incident where you helped someone in the past. Take turns to speak and use the cue cards given below**

[Note: A cue card is such a card held beside a camera for a television broadcaster to read from while appearing as if looking into the camera]

at school classmate-explaining a concept  
in the neighbourhood-cleanliness campaign  
at the market place-elderly carrying bags  
in the playground-a friend gets injured

**Ans. Student A (at school-helping a classmate)**

I still remember the day before our science test. My classmate Aarav was sitting quietly, staring at his notebook. He looked really confused about the chapter on electricity. At that moment, I realised he was too shy to ask for help. So, I sat next to him and said, 'Let's study together. I explained the concept using a simple diagram and real-life examples. He slowly began to understand, and the smile on his face made me feel extremely satisfied. The next day, he told me he answered all the questions confidently. That experience taught me the value of helping others without being asked.

**Student B (at the marketplace-helping an elderly person)**

The day began like any other. I was out shopping with my mother at the local market when I saw an elderly man trying to lift two heavy bags. He looked tired and nobody was helping him. I couldn't just walk away. I offered to carry his

bags and walk him to the bus stop. I was completely taken by surprise when he blessed me and said, "You reminded me of my grandson". A wave of joy washed over me. This memory reminds me to always look around and help someone in need. In the end, I realised how a small act of kindness can brighten someone's day.

**Student A (in the neighbourhood - cleanliness campaign)**

It all started when our colony organised a cleanliness drive on a Sunday morning. Many people didn't want to join because they thought it was boring. But I felt it was important. So, I took the lead and started picking up litter from the park. The next few hours were tiring, but when I looked around at the clean surroundings, I felt thrilled. More people joined in later. From that day on, I realised that setting an example can inspire others to act.

**Student B (in the playground - friend gets injured)**

I couldn't believe my eyes when I saw my friend fall while playing football. He hurt his ankle and couldn't move. Everyone stopped playing, but didn't know what to do. I quickly ran to him, calmed him down, and helped him to the bench. Then I called his parents and got help from our teacher. A wave of relief washed over me when I saw the doctor say it was just a sprain. I have never felt so responsible before. This experience taught me the value of staying calm and acting quickly in emergencies.

## Let us write

**I. Write a diary entry of a day you helped someone in need. Remember to include the following points while writing it.**

- Start with a sentence describing the

day. • Mention whom you helped. • Explain the situation in which the other person needed help. • Add the place and time of the day when the situation arose. • Describe how you helped the other person. • Describe the reaction of the person you helped. • Mention how you felt during and after helping the person. • Conclude by mentioning why you would do something like this again.

**Ans.** 26 August 20xx, Saturday

8:00 p.m.

Dear Diary,

Today, I feel, was a special day—one that I'll always remember with pride and happiness.

This afternoon, around 3:30 p.m., while returning home from tuition, I saw an elderly woman struggling to cross the busy road near the market. She looked nervous and was holding a walking stick in one hand and a heavy bag in the other. The traffic was fast, and no one seemed to notice her.

I immediately walked up to her and asked if she needed help. She nodded and smiled gratefully. I gently held her hand and helped her cross the road slowly, making sure we were safe. Once we reached the other side, she thanked me with so much warmth in her eyes that it truly touched my heart.

During the moment, I felt calm but focused—I just wanted to make sure she was safe. Afterward, a wave of happiness and satisfaction filled me. It was a small act, but it made a big difference to someone.

I would definitely do something like this again. Helping others makes me feel responsible, and human. I realised that even small acts of kindness can create a big impact. Good night, Diary.

## Let us explore

**I. Did you know that even Earth has been referred to as mother in the ancient scriptures of India ? In section 12-1-12 of Prthvi-Sūkta (hymn-to the-earth) of Atharva Veda, Earth is referred to as mother and us as her children by stating:**

माता भूमिः iq=kksɨga i`fFkO;k%A

It can be translated as 'Earth is my mother and I am her child'.

**II. Work in groups of four. Find out the names of countries that refer to their country as 'motherland' and a few others as 'fatherland'. Share your findings with your classmates and teacher**

**Ans. Motherland:** India, Russia, Philippines, Cuba, Sri Lanka, Armenia

**Fatherland:** Germany, Netherlands, Norway, Denmark, Sweden, Russia

**NOTE- Russia :** Also uses "Otechestvo" (Fatherland) in certain contexts (especially military).

**III. Read the poem and enjoy.**

### A Nation's Strength

Not gold, but only men can make  
A people great and strong...  
Men who for truth and honour's sake  
Stand fast and suffer long.  
Brave men who work while others sleep,  
Who dare while others fly...  
They build a nation's pillars deep  
And lift them to the sky.

**Ralph Waldo Emerson**

(Note: Here, men refers to both men and women)

**IV. Make a gratitude card for your mother/ grandmother to thank her for at least five things that she does for you. Also write two things that you would do**

regularly to help them. Use recycled material to make and decorate the card.

**Ans. GRATITUDE CARD FOR MOTHER**

Dear Ma

Thank you so much for everything you do. I was thinking today about all the wonderful things you've done for me, and I wanted to let you know how much I appreciate them.

Thank you for:

**Your unconditional love and support.** No matter what, you're always in my corner, and knowing that means the world to me.

**Your delicious home-cooked meals.** Every time I eat one, it feels like a warm hug, and I'm so grateful for the time and love you put into them.

**Your listening ear and wise advice.** You always know what to say, and you've guided me through so many tough times.

**Teaching me to be strong and independent.** The lessons you've taught me have helped me become the person I am today.

**Making our home a safe and happy place.** It's my favourite place to be, and that's all because of you.

In return, I want to do a better job of helping you out. I promise to call you every night to catch you up.

You deserve all the love in the world, and I'm so lucky to have you.

With all my love,

Your loving daughter

Shruti

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **What is the main conflict in the first half of the poem?**

- (a) The boys' desire to play in the snow versus their need to get home.
- (b) The woman's struggle to cross the street versus the indifference of the crowd.
- (c) The contrast between the cold winter day and the boys' warm laughter.
- (d) The boys' fear of the "slippery street" and the woman's timid nature.

2. **How are the boys initially described as they come down the street?**

- (a) "a flock of sheep"
- (b) "a merry troop"
- (c) "the gayest laddie"
- (d) "a noble boy"

3. **Why did the woman hesitate to cross the street on her own?**

- (a) She was waiting for a friend to help her.
- (b) She was afraid of the slippery street and the traffic.
- (c) She was too weak to walk.
- (d) She was enjoying the scenery.

4. **What does the phrase "amid the throng of human beings" suggest about the crowd?**

- (a) The crowd was sparse and quiet.
- (b) The crowd was large and busy.
- (c) The crowd was friendly and helpful.
- (d) The crowd was mostly children.

5. **Choose the similar word of "heeded" from the following:**

- (a) Noticed
- (b) Ignored
- (c) Avoided
- (d) Followed

**Ans.** 1. (b), 2. (a), 3. (b), 4. (b), 5. (a).

### Fill in the Blanks

1. The woman was bent with the \_\_\_\_\_ of the Winter's day.
2. She stood at the crossing amid the \_\_\_\_\_ of human beings who passed her by.
3. Down the street, came the boys like a \_\_\_\_\_ of sheep.
4. The boy guided her \_\_\_\_\_ feet.
5. He paused beside her and whispered low, "I'll help you \_\_\_\_\_ if you wish to go."

**Ans.** 1. chill, 2. throng, 3. flock, 4. trembling, 5. cross.

### True/False

1. The old woman was hurrying to cross the street because she was in a rush.
2. The boys at the beginning of the poem are described as coming "with laughter and shout."
3. The first people to pass the woman by offered her a helping hand.
4. The young boy helped the woman because he saw that she was his own mother.
5. The woman was happy and well content while waiting to cross the street.

**Ans.** 1. F, 2. T, 3. F, 4. F, 5. F.

### Very Short Answer Type Questions

1. **Who was the woman waiting for at the crossing?**

**Ans.** She was not waiting for anyone. She was waiting for a chance to cross the street safely.

2. **What was the condition of the street?**

**Ans.** It was wet with a recent snow.

3. **Why did the woman hesitate to move?**

**Ans.** She was afraid that the carriage wheels or horses' feet would crush her down.

4. **How did the boys arrive on the street?**

**Ans.** They came with laughter and a shout.

5. **What did the other people in the throng do?**

**Ans.** They passed her by and didn't pay attention to her anxious eyes.

6. **What did the "gayest laddie" offer to do?**

**Ans.** He offered to help her cross the street.

7. **What was the boy's reason for helping the old woman?**

**Ans.** He thought, "She's somebody's mother."

### Short Answer Type Questions

1. **What was the condition of the woman and the street at the beginning of the poem?**

**Ans.** The woman was old, ragged, and bent with the cold. The street was wet and slippery with recent snow, making her aged feet slow and cautious.

2. **How did the crowd of people react to the old woman's presence?**

**Ans.** The crowd ignored her. They passed her by without paying any attention to her anxious eyes, leaving her alone and uncared for amid the throng of people.

3. **Why was the old woman afraid to cross the street by herself?**

**Ans.** She was timid and afraid that the carriage wheels or the horses' feet might crowd her down in the slippery, snowy street. So she waited long for help.

4. **How are the boys described when they first appear in the poem?**

**Ans.** The boys are described as a "flock of sheep," coming down the street with laughter and shouts. They are glad to be free from school and hail the deep snow.

**5. What did the kind-hearted boy whisper to the old woman?**

**Ans.** The boy, who was the "gayest laddie," paused beside her and whispered a kind offer, "I'll help you cross, if you wish to go".

### Long Answer Type Questions

**1. Describe the scene and the old woman's condition at the beginning of the poem. What details does the poet use to evoke a sense of sympathy for her?**

**Ans.** The poem opens with a vivid description of a harsh winter day. The street is wet with snow, and a bitter chill hangs in the air. The woman herself is described as "old and ragged and grey," "bent with the chill," and having "aged and slow" feet. She stands "Alone, uncared for, amid the throng." All these things highlight her vulnerability and isolation. The poet's use of words like "ragged," "bent," and "anxious eyes" paints a picture of a frail, poor, and fearful woman, immediately inviting the reader's sympathy.

**2. Contrast the initial behaviour of the crowd and the boys with the final actions of the young boy. What does this contrast highlight about the poem's message?**

**Ans.** Initially, both the general crowd and the group of boys demonstrate indifference. The "throng of human beings" passes by the old woman without heeding her, and the boys "hastened on their way" without offering a helping hand. This shows a lack of empathy and a focus on their own lives. However, one boy breaks this pattern. He pauses, whispers a kind offer to help her across the slippery street. This contrast highlights the central message that a single act of kindness can stand out from widespread indifference and make a profound difference.

**3. Explain the boy's reason for helping the woman, as he tells his friends. What is the significance of the title "Somebody's Mother"?**

**Ans.** The boy's reason for helping is rooted in empathy and a powerful sense of connection. He tells his friends, "She's somebody's mother, boys, you know," and expresses the hope that someone would help his own mother

"If ever she's poor and old and grey  
When her own dear boy is far away."

This shows he didn't see her as just an old woman, but as a person with a family who deserved care. The title, "Somebody's Mother," emphasizes this idea that every person, no matter how aged or poor, has a unique identity and value, and is important to someone.





## 6 Verghese Kurien-I Too Had a Dream

### TEXTBOOK QUESTIONS

#### Let us think and reflect

#### I. Read the given extracts and answer the questions that follow.

1. *In today's fast-paced world we have become so addicted to instant communication that we prefer to use a telephone. But speaking on the telephone only gives us an immediate but fleeting joy. Writing is different. Writing—even if it is a letter—not only conveys our present concerns and views of the events taking place around us but it becomes a possession that can be treasured and re-read over the years, with great, abiding pleasure.*

#### (i) Fill in the blank given below by selecting the correct option from the brackets.

When the writer refers to a 'fast-paced world', he is speaking of a world where \_\_\_\_\_.

(communication happens quickly but lacks depth/people have more time to write and reflect)

**Ans.** communication happens quickly but lacks depth.

#### (ii) Select the option that applies correctly to both Assertion (A) and Reason (R).

(A): Writing letters can be treasured and re-read over the years.

(R): Speaking on the telephone provides long lasting joy.

A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

C. (A) is true, but (R) is false.

D. Both (A) and (R) are false.

**Ans.** C. (A) is true, but (R) is false.

#### (iii) Identify whether the statement given below is true or false.

The writer feels that letter-writing is a class apart from other kinds of writing.

**Ans.** True.

#### (iv) Which of the following is the most appropriate title for the given extract?

- A. The Rise of Instant Communication
- B. The Fleeting Delight of Phone Calls
- C. The Lasting Joy of Written Words
- D. Living in a Fast-paced World

**Ans.** C. The Lasting Joy of Written Words

2. *Your grandmother too made an important choice. She knew, in those early days, life in Anand could not offer even the simple comforts that we take for granted today. However, she ardently supported my choice to live and work in Anand. That choice of your grandmother to stand by me has given me an everlasting strength, always ensuring that I shouldered my responsibilities with poise.*

#### (i) How can we say that the grandmother shared her husband's dedication to a greater cause?

**Ans.** We can say the grandmother shared her husband's dedication because she ardently supported his choice to live and work in Anand despite its hardships.

#### (ii) Complete the following with the correct option from the two given in brackets.

The fact that the writer (grandfather) praises his wife tells us that he \_\_\_\_\_ . (truly values/

quietly accepts) her role in his life.

Ans. truly values.

(iii) **Complete the following sentence with the correct option from those given below.**

Based on the information in the extract, we can infer that the grandmother had all of the following traits EXCEPT \_\_\_\_\_.

- A. encouraging
- B. understanding
- C. comforting
- D. thoughtful

Ans. C. comforting.

(iv) **Select the phrase that conveys— 'showed grace under pressure and carried out my duties with dignity and confidence'.**

Ans. Shouldered my responsibilities with poise.

II. **Answer the following questions.**

1. **What event does Dr. Kurien refer to when he mentions receiving the Padma Vibhushan?**

Ans. He refers to the occasion when he was honoured by the Government of India with the Padma Vibhushan award for his contributions to the progress of the country.

2. **How did Dr. Kurien's decision to join the cooperative in Anand affect his life?**

Ans. It gave his life purpose and direction, allowing him to make meaningful contributions to rural development and the dairy cooperative movement, while also shaping his values and achievements.

3. **Dr. Kurien's decision to work in Anand reveals his values and sense of duty. Explain.**

Ans. His choice to stay in Anand instead of seeking more lucrative opportunities abroad reflects his integrity, commitment to serving the nation, and belief in contributing to the common good over

personal gain.

4. **Why did Dr. Kurien write the letter to his grandson?**

Ans. He wrote it to share his life lessons, values, and experiences so that his grandson could learn the importance of responsibility, hard work, and service to society.

5. **According to Dr. Kurien "life is a privilege and it is wrong to waste it". What is your opinion on this?**

Ans. Life offers opportunities to grow, help others, and make a difference. Wasting it through inaction or selfishness means missing the chance to contribute positively to the world. So, whatever Dr. Kurien mentions, is absolutely true.

6. **What message does Dr. Kurien want to convey about selfless service and its long-term impact on the society?**

Ans. Dr. Kurien emphasises that selfless service, even in small ways, creates lasting benefits for society and can inspire progress for generations.

## Let us learn

I. **Replace the underlined words in each sentence with the correct synonym from the box. You may refer to a dictionary.**

essential, swift, lifelong, momentary, useful, splendid

1. He received the award in a magnificent ceremony.
2. I felt a fleeting joy when I received the appreciation for my song.
3. With today's instant communication, we can share information across the world in seconds.
4. Our school focuses on the core values collaboration, innovation, and unity.

5. My teacher's advice on time management is a valuable reminder of the importance of planning.
6. Reading books and listening to music can give abiding pleasure that will last forever.
- Ans.** 1. splendid, 2. momentary, 3. swift, 4. essential, 5. useful, 6. lifelong.

**II. Match the expressions from the text in Column 1 with their meanings in Column 2.**

| Column 1                       | Column 2                                                           |
|--------------------------------|--------------------------------------------------------------------|
| 1. in all humility             | (i) to speak in a truthful way                                     |
| 2. hold their heads high       | (ii) doing something using all your skills, talents, and knowledge |
| 3. to be quite honest          | (iii) observed with great respect and wonder                       |
| 4. to the best of your ability | (iv) being humble and having no feeling of self-importance         |
| 5. looked at in awe            | (v) in the innermost part of the self                              |
| 6. somewhere deep down         | (vi) be confident and have a positive feeling                      |

3. Now, continue with the word game.

**Ans.** 1. (iv), 2. (vi), 3. (i), 4. (ii), 5. (iii), 6. (v).

**III. Make as many words as you can out of the following words. One example has been done for you.**

- community—city, toy, tune, unity, mutiny, cot
- important—
- magnificent—
- satisfied—
- generation—
- achievement—

**Ans.** community— city, toy, tune, unity, mutiny, cot

- important— port, import, point, paint, mint, main, part, train, trim, rain, tip, tin, pan, pit, top
- magnificent— magic, giant, fine, fan, mine, time, cafe, act, fig, main, net
- satisfied— safe, sad, sit, fit, side, date, aid, said, feat, tide, sat, set, fast, fate, edit, stiff
- generation— gene, get, go, tag, tone, note, rate, near, agent, nation, region, rain, ring, train
- achievement— achieve, heat, eat, hat, time, item, team, mean, main, teach, meat, inch

**IV. Let us play a word game—antakshari.**

- Write the synonym of the word according to the clues given below.
- For example, the synonym of the first word, 'IMPORTANT' ends with the letter 'T'. The synonym of the second word begins with 'T', 'TROUBLE'. Then write the antonym of the third word starting with the letter 'E'.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|
| I | M | P | O | R | T | A | N | T | R | O | U | B | L | E |  |  |  |
| L |   |   |   |   | R |   |   |   |   |   |   |   |   |   |  |  |  |
| Y |   |   |   | S |   |   |   |   |   |   |   |   |   |   |  |  |  |

(i) major (synonym)

(ii) problem (synonym)

(iii) uneven (antonym)

(iv) related to post office

(v) our moral duty

(vi) related to time

(vii) prosperous (synonym)

(viii) related to being alive

**Ans.** (i) major (synonym) = IMPORTANT

(ii) problem (synonym) = TROUBLE

(iii) uneven (antonym) = EVEN

(iv) related to post office = LETTER

(v) our moral duty = RESPONSIBILITY

(vi) related to time = YEARS

(vii) prosperous (synonym) = SUCCESSFUL

(viii) related to being alive = LIVE

**V. Study the highlighted punctuation marks, the shorter en dash (–) and the longer em dash (—) in the following sentences from the text.**

The en dash (–) represents a span or range in numbers or dates. For example, it can indicate time periods, like 'train operates June–September' or page numbers, such as 'refer to pages 50–75' or to show scores, 'India won the series 2–1'.

The em dash (—) is used to add extra information or to show a change in thought within a sentence. For example, 'The exhibition—held in the main hall—features local artists'. Or 'I bumped into someone unexpected—my old teacher.'

**Read the sentences below and insert either an em dash (—) or an en dash (–) suitably.**

(i) The conference will be held from March 15 March 20.

(ii) I have lived in Kanpur Raipur for five years now.

(iii) The artist known for her vibrant paintings will be showcasing her work in Guwahati.

(iv) The scores for the final match were 2 3.

(v) My favourite snacks samosas, pakoras, and jalebis are all from India.

(vi) The train journey from Belagavi Bengaluru takes less than ten hours.

(vii) I just finished reading the book it was absolutely amazing.

(viii) The event will take place on September 1 September 5.

**Ans.** (i) The conference will be held from March 15–March 20.

(ii) I have lived in Kanpur–Raipur for five years now.

(iii) The artist—known for her vibrant paintings—will be showcasing her work in Guwahati.

(iv) The scores for the final match were 2–3.

(v) My favourite snacks—samosas, pakoras, and jalebis are all from India.

(vi) The train journey from Belagavi–Bengaluru takes less than ten hours.

(vii) I just finished reading the book—it was absolutely amazing.

(viii) The event will take place on September 1–September 5.

**VI. Study the highlighted words in the following sentences from the text.**

1. We told you that of course, this medal was **yours** as much as it was mine...

2. ... who were trying to gain control over **their** lives.

3. I have always emphasised that **it's** a recognition of the achievements of many people ...

**Note the following differences**

**It's:** is the contraction of 'it is' or 'it has'

- It's getting dark outside.

**Its:** indicates that something belongs to you

- The dog wagged its tail.

**You're:** is the contraction of 'you are'

- You're going to love this book.

**Your:** indicates that something belongs to you.

- Can I have one of your books?

**They're:** is the contraction of 'they are'

- They're coming to the field trip.

**Their:** indicates possession

- We should contact their manager.

**Fill in the blanks by choosing the correct word from the options given in the brackets.**

- (i) Please remember to bring \_\_\_\_\_ (your/you're) assignment book.
- (ii) The team celebrated \_\_\_\_\_ (their/they're) victory after the match.
- (iii) \_\_\_\_\_ (Its/It's) important to stay hydrated during the hot summer days.
- (iv) I can't believe \_\_\_\_\_ (your/you're) going to the mango festival today.
- (v) The students said \_\_\_\_\_ (they're/their) excited for the field trip tomorrow.
- (vi) The tree lost \_\_\_\_\_ (its/it's) leaves in the winter.

**Ans.** (i) your (ii) their (iii) It's (iv) you're (v) they're (vi) its.

**VII. Read the following phrases from the text.**

1. In today's fast-paced world
2. On the telephone
3. With great, abiding pleasure

4. In the chapters that follow

5. At a certain time

6. With equal respect and love

The given phrases are **Prepositional Phrases**.

Prepositional phrases are groups of words that begin with a preposition and include a noun or pronoun as the object of the preposition. These phrases provide additional information about time, place, manner, cause, direction, or relationship.

**Now, complete the following sentences with suitable prepositional phrases.**

- (i) The children played happily in \_\_\_\_\_ .
- (ii) Nisha placed the vase on \_\_\_\_\_ .
- (iii) We discussed the project in \_\_\_\_\_ .
- (iv) Preethi found the lost book under \_\_\_\_\_ .
- (v) The cat slept on \_\_\_\_\_ .

**Ans.** (i) The children played happily **in the park**.

(ii) Nisha placed the vase **on the table**.

(iii) We discussed the project **in the meeting room**.

(iv) Preethi found the lost book **under the bed**.

(v) The cat slept **on the sofa**.

**VIII. Rearrange the following jumbled words and phrases into meaningful sentences.**

1. barked/at the strangers/the dog/loudly/the house/walking by
2. wrote/my classmate/during the/a story/summer vacations
3. enjoyed/under the trees/they/by the lake/a picnic
4. in his/grandfather's room/hung/he/the painting
5. studied/with great determination/for/students/the/exam

**Ans.** 1. The dog barked loudly at the strangers walking by the house.

2. My classmate wrote a story during the summer vacations.
3. They enjoyed a picnic by the lake under the trees.
4. He hung the painting in his grandfather's room.
5. The students studied for the exam with great determination.

## Let us listen

- I. You will listen to the passage about Evelyn Glennie's journey in overcoming her hearing loss through music and turning a physical disability into a success story

### PASSAGE ABOUT EVELYN GLENNIE'S SUCCESS-STORY

Evelyn Glennie's loss of hearing had been gradual. By the time she was 11 her performance in school had deteriorated and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage. "Everything suddenly looked black," says Evelyn. But Evelyn was not going to give up. She was determined to lead a normal life and pursue her interest in music. One day she noticed a girl playing a xylophone and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist Ron Forbes spotted her potential. He began by tuning two large drums to different notes. "Don't listen through your ears," he would say, "try to sense it some other way." Says Evelyn, "Suddenly I realised I could feel the higher drum from the waist up and the lower one from the waist down. Forbes repeated the exercise, and soon Evelyn discovered that she could sense certain notes in different parts of her body. "I had learnt to open my mind and body to sounds and vibrations." She explains, "It pours in through every part of my body. It tingles in the skin, my cheekbones and even in my hair." The rest was sheer determination and hard work. She never looked back from that point onwards. And she got right to the top, the world's most sought-after multi-percussionist with a mastery of some thousand instruments.

After listening, match the words given in Column 1 with their meanings given in Column 2.

| Column 1         | Column 2                                             |
|------------------|------------------------------------------------------|
| 1. percussionist | (i) a person who plays drums and similar instruments |
| 2. impaired      | (ii) the ability to keep going despite difficulties  |

|                  |                                                              |
|------------------|--------------------------------------------------------------|
| 3. vibrations    | (iii) slow and steady over time.                             |
| 4. determination | (iv) physical sensations caused by sound damaged or weakened |
| 5. gradual       | (v) damaged or weakened                                      |

Ans. 1. – (i), 2. – (v), 3. – (iv), 4. – (ii), 5. – (iii)

- II. Listen to the passage once again and state whether the statements given



**below are true or false.**

1. Evelyn Glennie became deaf suddenly.
2. Her headmistress ignored the signs of her hearing loss.
3. Ron Forbes was a percussionist who helped Evelyn.
4. Evelyn used her skin and bones to sense music.
5. She gave up on music after her diagnosis.

**Ans.** 1. False, 2. False, 3. True, 4. True, 5. False.

**III. Answer the following questions in one or two words.**

1. **How did Evelyn turn her disability into strength?**

**Ans.** By sensing vibrations.

2. **What role did Ron Forbes play in her life?**

**Ans.** Mentor/Guide.

3. **What lessons can we learn from Evelyn's story about how to treat others who have different abilities or challenges?**

**Ans.** To respect and support.

## Let us speak

1. **Read the highlighted word in the following sentence from the text.**

That common good will **present** itself to you in many forms every day.

The highlighted word is pronounced with the stress on the second syllable.

PreSENT (verb) the stress is on the second syllable-

PREsent (noun) the stress is on the first syllable-

**Now, read aloud the given words with the correct syllable stress according to the part of speech given in the brackets.**

|                 |                        |
|-----------------|------------------------|
| PROduce (noun)  | proDUCE(verb)          |
| conTRACT (verb) | C O N t r a c t (noun) |

PROject (noun)                      projEct (verb)

conTENT (verb)                      CONtent(noun)

REfuse (noun)                      reFUSe (verb)

**II. Read the highlighted words in the following sentence from the text?**

...but it becomes a possession that can be **treasured** and re-read over the years, with great, abiding **pleasure**.

treasure [treh-Zhuh]                      pleasure [pleh-Zhuh]

In the highlighted words, -sure has a 'Zhuh' sound.

Now, read aloud the words given below with the 'shuh' or 'zhuh' sound.

measure, leisure, reassure, enclosure, exposure, ensure, seizure, fissure, composure, unsure

**III. Pausing and chunking are techniques used when speaking, to organise information for the listener. Speakers can split what they say into smaller segments either individual words or groups of words to convey ideas or emphasise key points clearly.**

1. **Read the lines of the poem by taking a shorter pause (/) or a long pause (//)- Notice which version is easier for a listener to follow and understand-**

When things go wrong, as they sometimes will.//

when the road you're trudging/seems all uphill //

when the funds are low/and the debts are high,//

and you want to smile/but you have to sigh,//

when care is pressing you down a bit/— rest if you must,/but don't you quit.//

2. **Chunk the given stanzas with (/) or (//) and read it aloud.**

Life is queer with its twists and turns.  
 As everyone of us sometimes learns.  
 And many a fellow turns about when he  
 might  
 have won had he stuck it out.  
 Don't give up though the pace seems  
 slow—  
 you may succeed with another blow.  
 Often the goal is nearer than it seems to a  
 faint and faltering man.

**Ans.** Life is queer with its twists and turns /  
 As everyone of us sometimes learns. //  
 And many a fellow turns about / when he  
 might have won / had he stuck it out. //  
 Don't give up / though the pace seems  
 slow—/you may succeed/ with another  
 blow. //  
 Often the goal is nearer than it seems / to  
 a faint and faltering man. //

## Let us write

**I. Write a letter to your grandparents thanking them for the valuable lessons they have taught you. Include how their wisdom has shaped your values and behaviour in life.**

1. Thank them for teaching you important lessons, sharing stories, or helping others in the neighbourhood.
2. Share how their actions inspire you to contribute to the betterment of the society.

**Ans. Letter to Grandparents**

277-ASHOKA ENCLAVE [MAIN]  
 SECTOR-35, FARIDABAD  
 10th AUGUST 2025

Dear Grandpa and Grandma,  
 I hope this letter finds you both in good health and high spirits. I am writing to thank you for all the valuable lessons

you have taught me over the years. Your stories about honesty, hard work, and kindness have stayed with me and continue to guide me in my daily life.

I have learned from you the importance of helping others in the neighbourhood, no matter how small the help may seem. Watching you greet people warmly, share what you have, and solve problems with patience has shaped my own behaviour. You have shown me that true respect and happiness come from serving others selflessly.

Your wisdom inspires me to do my part for society—whether it is helping a friend with homework, participating in community clean-ups, or simply being there for someone in need. I will always try to follow the path of compassion and responsibility that you have shown me.

Thank you for being my role models and for filling my life with love and guidance.

With love and respect.

RISHIT KAUSHIK

## Let us explore



DR. VERGHESE  
 DR. HIRALAL  
 KURIEN  
 CHAUDHURI

DR. M.S.  
 SWAMINATHAN

1. The White Revolution led to a increase in milk production in India primarily due to the efforts of Dr. Verghese Kurien. Therefore, he is known as 'The Milkman of India'.

The Green Revolution in India introduced high-yielding varieties of wheat and rice. It was initiated by Dr. M.S. Swaminathan. He was awarded the Padma Shri in 1967, Padma Bhushan in 1972, Padma Vibushan in 1989, and Bharat Ratna in 2024.

The Blue Revolution focused on increasing fisheries production and productivity in India. This initiative was led by Dr. Hiralal Chaudhuri.

**In groups of four, research more information about these revolutions. Share your findings with your classmates and teacher.**

**Ans. White Revolution**

**Period:** Started in 1970 under the Operation Flood programme by the National Dairy Development Board (NDDB).

**Key Person:** Dr. Verghese Kurien, known as "The Milkman of India".

**Aim:** Increase milk production, make India self-sufficient in dairy, improve rural incomes.

**Impact:** India became the largest producer of milk in the world. Boosted rural economy and women's participation in dairy farming. Introduced modern dairy farming methods.

**Green Revolution**

**Period:** Late 1960s-1970s.

**Key Person:** Dr. M.S. Swaminathan, called "Father of the Green Revolution in India".

**Aim:** Increase food grain production, especially wheat and rice, to ensure food security.

**Methods:** High-yielding variety (HYV)

seeds.

Use of chemical fertilisers, pesticides, and irrigation systems.

Mechanisation of agriculture.

**Impact:** Made India self-sufficient in food grain production.

Reduced dependence on food imports.

**Awards:** Padma Shri (1967), Padma Bhushan (1972), Padma Vibhushan (1989), Bharat Ratna (2024).

**Blue Revolution**

**Period:** 1970s onwards, with focus in the 1980s and 1990s.

**Key Person:** Dr. Hiralal Chaudhuri, who developed techniques for induced breeding of carp.

**Aim:** Increase fish production through aquaculture and fisheries development.

**Methods:** Modern fish farming techniques. Expansion of inland and marine fisheries. Training and infrastructure for fishermen.

**Impact:** Boosted seafood exports:

Improved nutrition and income in coastal and riverine communities.

- II. **Vocational training for people in rural regions is provided by the Jan Shikshan Sansthan (JSS), under the Ministry of Skill Development and Entrepreneurship, Government of India. The objective of JSS is to economically uplift the rural population by imparting essential skill-based training. This enables local trades to grow and creates new opportunities for the people in the region.**

Find out more about JSS with the help of the link given below.

<https://jss-gov-in/staticPages>

<https://jss-gov-in/staticPages>

- Ans.** The Jan Shikshan Sansthan (JSS) is a scheme under the Ministry of Skill Development and Entrepreneurship

that provides vocational and skill-based training to disadvantaged groups in rural areas, urban slums, and among marginalized populations.

It focuses on:

- \* Imparting skills relevant to local trades and industries
- \* Promoting self-employment and entrepreneurship
- \* Enhancing employability through upskilling and reskilling
- \* Offering literacy and life skills alongside vocational training

The JSS works with NGOs and local organizations, adapting courses to local needs so that trainees can find employment or start small, businesses in their own communities.

### III. Financial Literacy

**Read the passage and discuss the questions given below.**

Financial literacy is an essential lifelong skill that should be taught to children from an early age. Preparing children with financial literacy skills is an investment for their future well-being. By imparting an understanding of money, saving, budgeting, and wise spending, we empower them to navigate the financial world with confidence as they grow up. Whether it is managing a cooperative society, a start-up, or a household budget, financial literacy is an ongoing learning process that evolves as children grow and their understanding deepens. An introduction to concepts of saving, budgeting, investing, and responsible spending equips them with essential life skills.

Children learn best through practical examples. Real-life situations help them understand the value of money

and the importance of making wise financial choices. Thinking critically before spending helps cultivate responsible habits. The concept of saving and investing can be explained through relatable examples, such as planting seeds that grow into trees bearing fruit.

As children grow older, they will learn to differentiate between needs and wants, compare prices before making a purchase and understand importance of financial literacy.

### Discuss in group

1. **The importance of learning about money and saving from a young age. Share one example of it.**

**Ans.** Learning about money and saving from a young age helps children develop responsible habits and avoid financial mistakes later. Example-saving pocket money to buy a bicycle instead of spending it immediately.

2. **Imagine you received some money as a gift- How would you decide whether to save it, spend it, or invest it? What factors would you consider?**

**Ans.** If I received money as a gift, I would first consider my needs and wants, how much I need to save for future goals, and whether there's a safe investment option.

3. **If you were in charge of planning a small event at school with a limited budget, how would you manage the money?**

**Ans.** For planning a small school event with a limited budget, I would list all required items, compare prices, prioritize essentials, and avoid unnecessary expenses.

4. **Why is financial literacy important for everyone?**

**Ans.** Financial literacy is important for everyone because it helps in managing money wisely, avoiding debt, achieving financial goals, and making informed decisions.

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

- Why does the writer prefer writing letters over speaking on the telephone?**
  - It takes less time
  - It can be treasured and re-read
  - It is easier to do
  - It is faster
- What was the noblest task for people after India became independent?**
  - To go abroad for studies
  - To work for the army
  - To help build the India of their dreams
  - To become rich and famous
- Which place did the writer choose to work in for serving farmers?**
  - Delhi
  - Anand, Gujarat
  - Mumbai
  - Kolkata
- Who was the writer's mentor and supporter in Anand?**
  - V- Kurien
  - Tribhuvandas Patel
  - Major Somnath Sharma
  - The President of India
- Choose the similar word of "opportunity" from the following:**
  - Duty
  - Right
  - Privilege
  - Rule

**Ans.** 1. (b), 2. (c), 3. (b), 4. (b), 5. (c).

### Fill in the Blanks

- The writer believes that speaking on the telephone gives an immediate but

\_\_\_\_\_ joy.

- Writing a letter becomes a possession that can be \_\_\_\_\_ and re-read over the years.
- The writer began his working life soon after India became \_\_\_\_\_.
- The writer agreed to work for a small cooperative of \_\_\_\_\_ farmers.
- The writer chose to work in Anand, a town in the state of \_\_\_\_\_.

**Ans.** 1. fleeting, 2. treasured, 3. independent, 4. dairy, 5. Gujarat.

### True/False

- According to the writer speaking on the telephone gives a lasting and deep joy.
- Writing a letter can be treasured and re-read over the years.
- The writer began his working life soon after India became independent.
- The writer had always planned to work for a dairy farmers' cooperative.
- The writer chose Anand, Gujarat, to serve the farmers.

**Ans.** 1. F, 2. T, 3. T, 4. F, 5. T.

### Very Short Answer Type Questions

- Who was V. Kurien?**

**Ans.** He was a man who worked for the welfare of India's farmers.

- When did V. Kurien start his working life?**

**Ans.** Soon after India became independent.

- Why did Kurien choose to work in Anand, Gujarat?**

**Ans.** Because he wanted to make a meaningful contribution to farmers.

- Who supported Kurien's choice to live and work in Anand?**

**Ans.** His wife supported him.

**5. What is the most important value according to Kurien?**

**Ans.** Integrity or being honest to yourself. **6. What does Kurien say about failure?**

**Ans.** Failure is not about not succeeding but not putting in your best effort.

**7. When was Kurien awarded the Padma Vibhushan?**

**Ans.** In 1999.

### Short Answer Type Questions

**1. Who was V. Kurien?**

**Ans.** V. Kurien was a visionary leader who dedicated his entire life to improving the lives of India's farmers. He worked in Anand, Gujarat, helping dairy cooperatives grow so farmers could gain control over their lives and improve their incomes. His work earned him the title "Father of the White Revolution" in India.

**2. When did Kurien start his career?**

**Ans.** Kurien began his working life soon after India gained independence in 1947. At a time when the country was rebuilding, he chose to serve the farmers and improve rural dairy farming through cooperative societies.

**3. Why did Kurien choose Anand to work?**

**Ans.** Kurien chose Anand because he believed he could make a deeper and meaningful contribution to the lives of farmers there. Despite its lack of comforts, Anand was a place where real change for dairy farmers could happen.

**4. What value did Kurien emphasize the most?**

**Ans.** Kurien emphasized the value of integrity above all. He believed being honest with yourself makes it easier to be honest with others, which is essential for trust and

leadership.

**5. What is Kurien's message about failure?**

**Ans.** Kurien said failure is not about not succeeding, but about not giving your best effort or failing to contribute even a little to the common good. True failure is in not trying fully.

### Long Answer Type Questions

**1. Why did V. Kurien choose to work for farmers despite other career options?**

**Ans.** V. Kurien had several promising career options like becoming a chief executive in metallurgy, joining the Indian Army, or moving abroad to become a successful NRI. However, he chose to work for dairy farmers in Anand because he felt a deep calling to contribute meaningfully to his country. He believed that helping farmers gain control over their lives and improving rural India was more fulfilling than personal success. His commitment to service and values guided his choice, transforming his life and legacy.

**2. How does Kurien describe the importance of writing letters compared to speaking on the telephone?**

**Ans.** Kurien explains that writing letters is a special form of communication because it lasts beyond the moment. Unlike a telephone call, which gives only fleeting joy, a letter captures thoughts and feelings permanently. Letters can be treasured, reread, and shared even decades later, offering deeper understanding. They become a historical record and a personal possession, preserving memories and experiences that help future generations learn about the past and the reasons behind life choices.

**3. What values did Kurien say were most**



**important in his life and work?**

**Ans.** Kurien stressed the value of integrity as the foundation of his life and work. He believed personal integrity-being honest with oneself-is crucial because it naturally leads to honesty with others. This value helped him maintain trust and ethical conduct throughout his

career. Besides integrity, Kurien also emphasized responsibility, using one's talents for the common good, and serving society selflessly. These values shaped his dedication to rural development and the cooperative movement.



## 7

## The Case of the Fifth Word

**TEXTBOOK QUESTIONS****Let us think and reflect****I. Read the given extracts and answer the questions that follow.**

1. *Chief Brown would have liked to tell everyone about his only child. But who would believe him? Who would believe that the best detective alive was an eighth grader? So, he said nothing. Encyclopedia never spoke of the help he gave his father. He didn't want to seem different from other boys. But there was nothing he could do about his nickname. He was stuck with it. Only his parents and teachers called him by his real name, Leroy. Everyone else called him Encyclopedia.*

**(i) Complete the following sentence with a suitable reason.**

Chief Brown's dilemma can be called unique because\_\_\_\_\_.

**Ans.** he had to keep his son's extraordinary talent a secret to avoid disbelief from others, which is unusual for a parent who would normally want to boast about their child's abilities.

**(ii) What can be inferred about why Encyclopedia never spoke of the help he gave his father?**

- A. He is shy and lacks confidence in his abilities to share his insights.
- B. He wants to avoid the jealousy others might feel about his skills.
- C. He desires to blend with the other boys to prevent seeming different.
- D. He is embarrassed about being smarter than most adults around him.

**Ans.** C. He desires to blend with the other boys to prevent seeming different.

**(iii) The parents choose not to call their son 'Encyclopedia'. Select the reason that is false.**

- A. For them he is more than his unique abilities; he is their child, with a personal identity.
- B. Calling him by his real name reflects their affection and the desire to acknowledge him as an ordinary boy.
- C. They want him to be remembered as different from the others around.

**Ans.** C. They want him to be remembered as different from the others around.

**(iv) What does the writer mean by the fact**

that Leroy was 'stuck with' the name Encyclopedia?

**Ans.** The writer means that Leroy could not get rid of the nickname "Encyclopedia" because it was so widely used and had become his primary identity among his peers. He was unable to change how others referred to him.

2. Chief Brown studied the four words: Nom Utes Sweden Hurts. He shook his head and passed the notebook to Mrs. Brown again. "Can you figure it out?" "Nom is a shortening of nominative, a grammatical term," stated Mrs. Brown, who had taught English and other subjects in high school. "Utes is an American Indian tribe. Sweden is a country in northern Europe. Hurts is hurts." She lifted her gaze to Encyclopedia and shook her head. "I can't figure it out," she confessed. "Davenport disappeared right after the hold-up," Encyclopedia reminded her.

(i) What does Chief Brown's reaction of shaking his head suggest about his understanding of the four words?

- A. He is confident that the words are a clue.
- B. He is confused, unable to make sense of the words.
- C. He believes the words are random and meaningless.
- D. He thinks the words are unrelated to the case.

**Ans.** B. He is confused, unable to make sense of the words.

(ii) Identify whether the given statement is true or false.

Mrs. Brown explained the actual meanings of the individual words rather than decoding the hidden message behind them.

**Ans.** True.

(iii) What does Mrs. Brown's inability to decode the words suggest about the message?

**Ans.** Mrs. Brown's inability to decode the words suggests that the message is not a literal list of definitions but a cryptogram a coded or secret message.

(iv) Complete the following sentence suitably.

The purpose of Encyclopedia's reminder in the last line of the extract was to \_\_\_\_\_. (refocus the discussion on the context of the crime/suggest that the coded message was meant for Davenport/imply that the message was likely a clue about the location of the stolen jewellery)

**Ans.** refocus the discussion on the context of the crime.

II. Answer the following questions.

1. Nolan and Davenport were very close. Support this statement with evidence from the text.

**Ans.** Nolan and Davenport were very close. Evidence for this can be found in the text:

- They met and became friendly in prison "because of shared interests."
- Davenport came to live with Nolan a week before the hold-up, suggesting a close relationship and collaboration.
- Most importantly, in his will, Nolan leaves "everything he owns, including his palm-tree nursery to Davenport," demonstrating a deep level of trust and affection.

2. Why did Davenport disappear right after the jewellery hold-up? What might his plans have been if Nolan had not died?

**Ans.** Davenport disappeared right after the

hold-up because Chief Brown's hunch was that he and Nolan decided to hide the loot until things cooled down. This suggests he went into hiding to avoid being a suspect and to wait for a time when it would be safe to retrieve the stolen jewellery.

If Nolan had not died, their plan likely would have been to eventually retrieve the hidden jewellery and split the loot. They had already changed the hiding place, indicating they were actively safeguarding their stolen goods.

**3. What does Mrs. Brown's interest in the case tell us about her?**

**Ans.** Mrs. Brown's interest in the case tells us that she is an intelligent and inquisitive person.

She actively participates in the discussion, recalling details about the original robbery, asking thoughtful questions, and attempting to solve the mystery herself, even though she ultimately fails. Her background as a high school English teacher also highlights her sharp mind.

**4. Explain why Chief Brown was proud of his son.**

**Ans.** Chief Brown was proud of his son because Leroy had an extraordinary ability to solve complex mysteries that baffled even him, the chief of police. The text states that Chief Brown "would have liked to tell everyone about his only child," but couldn't because "Who would believe that the best detective alive was an eighth grader?" This sentence demonstrates his immense pride in Leroy's unique and unmatched talent.

**5. Why were Chief Brown's suspicions regarding Nolan and Davenport justified, even when there was a lack of concrete proof?**

**Ans.** Chief Brown's suspicions were justified

due to a series of circumstantial but compelling facts:

- Nolan and Davenport met in prison and had a history of shared interests.
- Davenport moved in with Nolan just a week before the robbery.
- One of the masked men was suspected to be Nolan, although it couldn't be proven.
- Davenport disappeared immediately after the hold-up.
- Nolan's last act before dying was to leave his entire estate to Davenport, and to leave him a coded message clipped to the will, which suggests a shared secret and a continuation of their criminal partnership.

**6. Analyse the role of the four-word coded message in the story.**

**Ans.** The four-word coded message, "Nom Utes Sweden Hurts," serves as the central plot device and the key to solving the entire mystery. It is the missing piece of information that ties together Nolan's death, his will, and the stolen jewellery.

**7. Write a character sketch on Leroy with the help of the character traits table given in 'Let us discuss' section. You may begin it like this:**

*Encyclopedia was a knowledgeable eighth grader who never forgot a fact that he read.*

**Ans.** Leroy is an exceptionally knowledgeable and clever eighth grader. He possesses a photographic memory, making him a walking encyclopedia. Despite his brilliant mind, he is humble, preferring to solve cases quietly for his father, the Chief of Police. He is also a keen listener, carefully absorbing every detail before solving a mystery with his single, insightful question.

## Let us learn

- I. Match the phrasal verbs from the text given in Column 1 with their meanings in Column 2. You may refer to a dictionary.

| Column 1         | Column 2                                        |
|------------------|-------------------------------------------------|
| 1. put on        | (i) appeared, been discovered                   |
| 2. cooled down   | (ii) solve a problem                            |
| 3. turned up     | (iii) became normal or calmed                   |
| 4. make of       | (iv) wear (clothes, hat, etc.)                  |
| 5. figure out    | (v) escaped without being punished              |
| 6. got away with | (vi) have an idea or understanding of something |

Ans. 1. – (iv), 2. – (iii), 3. – (i), 4. – (vi), 5. – (ii), 6. – (v).

Now, fill in the blanks with the phrasal verbs given in Column 1.

- A. Finally, some important evidence about the case has \_\_\_\_\_.
- B. After I \_\_\_\_\_, I understood that I had made a big mistake.
- C. I couldn't \_\_\_\_\_ why he was angry with me.
- D. He \_\_\_\_\_ his special coat and went to his friend's birthday party.
- E. Ravi forgets to do his homework but he \_\_\_\_\_ it as teacher didn't ask for it that day.
- F. I do not know what to \_\_\_\_\_ his behaviour

Ans. A. turned up, B. cooled down, C. figure out, D. put on, E. got away, F. make of.

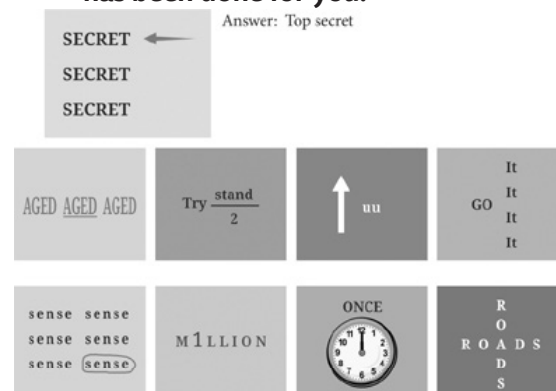
- II. Fill in the blanks in the following sentences by choosing the correct word pairs from the box given below.

week/weak, peace/piece, dying/dyeing, break/brake, fore/four

- After running for 50 kilometres last \_\_\_\_\_, I felt for two days.
- When the committee met yesterday, they brought \_\_\_\_\_ local cases to the \_\_\_\_\_.
- While learning to drive, Rina used too much force on the \_\_\_\_\_, causing the car to \_\_\_\_\_ down.
- He has composed a beautiful \_\_\_\_\_ of music in order to bring \_\_\_\_\_ to thousands of people.
- She was busy \_\_\_\_\_ her hair not caring about the flowers in her garden.

Ans. 1. week, weak. 2. four, fore. 3. brake, break. 4. piece, peace. 5. dyeing, dying.

- III. Leroy solved the mystery of the missing fifth word with his critical thinking abilities. Work in pairs to solve the puzzles given in the illustrations below and infer what they say. One example has been done for you.



Ans. 1. Image: The word "SECRET" is written three times, and an arrow points to the top one.

Answer: Top Secret ✓ (Given)

2. **Image:** The word "AGED" is written three times in red.  
**Answer:** Middle Aged
3. **Image:** "Try stand" written above a fraction "stand / 2".  
**Answer:** Try to Understand ("Try stand/2" implies "Try to under&stand" = "Try to understand")
4. **Image:** Arrow pointing upward, with the letters "uu" at the bottom.  
**Answer:** Double Up ("uu" represents double "u" = "w", and the arrow going up = "up")
5. **Image:** "GO" is followed by several "It" stacked vertically.  
**Answer:** Go for it ("GO" before multiple "It" = "Go for it")
6. **Image:** The word "sense" written five times, one circled.  
**Answer:** Sixth Sense (Five "sense" words plus one circled = six total = sixth sense)
7. **Image:** The word "MILLION" with the letter "l" replaced by the number 1.  
**Answer:** One in a Million (The number 1 is literally "in" the word million)
8. **Image:** A clock showing 12 o'clock with the word "ONCE" above it. (Clock face + "Once" = time & based idiom; moon is blue & coloured).  
**Answer:** Once Upon a Time ("Once" + clock/time imagery)
9. **Image:** The word "ROADS" arranged in a cross shape.  
**Answer:** Crossroads (The words form a cross – literally a "crossroads")
- IV. **Spoonerism is a mistake made when speaking, where the first sounds of the words in a phrase or - a sentence are exchanged with each other. This usually gives a funny meaning.**  
Some examples of spoonerism are saying 'wrong load' instead of 'long road', 'round

of mice' instead of 'mound of rice.'

**Find the correct order for the following spoonerisms:**

1. knowing sits, 2. it's roaring with pain, 3. plaster man, 4. blarm wanket, 5. tars and crucks 6. shake a tower, 7. bead a rook, 8. mardon me padam

**Ans.** 1. sewing kits, 2. It's pouring with rain, 3. master plan, 4. warm blanket, 5. cars and trucks, 6. take a shower, 7. read a book, 8. pardon me, madam.

V. **Read the following sentences from the text and study the highlighted words.**

- Everyone thought **that** he must be the smartest police chief in the country.
- She read **what** he had copied.
- They tell **where** the jewellery is hidden.
- "Nom is a shortening of nominative, a grammatical term," stated Mrs. Brown, **who** had taught English and other subjects in high school.
- "Nolan and Davenport had met," Chief Brown said, " **while** both were in prison in South Carolina."
- When** he came up against a case he couldn't solve, he acted at once.
- The code is simple, especially **as** it's written on a sheet from a calendar.
- They became friendly **because of** shared interests.
- Encyclopedia solved the case for him **before** dinner was over.

**Now, fill in the blanks with the words in the box given below to complete the following sentences. There are two extra words that you do not need.**

where, why, who, though, which,  
when, because, whose, if, how

Detective stories are exciting, keeping readers guessing take place in settings (i) \_\_\_\_\_ the real

culprit is. They take place in settings (ii) \_\_\_\_\_ clues are hidden carefully. (iii) \_\_\_\_\_ the mystery seems tricky, a clever detective always finds answers. Readers often wonder (iv) \_\_\_\_\_ criminals leave small but important clues. The challenge is to decide (v) \_\_\_\_\_ suspect is guilty. (vi) \_\_\_\_\_ the truth is revealed, everything makes sense. But one may wonder (vii) \_\_\_\_\_ they could have solved it themselves. These stories are fun (viii) \_\_\_\_\_ they make readers think till the very end.

**Ans.** i. who, ii. where, iii. Though, iv. why, v. which, vi. When, vii. if, viii. because.

**VI. Combine the following pairs of sentences using the word given in brackets. One example has been done for you.**

1. We gave him the signal. He was waiting for the signal. (that)

Answer. We gave him the signal that he was waiting for.

2. We went to a place. The incident occurred there. (where)  
3. Teacher said she would retire soon. She is now nearly sixty. (who)  
4. It was the day. Half the class was absent. (when)

**Ans.** 2. We went to the place where the incident occurred.

3. The teacher who is now nearly sixty, said she would retire soon.  
4. It was the day when half the class was absent.

**VII. Read the following sentences from the text.**

1. "What's suspicious about that?" Mrs. Brown asked.

2. "What do you make of the four words, Leroy?"  
3. "Wasn't he mixed up in a jewellery robbery a few years ago?"  
4. "Didn't you search Nolan's house, dear?"  
5. "Is there a young fir tree in Mr. Nolan's palm-tree nursery?"

The given sentences are the direct words of the speaker, hence, they are in direct speech.

While reporting these direct words to someone else at some other time and some other place, we make certain modifications in person, tense, and adverbs of place and time.

**Tense Changes (Time Shift)**

|                                              |                              |
|----------------------------------------------|------------------------------|
| Present → Past                               | Past Progressive             |
| Past → Past Perfect                          | → Past                       |
| Past Perfect → No change                     | P e r f e c t Progressive →  |
| P r e s e n t Progressive → Past Progressive | Present Perfect              |
|                                              | Past Perfect                 |
|                                              | Present Modal (e.g., will) → |
|                                              | Past Modal (e.g., would)     |
|                                              | Past Modal No change         |

**Pronoun Changes (Subject-Perspective Shift)**

|                         |                         |
|-------------------------|-------------------------|
| I → she/he              | your → her/his/their    |
| you (singular) → she/he | me → her/him            |
| you (plural) → us       | us → them               |
| we → they               | mine → hers/his         |
| my → her/his            | ours → theirs           |
| our → their             | yours → hers/his/theirs |



**Time and Place Changes**

now → then  
 ago → before  
 today → that day  
 tomorrow → the following day  
 yesterday → the day before  
 next week/month/year → the following week/month/year  
 here → there  
 this → that  
 these → those

There are two types of Interrogative sentences. They are Wh-questions and Yes/No questions.

**Steps for Reporting Wh-questions and Yes/No questions**

1. Replace the reporting verb 'said' with words like 'asked', 'inquired', 'interrogated', or 'questioned'.
2. Convert the interrogative sentence into a declarative one.
3. Apply the appropriate tense shift as per the rules of tense changes.
4. Remove quotation marks and the question mark.
5. Omit the conjunction 'that' in the reported speech.
6. In Wh-questions, place the Wh-word immediately after the reporting verb in the reported speech.
7. In Yes/No questions, use 'if' or 'whether' immediately after the reporting verb in the reported speech.

**Now, follow these steps to transform the sentences given as examples from direct speech to indirect speech.**

Indirect Speech

- (i) Mrs. Brown asked \_\_\_\_\_ .

- (ii) Mrs. Brown questioned Leroy \_\_\_\_\_ .  
 (iii) Mrs. Brown inquired \_\_\_\_\_ .  
 (iv) Mrs. Brown asked Chief Brown \_\_\_\_\_ .  
 (v) Mrs. Brown inquired \_\_\_\_\_ .

**Ans.** (i) Mrs. Brown asked what was suspicious about that.

- (ii) Mrs. Brown questioned Leroy what he made of the four words.  
 (iii) Mrs. Brown inquired if he hadn't been mixed up in a jewellery robbery a few years ago.  
 (iv) Mrs. Brown asked Chief Brown if he hadn't searched Nolan's house.  
 (v) Mrs. Brown inquired if there was a young fir tree in Mr. Nolan's palm-tree nursery.

**VIII. Rewrite the following sentences in Reported Speech.**

1. "Why did you stop talking to me?" asked Rohan.

**Ans.** Rohan questioned (asked) me why I had stopped talking him.

2. "Did you enjoy the family gathering yesterday?" asked my aunt.

**Ans.** My aunt asked me if I had enjoyed the family gathering the previous day.

3. "When will you visit us again?" asked my grandmother.

**Ans.** My grandmother inquired (asked) me when I would visit them again.

4. Madavi said to Ravi, "Will you come with me to meet our old teacher tomorrow?" asked Madavi.

**Ans.** Madavi asked Ravi if he would come with her to meet their old teacher the next day.

5. My friend said, "What gift are you planning to give your brother?"

**Ans.** My friend inquired (asked) me what gift I was planning to give my mother.

6. "Shall I carry these notebooks to the

staffroom, Ma'am?" asked Veenu.

**Ans.** Veenu asked her teacher if she would/ could carry those notebooks to the staffroom.

**IX. Read the conversation between Aditi and Rahul.**

ADITI: Did you see anyone leave a package near the lift?

RAHUL: I noticed a man wearing a blue jacket drop it off.

ADITI: What time did you see this happen?

RAHUL: It was around 6:45 p.m.

ADITI: Were you able to see his face?

RAHUL: He wore a hood and so I couldn't see his face.

Complete the following paragraph by transforming the dialogue in indirect

speech.

Aditi asked Rahul 1. \_\_\_\_\_.

Rahul replied that he had noticed a man wearing a blue jacket drop it off.

Aditi asked Rahul 2. \_\_\_\_\_.

Rahul replied that it had been around 6:45 p.m.

Aditi further inquired 3. \_\_\_\_\_.

Rahul said that he had worn a hood, so he couldn't see his face.

**Ans.** Aditi asked Rahul **1. where he had seen the parcel.** Rahul replied that he had noticed a man wearing a blue jacket drop it off.

Aditi asked Rahul **2. what time it had been.** Rahul replied that it had been around 6:45 p.m.

Aditi further inquired **3. if he had seen the man's face.** Rahul said that he had worn a hood, so he couldn't see his face.

## Let us listen

**I. You will listen to a podcast about ways of improving observation skills. As you listen, mark the statements 1-4 as true or false.**

*Hello everyone! In today's episode, we'll be discussing some simple-but effective ways to improve our observation skills. Being observant isn't just about seeing, it's about truly noticing details in the world around us. Whether it's in daily life or in the workplace, observation skills can help us become more aware, make better decisions, and even improve memory. Let's get started!*

*First, slow down and take your time. Rushing through tasks often leads to missed details. When you take time to focus on what's in front of you, you're more likely to notice features you might otherwise overlook. When you pause and observe, the details become clearer. Another effective method is to engage all your senses. Observation isn't just about seeing; it's also about hearing, smelling, touching, and even tasting. The more senses you engage, the more*

information you absorb. For example, when you're in a new environment, don't just look around pay attention to sounds, smells, and textures too. A third tip is to ask questions. Curious people tend to be better observers because they actively try to understand what they're noticing. Asking questions about what you see, like "Why is this here?" or "What purpose does it serve?" forces your brain to think critically about what you're observing. Next, take notes or make sketches. Writing down what you observe can help reinforce details in your memory. Even quick sketches of an object or place can strengthen your understanding of its features.

Finally, it's important to practice mindfulness. Mindfulness helps you stay present in the moment and fully engage with your surroundings. When you're mindful, you're not distracted by anything, this leads to improved observation skills.

Start incorporating these techniques into your daily routine, and soon you'll be observing things you never noticed before!

**Now, mark the statements 1-4 as true or false.**

1. Observation skills help improve your common sense.
2. Rushing through tasks-helps you focus better and observe more.
3. Taking notes or making sketches helps with what you observe.
4. Incorporating tips on observation skills will soon lead to success.

**Ans.** 1. True, 2. False, 3. True, 4. False.

**II. You will once again listen to the podcast. As you listen, complete the given sentences by filling in the blanks with one to three exact words you hear.**

1. It is important to slow down and \_\_\_\_\_ to notice several aspects around you more clearly.
2. The more senses like hearing and smelling you use, the more \_\_\_\_\_ you absorb.
3. People who are \_\_\_\_\_ tend to be better observers because they seek to understand what they notice.
4. When you make a note of things, It helps reinforce the \_\_\_\_\_ in your memory.

5. Practising mindfulness helps a person stay \_\_\_\_\_ with their surroundings.

**Ans.** 1- take your time, 2-information, 3-curious, 4-details, 5- present in the moment.

## Let us speak

**I. Read the following words from the text loudly with the help of pronunciation guide given in brackets.**

jewellery (jool-ree), clerk (claak),  
dessert  
(dih-zuht)-a sweet dish

**Now, practise reading the following words.**

January (ja-nyoo-uh-ree), sour (sau-uh),  
pizza (peet-zaa), Wednesday (wenz-day),  
bowl (bol), buffet (buh-fay),  
pronunciation (pruh-nuhn-see-ay-shn)

**Note:** Do yourself.

**II. Work in groups of five or six. Conduct a group discussion on the topic, 'The Interesting Aspects of a Mystery Story'.**

### Guidelines

- The moderator initiates the discussion inviting the speakers to share their views

on the subject.

- The speakers take turns to put forth their viewpoint using polite expressions to agree or disagree. The speakers may interrupt by raising their hands to add or clarify a point.
- The moderator ensures equal participation of all the members in the group, consolidates views, and calls upon other speakers to respond.
- The moderator sums up the points of discussion, suggests guidelines for future action and thanks the members of the group.

**Note:** Choose a moderator. Decide upon the duration of the discussion.

#### Phrases for Turn-taking

- If I may say something...
- May I draw the attention of this group...
- If I may interrupt...
- Sorry for this interruption...
- I would like to add to what (speaker) mentioned a few minutes ago...

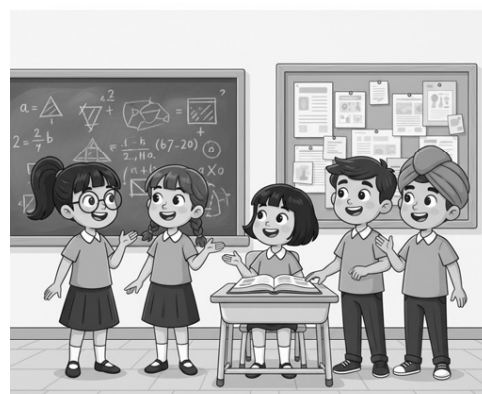
#### Phrases for Expressing Agreement

- I'm totally in agreement with that...
- That's absolutely true.
- There's no question about that...
- I fully agree...
- I am with (speaker) on this...

#### Phrases for Expressing Disagreement

- I'm afraid I don't agree...
- Not quite so...
- I'm sorry, but I don't quite agree...
- Maybe I'm wrong...
- If you look at it this way, then...

**Ans. Group Discussion: The Interesting Aspects of a Mystery Story**



**Moderator:** Good morning, everyone. Today, we're here to discuss a topic we all find fascinating: the interesting aspects of a mystery story. As we know, mystery novels and films have captivated audiences for centuries. Let's start with a general question: What is the first thing that comes to your mind when you think about why you enjoy a mystery story? Rahul, let's begin with you.

**Rahul:** Thanks, Aditi. I think for me, the most interesting part is the suspense and the puzzle-solving. The author gives you clues, and you're trying to piece them together before the detective does. That intellectual challenge is what hooks me every time.

**Aditi (Moderator):** That's a great point. The "puzzle" element is certainly key. Maya, do you agree?

**Maya:** I'm totally in agreement with that. The puzzle-solving is a huge part of it, but I'd like to add to what Rahul mentioned. I think it's also about the characters, especially the detective. A great detective, like Sherlock Holmes or Hercule Poirot, has a unique way of thinking that we admire. Their cleverness and quirks make the story so much more engaging.

**Aditi (Moderator):** That's a valid observation. A compelling protagonist

can definitely elevate a story. Akash, what are your thoughts?

**Akash:** If I may say something. I'm afraid I don't entirely agree that the detective is the most important part. For me, the most interesting aspect is the atmosphere and the setting. A creepy old mansion, a foggy London street, or a secluded cabin can create a sense of dread and make the mystery feel more intense. The setting itself can be a character in the story.

**Aditi (Moderator):** That's an excellent point, Akash. The setting often provides the mood and tone. Priya, would you like to add something?

**Priya:** I'm with Rahul and Maya on the puzzle and character aspects. However, I think the most interesting part is the red herrings. The way an author misleads you, making you suspect one person, only to reveal they did nothing to do with the crime, is brilliant. It makes the final twist so much more satisfying.

**Aditi (Moderator):** Sorry for this interruption, but that's a fantastic point, Priya. The element of surprise is a core component. Karan, what's your take on this?

**Karan:** If I may interrupt, I would like to add to what Priya mentioned a few minutes ago. While red herrings are great, the true genius of a mystery is the motive. When the murderer's motive is finally revealed, and you understand the psychology behind their actions, it adds a layer of depth to the story. It's not just about "who did it" but also about "why they did it."

**Aditi (Moderator):** That's a profound thought, Karan. The psychological aspect is often what stays with us long after we finish the story. We've talked about

the puzzle, the characters, the setting, red herrings, and the motive. It seems we all agree that a combination of these elements makes a mystery story truly interesting.

To sum up, the group believes that the allure of a mystery story comes from a blend of the puzzle-solving aspect, the compelling characters, the atmospheric setting, the clever use of red herrings, and the exploration of the culprit's motive. Thank you all for sharing your insightful viewpoints. This has been a very productive discussion.

## Let us write

- I. A report is written for an event that has already occurred. The purpose of a report is to provide first-hand details of an incident or event. It presents the information in a proper sequence.

Read the sample report written about the 'Inter-school Football Tournament' organised by your Vidyalaya.

### INTER-SCHOOL FOOTBALL TOURNAMENT BY \_\_\_\_\_

An Inter-school Football Tournament was organised by our Vidyalaya from 21 April 20XX to 24 April 20XX at Motinagar Football Ground. Ten teams participated in the tournament.

The tournament was declared open by the Chief Guest, Dr. Singh, Honorary Sports Secretary of the State, on Wednesday, 21 April 20XX in the presence of all the teams and spectators from the participating schools. The matches were held from 8:30 a.m. to 11:30 a.m. on all the days of the tournament. Following a tough competition, the teams from ABC Senior Secondary School and XYZ

Senior Secondary School emerged as the finalists. For the final match, players from both these teams were cheered by students from their respective schools.

After an exciting match, the score was tied at 3-3. Subsequently, a penalty shootout was used as tie breaker by the referee to decide the winner. Finally, the team from ABC Senior Secondary School won the penalty shootout and was declared the winner.

The winning team was awarded with a trophy, medals, and certificates by the Chief Guest. Addressing the students, he said, "All of you must take up a sport to keep yourself healthy." The inter-school football tournament was a great success, showcasing exceptional talent, teamwork, and sportsmanship among the participating teams.

**Now, as a member of the Art and Craft Club, write a report on an 'Inter-school Art Exhibition' organised by your school. Include the necessary details.**

**Ans. Report on the Inter-school Art Exhibition**

By: [Yatharth Singh /Art and Craft Club Member]

Date: [21 AUGUST 2025]

Our school successfully hosted a vibrant Inter-school Art Exhibition at the Multi-Purpose Hall on August 21, 2025. The event was a testament to the creativity of young artists, drawing participation from over twenty schools. The hall was transformed into a gallery, showcasing an impressive range of artworks, from traditional paintings and sculptures to modern digital art.

The exhibition provided a much needed platform for students to display their diverse talents and connect with fellow

art enthusiasts. The atmosphere was a buzz with excitement, as visitors, including students, teachers, and parents, marvelled at the pieces on display. Interactive sessions like live sketching and a collaborative mural-making activity added to the event's dynamic feel.

The day concluded with a formal prize-giving ceremony. Awards were presented by our esteemed Chief Guest, Ms. Avantika Sharma, a renowned contemporary artist. She praised the students for their hard work and talent, emphasizing that art is a vital tool for expression and critical thinking. Her words of encouragement were met with enthusiastic applause.

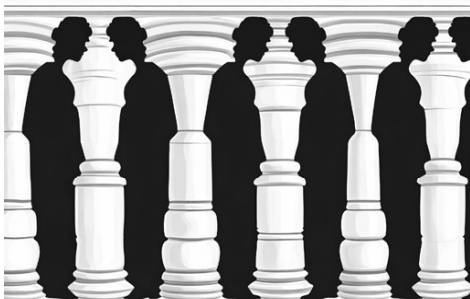
Overall, the exhibition was a resounding success. It not only celebrated the artistic flair of young minds but also inspired many to pursue their creative passions. We extend our sincere thanks to all who contributed to making this event an unforgettable one.

### Let us explore

- I. Work in pairs. Read the words and observe the images given below. Check if your answers match. Share your answers with your classmates and teacher.







These are optical illusions which may trick

the eye and make you think that you can see two different things.

**Note:** Do yourself.

## II. Read the steps to play a language game—Name the Mystery Object.

**Steps—** 1. Divide the class into teams.  
2. Each team chooses an object and prepares three hints to enable the other teams to name the object.  
3. Each team takes turns to name the object given by the other team.  
4. If a team names the object with the first hint, they get 20 points, with the second hint 10 points, and with the third hint 5 points.

**One example with three hints:**

- (i) I display information for all to share, with as wipe I'm clean and bare.
- (ii) I am rectangular or a square, whom neither teacher nor student can spare.
- (iii) I am mostly black, sometimes green, now in white too I am seen.

**Ans.** The mystery object is a blackboard or a whiteboard.

Here are some more hints for a different mystery object, following the same format. Can you guess what it is?

- 1. I have a back and two arms, but I can't clap.
- 2. I am often found in a room, waiting for you to sit.
- 3. I have legs but never walk.

**Ans.** \_\_\_\_\_ [Chair]

## III. Visit the library and look for an encyclopedia. What is it? Check how it is different from a dictionary. Share your answers with your classmates and teacher.

**Ans.** An **encyclopedia** is a detailed reference book covering a wide range of subjects to provide in-depth knowledge, while a dictionary is a language-focused book that defines words. The key differences

lie in their purpose, content, and scope: an encyclopedia explains concepts with long articles and supplementary materials like maps, whereas a dictionary defines words concisely with details on usage and pronunciation.

**IV. A thesaurus is a reference book or digital tool that provides a collection of words with similar meanings, allowing users to find alternative words or phrases to express the same idea. Choose any five words and find out their alternative words from the thesaurus.**

**Ans.** Following are five words with their synonyms from a thesaurus:

1. **Happy**  
**Synonyms:** Joyful, cheerful, ecstatic, delighted, content, merry, glad.
2. **Sad**  
**Synonyms:** Unhappy, sorrowful, dejected, miserable, melancholy, gloomy, downcast.
3. **Big**  
**Synonyms:** Large, enormous, huge, gigantic, colossal, massive, vast.
4. **Smart**  
**Synonyms:** Intelligent, clever, brilliant, witty, sharp, astute, bright.
5. **Fast**  
**Synonyms:** Quick, swift, rapid, speedy, brisk, agile.

## ADDITIONAL QUESTIONS

### Multiple Choice Questions

1. **Why did Chief Brown keep the fact that Encyclopedia solved his cases a secret?**  
(a) He was embarrassed by his son's intelligence.  
(b) He didn't want his son to be a detective.

(c) He thought no one would believe an eighth-grader was the best detective.

(d) Encyclopedia was a very shy child.

2. **What was Encyclopedia's real name?**

- (a) Tim Nolan (b) Danielavenport  
(c) Leroy  
(d) Chief Brown

3. **What was the mystery Chief Brown was trying to solve at the dinner table?**

- (a) A missing person's case.  
(b) A new jewellery robbery.  
(c) The theft of a palm tree.  
(d) The suspicious will and death of Tim Nolan.

4. **According to the text, what did Encyclopedia and his mother know when Chief Brown stared at his soup?**

- (a) That he had a mystery he could not solve. (b) That he wanted more soup.  
(c) That he was tired of his job.  
(d) That he was about to go home.

5. **Nolan wrote a ..... code**

- (a) two-word (b) four-word  
(c) three-word (d) none of these

**Ans.** 1. (c), 2. (c), 3. (d), 4. (a), 5. (b).

### Fill in the Blanks

1. Chief Brown didn't sit around and worry; when he came up against a case he couldn't solve, he acted at \_\_\_\_\_.
2. Everyone called him Encyclopedia, but his parents and teachers called him by his real name \_\_\_\_\_.
3. Encyclopedia never spoke of the help he gave his father because he didn't want to seem \_\_\_\_\_ from other boys.
4. Encyclopedia's pals said he was like a library and \_\_\_\_\_ rolled into one.

5. Chief Brown would have liked to tell everyone about his only child, but who would believe that the best detective alive was an \_\_\_\_\_ grader?

**Ans.** 1- once, 2- Leroy, 3- different, 4- computer, 5- eighth.

### True/False

- Chief Brown was thought to be the smartest police chief in the country.
- Encyclopedia's real name was Tim Nolan.
- Encyclopedia's nickname was given to him because he was a fast runner.
- Chief Brown openly told everyone that Encyclopedia helped him solve cases.
- Encyclopedia usually solved his father's cases after dessert was served.

**Ans.** 1- True, 2- False, 3- False, 4- False, 5- False.

### Very Short Answer Type Questions

1. **How did Chief Brown typically act when faced with an unsolvable case?**

**Ans.** He cleared his desk, put on his hat and went home to dinner at once.

2. **Why did Chief Brown keep his son's detective abilities a secret?**

**Ans.** He thought no one would believe an eighth-grader was the best detective.

3. **What was the nickname everyone called Leroy?**

**Ans.** Everyone except his parents and teachers called him Encyclopedia.

4. **Why did Encyclopedia's pals say he was like a library and a computer?**

**Ans.** He read more books than anyone and never forgot a single fact.

5. **What was the first thing Chief Brown announced at the dinner table?**

**Ans.** He announced in a matter-of-fact manner

that Tim Nolan had died.

6. **Who did Mrs. Brown think Tim Nolan was mixed up with?**

**Ans.** She thought he was mixed up in a jewellery robbery years ago.

7. **How did Chief Brown's soup relate to his work?**

**Ans.** Staring at his soup meant he had a mystery he could not solve.

### Short Answer Type Questions

1. **What was Chief Brown's hunch about where the loot was hidden?**

**Ans.** Chief Brown's hunch was that Tim Nolan and Daniel Davenport, the two suspects in the robbery, had decided to hide the stolen jewellery until things settled down. He believed they had moved the loot to a secure location, which is why a thorough search of Nolan's house yielded no results.

2. **How did Nolan's death give them a clue to the hiding place?**

**Ans.** Tim Nolan had a stroke and realized he was dying. With his last bit of strength, he managed to write a coded message on a calendar sheet and clipped it to his will. This message was meant to tell Daniel Davenport where the stolen jewellery was hidden, providing a crucial clue.

3. **What did the four coded words actually relate to?**

**Ans.** The four coded words-Nom, Utes, Sweden, and Hurts were a simple code based on the days of the week. Nolan had formed these words by dropping the letters 'd-a-y' from Monday, Tuesday, Wednesday, and Thursday, respectively, to create the message.

4. **What was the unwritten fifth word and where was the jewellery found?**

**Ans.** The unwritten fifth word was "Fir" (derived from Friday by dropping 'd-a-y'). The jewellery was found hidden inside a twenty-gallon jug of earth from which the young fir tree in Nolan's nursery was growing.

### Long Answer Type Questions

- 1. What was the significance of the sheet from the desk calendar clipped to Nolan's will, and how did it relate to his death?**

**Ans.** The sheet was the only suspicious item found with Nolan's will. It contained a coded message meant for Daniel Davenport, his alleged accomplice. Nolan, knowing he was dying from a stroke, used his last moments to write the code. He likely intended for Davenport, to whom he left everything in his will, to find the message and locate the hidden jewellery, thus revealing the secret that he had kept for years.

- 2. How did Encyclopedia deduce the meaning of the coded words "Nom Utes Sweden Hurts"?**

**Ans.** Encyclopedia's sharp mind immediately recognized that the words were likely part of a simple code, especially since they were written on a calendar sheet. He correctly guessed that Nolan had created the words by dropping the letters "d-a-y" from the names of the days of the week. Therefore, Nom came from Monday, Utes from Tuesday, Sweden from Wednesday, and Hurts from Thursday. This clever deduction led him to the solution.

- 3. Explain how Encyclopedia solved the case and pinpointed the exact location of the stolen jewellery.**

**Ans.** After deciphering the four coded words, Encyclopedia realized they corresponded to the first four days of the week. He knew the code was a series, and the next logical word would be the one for Friday. Following the pattern, dropping "d-a-y" from "Friday" gives the word "Fir." Encyclopedia then asked his father if there was a fir tree in the palm-tree nursery, and upon learning there was, he concluded that the jewellery was hidden with or inside that tree.



## 8

## The Magic Brush of Dreams

### TEXTBOOK QUESTIONS

#### Let us think and reflect

- Read the given extracts and answer the questions that follow.**

- But on a stone there sits a man,  
A brush is in his hand.  
He looks around. He calls to Gopi.*

*"Come here!" he whispers. "Hush!  
We mustn't let the village know  
About this magic brush."  
He slips the brush into her hand  
And tells her to be sure,  
"Paint not for the wealthy ones  
But only for the poor."*

- Fill in the blank by selecting the correct option from those given in the brackets.**

The man is whispering and telling Gopi to keep the brush a secret reflects his \_\_\_\_\_ (careful and secretive/magical and delightful) nature.

**Ans.** careful and secretive.

**(ii) What is the significance of the man slipping the brush into Gopi's hand?**

**Ans.** This act symbolizes that he trusts Gopi and believes she will use the magic brush wisely and with compassion, to help those who need it.

**(iii) Complete the following sentence with a suitable reason.**

The most likely reason the man instructs Gopi to 'Paint not for wealthy ones but only for the poor' is because he \_\_\_\_\_.

**Ans.** because he wants the brush to be used to help those in need, not for selfish or greedy purposes.

**(iv) Select the most appropriate title for the extract from the two given below.**

- A. The Magic Brush's Secret
- B. Gopi's Special Gift

**Ans.** A. The Magic Brush's Secret

2. *And soon the news spreads far and wide,  
Through forests, fields, and plains,  
Until the Zamindar himself  
Hears of these magic gains.  
"I order you to paint for me,  
A fortress tall and grand.  
Paint treasures, jewels, and riches rare,  
Enough to rule this land."*

**(i) Complete the following sentence with the correct reason.**

The news of Gopi's magic brush spreads 'through forests, fields, and plains' because of its \_\_\_\_\_.

**Ans.** amazing ability to create real objects from

paintings.

**(ii) Why does the poet refer to things painted by Gopi's paintbrush as 'magic gains'?**

**Ans.** The poet refers to things painted by Gopi's paintbrush as 'magic gains' because whatever Gopi paints, magically becomes real and beneficial to the villagers—making her creations appear both magical and advantageous.

**(iii) Which of the following statements given below is false? Rectify the false statement.**

A. Gopi's magic brush draws the attention of the powerful Zamindar.

B. The Zamindar requests Gopi to paint a grand fortress and jewels.

**Ans.** The false statement is B.

Rectification: The Zamindar orders Gopi to paint a grand fortress and jewels.

**(iv) What does the Zamindar's demand for a grand fortress and jewels reveal about his character?**

**Ans.** It reveals that the Zamindar is greedy, selfish, and power-hungry, seeking to use Gopi's magic brush to increase his wealth and influence, without concern for others.

**II. Answer the following questions.**

**1. Explain why Gopi made the right decision by refusing to paint for the Zamindar.**

**Ans.** Gopi made the right decision by refusing to paint for the Zamindar because her refusal upheld her promise to the previous owner of the brush. The old man entrusted the brush to her with a clear instruction: "Paint not for the wealthy ones, But only for the poor." By rejecting the Zamindar's order, Gopi stayed true to her moral commitment and the purpose of the magic brush, which is to help

the needy, not to fuel the greed of the powerful.

2. **Gopi threatens to draw a beast to scare away the Zamindar. Justify her action. How would you have dealt with the situation differently?**

**Ans.** Gopi's action of threatening to draw a beast is justified because it was a last resort to protect herself and the magic brush from the Zamindar's greedy and aggressive pursuit. The Zamindar and his men had already imprisoned her and were relentlessly chasing her. Her threat was not a malicious act but a defensive one, designed to create a final, insurmountable barrier to their chase without causing actual harm.

If I were in her situation, I might have tried to create a different kind of distraction or barrier, perhaps a high mountain range or a confusing maze, but the threat of a beast was a clever and effective way to use fear to her advantage and bring the chase to an end.

3. **What is the significance of Gopi celebrating with the villagers at the end of the poem?**

**Ans.** Gopi's celebration with the villagers at the end of the poem is significant because it symbolizes the triumph of good over evil, and of selflessness over greed. The feast, the band, and the songs of victory are not just a celebration of her escape; they are a celebration of her success in protecting the magic brush and reaffirming her commitment to helping her community.

4. **Compare Gopi's use of the magic brush to how the Zamindar would have used it.**

**Ans.** Gopi used the magic brush to help the community by providing them with things they truly needed, such as food, tools for work (a plough), and warm clothes (a muffler and a shawl). Her use of brush

was practical and selfless. In contrast, the Zamindar would have used the brush for personal gain, to create immense wealth, a grand fortress, and rare treasures. He saw the brush as a tool for power and control, while Gopi saw it as a tool for compassion and community support.

5. **What can be inferred about Gopi's character based on her refusal to follow the Zamindar's orders?**

**Ans.** Based on her refusal to follow the Zamindar's orders, we can infer that Gopi is a person of strong moral character. She is principled, courageous, and loyal to her word. Even when faced with the threat of imprisonment, she did not waver in her commitment to her vow. Her actions show that she values the well-being of others more than her own safety and that she is not easily intimidated.

6. **Justify the appropriateness of the title of the poem.**

**Ans.** The title of the poem is 'THE MAGIC BRUSH OF DREAMS' because magic brush is the central theme of the poem and it has the power to fulfil all dreams of a common human. The title highlights the humble beginnings of Gopi and serves as a reminder that a person of integrity can yield great power for the good of all, rather than for personal gain.

7. **If you had the magic brush, how would you use it in today's world?**

**Ans.** If I had the magic brush in today's world, I would use it to address some of the most pressing global issues. I would paint clean water and sanitation facilities in areas where they are desperately needed. I would create sustainable energy sources, such as solar panels and wind turbines, for communities that lack access to electricity. I would also paint educational resources, such as books and laptops, for children in remote areas, and medical supplies and



hospitals for underserved populations.

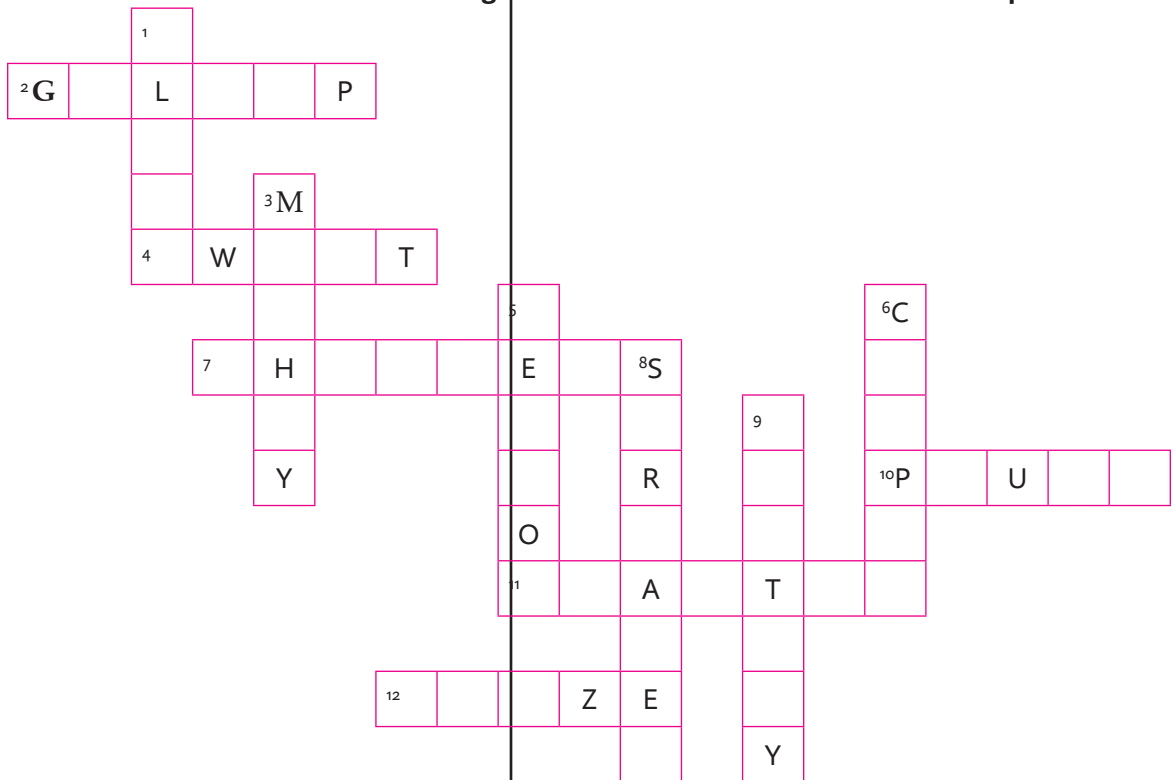
## Let us learn

**I** The verb 'draw' has different meanings in different contexts. Match the sentences in Column 1 with their appropriate meanings in Column 2.

| Column 1                                                                      | Column 2             |
|-------------------------------------------------------------------------------|----------------------|
| 1. His speech <u>drew</u> loud applause from the audience.                    | (i) opened           |
| 2. The event will <u>draw</u> huge crowds from all neighbouring places.       | (ii) pulled out      |
| 3. Plants <u>draw</u> water from the soil.                                    | (iii) got a reaction |
| 4. I reached the station when the train was <u>drawing</u> into the station.  | (iv) attract         |
| 5. The room was dark, so she <u>drew</u> the curtains to let the sunlight in. | (v) moving           |
| 6. He <u>drew</u> a piece of paper from the folder.                           | (vi) absorb          |

**Ans.** 1. (iii), 2. (iv), 3. (vi), 4. (v), 5. (i), 6. (ii).

**II.** Fill in the crossword- Clues have been given below. You will find the words in the poem.



| Across                         | Down                      |
|--------------------------------|---------------------------|
| 2. the fastest pace of a horse | 1. runs away from a place |

|                                                                   |                                                        |
|-------------------------------------------------------------------|--------------------------------------------------------|
| 4. happen fast                                                    | 3. possessing a great deal of strength or power        |
| 7. speaks very softly                                             | 5. a deep loud shout in pain or anger                  |
| 10. take hold of (something) and quickly remove it from its place | 6. to act according to rules                           |
| 11. having a lot of money; rich                                   | 8. moved in a continuous flow in a specified direction |
| 12. take hold of something suddenly and forcibly                  | 9. a win after overcoming an enemy                     |

**Ans.** Across:

2. GALLOP 4. SWIFT 7. WHISPERS  
10. PLUCK 11. WEALTHY 12. SEIZE

Down:

1. FLEES 3. MIGHTY 5. BELLOW  
6. COMPEL 8. STREAMED 9. VICTORY

**III.** There are certain expressions that convey a sudden feeling or reaction. They can be used to express a variety of emotions and thoughts.

Example: --- he whispers- "Hush!"

('Hush' denotes the act of silencing someone)

**Now, match the expressions in Column 1 with what emotions or reactions they convey, in Column 2.**

| Column 1 | Column 2     |
|----------|--------------|
| 1. Phew! | (i) surprise |

|            |                        |
|------------|------------------------|
| 2. Eek!    | (ii) pain              |
| 3. Ouch!   | (iii) mistake          |
| 4. Yippee! | (iv) attract attention |
| 5. Whoa!   | (v) relief             |
| 6. Oops!   | (vi) delight           |
| 7. Hey!    | (vii) alarm            |

**Ans.** 1. – (v), 2. – (vii), 3. – (ii), 4. – (vi), 5. – (i), 6. – (iii), 7. – (iv).

**Now, create sentences using any five expressions from Column 1.**

- Ans.** 1. Phew! That was a close call — I almost missed the train.  
2. Eek! There's a spider on my pillow.  
3. Ouch! I just bumped my knee against the table.  
4. Yippee! We're finally going on our vacation tomorrow.  
5. Oops! I accidentally sent the message to the wrong person.

## Let us listen

**I** You will listen to five speakers speak about a magical power they wish for. As you listen, match statements 1–7 with speakers (i)–(v). There are two statements you do not need.

*Speaker (i) : If I could have any magical power, I'd choose the ability to predict the future. Imagine being able to see profits and losses before time. I could make better savings and secure my business. Plus, I'd use it to help others make wise financial decisions as well.*

*Speaker (ii) : I think having the power to learn instantly would be amazing! Exams would be easy, and I'd have more time for activities I enjoy, like playing cricket. If I could remember everything, it would make life so much easier!*

*Speaker (iii) : I would want the power of flying. Imagine being able to see the world from up above clearly. I would be able to go from one place to another quickly without using any means of transport. It would be a dream come true.*

*Speaker (iv) : At my age, I'd love to have the power of healing. There are so many aches and pains that come with growing old, but it's not just for me. If I could heal others too, I'd help my family stay healthy and happy.*

*Speaker (v) : If I had a magical power, I'd want control over the weather. We depend so much on the rains. With this power, I could ensure that crops always get the right amount of rain and sunshine.*

| Statements                                     | Speaker No. |
|------------------------------------------------|-------------|
| 1. Power of healing ailments                   |             |
| 2. Ability to end poverty in the world         |             |
| 3. Power to control the weather as per need    |             |
| 4. Ability to make wise business decisions     |             |
| 5. Power to predict one's own future clearly   |             |
| 6. Ability to remember information quickly     |             |
| 7. Power to move around without using vehicles |             |

#### Ans. Statement

#### Speaker

1. Power of healing ailments  
(iv)
2. Ability to end poverty in the world —  
(Not used)
3. Power to control the weather as per  
need  
(v)
4. Ability to make wise business decisions  
(i)
5. Power to predict one's own future  
clearly  
(i)
6. Ability to remember information quickly

(ii)

7. Power to move around without using  
vehicles  
(iii)

✓ **Unused statements: 2 (Ability to end poverty in the world)**

#### Let us speak

- I. Intonation is the rise and fall of the pitch of tone while speaking.  
The 'falling' tone is the fall in the pitch of the voice from a high level, to a low level. It is marked [↘]. The falling tone is generally used in imperative sentences. Such sentences are used in speech for

different communicative purposes— to express a command or an instruction, to ask for a favour or to give a warning.

Read the following sentences from the text with falling tone.

- Come here.
- Seize this magic brush...
- Paint my fortress tall!
- Go and fetch some rice.

**Note:** Do yourself.

**II. Work in pairs. Take turns to make requests for the following formal and informal situations.**

**Formal Request**

| Situation 1                                          | Situation 2                                                                               | Situation 3                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| You request your teacher to organise a class picnic. | You request your class teacher for an extra sports period, since you missed it last week. | You request your Activity incharge teacher to include you in the upcoming inter-school event. |

**Informal Request**

| Situation 1                                                               | Situation 2                                             | Situation 3                                                         |
|---------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|
| You request your sibling to help you with the completion of your project. | You request your mother to enroll you in a dance class. | You request your cousin to come over to spend the weekend with you. |

**You may use the following phrases when you make the request.**

| Formal                                                                                                                                                                         | Informal                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Would you mind if...</li> <li>• Do you think you could...</li> <li>• I would like to...</li> <li>• Would it be possible...</li> </ul> | <ul style="list-style-type: none"> <li>• Can/Will you...</li> <li>• Do you mind if...</li> <li>• By any chance do you know...</li> <li>• I was wondering if...</li> </ul> |

**Note:** Do yourself.

**Let us write**

- I. Imaginative essay** is a type of creative writing where the writers use their imagination. An imaginative essay can be based on real-life events, observation, or experiences. It is usually a descriptive piece or a personal reflection.

**Read the sample of an imaginative essay.**

**My Life as Eco Flash**

Imagine an ordinary 13-year-old student

who is also a secret superhero protecting the environment. That's my life as EcoFlash! By day, I'm Meenu, an ordinary Grade 8 student. By evening, I use my powers to keep my neighbourhood green and clean.

As EcoFlash, I have the ability to grow plants, purify water, and clean polluted air with a wave of my hand. I wear a green suit with a glowing leaf symbol and carry

a small seed pouch that holds magic seeds to restore damaged areas. My mission is to fight pollution, save trees, and educate people about taking care of our planet. My friends wonder why I'm always carrying a plant in my bag or why my shoes are muddy, but I can never tell them the truth. Once, my little brother saw me turning a garbage dump into a beautiful garden and almost spilled my secret to our parents. I had to convince him it was a magic trick! Being EcoFlash is not just about powers but also responsibility. Every time I see clean streets, blooming flowers, and children playing in green parks, I feel proud. I know that even small changes can make a big difference, and that's what keeps me going.

**II. Complete the given checklist based on your observations and understanding of what an imaginative essay includes. Share the answers with your classmates and teacher.**

1. **Title** — A relevant title
2. **Introduction**
  - Captivating opening sentence to catch the reader's attention
  - Clear statement of the setting, situation, or main idea
  - Establishes the tone (e.g., playful, serious, and adventurous)
  - Introduces the narrator briefly (if applicable)
3. **Setting and Context**
  - Description of the setting to create a mental picture
  - Clear time frame (past, present, or future)
  - Brief explanation of any unique or imaginative elements (e.g., powers, fantasy world)

4. **Characters**
  - Main character introduced with unique traits
  - Supporting characters briefly described (if relevant)
5. **Central Idea**
  - Clear focus on a single powerful idea or narrative
  - Logical flow of events, even if the story involves imagination or fantasy
6. **Language and Style**
  - Use of sensory details (sight, sound, touch, smell, and taste) to enhance the narrative
  - Creative metaphors or similes to enrich descriptions
7. **Resolution**
  - Key turning point or moment of realisation
  - Resolution of the main idea
  - Clear takeaway message
8. **Conclusion**
  - Ends on a reflective or thought-provoking note
  - Summarises the main message or leaves the reader with a strong final impression

**III. Write an imaginative essay on any one of the following.**

1. Imagine you were a scarf that flew away from a clothesline. Describe the places you travelled to and how you came back. Also write about what you thought was the most valuable experience.
2. Imagine you stumbled upon a magical book in the library. The book transported you to a different time period. Describe your experience and an important learning.

**Ans. The Scarf's Journey**

One blustery afternoon, a mischievous gust of wind snatched me, a vibrant silk scarf, from the clothesline. I twirled, a

kaleidoscope of colours against the azure sky, before soaring over the familiar backyard. My threads danced with the breeze, carrying me higher and higher, away from the mundane.

My first stop was a sprawling oak, where I briefly draped myself like a banner, rustling secrets to the chirping sparrows. Then, the wind beckoned again, guiding me over rooftops, past towering city buildings that glistened like glass, and across a bustling park where children chased after my fleeting shadow. I glimpsed vast, shimmering lakes and emerald fields, feeling truly free, a whisper of silk on the wind. My journey ended when I gently settled onto the windshield of a delivery truck, ironically parked just a few blocks from my original home. The kind driver, noticing my bright hue, carefully folded me and left me with a note at the nearest lost-and-found.

Eventually, my owner, frantic with worry, found me there. My most valuable experience wasn't the breathtaking views or the dizzying heights, but the profound realization that even when lost, kindness can guide you home. It taught me that sometimes, the greatest adventures lead you right back to where you belong, with a fresh perspective.

## Let us explore

- I. Have you heard of India's famous magician, P. C. Sorcar Sr.? He is known as one of the 'World's Greatest Magician'



Ans.

and performed live magic shows in front of audiences and on television, internationally. He was awarded Padma Shri on 26 January 1964 for his contribution to the world of magic.

## II. Words can also play tricks. Read the riddles about things that seem to be unreal and find what they refer to.

1. **Riddle:** I can fill a room, but I take up no space. I'm often heard, but never seen. What am I?

**Answer:** Sound

→ Sound can fill a room but has no physical form or volume you can see.

2. **Riddle:** The more you take, the more you leave behind. What am I?

**Answer:** Footsteps

→ As you walk, you "take" steps, but you leave behind a trail (footprints or the idea of movement).

3. **Riddle:** I have cities but no houses, I have forests but no trees. What am I?

**Answer:** A map

→ A map contains representations of cities, forests, rivers, etc., but none of the real physical objects.

4. **Riddle:** I'm tall when I'm young and short when I'm old, in a dark room, my story is told.

**Answer:** A candle

→ A candle starts tall and grows shorter as it burns. It often tells its "story" (its use or presence) in dark rooms.

## III. You are asked to create a magical object. What object would you create? Make a drawing with all its details and mention its special quality on the same sheet. Put up the sheet on the display board.



Students may draw a magical object of their choice.  
Example-magical quill, magical rod, magical comb, magical hanky etc,

#### A MAGICAL QUILL



#### Special Quality:

**The Magical Quill** can write down your thoughts, dreams, or ideas before you even think of them clearly.

It reads the writer's intentions and records what's hidden deep in the heart or mind, even memories that have been forgotten.

When used, it whispers guidance and suggestions to help you make wise decisions or tell powerful stories.

## ADDITIONAL QUESTIONS

### Multiple Choice Questions

- What is Gopi doing when she is first introduced in the poem?**
  - Picking mangoes
  - Drawing pictures
  - Cooking food
  - Searching
- Who gives Gopi the magic brush?**
  - A wise old woman
  - Her mother
  - A man sitting on a stone
  - The Zamindar
- What instruction does the man give Gopi about using the magic brush?**
  - "Use it for fame and glory."
  - "Use it only to paint nature."
  - "Paint not for the wealthy ones, but only for the poor."
  - "Never let anyone see it."
- How do the villagers react when they see Gopi's painted bowl of khichdi?**
  - They laugh and mock her
  - They ignore it
  - They are amazed and come to see
  - They take it away from her
- Choose the similar word of "streamed"**

from the following:

- |            |            |
|------------|------------|
| (a) Walked | (b) Rushed |
| (c) Cried  | (d) Poured |

Ans. 1. (b), 2. (c), 3. (c), 4. (c), 5. (d).

### Fill in the Blanks

- "Go and gather wild beans, Gopi,  
Go and fetch some \_\_\_\_."
- Gopi sits beneath the banyan,  
A twig is in her \_\_\_\_.
- The winds blow by and sweep away  
The pictures in the \_\_\_\_.
- "We mustn't let the village know  
About this magic \_\_\_\_."
- He slips the brush into her hand  
And tells her to be \_\_\_\_.

Ans. 1. rice, 2. hand, 3. sand, 4. brush, 5. sure.

### True/False

- Gopi was sent out to gather beans, rice, and mangoes.
- Gopi found the magic brush inside a wooden box.
- The man on the stone told Gopi to paint only for the poor.
- Gopi used the brush to paint gold for the

villagers.

5. The villagers were amazed by Gopi's magic brush.

**Ans.** 1. True, 2. False, 3. True, 4. False, 5. True.

### Very Short Answer Type Questions

1. **What was Gopi asked to bring home at the start?**

**Ans.** Wild beans, rice, and mangoes—something nice to eat.

2. **What was Gopi doing under the banyan tree?**

**Ans.** She was drawing pictures in the sand with a twig.

3. **Who gave Gopi the magic brush?**

**Ans.** A man sitting on a stone gave her the brush.

4. **What important instruction came with the brush?**

**Ans.** She must paint only for the poor, not the rich.

5. **What happened to the Zamindar's men after he fled?**

**Ans.** They followed him and did not dare to stay.

6. **What did Gopi paint while the Zamindar was sleeping?**

**Ans.** A winding road and a strong, bold horse to escape.

7. **How did Gopi escape from the prison cell?**

**Ans.** She rode the painted horse out through painted gates.

### Short Answer Type Questions

1. **What was Gopi doing when she was first introduced in the poem?**

**Ans.** Gopi was sitting beneath a banyan tree with a twig in her hand, drawing pictures

in the sand. While others expected her to do chores, she was lost in her imagination and creativity.

2. **What did Gopi do when she first received the magic brush?**

**Ans.** Instead of gathering food, Gopi painted a bowl of khichdi. Once the paint dried, the food became real. The villagers were amazed and rushed in to see the wonders of the magic brush.

3. **How did the villagers respond to Gopi's magical abilities?**

**Ans.** The villagers, both young and old, were amazed by Gopi's creations. They streamed into her house with excitement, happy to receive things they needed like clothes and tools, made possible through her magic brush.

4. **Why do you think the brush worked only when Gopi painted for the poor?**

**Ans.** The magic brush symbolised selflessness and kindness. It was meant to serve those in need. When used for greed or selfish gain, like by the Zamindar, it didn't work, reinforcing the moral of helping others.

5. **What message does the poem THE MAGIC BRUSH OF DREAMS convey through Gopi's actions?**

**Ans.** The poem highlights the importance of compassion, generosity, and resistance to greed. Gopi uses her gift to uplift the poor through creativity and courage. She stays true to her values, and defeats tyranny without violence.

### Long Answer Type Questions

1. **How does the poem end, and what emotions does it leave the reader with?**

**Ans.** The poem ends on a joyful and celebratory

note. After defeating the greedy Zamindar, Gopi returns to the village and uses her brush to create a grand feast, music, and celebration. The villagers rejoice, and songs of victory fill the air. This ending leaves the reader with a sense of triumph, happiness, and relief. It reinforces the value of community, creativity, and selfless service, showing that goodness and generosity always lead to lasting joy.

2. **How did the villagers react to Gopi's use of the magic brush, and what does it show about her relationship with the community?**

**Ans.** When Gopi used the brush to paint khichdi, clothes, and tools, the villagers were amazed and grateful. They rushed to her home and celebrated her gift, indicating their trust and admiration. Gopi painted what they needed, not what she wanted, showing her compassion and connection with the community. This mutual respect and affection reflect a close-knit, supportive village where Gopi plays a meaningful and generous role, using her power for the common good.



## 9

## Spectacular Wonders

### TEXTBOOK QUESTIONS

#### Let us think and reflect

- I. **Read the given extracts and answer the questions that follow.**

1. *India is home to some of the most mystifying natural phenomena that surprise and spark our imagination.*

- (i) **Replace the underlined phrase with one from the extract.**

India is the birthplace of several rare species of flora and fauna that thrive in its diverse ecosystems.

**Ans.** India is home to several rare species of flora and fauna...

- (ii) **What does the phrase 'nature's unusual side' suggest about the phenomena described?**

**Ans.** It suggests that these natural phenomena are rare, surprising, and not commonly seen, showing nature in a mysterious and

extraordinary way.

- (iii) **Complete the similarity by choosing the correct option.**

spark: imagination : : \_\_\_\_\_ :

- A. inspiration : creativity  
B. wonder : amazement  
C. effort : reward  
D. knowledge : books

**Ans.** A. inspiration : creativity.

- (iv) **Identify whether the following statement is true or false.**

Some natural phenomena can surprise people.

**Ans.** True.

2. *Have you seen things disappearing in front of your eyes? Well, such things happen at times, when we keep things at some place, and just forget where we have kept them. But, what if there's a sea that disappears?*

*This happens in Odisha. It is a beach in the*

*Balasore district where one can witness the sea disappearing mysteriously—the Chandipur Beach which is known for its unique feature of playing hide-and-seek with its visitors.*

- (i) **Complete the following sentence with a suitable reason.**

The writer's most likely purpose to introduce the information about the Chandipur Beach phenomenon with a question is to \_\_\_\_\_. (engage the reader's curiosity and create a sense of suspense/draw the reader to learn more about the unusual phenomenon/set the tone for the surprising nature of the content that follows)

**Ans.** engage the reader's curiosity and create a sense of suspense.

- (ii) **Select the option that is correct for both Assertion (A) and Reason (R).**

**(A):** Chandipur Beach in Odisha is known for its unique feature of the sea disappearing.

**(R):** The tides retreat drastically, exposing the Chandipur beach.

A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

C. (A) is true, but (R) is false.

D. (A) is false, but (R) is true

**Ans.** A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

- (iii) **What does the term 'unique' suggest about the beach in Balasore?**

A. very popular  
kind

B. one of its  
C. ancient place

D. far from city

**Ans.** B. one of its kind.

- (iv) **What does the writer want to convey with the use of the phrase 'playing hide-and-seek with its visitors'?**

**Ans.** With the phrase "playing hide-and-seek with its visitors," the writer wants to convey that the sea at Chandipur Beach recedes and returns in a cyclical and predictable manner, much like the game of hide-and-seek. It's a playful and simple way of describing the phenomenon where the water dramatically pulls back during low tide, "hiding" from the visitors, only to return a few hours later with the high tide.

## II. Answer the following questions.

1. **How are the living root bridges a boon for the local people of Meghalaya?**

**Ans.** The living root bridges are a boon for the local people of Meghalaya because they provide a sustainable and long-lasting solution for crossing waterways, particularly during the monsoon season. Unlike bridges made of bamboo or wood, which were easily destroyed by heavy rains and strong currents, these bridges made from intertwined roots are incredibly durable and can last for centuries.

2. **Why is the Lonar Crater Lake considered a remarkable and rare site?**

**Ans.** The Lonar Crater Lake is considered a remarkable and rare site for several reasons:

(i) **Celestial Impact:** It was formed by the crash of a colossal meteorite, making it a rare example of a celestial body's impact on Earth.

(ii) **Geological Uniqueness:** It is the only known crater in India to have been formed by a meteorite impact on basaltic rock, a type of volcanic rock common in the region.

(iii) **Global Significance:** It is ranked as the third largest of its kind in the world and one of the top five largest craters globally,

which highlights its immense scale and geological importance.

- (iv) **Unique Lake Composition:** The perfectly circular depression contains a unique saline lake, which creates a striking visual contrast and adds to its scientific intrigue.

3. **What might be the writer's purpose of highlighting the awe-inspiring natural wonders of India?**

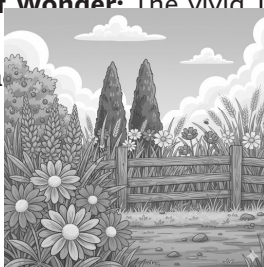
**Ans.** The writer's purpose for highlighting these natural wonders is likely to showcase India's incredible biodiversity, geographical diversity, and the unique blend of science, culture, and folklore found within its landscapes. The descriptions serve to captivate the reader's imagination and challenge their understanding of the natural world. By presenting these phenomena, the writer aims to remind the reader of the extraordinary forces that shape our environment and to highlight these sites as not just tourist destinations, but as powerful symbols of nature's artistic and enigmatic charm.

4. **The writer uses descriptive language and introductory questions for some of the natural phenomena. What impact does it have on the readers?**

**Ans.** The use of descriptive language and introductory questions has a significant impact on readers:

- (i) **Engaging Curiosity:** The questions, such as "Have you seen things disappearing in front of your eyes?" or "Can a forest exist in a coastal zone?" immediately capture the reader's attention and make them curious to learn the answer. This draws them into the text.

- (ii) **Creating a Sense of Wonder:** The vivid descriptions of the "stunning beauty of the Himalayan ranges,"



help the reader visualize the natural wonders. This sensory detail makes the experience more real and creates a sense of awe and wonder.

- (iii) **Building Relatability:** By framing these phenomena in familiar terms, like a game of "hide-and-seek," the writer makes complex natural processes more accessible and relatable to a general audience.

- (iv) **Encouraging Exploration:** The overall impact is to make the reader feel like these places are not just abstract concepts but real, tangible locations worth visiting and experiencing for themselves.

5. **Which of these unusual phenomena did you find the most interesting and why?**

**Ans.** (This is a personal response and can vary. Here is an example answer provided.)

The most interesting phenomenon for me is the Magnetic Hill in Ladakh. While the other wonders are impressive, the Magnetic Hill is particularly fascinating because it appears to defy the fundamental law of physics gravity. The description of vehicles rolling uphill on their own, even though it's an optical illusion, is a captivating and mind-blowing concept. It's a perfect example of how our senses can be tricked by the environment. The idea that the peculiar alignment of the surrounding terrain can create such a powerful and consistent illusion is what makes this natural wonder stand out as truly unique and intriguing. It blends science with a sense of magic, making you question what you see with your own eyes.

## Let us learn

### I. Fill in the blanks with the correct

expressions from the text given in the box below.

|                     |                 |
|---------------------|-----------------|
| came into existence | to no end       |
| in full glory       | in disbelief    |
| to name a few       | age-old problem |

- I have read many stories \_\_\_\_\_.
- Do you know when this little town \_\_\_\_\_?
- His hard work has helped him \_\_\_\_\_.
- There are no simple solutions to the \_\_\_\_\_ of traffic jams.
- He opened the ancient wooden box and stared at the treasure \_\_\_\_\_.
- The garden is \_\_\_\_\_ in spring with lots of beautiful flowers in bloom.

**Ans.** 1. to name a few, 2. came into existence, 3. to no end, 4. age-old problem, 5. in disbelief, 6. in full glory.

**II. Select the correct synonyms from the box given below that match the list of words in 1–5. You may refer to a thesaurus.**

|             |        |        |           |
|-------------|--------|--------|-----------|
| colossal    | exotic | serene | enigmatic |
| spectacular |        |        |           |

- mysterious, puzzling, baffling
- mighty, gigantic, huge
- breath-taking, stunning, awe-inspiring
- peaceful, calm, tranquil
- unusual, peculiar, foreign

**Ans.** 1. enigmatic 2. colossal 3. spectacular  
4. serene 5. exotic

**III. The expressions 'hide-and-seek' and 'flora and fauna' are used in the text. These are called binomials—a pair of fixed words joined by 'and' or 'or'. The binomials are mostly synonyms, antonyms, rhyming words, same sound**

**words (alliterations), etc.**

**Match the binomials in Column 1 with their meanings in Column 2. You may refer to a dictionary.**

| Column 1            | Column 2                                                          |
|---------------------|-------------------------------------------------------------------|
| 1. odds and ends    | (i) put different things together to get a range of possibilities |
| 2. on and off       | (ii) complete part of or belong to                                |
| 3. mix and match    | (iii) choose only the best (things, people, etc.)                 |
| 4. all or nothing   | (iv) at some time in the future                                   |
| 5. part and parcel  | (v) sometimes, occasionally                                       |
| 6. pick and choose  | (vi) increase or develop very quickly                             |
| 7. sooner or later  | (vii) small, unimportant things                                   |
| 8. leaps and bounds | (viii) something to be done completely or not at all              |

**Use the binomials given in Column 1 in sentences of your own.**

**Ans.** 1. — (vii), 2. — (v), 3. — (i), 4. — (viii), 5. — (ii), 6. — (iii), 7. — (iv), 8. — (vi)

**Use of Binomials**

- odds and ends – I cleaned my drawer and found some odds and ends like old coins and buttons.
- on and off – It has been raining on and off all day.
- mix and match – You can mix and match different shirts and trousers to create new



- outfits.
4. all or nothing – He believes in giving his best; for him, it's all or nothing.
  5. part and parcel – Stress is part and parcel of a doctor's profession.
  6. pick and choose – In the buffet, you can pick and choose what you like.
  7. sooner or later – Sooner or later, the truth will come out.

8. leaps and bounds – Her confidence has grown by leaps and bounds since she started public speaking.

**IV. Study the highlighted words in the following sentences from the text.**

- The **living** root bridges are one of Meghalaya's most beautiful...
- ...creating a **striking** visual contrast against the surrounding **rugged** terrain.

**In the given sentences, the highlighted words 'living', 'striking', and 'rugged' are examples of verbs used as adjectives- Such verbs are called participles.**

Participles are verb forms that can function as adjectives, and they come in two types: present participles ('living' and 'striking') usually ending in -ing, and past participles ('rugged') usually ending in -ed, -d, -t, -en, or -n- (though irregular verbs may vary)

Present participles are used to describe on going or continuous actions. For example, People have seen these lights moving quickly in random directions but often hanging out in one spot for a while before fading. Past participles usually describe actions that have already been completed.

For example, When the vehicles are parked at the indicated spot, they begin moving forward at a speed of almost 20km/h

**Now, fill in the blanks using present participle or past participle form of the verbs in the box given below.**

stand   amaze   carve   scatter   glow

1. The \_\_\_\_\_ marble monument looks even more spectacular in the moonlight.
2. The \_\_\_\_\_ view of the Himalayas from Darjeeling attracts visitors from all over the world.
3. The Sun Temple in Konark features intricately \_\_\_\_\_ stone wheels and walls.
4. \_\_\_\_\_ at a height of 182 m, the Statue of Unity is dedicated to Sardar Vallabhbhai Patel.
5. The \_\_\_\_\_ islands of the Andaman and Nicobar offer some of the cleanest beaches in India.

**Ans.** 1. glowing, 2. amazing, 3. carved, 4. Standing, 5. scattered.

**V. Study the highlighted word in the following sentence from the text.**

**Crossing** the many waterways without bridges was difficult for people in the past, during monsoons.

**In the given sentence, the highlighted word 'crossing', is one example of a verb used as a noun. Such a verb is called gerund.**

Gerunds are verb forms that can function as nouns and they end in -ing. They can serve as the subject, complement, or object in a sentence, as well as the object of a preposition.

For example, • **Subject of a sentence:** Swimming is my favourite hobby.

• **Subject complement:** Her passion is painting.

• **Object of a verb:** I enjoy reading books in my free time.

• **Object of a preposition:** She is interested in learning new languages.

• **After certain verbs:** Shekhar avoided talking about his weekend plans.

**Underline the gerunds and participles in the following sentences. Write 'G' for gerunds and 'P' for participles in the space provided. One example has been done for you.**

1. Dancing is a great way to express emotions. G
2. Travelling can broaden your perspective.
3. The falling leaves signalled the arrival of autumn.
4. She enjoys cooking new recipes for her family.
5. Reading helps improve your vocabulary.
6. He watched the shimmering stars in the night sky.
7. Forgetting the keys inside, Kanchan locked the door.

**Ans. 1.** Dancing is a great way to express emotions. — G

2. Travelling can broaden your perspective. — G

3. The falling leaves signalled the arrival of autumn. — P

4. She enjoys cooking new recipes for her family. — G

5. Reading helps improve your vocabulary. — G

6. He watched the shimmering stars in the night sky. — P

7. Forgetting the keys inside, Kanchan locked the door. — P

**VI. Combine the following pairs of sentences using participles or gerunds. You may use the clues given in brackets. One example has been done for you.**

1. Nitesh entered the room. He saw his

friend sitting in the corner. (participle)

2. Smita walked carelessly. She slipped on the doormat. (participle)

3. Sleep for eight hours. It is good for health. (gerund)

4. Ranjita felt happy about the result. He called his parents. (participle)

5. Father encouraged Meena. Meena joined the course. (gerund)

**Ans. 1.** Entering the room, Nitesh saw his friend sitting in the corner. (participle) (Given)

2. Walking carelessly, Smita slipped on the doormat. (participle)

3. Sleeping for eight hours is good for health. (gerund)

4. Feeling happy about the result, Ranjita called his parents. (participle)

5. Father encouraged Meena in joining the course. (gerund)

## Let us listen

- I. **You will listen to a brother and sister discuss a natural phenomenon. As you listen, mark the four true statements from 1–6 given below.**



**Rainbow Mountain in Peru**

*Brother: I liked the pictures Uncle Dileep posted yesterday from the Republic of Peru. Can you guess which was my favourite?*

*Sister : I know it was the Rainbow Mountain. I say that because it was certainly my favourite.*

*Brother : Really! I didn't know it was your favourite too. Can you imagine the creativity in Nature? What a marvellous natural phenomenon!*

*Sister : I could not believe my eyes when I saw that picture. There are so many colours there. Do you know how it's formed?*

*Brother : Of course! It's actually quite amazing. The mountain gets its colours from layers of minerals like clay, limestone, and sandstone that got deposited millions of years ago.*

*Sister: Wow, I read that too. I think each colour is due to a different mineral. Like, the green comes from copper, and the red from clay. It's like nature painted the mountain!*

*Brother : I cannot believe the fact that it was all buried under snow until recently.*

*Sister : Oh! The melting snow must have made it visible again. That's why it looks so fresh and bright today.*

*Brother : Those layers of minerals were actually deposited by water from ancient seas and lakes.*

*Sister : Each colour represents a different time in history. That's why it's called the rainbow mountain.*

1. The brother was taken aback to see the posted pictures.

2. The brother admitted to not knowing about his sister's favourite picture.
3. The sister stated that the rainbow mountain was like any other mountain.
4. The brother was aware of the reason for the formation of colours on the mountain.
5. The brother was surprised to learn about the mountain being covered with snow till recently.
6. The sister understood nature's role in the beauty of the mountain.

**Ans.** True statements: 1, 2, 4, 6.

## Let us speak

- I. **Work in groups of four. Make a presentation on a place of interest in and around your region that people like to visit- You may use the following guidelines to make your presentation.**

Guidelines:

1. Slides 1–2: Choose any popular place of interest in your region.
2. Slides 3–4: Mention where it is located and how to reach there.
3. Slides 5–6: Describe the attractions of the place, why it is popular and explain its historical importance, if any.
4. Slides 7–8: List out weather conditions, local food, customs, and language.
5. Slides 9–10: Suggest the best time of the year to visit and why you recommend this place.

**Ans.** Students may do themselves.

## Let us write

- I. You just read vivid descriptions of the natural wonders of our country. Write a descriptive essay for your school magazine describing anything from nature that attracted your attention. It may be an object, a place, or an event experienced by you. Remember to give a title to your essay.

Use proper format and content organisation—begin with a title, include introduction (one paragraph), body (two to three paragraphs), and conclusion (one paragraph).

**Ans. Title: The Mesmerising Sunrise at Tiger Hill**

**Introduction:**

Nature has always held a special place in my heart, but nothing prepared me for the breathtaking experience I had during a family trip to Darjeeling. One early morning, we set out to witness the famous sunrise from Tiger Hill. What I saw that day left an everlasting impression on my mind and soul.

**Body:**

It was still dark when we reached the hilltop. The sky above was painted with deep shades of blue and purple. As time passed, the colours began to shift—soft pinks, glowing oranges, and golden streaks started to light up the sky. The chilly mountain breeze whispered through the trees, and a gentle hush fell over the crowd gathered there.

And then, it happened. The first ray of sunlight peeked from behind the mighty Kanchenjunga. Within minutes, the entire range glowed like it had been touched by gold. The snow-capped peaks shimmered in the golden light, and the horizon was filled with a magical warmth that could only come from nature's own brushstrokes.

What made the moment more special was the peaceful silence that everyone maintained. Cameras clicked, but not a word was spoken. It was as if nature demanded—and received—our full attention.

**Conclusion:**

Watching the sunrise at Tiger Hill made me realise how powerful and calming nature can be. In just a few minutes, the sky had

transformed from dark to divine, and with it, something in me had changed too. It taught me the value of stillness and the beauty of beginning a day with gratitude and wonder. That one morning became more than just a memory—it became a moment of connection with the natural world.

## Let us explore

### I. Man-made Wonders

1. Kallanai Dam (The Grand Anaicut) in Tamil Nadu is one of the world's oldest dams and is still in use. The Kallanai Dam represents a significant achievement in ancient Indian hydraulic engineering. It was built by the Chola King Karikala around 150 CE.



**Kallanai Dam (The Grand Anaicut)  
in Tamil Nadu**

2. Another spectacular legacy of ancient wisdom that we have is the world's first residential university at Nalanda in Bihar. Nalanda was established much before any European university, providing higher education to thousands of students. It was declared as a UNESCO heritage site in 1980.



**Nalanda University, Bihar**

3. Hampi, a town in Karnataka, is also a

UNESCO World Heritage Site. The Vittala Temple in Hampi was built in the 15th century. This temple has 56 special pillars known as the SaReGaMa pillars. When these pillars are tapped, they produce musical notes that can be heard clearly.



**Vittala Temple, Hampi**

4. Some of the man-made wonders of modern India include the Bandra-Worli Sea Link in Mumbai, Statue of Unity in Gujarat, Bhupen Hazarika Setu (The Dhola & Sadiya Bridge) in Assam; and many more.



**Statue of Unity in Gujarat      Bhupen Hazarika Set**



**Bandra-Worli Sea Link in Mumbai**

- II. **Some micro-planktons in the sea are bioluminescent. Have you seen any other life form that has this quality? Identify the insect given below and find out what it is called in your language. Look out for it when you visit a field or a place with a wetland.**



- Ans.** The insect shown in the image is a firefly, also known as a lightning bug or जुगनू (Jugnu).

Fireflies are bioluminescent—they can produce light from their bodies. This light is used for:

- Attracting mates    • Communication    • Sometimes even for warning predators

## ADDITIONAL QUESTIONS

### Multiple Choice Questions

- Which natural site is known for having over 600 species of exotic flowers and rare animals like the red fox and snow leopard?**
  - Hampi
  - Valley of Flowers
  - Sundarbans
  - Lonar Crater
- How do the Living Root Bridges of Meghalaya remain strong for hundreds of years?**
  - They are coated with chemicals.
  - They are rebuilt every year.
  - They are made from living roots that grow and strengthen over time.
  - They are built with cement and iron rods.

3. **What makes Chandipur Beach in Odisha a natural wonder?**

- (a) It glows at night
- (b) It has black sand
- (c) The sea disappears and reappears daily
- (d) It is shaped like a crescent moon

4. **Why does the Magnetic Hill in Ladakh seem to defy gravity?**

- (a) It is located on a magnetic rock
- (b) The horizon creates an optical illusion making cars roll uphill
- (c) It has a reverse gravitational pull
- (d) The roads are actually tilted upwards

5. **Choose the similar word of "colossal" from the following:**

- (a) Small
- (b) Large
- (c) Ordinary
- (d) Hollow

**Ans.** 1. (b), 2. (c), 3. (c), 4. (b), 5. (b).

### Fill in the Blanks

1. The Valley of Flowers National Park is located in the \_\_\_\_\_ district of Uttarakhand.
2. Living Root Bridges in Meghalaya are made using the \_\_\_\_\_ of rubber trees.
3. The Lonar Crater Lake in Maharashtra was formed due to a \_\_\_\_\_ impact.
4. The Magnetic Hill in Ladakh is known for creating an optical \_\_\_\_\_ where vehicles appear to roll uphill.
5. The \_\_\_\_\_ is a mangrove forest.

**Ans.** 1. Chamoli, 2. roots, 3. meteorite, 4. illusion, 5. Sunderbans.

### True/False

1. The Valley of Flowers National Park is located in the Chamoli district of Uttarakhand.
2. The living root bridges in Meghalaya are

made using cement and stones.

3. The Lonar Crater Lake is the only crater in India formed by a meteorite impact in basaltic rock.
4. Magnetic Hill in Ladakh creates an optical illusion where vehicles appear to roll downhill.
5. The glowing waters in Kerala's Kumbalangi village are caused by bioluminescence from micro-planktons.

**Ans.** 1. T, 2. F, 3. T, 4. F, 5. T.

### Very Short Answer Type Questions

1. **Where is the Valley of Flowers located?**

**Ans.** It is located in Chamoli district, Uttarakhand, amidst the Himalayan ranges.

2. **What makes the living root bridges so special?**

**Ans.** They are made of intertwined roots, not man-made materials.

3. **How was the Lonar Crater Lake formed?**

**Ans.** By a meteorite impact on basaltic rock thousands of years ago.

4. **What is the main attraction of Magnetic Hill?**

**Ans.** Vehicles appear to roll uphill due to optical illusion.

5. **What type of forest is the Sundarbans?**

**Ans.** A coastal mangrove forest with unique

6. **Where is Chandipur Beach located?**

**Ans.** It is located in Balasore district, Odisha.

### Short Answer Type Questions

1. **What makes the Valley of Flowers in Uttarakhand so special?**

**Ans.** The Valley of Flowers is home to over 600 species of exotic flowers like orchids



and poppies. Located in the Himalayas, it transforms into a botanical wonderland from May to October.

**2. Why are the Living Root Bridges in Meghalaya considered engineering marvels?**

**Ans.** Built by intertwining roots of rubber trees by indigenous tribes. These bridges can last hundreds of years and withstand heavy rains. They are eco-friendly, sustainable.

**3. What is the mystery behind Magnetic Hill in Ladakh?**

**Ans.** Magnetic Hill creates an optical illusion where vehicles appear to roll uphill. This phenomenon is caused by the surrounding landscape and horizon alignment, giving the illusion that gravity is being defied.

**4. What causes the glowing waters in Kerala's Kumbalangi village?**

**Ans.** The glowing waters are caused by bioluminescence due to the presence of micro-planktons. This has turned Kumbalangi into a unique eco-tourism destination.

### Long Answer Type Questions

**1. Describe the natural beauty and biodiversity of the Valley of Flowers in Uttarakhand.**

**Ans.** The Valley of Flowers in Uttarakhand is a vibrant landscape with over 600 species of exotic flowers like orchids, poppies, and marigolds. Located in the Chamoli district, this UNESCO World Heritage Site offers breathtaking views of waterfalls and streams. It is also home to rare wildlife like the snow leopard and flying squirrel. From May to October, the valley transforms into a colourful botanical paradise framed by majestic Himalayan peaks.

**2. What makes the Living Root Bridges of Meghalaya a unique ecological and cultural wonder?**

**Ans.** The Living Root Bridges of Meghalaya are created by intertwining the roots of rubber trees by local indigenous people. These natural bridges, some as long as 175 feet, are sturdy, weather-resistant, and can last for centuries. These bridges are not only functional but also symbolize cultural heritage and environmental harmony.

**3. Explain the formation and significance of the Lonar Crater Lake in Maharashtra.**

**Ans.** The Lonar Crater Lake in Maharashtra was formed thousands of years ago when a meteorite crashed into Earth at high speed. It is the third-largest basaltic crater in the world and offers valuable insights into planetary science, geology, and Earth's ancient natural history.



## 10

## The Cherry Tree

### TEXTBOOK QUESTIONS

Let us think and reflect

**I. Read the given extracts and answer the questions that follow.**

**1.** "Have a cherry, Grandfather," he said, as

soon as he saw his grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

"Are cherry seeds lucky?" asked Rakesh.

"Of course."

"Then I'll keep it."

"Nothing is lucky if you put it away. If you want luck, you must put it to some use."

- (i) **Substitute the highlighted phrase with a correct word from the extract.**

The Kho-kho captain changed her strategy quickly and without delay when a new player came in from the opposing team.

- Ans.** The Kho-kho captain promptly changed her strategy when a new player came in from the opposing team.

- (ii) **What does Rakesh's action of rolling the cherry seed in his mouth most likely suggest about his mood at that moment?**

A. He is feeling impatient and restless.

B. He is enjoying the taste and the moment.

C. He is bored and has nothing better to do.

D. He is thoughtful and feeling playful.

- Ans.** B. He is enjoying the taste and the moment.

- (iii) **Complete the following sentence suitably with reference to Rakesh and his grandfather.**

Rakesh's decision to plant the seed shows that \_\_\_\_\_. (he respects and values his grandfather's advice/he has a close bond with his grandfather and a

willingness to learn from him)

- Ans.** he respects and values his grandfather's advice.

- (iv) **How does the grandfather's advice reflect his view about luck and effort?**

- Ans.** Grandfather believes that luck alone is not enough—what truly matters is how you make use of an opportunity. By telling Rakesh that "nothing is lucky if you put it away," he emphasizes the importance of action and effort. In other words, luck must be combined with hard work and initiative to become meaningful or fruitful.

2. *Winter came early. The cherry tree bent low with the weight of snow. Field&mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy. His stories began to have unhappy endings. In February it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh.*

- (i) **Complete the following sentence suitably.**

The phrase 'field-mice sought shelter in the roof of the cottage' suggests that \_\_\_\_\_.

- Ans.** it was very cold outside and animals were looking for warmth.

- (ii) **What can be inferred about the cherry tree's toughness from the line, 'The cherry tree bent low with the weight of snow'?**

A. The weight of the tree was more than the snow.

B. The tree could withstand harsh weather.

C. The tree was growing close to the ground.

D. The snow gave support to the tree.

**Ans.** B. The tree could withstand harsh weather.

**(iii) How did the early winter affect Grandfather's mood and storytelling?**

**Ans.** The early winter made Grandfather quite grumpy and irritable. Since the road from the valley was blocked and there was no newspaper for several days, he felt cut off from the outside world. As a result, his mood worsened, and his stories began to have unhappy endings, reflecting his gloomy state of mind.

**(iv) Complete the sentence by choosing the correct option.**

The comparison of Rakesh's age to the cherry tree's age symbolises \_\_\_\_\_. (the tree's growth paralleling Rakesh's own development/the tree standing as a dear one on Rakesh's birthday)

**Ans.** the tree's growth paralleling Rakesh's own development.

**II. Answer the following questions.**

**1. Why did Rakesh's parents send him to Mussoorie?**

**Ans.** Rakesh's parents sent him to Mussoorie because there were no schools in their village, and they wanted him to get a proper education. So, they sent him to live with his grandfather, who had a cottage outside the town of Mussoorie.

**2. Why did Rakesh let the praying-mantis remain on the branch of the cherry tree?**

**Ans.** Rakesh let the praying-mantis remain on the branch because he considered it the cherry tree's first visitor. It showed his growing affection for the tree and his respect for the creatures that were part of its ecosystem.

**3. How is life in the Himalayan foothills**

**described in the story?**

**Ans.** Life in the Himalayan foothills is described as simple and closely connected to nature. The soil is stony, cold winds blow, and not many fruit trees grow. However, there are oak and deodar forests on sheltered slopes. People grow crops like maize, rice, and barley in terraced fields. The story captures the rhythm of mountain life through changing seasons, animals, and daily routines.

**4. What might Rakesh mean when he says, "Is this what it feels to be God?" at the end of the story?**

**Ans.** When Rakesh says, "Is this what it feels to be God?" he is expressing a deep sense of wonder, pride, and fulfillment at having nurtured a life from a tiny seed into a full-grown tree. It reflects his amazement at the power of creation and care, and how something small can become something significant with love and patience.

**5. How does the writer describe the relationship between Rakesh and his grandfather?**

**Ans.** The relationship between Rakesh and his grandfather is warm, affectionate, and full of mutual respect. They share stories, work together in the garden, and support each other. Grandfather acts as a mentor, guiding Rakesh gently while giving him space to learn through his own experiences.

**6. What can you infer about the connection between humans and nature based on the story?**

**Ans.** The story suggests that humans and nature are deeply connected. By planting and caring for the cherry tree, Rakesh becomes more aware of growth, life, and the beauty of nature. It shows that nurturing nature brings emotional

satisfaction, a sense of responsibility, and a spiritual connection to the world.

7. **Imagine Rakesh reflects on his wonderful experience of watching a seed being transformed into a full-grown cherry tree. Write how he must have felt.**

**Ans.** Rakesh must have felt amazed and proud watching the cherry tree grow. From a tiny seed he once rolled on his tongue, it became a tall tree, full of blossoms and life. He must have felt a deep connection with it, like it was a part of him. It likely taught him patience, care, and the joy of seeing something thrive because of his efforts. He may have felt a quiet happiness, knowing that he helped something beautiful come to life.

## Let us learn

- I. **Each word list has one word that does not match with the other words. Identify the odd word. One example has been done for you.**

- chop, trim, slice, mince  
(‘chop’, ‘slice’ and ‘mince’ are words used for cutting with a knife; whereas ‘trim’ is to cut a part with a pair of scissors)
- plodded, galloped, scrambled, trudged
- tender, delicate, soft, smooth
- stared, peered, pecked, gazed
- growing, blossoming, progressing, planting

**Ans. 1. trim**

(Already explained: ‘chop’, ‘slice’, and ‘mince’ are knife actions, while ‘trim’ is more related to scissors or pruning.)

2. **galloped**

- ‘Plodded’, ‘scrambled’, and ‘trudged’ all suggest slow, laboured, or unsteady movement.

- ‘Galloped’ means fast movement (typically of a horse), so it doesn’t match the rest.

3. **smooth**

- ‘Tender’, ‘delicate’, and ‘soft’ describe something fragile or easily damaged.
- ‘Smooth’ refers to texture (not rough), not fragility—so it’s the odd one out.

4. **pecked**

- ‘Stared’, ‘peered’, and ‘gazed’ all refer to looking or observing.
- ‘Pecked’ refers to a bird’s action of biting or picking with its beak—so it doesn’t belong.

5. **planting**

- ‘Growing’, ‘blossoming’, and ‘progressing’ describe development or change over time.
- ‘Planting’ refers to the beginning of a process—not the development—so it is the odd word.

- II. **Choose the most suitable taste words given in the box below and write against the food items that follow.**

|       |       |                   |        |
|-------|-------|-------------------|--------|
| sweet | sour  | tangy             | bitter |
| spicy | salty | bland (tasteless) |        |

- tamarind
- jaggery
- neem leaves
- paneer (cottage cheese)
- lemon
- pickle
- a dish of vegetables

**Ans.** 1. sour, 2. sweet, 3. bitter, 4. salty/bland, 5. sour, 6. tangy, 7. spicy

**Now, use any five taste words and make sentences of your own.**

- Ans.1. Sweet** – The cake was so **sweet** that it melted in my mouth.
2. **Sour** – I made a funny face after tasting the **sour** lemon juice.
3. **Spicy** – My mother cooked a **spicy** curry

that made my eyes water.

4. **Bitter** – The medicine tasted too **bitter**, but I drank it anyway.

III. Choose the correct antonyms for the textual words given below from the box. There are two extra words that you will not need.

|                 |                     |                      |                     |                  |
|-----------------|---------------------|----------------------|---------------------|------------------|
| growing<br>wide | ordinary<br>fasting | unprotected<br>shaky | cheerful<br>fussing | hard<br>coldness |
|-----------------|---------------------|----------------------|---------------------|------------------|

|           |  |              |  |
|-----------|--|--------------|--|
| 1. tender |  | 5. feasting  |  |
| 2. sturdy |  | 6. grumpy    |  |
| 3. narrow |  | 7. sheltered |  |
| 4. warmth |  | 8. special   |  |

- Ans. 1. tender – sturdy 2. sturdy – shaky  
3. narrow – wide 4. warmth – fasting  
5. feasting – fasting 6. grumpy – cheerful  
7. sheltered – unprotected  
8. special – ordinary

IV. Read the following lines from the text and underline all the verbs and identify the form of tense.

- Rakesh was on his way home from school when he bought the cherries.
- Rakesh was looking for Grandfather without finding him in any of his favourite places around the house.
- Rakesh and Grandfather gazed at the tree as though it had performed a miracle.

The forms of tenses in the given statements are Simple Past Tense (1 and 3), Past Progressive Tense (2) and Past Perfect Tense (3).

Now, fill in the blanks with the correct form of Simple Past, Past Progressive, or Past Perfect Tenses of the verbs given in brackets. One example has been done for you.

(i) I was sitting (sit) with my grandparents in the garden, sharing the wonderful memories from my childhood. As we (ii) \_\_\_\_\_ (talk), I

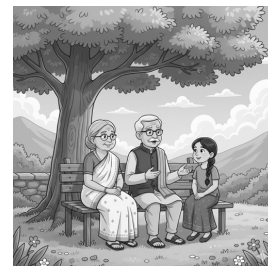
5. **Tangy** – The sauce had a **tangy** flavour that made the dish delicious.

(iii) \_\_\_\_\_ (realise) how much wisdom they (iv) \_\_\_\_\_ (impart) to me over the years. While I (v) \_\_\_\_\_ (listen) to their stories for hours together, I (vi) \_\_\_\_\_ (remember) the times we (vii) \_\_\_\_\_ (spend) together planting flowers and learning about life. By the time I left, the sun (viii) \_\_\_\_\_ (set), and I (ix) \_\_\_\_\_ (feel) a deep sense of gratitude for the bond we (x) \_\_\_\_\_ (nurture) through love, care, and countless memories.

- Ans. (i) was sitting, (ii) were talking, (iii) realised, (iv) had imparted, (v) was listening, (vi) remembered, (vii) had spent, (viii) had set, (ix) felt, (x) had nurtured.

V. Study the punctuation marks in the following sentences from the text.

- "Hey, not there," said Grandfather, "I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed."
- When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.
- She did not try to avoid the tree: one sweep, and



the cherry tree was cut in two.

**Punctuation** refers to the symbols used in writing to clarify meaning and separate sentences and their components. Proper punctuation ensures the clarity and flow of a text, guiding readers through its structure.

Here are some of the most common punctuation marks:

- Full stop (.)—ends a declarative sentence. For example: She went to the store.
- Comma (,)—separates components in a list, clauses, or phrases within a sentence. For example: We bought apples, oranges, and bananas.
- Question Mark (?)—ends a direct question. For example: Where are you going?
- Exclamation Mark (!)—indicates strong emotion or emphasis For example: Watch out! Environment
- Colon (:)—introduces a list, explanation or elaboration For example: He had one goal: win the race.
- Semicolon (;)—connects closely related independent clauses or separates complex list items For example: She likes reading; he prefers writing.
- Apostrophe ( ' ) In contractions—He's (He is), they'll (they will), I'm (I am) To show possession—Jagan's book, the girls' toys If the noun ends in -s, add only the apostrophe—Manas' car
- Quotation Marks ( " ")—enclose direct speech or quotations For example: She said, "I'm happy."
- Dash (– or —)—adds emphasis or separates related thoughts For example: He was late—again.
- **Capitalisation Rules**—Names of people and places—Priya, India Days, months, festivals—Monday, December, Diwali Titles

with names—Dr. Sneha, Mr. Patel Deities and holy books—God, the Quran, the Bhagawad Gita First person pronoun—I Adjectives from proper nouns—Indian, American Geographical features, races, religions, languages—the Himalayas, Hindu, French Titles of books, poems, or plays—Malgudi Days, The Road Not Taken, Good Heavens, etc

**Now, punctuate the following paragraph appropriately.**

every sunday roshni would visit her grandparents house on their farm come sit grandpa would say patting the bench on their porch roshni loved these moments where the world slowed down and stories f lowed like magic grandma would bring tea her eyes twinkling with joy im excited to hear about your younger days the adventures the lessons and the memories roshni said eagerly grandpa smiled softly his wrinkled hands resting on the cane ah the old days... when everything was simple and happiness was all we had roshni could feel the warmth of those memories he sat in silence bound not by words but by a timeless bond

**Ans.** Every Sunday, Roshni would visit her grandparents' house on their farm.

"Come, sit," Grandpa would say, patting the bench on their porch.

Roshni loved these moments, where the world slowed down and stories flowed like magic. Grandma would bring tea, her eyes twinkling with joy.

"I'm excited to hear about your younger days — the adventures, the lessons, and the memories," Roshni said eagerly.

Grandpa smiled softly, his wrinkled hands resting on the cane. "Ah, the old days... when everything was simple and happiness was all we had."



Roshni could feel the warmth of those memories. They sat in silence, bound not

by words but by a timeless bond.

## Let us listen

- I. You will listen to a conversation between a son and his mother. As you listen, select four true statements from 1–7 given below.

*Son : Amma, could you help me with this project?*

*Mother : Why not? What's the project about?*

*Son : It's about the Chipko Movement. I have to make a PowerPoint presentation and talk about it in class.*

*Mother : That's good! Chipko Movement was all about hugging trees to prevent them from being cut, isn't it? Such an inspiring movement it was!*

*Son : Yes, it was the first time that common people came together for the noble cause of saving trees. It showed how people can also make a difference. Have you heard or read about something similar?*

*Mother : Yes, of course. The success of the Chipko Movement led to the Appiko Movement.*

*Son : Really? Doesn't appiko mean 'hugging' in Kannada? So, did they also hug trees to protect them?*

*Mother : Yes they did. In this movement people not only hugged trees to protect them but also regenerated the forest areas in the Western Ghats.*

*Son : That's great! This reminds me of what my teacher shared about Saalummarada Thimakka last week. She is a Padma Shri awardee.*

*Mother : What an amazing personality! I've heard about her and I'm interested to know what your teacher has shared with you.*

*Son : She is an Indian environmentalist who has been planting trees since 1948. She has planted over 8000 trees in the area around her village.*

*Mother : Wonderful!*

*Son : What I admire about her is the commitment she has towards conserving the environment.*

*Mother : Incredible! That is one superwoman! But do you know who the Forest Man of India is?*

*Son : Yes, I've read about him. It is Jadav Payeng, from Assam. He too is a Padma Shri awardee. Isn't he the one who single-handedly turned a barren land of around a thousand acres into a lush green forest? He did so by planting nearly forty million trees.*

*Mother : Yes, you're absolutely right. It was not something that happened overnight. It took him thirty years to achieve this. This forest has become a habitat for different kinds of animals including migratory birds.*

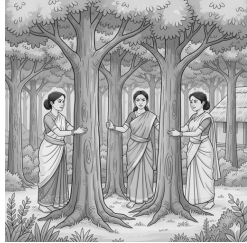
*Son : Fascinating, isn't it? I've read a book and watched a documentary in school about him which has really inspired me.*

*Mother : I'm glad that you have begun to care about the environment too.*

**As you listen, select four true statements from 1–7 given below.**

1. The mother encouraged her son to deliver a presentation on the Chipko Movement.
2. The son was surprised to know about the Appiko Movement.
3. The son agreed that the Chipko Movement was about people uniting to make an impact.
4. The mother expressed a desire to share more details about Saalumarada Thimakka.
5. The mother was curious to hear about Saalumarada Thimakka.
6. The mother and son were in disagreement about the work of Jadav Payeng.
7. The son found the information on Jadav Payeng wonderful.

**Ans.** The four true statements are- 2, 3, 5, 7



## Let us speak

A syllable is a single, unbroken vowel sound in a word. Some words have only one syllable. Some have two and some more than two. For example, the word 'tree' has one syllable. The word 'cherry' has two syllables—che-rry. (Here the hyphen is used to mark the gap between the two syllables.)

Here is the Hindi translation of the given passage:

**A syllable can also be called a 'beat' because you can clap out the 'beats' in the word.**

- I. Work in pairs. Read aloud the following words from the text. Write the number of syllables in each word. Check your answers with your classmates and teacher.**

|             |             |           |
|-------------|-------------|-----------|
| mountains   | grandfather | tende     |
| disturbed   |             |           |
| caterpillar | Himalayan   | performed |
| intention   | slope       | newspaper |
| favourite   |             |           |

**Ans.** Here's how you can count the syllables in

each of the words. A syllable is a single, unbroken vowel sound. You can clap once for each syllable as you say the word aloud.

#### Words with Syllable Count:

| Word Breakdown | Syllables     |                |
|----------------|---------------|----------------|
| mountains      | 2             | moun-tains     |
| caterpillar    | 4             | cat-er-pil-lar |
| slope          | 1             | slope          |
| grandfather    | 3             | grand-fa-ther  |
| Himalayan      | 4             | Hi-ma-la-yan   |
| tender         | 2             | ten-der        |
| disturbed      | 2             | dis-turbed     |
| performed      | 2             | per-formed     |
| intention      | 3             | in-ten-tion    |
| newspaper      | 3             | news-pa-per    |
| favourite      | 3 (UK) 2 (US) |                |

fa-vour-ite  
(UK) / fa-vrite (US)

[Hi-ma-la-yan /ˌhi.məˈleɪən/ or /əhə-məˈleɪ.jən/

However, pronunciation can vary slightly depending on regional accents. In some cases, people might pronounce it with five syllables (Hi-ma-la-i-an), but the standard and most common form is four,

**Now, read the words aloud again with the beats. Check if the number of syllables matches with the number of beats.**

#### II Speak about Van Mahotsav Diwas and its significance. Before you speak in the class or assembly, prepare yourself on the following points:

• When is it celebrated? • Who celebrates it? • Why is it celebrated? • How is it celebrated? • What is the message it conveys?

#### Ans. Van Mahotsav Diwas: Speech

Good morning Friends, teachers, and

fellow students,

Today, I want to talk about a very important festival that we celebrate in our country, one that is truly a festival of life: Van Mahotsav Diwas.

**When is it celebrated?** Van Mahotsav is celebrated every year during the first week of July, from the 1st to the 7th. This timing is significant because it coincides with the monsoon season in many parts of India, providing the perfect conditions for newly planted saplings to grow and flourish.

**Who celebrates it?** Van Mahotsav is not just celebrated by one person or a single group; it's a movement that involves everyone. From the government and various organizations to schools, colleges, and individuals, people from all walks of life participate in this festival.

**Why is it celebrated?** The primary reason we celebrate Van Mahotsav is to raise awareness about the critical role of trees and forests in our lives and to promote afforestation. It's a reminder of the urgent need to protect our environment from the negative effects of deforestation, climate change, and pollution. Trees are essential for so many things:

- They provide us with oxygen to breathe.
- They help to prevent soil erosion and maintain ecological balance.
- They serve as a habitat for a variety of animals and birds.
- They help to control pollution and reduce the effects of global warming.

**How is it celebrated?** The celebration of Van Mahotsav is centered around one main activity: planting trees. People come together to plant saplings in their homes, schools, public parks, and along roadsides. Schools and colleges often organize special events like tree-planting

drives, rallies, seminars, and competitions like poster-making and essay writing to educate young people about the importance of trees.

**What is the message it conveys?** The message of Van Mahotsav is simple yet powerful:

"Each One, Plant One." It encourages every individual to take responsibility for our environment. It tells us that we can all make a difference, just like the people in the Chipko and Appiko Movements, and inspiring figures like Saalumarada Thimakka and Jadav Payeng. By planting a tree, we are not just nurturing a plant, we are nurturing our future. It's a call to action to create a greener, healthier, and more sustainable planet for ourselves and for generations to come.

Thank you.

## Let us write

**An article is a piece of writing on a specific topic. It showcases independent opinions expressed by a writer. Articles are published in newspapers, newsletters, magazines, journals, and online portals.**

Let us understand how to draft an article for a school magazine.

Remember to

- write the heading or title at the top,
- write the name of the writer below it as a byline, and
- follow the correct layout.

**Paragraph 1:** Give a brief introduction of the topic or issue. Focus on the main idea of the paragraph.

**Paragraph 2:** Elaborate by giving facts and advantages.

**Paragraph 3:** Include consequences and

disadvantages.

**Paragraph 4:** Provide suggestions. End with a word of hope, a word of caution or a call for action.

**Now, complete the article for a magazine on 'Trees-Our Lifeline'. Use the words and phrases given in the box below.**

|                       |                         |
|-----------------------|-------------------------|
| absorb carbon dioxide | Moreover, our planet    |
| reduces pollution     | Additionally            |
| would stop existing   | ensures a better future |
| climate control       | Trees-Our Lifeline      |
| To conclude           | If trees were not there |

(i) \_\_\_\_\_ -by \_\_\_\_\_  
(write your name and class) Trees are essential for life on Earth. Without them, life as we know (ii) \_\_\_\_\_. This is the reason why trees are our lifeline. Trees provide us with food, shelter, and even medicine. Trees (iii) \_\_\_\_\_ and release oxygen, helping us breathe. This process also (iv) \_\_\_\_\_ and keeps the environment clean. (v) \_\_\_\_\_, trees give us fruits, nuts, and other foods. Trees also help in (vi) \_\_\_\_\_ and prevention of soil erosion. (vii) \_\_\_\_\_, the air would be polluted, and we would struggle to breathe. (viii) \_\_\_\_\_ would be barren, lacking food, shelter, and life-giving greenery. (ix) \_\_\_\_\_, trees are true friends. Protecting and planting trees (x) \_\_\_\_\_ for everyone on Earth. Therefore, we must act now to protect and plant more trees, preserving Earth's green lifeline for future generations.

**Ans.**

Trees – Our Lifeline by- Sulbha Kumari  
class 8th

Trees are essential for life on Earth. Without them, life as we know would stop existing. This is the reason why

trees are our lifeline. Trees provide us with food, shelter, and even medicine. Trees absorb carbon dioxide and release oxygen, helping us breathe. This process also reduces pollution and keeps the environment clean. Additionally, trees give us fruits, nuts, and other foods. Trees also help in climate control and prevention of soil erosion. If trees were not there, the air would be polluted, and we would struggle to breathe. Moreover our planet would be barren, lacking food, shelter, and life-giving greenery. To conclude, trees are true friends. Protecting and planting trees ensures a better future for everyone on Earth. Therefore, we must act now to protect and plant more trees, preserving Earth's green lifeline for future generations.

## Let us explore

- I. **Did you know that the banyan tree is the National Tree of India? Our country has age-old banyan trees- Some of them are:**
  1. The Great Banyan, located in Shibpur, Howrah, near Kolkata.
  2. Dodda Aalada Mara, located in Kethohalli village, near Bengaluru.
  3. Thimmamma Marrimanu, in Anantapur District in Andhra Pradesh. It was recorded as the largest tree specimen in the world in the Guinness Book of World Records in 1989.
- II. **Kailash Sankhala, 'The Tiger Man of India', was an Indian biologist and conservationist. He carried out a census of the tigers in India in 1971. Later, because of his studies, he was appointed the first director of Project Tiger—an initiative to prevent the extinction of the Indian Tiger. He was awarded the Padma Shri in 1992.**

Now, find more information about such Indian environmentalists and share with your classmates.

**Ans.** There are many notable Indian environmentalists who have made significant contributions to conservation.

### 1. **Salim Ali – The Birdman of India**

- **Who:** Indian ornithologist and naturalist
- **Known for:** Studying birds across India and popularizing ornithology
- **Legacy:** Salim Ali Bird Sanctuary in Goa is named after him
- **Awards:** Padma Bhushan (1958), Padma Vibhushan (1976)

### 2. **Sundarlal Bahuguna**

- **Who:** Environmental activist and leader of the Chipko Movement
- **Known for:** Hugging trees to stop deforestation in the Himalayas
- **Also led:** Campaigns against Tehri dam
- **Awards:** Padma Vibhushan (2009)

### 3. **Jadav Payeng – The Forest Man of India**

- **Who:** Environmentalist from Assam
- **Known for:** Planting a forest over 1,300 acres on a barren sandbar
- **Forest now home to:** Tigers, elephants, and hundreds of birds
- **Awards:** Padma Shri (2015)

### 4. **Saalumarada Thimmakka**

- **Who:** Environmentalist from Karnataka
- **Known for:** Planting over 8,000 trees, including 385 banyan trees along a highway
- **Became a symbol of:** Green activism despite limited formal education
- **Awards:** Padma Shri (2019)

### 5. **M. C. Mehta**

- **Who:** Environmental lawyer and activist
- **Known for:** Filing landmark cases for the protection of the Ganga River, banning industrial pollution, and saving the Taj Mahal from acid rain
- **Awards:** Ramon Magsaysay Award (1997)

#### 6. **Medha Patkar**

Medha Patkar is a social and environmental activist best known for her role in the Narmada Bachao Andolan (Save the Narmada Movement). This movement, which began in the 1980s, protested against the construction of a large number of dams on the Narmada River. Patkar and other activists argued that the dams would displace thousands of people and submerge vast areas of forests and agricultural land. Her efforts brought international attention to the issue and raised crucial questions about the social and environmental costs of large-scale development projects.

#### 7. **Sunita Narain**

Sunita Narain is an Indian environmentalist and author who serves as the Director General of the Centre for Science and Environment (CSE). She is a prominent voice on issues like climate change, water management, and air pollution. Her work has been vital in influencing policy, such as the successful campaign to make Delhi's public transport system run on Compressed Natural Gas (CNG) to reduce air pollution. She has also advocated for rainwater harvesting and sustainable development practices.

#### 8. **Vandana Shiva**

Vandana Shiva is an Indian scholar, environmental activist, and anti-globalization author. She was involved in the Chipko Movement and later founded Navdanya in 1991, a national movement to

protect the diversity of native seeds and promote organic farming. She has been a fierce critic of corporate-led globalization and has worked to protect intellectual property rights of farmers and prevent the "biopiracy" of indigenous knowledge and resources. She is a strong advocate for food sovereignty and sustainable agriculture.

#### **Rakesh saw the V-shaped formation of wild ducks flying northward. Did you know?**

There is a reason that these birds fly in this V-shaped formation.

The birds position themselves to fly just behind and to the side of the bird in front (V-shape), timing their wing beats to catch the uplifting wind currents. This helps them fly long distances easily and save their energy too.



**Ans.** V-shaped formations are a common sight with migratory birds like wild ducks and geese. This flying pattern is not just for aesthetics; it's a very efficient way for them to travel long distances.

- **Aerodynamic Advantage:** When the bird at the front flaps its wings, it creates an updraft of air behind it. The birds following closely behind in the V-formation can use this updraft to get a "lift," which makes it easier for them to fly. This reduces their energy expenditure, allowing them to



travel farther and longer.

- **Leader Rotation:** Flying at the front is the most tiring position. The lead bird has to work the hardest to break the air resistance. To share the workload, the birds in the formation will take turns being the leader. When the leader gets tired, it moves to the back of the V, and another bird takes its place at the front.
- **Communication:** The formation allows the birds to keep track of each other visually and vocally. It's easier for them to stay together as a group and communicate while they fly, which is important for safety and navigation.  
The V-formation is a great example of cooperation and teamwork in the natural world. It shows how birds work together to make a difficult task, like long-distance migration, much more manageable for the entire group.

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **Rakesh came to live with his grandfather to-**  
(a) look after him (b) study in Mussoorie  
(c) earn money (d) to plant a cherry tree
2. **Where did Rakesh plant the cherry seed?**  
(a) In the mustard bed  
(b) On the balcony  
(c) In a shady corner  
(d) Beside the cottage door
3. **How did Rakesh feel when the cherry tree first sprouted?**  
(a) Frightened  
(b) Surprised and excited  
(c) Shocked  
(d) Irritated

4. **During the monsoon season, the tree-**  
(a) died due to excess water  
(b) grew rapidly  
(c) was eaten by birds  
(d) was uprooted by wind
  5. **Choose the similar word of "promptly" from the following:**  
(a) Slowly (b) Happily  
(c) Immediately (d) Kindly
- Ans.** 1. (b), 2. (c), 3. (b), 4. (b), 5. (c).

### Fill in the Blanks

1. Rakesh walked home from the \_\_\_\_\_ bazaar eating cherries.
2. His grandfather lived in a little \_\_\_\_\_ on the outskirts of Mussoorie.
3. Rakesh kept the cherry seed on his palm and asked if seeds were \_\_\_\_\_.
4. Grandfather told Rakesh to plant the seed in a \_\_\_\_\_ corner where it wouldn't be disturbed.
5. In the evenings, Grandfather and Rakesh sat over a \_\_\_\_\_ fire.

**Ans.** 1. Mussoorie, 2. cottage, 3. lucky, 4. shady, 5. charcoal.

### True/False

1. Rakesh bought the cherries on his way home from school.
2. Rakesh lived with his parents in a village near Mussoorie.
3. Grandfather asked Rakesh to plant the cherry seed in the mustard bed.
4. Rakesh gave the cherry tree too much water when he first watered it.
5. Grandfather had weak eyesight and liked listening to the newspaper being read aloud.

**Ans.** 1. T, 2. F, 3. F, 4. F, 5. T.

### Very Short Answer Type Questions

**1. Where did Rakesh buy the cherries from?**

**Ans.** From the Mussoorie bazaar while returning from school.

**2. Why did Rakesh live with his grandfather?**

**Ans.** There was no school in his parents' village.

**3. What did Rakesh do with the last cherry seed?**

**Ans.** He planted it in the garden's shady corner.

**4. What season brought quick growth to the cherry tree?**

**Ans.** The early monsoon season helped the cherry tree grow.

**5. What happened to the tree when the goat entered?**

**Ans.** The goat ate all the leaves from the tree.

**6. What was Grandfather's reaction to the damaged tree?**

**Ans.** He comforted Rakesh, saying cherry trees are tough.

**7. What were Grandfather's stories usually about?**

**Ans.** People turning into animals and ghosts in trees.

### Short Answer Type Questions

**1. Why did Rakesh live with his grandfather in Mussoorie?**

**Ans.** Rakesh lived with his grandfather in Mussoorie because there were no schools in his village. His parents wanted him to get an education, so they sent him to live with his grandfather in a small cottage near the forest.

**2. What did Rakesh do with the last cherry seed?**

**Ans.** After eating the cherries, Rakesh kept the last seed in his mouth for a while. He then asked his grandfather if it was lucky, and on his advice, he planted it in a shady corner of the garden.

**3. How did the cherry tree survive despite being damaged?**

**Ans.** The cherry tree was eaten by a goat and later cut by a grass-cutter, but it still grew back. It sent out new shoots and leaves, showing resilience and strength in overcoming obstacles.

**4. How did Rakesh take care of the cherry tree?**

**Ans.** Rakesh watered the tree, protected it with pebbles, and even removed pests like a caterpillar. Even when it rained, he sometimes watered it to show that he was still there and cared for it.

**5. How did Rakesh react on seeing the first blossom?**

**Ans.** Rakesh and his grandfather were amazed and overjoyed when they saw the first pale pink blossom. They looked at the tree in wonder, as though it had performed a miracle.

### Long Answer Type Questions

**1. Why did Rakesh plant the cherry seed, and what does it symbolize in the story?**

**Ans.** Rakesh planted the cherry seed on his grandfather's suggestion, who told him that luck must be put to use. The act of planting the seed becomes symbolic of growth, patience, and nurturing. Over time, the seed grows into a tree despite challenges. This symbolizes how small efforts, when nurtured with care, can lead to something beautiful and meaningful. It also reflects Rakesh's emotional and personal growth throughout the story.

2. **How did the cherry tree survive various dangers and what does this tell us about nature?**

**Ans.** The cherry tree faced many dangers—it was neglected at first, eaten by a goat, and later cut by a careless woman grass-cutter. Despite this, it continued to grow, sending out new shoots and leaves. This struggle shows the strength and persistence of nature. The story emphasizes that even fragile life can survive and thrive through adversity, teaching readers about endurance, hope, and the power of life to renew itself.

3. **How did Rakesh's relationship with the cherry tree change over time?**

**Ans.** Initially, Rakesh planted the cherry seed casually and forgot about it. But when it sprouted, he became curious and began to care for it. Over time, he grew emotionally attached, watering it regularly and protecting it from harm. He saw it as a friend, a living thing that responded to his love. By the end, the tree held special meaning for him, representing a connection to nature and the satisfaction of creating life.



## 11

## Harvest Hymn

### TEXTBOOK QUESTIONS

#### Let us think and reflect

- I. **Read the given extracts and answer the questions that follow.**

1. *We bring thee our songs and our garlands for tribute,  
The gold of our fields and the gold of our fruit;  
O giver of mellowing radiance, we hail thee,  
We praise thee, O Surya, with cymbal and flute.*

- (i) **What does the act of bringing songs and garlands as tribute suggest about the people's relationship with the divine?**

- A. They fear the gods and wish to calm them in any way possible.  
B. They have a deep sense of reverence and gratitude towards the divine.  
C. They are forced to perform rituals without understanding the divine.

D. They depend on the gods for their daily needs and activities.

- Ans.** B. They have a deep sense of reverence and gratitude towards the divine.

- (ii) **Complete the following sentence suitably.**

**The word 'gold' in the phrases 'the gold of our fields' and 'the gold of our fruit' symbolises \_\_\_\_\_.**

- Ans.** the rich, valuable harvest produced by the land—representing prosperity and abundance.

- (iii) **How does the description 'O giver of mellowing radiance' help us understand Surya's role in the harvest?**

**Ans.** The phrase 'O giver of mellowing radiance' highlights Surya's role in ripening the crops with his warm sunlight. It emphasizes the sun's gentle yet essential influence in bringing the harvest to maturity.

- (iv) **Fill in the blank by selecting the correct**

**option from those given in the brackets.**

The use of cymbal and flute signifies \_\_\_\_\_ (joy and celebration/ meditation and worship)

**Ans.** The use of cymbal and flute signifies joy and celebration.

**2. All Voices:**

*Lord of the Universe, Lord of our being,*

*Father eternal, ineffable Om!*

*Thou art the Seed and the Scythe of our harvests,*

*Thou art our Hands and our Heart and our Home.*

**(i) In the phrase 'Lord of our being,' what does the word 'being' most likely refer to?**

- A. Our physical body
- B. Our entire existence
- C. Our spiritual practices
- D. Our earthly possessions

**Ans.** B. Our entire existence.

**(ii) Identify whether the following statement is true or false.**

The imagery of 'the Seed and the Scythe' symbolises the divine's role as both the beginning (creation) and the end (harvest) of the agricultural cycle.

**Ans.** True.

**(iii) Identify the phrases from the extract that mean the following:**

- A. The divine as a timeless everlasting presence
- B. Beyond human comprehension or description

**Ans.** A- "Father eternal", B-"ineffable Om".

**(iv) How do we know that these lines from the extract are spoken as a chorus?**

**Ans.** The extract is introduced with "All Voices," which indicates that it is spoken collectively by a group rather than by an individual, a common feature of choral

speech in drama or poetry.

**II. Answer the following questions.**

**1. Why do the farmers hail the God of rain?**

**Ans.** The farmers hail the God of rain, Varuna, because His mercy has "cherished our furrows" and "fostered our grain." In other words, rain is essential for the growth of crops, and they are expressing gratitude for the rainfall that led to a successful harvest.

**2. What is being referred to as 'wealth of our valleys'? Why?**

**Ans.** The "wealth of our valleys" refers to the harvested crops — grains and fruits that have ripened and been gathered. This is called wealth because it sustains life, brings prosperity, and reflects the success of the agricultural season.

**3. State one reason why the women refer to the Earth as a 'source of manifold gladness'.**

**Ans.** Women refer to Earth as a "source of manifold gladness" because she provides them with abundance, nourishment, beauty, and fertility — all of which bring various forms of joy and contentment in life.

**4. Why does everyone in the poem offer their 'labours for tribute'?**

**Ans.** Everyone offers their labours as tribute to express gratitude to the divine powers (like Surya, Varuna, Prithvi, and Brahma) for blessing their hard work with success. They recognize that without divine support (sun, rain, earth), their efforts would be fruitless.

**5. Why has the poet presented the poem as voices of men, women, and all voices?**

**Ans.** The poet uses men's, women's, and collective voices to show that the whole community — regardless of gender— participates in this spiritual celebration of the harvest. It emphasizes unity, shared gratitude, and collective identity in rural

life.

6. **How does the poet create the joyous atmosphere of rural India at harvesting time?**

**Ans.** The poet creates a joyous atmosphere through vivid imagery of golden fields, fruits, and rich valleys, musical elements like "cymbal and flute," "drum," and "pipe", praise and gratitude toward nature and deities and celebratory tone with words like "we hail thee," "we praise thee," and offerings of garlands and songs.

### Let us learn

- I. **Match the pictures of the farming implements given in Column 1 with their use given in Column 2. Then, fill in the blanks in Column 3 to complete the name of the implement.**

|    | Column 1                                                                            | Column 2                                                                                                            | Column 3    |
|----|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------|
| 1. |   | (i) A tool with a long handle with metal teeth for collecting hay or leaves.                                        | S _ C K L _ |
| 2. |  | (ii) A small hand tool used for digging and making shallow furrows.                                                 | S C _ T H _ |
| 3. |  | (iii) A hand-held tool with a curved blade attached to a short handle. It is used for harvesting crops.             | P L _ _ G H |
| 4. |  | (iv) A tool pulled by oxen. It is used for turning over the soil in the field so that seeds can be sown or planted. | T R _ W _ L |
| 5. |  | (v) A farm tool having a flat rectangular blade attached to a long wooden handle used for digging the soil.         | R _ K _     |
| 6. |  | (vi) A hand-held tool with a long-curved blade attached to a long handle used for cutting tall grass.               | S P _ D _   |

All of these paint a vibrant picture of festivity, abundance, and unity during harvest time in rural India.

7. **Why is the poem presented as a hymn?**

**Ans.** The poem is presented as a hymn because it is a spiritual song of praise and thanks giving. Like traditional hymns, it is addressed to divine beings (Surya, Varuna, Prithvi, Brahma). It acknowledges blessings from nature and gods and uses a reverent and ceremonial tone.

Ans.

| Column 1 | Column 2                                                                                                            | Column 3 |
|----------|---------------------------------------------------------------------------------------------------------------------|----------|
| 1.       | (iii) A hand-held tool with a curved blade attached to a short handle. It is used for harvesting crops.             | SICKLE   |
| 2.       | (vi) A hand-held tool with a long-curved blade attached to a long handle used for cutting tall grass.               | SCYTHE   |
| 3.       | (iv) A tool pulled by oxen. It is used for turning over the soil in the field so that seeds can be sown or planted. | PLOUGH   |
| 4.       | (ii) A small hand tool used for digging and making shallow furrows.                                                 | TRAWEL   |
| 5.       | (i) A tool with a long handle with metal teeth for collecting hay or leaves.                                        | RAKE     |
| 6.       | (v) A farm tool having a flat rectangular blade attached to a long wooden handle used for digging the soil.         | SPADE    |

II. Choose the correct synonyms for the underlined words in the given sentences from the box below. Circle the words or phrases in the sentences that helped you to infer the meanings. One example has been done for you.

|               |      |            |
|---------------|------|------------|
| generous      | help | brightness |
| indescribable | kind |            |

- The king was beneficent to the poor because he took good care of them.  
synonym: kind
- He was munificent towards the needy and donated a lot for their health care.  
synonym: \_\_\_\_\_
- When he lost his job, all his friends gave him succour by supporting him with money.  
synonym: \_\_\_\_\_
- When the sun's rays came into the dark room, the whole room was full of radiance.

synonym: \_\_\_\_\_

- The little girl was speechless with ineffable joy when she got her birthday gift from her aunt.

synonym: \_\_\_\_\_

Ans. The words or phrases in the sentences that helped me to infer the meanings have been made bold.

- He was munificent **towards the needy and donated a lot** for their health care.  
synonym: generous
- When he lost his job, all his friends gave him **succour by supporting him with money**.  
synonym: help
- When the **sun's rays came into the dark room**, the whole room was full of radiance.  
synonym: brightness
- The little girl was **speechless** with ineffable joy when she got her birthday gift from her aunt.



synonym: indescribable

**III. You have learnt about some archaic words, Some more archaic words are given below, Refer to a dictionary to find commonly used words which are similar in meaning.**

1. morrow 2. hither 3. quoth 4. betwixt 5. yonder

**Ans.** The archaic words with their commonly used modern similar words are-

1. morrow – tomorrow / morning
2. hither – here
3. quoth – said
4. betwixt – between
5. yonder – over there / at a distance

**Let us listen**

**I. Listen to the talk about paddy cultivation. As you listen, number the events in the correct order in which they happen.**



*Hello everyone!*

*Did you know that rice is actually a type of grass, and the part we eat is its seed? Let me tell you about the process of cultivating rice.*

*It all starts with preparing the land. First, the soil has to be ploughed. Rice is typically grown in fertile soil that holds a lot of water. The most important step in preparing the soil is to soak it with plenty of water. This step is called puddling. Once the nursery bed is prepared, the seeds can be planted. After that, we sow the seeds on the soil's surface.*

*Paddy farmers have to ensure that their fields stay flooded with water because irrigation is crucial. It takes around 4 to 5 weeks for the seeds to grow into seedlings. After this comes the most important step—transplanting. The seedlings that were prepared in the nursery bed are uprooted and then transplanted into the flooded field.*

*In around 120 days, the rice plants are fully grown. At this point, the crops are harvested by cutting them. Following this, the seeds are separated from the plant. This is called threshing. To reduce the moisture content even more, the separated grains are dried. This ensures that they can be stored or processed further. Through a process called milling, the rice is separated from the outer covering on it.*

*Finally, the rice reaches the market, and that's where we get it to make all kinds of delicious foods. Whether it's Appam, Pulao, Khichdi, or Daal Bhaat, rice is a big part of many meals.*

⇒ **Number the following events in the correct order in which they happen.**

1. Transplanting of seedlings
2. Ploughing of soil
3. Threshing of grains
4. Puddling of land
5. Harvesting of paddy
6. Irrigating the field
7. Milling of rice

**Ans.** The correct order of the events in paddy cultivation is:

1. Ploughing of soil
2. Puddling of land
3. Irrigating the field
4. Transplanting of seedlings
5. Harvesting of paddy
6. Threshing of grains
7. Milling of rice

**II. Now, listen to the talk again. As you listen, choose the correct option to answer the questions that follow.**

1. What is the main step in preparing the soil for cultivation of rice?
  - (i) Ploughing the soil
  - (ii) Clearing the soil
  - (iii) Puddling the soil
2. How long does it take for rice seeds to grow into seedlings before being transplanted?
  - (i) 2–3 weeks                      (ii) 4–5 weeks
  - (iii) 6–7 weeks
3. Why is drying rice grains important after threshing?
  - (i) To get rice seeds for plantation
  - (ii) To separate the rice grains easily
  - (iii) To store the rice grains for longer

**Ans.** 1-(iii) Puddling the soil, 2- (ii) 4–5 weeks, 3- (iii) To store the rice grains for longer.

## Let us speak

**I. In English, some letters are not**

**pronounced in certain words. For example, in words like 'knife', 'knowledge', and 'know', the first letter 'k' is not pronounced. Let us look at a few more such examples.**

- **In the words given below the letter 'n' is silent when it appears with 'm' at the end of the word-**

hymn  
column  
autumn  
solemn

- **In the words given below the letter 'b' is silent when it appears with 'm'.**

womb, tomb, bomb, climb, comb  
womb                      tomb                      bomb  
climb                      comb

**II. In our country, harvest is celebrated with the preparation of delicious dishes. Work in groups and make a presentation on any popular dish made during the harvest festival in your region. Use the prompts given in the box to make your presentation. Make sure that all the members share their views.**

Include the following:

- What is the dish called? Is it known by any other name in other parts of India?
- What ingredients are used to make the dish?
- How is the dish prepared?
- How is the dish served?
- What does the dish taste like?
- What is the special ritual related to the preparation of this dish?
- Describe any special memory associated with the preparation of this dish.

**Ans.** Group Presentation Script

### Speaker 1 – Greeting & Introduction

Good morning to all of you gathered here. Today we, Aditi, Raj, and Neha, are here

to tell you about a famous North Indian harvest dish – Makki di Roti and Sarson da Saag.

### Speaker 2 – Structure & First Point

We will start off with the name and importance of this dish.

Following this, we will move on to the ingredients and preparation.

Finally, we will speak about its taste, rituals, and our memories.

Let's begin by telling you about the dish. Makki di Roti is a maize flour flatbread, and Sarson da Saag is a curry made from mustard leaves. It is the pride of Punjab during Lohri and Makar Sankranti.

### Speaker 3 – Details

Now I'll move on to the ingredients. Makki di Roti is made with maize flour and ghee, while Sarson da Saag uses mustard leaves, spinach, spices, and butter.

Next, let me tell you how it is prepared. The roti is carefully rolled and roasted on a tawa with ghee. The saag is slow-cooked with spices and finally topped with fresh butter. It is usually served together with jaggery, pickles, or buttermilk.

### Speaker 1 – Rituals & Memories

I'd like to now discuss the ritual. This dish is eaten during Lohri when families gather around the bonfire, sing songs, and celebrate the harvest.

One of our special memories is sitting with family, eating hot Makki di Roti with white butter while listening to Lohri songs.

In conclusion, we'd like to say that Makki di Roti and Sarson da Saag is not just food, but a symbol of joy, harvest, and togetherness.

Thank you for your attention.

## Let us write

**Creative slogans are used to spread a message to capture the reader's attention. Some examples are given below:**

- Education is the Key, Unlock Your Destiny!
- Protect the Environment Today for a Better Tomorrow
- Learn, Grow, Succeed
- Go Green by Keeping the Planet Clean

**Your school wishes to express gratitude to the farmers who play an important role in providing us the food on our plates. Draft a creative slogan to be put up on the school notice board.**

**Ans.** We can choose any one of the following:

1. "No Farmers, No Food – Respect the hands that feed us".
2. "Salute to our Farmers – The true heroes behind every meal".
3. "From soil to plate, farmers make life great".
4. "Farmers: The backbone of our nation, the providers of our nutrition".
5. "Gratitude to Farmers – Because every grain tells their story".

## Let us explore

- I. **Milletts are a varied group of small-seeded grasses. They have more fibre and minerals than other cereals. Millets have been a part of the Indian cuisine for years. They have been rediscovered worldwide as superfoods.**

1. **Read the information on Pearl Millet given below.**

# Pearl Millet (*Pennisetum glaucum* (L.) R. Br.)

Common name:  
**Bajra**

Vernacular names:

Spiked millet or Pearl millet (English),  
Bajra (Bengali, Hindi, Oriya, Punjabi, Urdu),  
Bajree (Rajasthani, Gujarati, Marathi),  
Sajje (Kannada), Kambu (Tamil),  
Sajja (Telugu)

Cultivation areas:

Rajasthan,  
Maharashtra,  
Gujarat,  
Uttar Pradesh and  
Haryana

## Nutritional Profile:

Highest niacin content  
amongst all cereals; rich in  
protein and dietary fiber.

| NUTRIENTS        | VALUE PER<br>100 GRAMS |
|------------------|------------------------|
| Energy(Kcal)     | 347                    |
| Protein (g)      | 10.9                   |
| Fat (g)          | 5.43                   |
| Carbohydrate (g) | 61.8                   |
| Ca (mg)          | 27.4                   |
| Fe (mg)          | 6.4                    |
| Folic Acid (µg)  | 36.1                   |

It is the sixth major cereal in terms of area and production and has the highest drought tolerance potential of all millets. Pearl millet is the most widely cultivated cereal in India after rice and wheat.

## Health benefits:

Reduces cholesterol  
Promotes bone health  
Beneficial in treating stomach ulcers  
Promotes heart health  
Aids in weight loss

Uses: Khichdi, Roti, Upma, Idli, Khakhra, Parathas

Use the link given below to know more about other kinds of millets.

<https://eatrightindia.gov.in/millets2023/assets/documents/Millets%20&%20Nutritious%20Cereal%20of%20India.pdf>

## 2. Work in groups of four and do the following activities.

- Find out if millets are a part of your cuisine.
- Find recipes with millets and compile them into a booklet.
- Create a recipe of your choice.

Ans. Activity Plan

### (i) Find out if millets are a part of your cuisine—

- Talk to your family members or grandparents about traditional millet dishes.
- Common millets: bajra (pearl millet), jowar (sorghum), ragi (finger millet), foxtail

millet, kodo, little millet, etc.

- Example: In North India, bajra roti and jowar roti are common; in South India, ragi mudde and millet dosa are popular.

### (ii) Find recipes with millets and compile them into a booklet—

Your group can collect 4–6 recipes (one by each member) and write them in a booklet. Example recipes:

- Bajra Roti
- Ragi Dosa
- Jowar Upma
- Foxtail Millet Pulao
- Kodo Millet Khichdi
- Millet Ladoo

### (iii) Create a recipe of your choice—

Example:

Millet Vegetable Cutlets

Ingredients: Cooked foxtail millet, boiled potatoes, grated carrots, peas, green chillies, salt, spices, breadcrumbs.

Method: Mix all ingredients, shape into small cutlets, coat with breadcrumbs, shallow fry on a pan till golden brown.  
Serving: Serve hot with green chutney or tomato sauce.

3. We bring thee our songs and our garlands for \_\_\_\_.
4. O giver of mellowing \_\_\_\_, we hail thee.
5. We praise thee, O Surya, with cymbal and \_\_\_\_.

Ans. 1. harvest, 2. sowing, 3. tribute, 4. radiance, 5. flute.

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **Who is praised as the "lord of the lotus" in the hymn?**  
(a) Varuna (b) Surya  
(c) Prithvi (d) Brahma
2. **What does Varuna foster according to the poem?**  
(a) Fruits (b) Garlands  
(c) Grain (d) Songs
3. **How do women describe Earth in the hymn?**  
(a) Queen of stars  
(b) Queen of the gourd-flower  
(c) Queen of the rainbow  
(d) Queen of music
4. **Who is hailed as the "Seed and the Scythe of harvests"?**  
(a) Surya (b) Varuna  
(c) Prithvi (d) Brahma
5. **Choose the similar word of "generous" from the following:**  
(a) Greedy (b) Munificent  
(c) Weak (d) Silent

Ans. 1. (b), 2. (c), 3. (b), 4. (d), 5. (b).

### Fill in the Blanks

1. Lord of the lotus, lord of the \_\_\_\_, bright and munificent lord of the morn.
2. Thine is the bounty that prospered our \_\_\_\_, thine is the bounty that nurtured our corn.

### True/False

1. Surya is praised as the "lord of the lotus" and "lord of the harvest."
2. Varuna is described as the "giver of mellowing radiance."
3. Women worship Prithvi as the "queen of the harvest."
4. Brahma is hailed as the "Seed and the Scythe of harvests."
5. Musical instruments like cymbal, flute, pipe, and drum are mentioned in the hymn.

Ans. 1. T, 2. F, 3. T, 4. T, 5. T.

### Very Short Answer Type Questions

1. **Who is called the "lord of the lotus"?**  
Ans. Surya is called the lord of the lotus.
2. **What does Surya nurture according to the hymn?**  
Ans. Surya nurtures the corn and prospers sowing.
3. **With what instruments is Surya praised?**  
Ans. Surya is praised with cymbal and flute.
4. **Who is described as the "lord of the rainbow"?**  
Ans. Varuna is described as the lord of the rainbow.
5. **What does Varuna cherish and foster?**  
Ans. Varuna cherishes furrows and fosters grain.

6. **Which instrument is used to praise Varuna?**

**Ans.** Varuna is praised with cymbal and pipe.

7. **Who is praised as "sweet and omnipotent mother"?**

**Ans.** Prithvi, the Earth goddess, is praised.

### Short Answer Type Questions

1. **Why is Surya called the "lord of the lotus" and "lord of the harvest"?**

**Ans.** Surya is called the lord of the lotus and harvest because his sunlight gives energy to crops and flowers. He ensures prosperity in sowing and growth. He symbolizes abundance, radiance, and the life-giving power of the morning.

2. **How is Varuna's role in agriculture described in the poem?**

**Ans.** Varuna, the rain god, is praised as the lord of the rainbow and the sea. He cherishes the furrows and fosters the grain by sending rain and dew, making farming possible and harvests abundant.

3. **What qualities of Earth (Prithvi) are celebrated by women in the hymn?**

**Ans.** The women hail Earth as the queen of the harvest and the gourd-flower. They celebrate her plentiful bosom that feeds humanity. They also celebrate her womb that gives birth to riches. She is also called as the mother of all life.

4. **How does the hymn describe Brahma's importance in human life?**

**Ans.** Brahma is hailed as the Lord of the Universe, the eternal Father, the beginning and end of life (seed and the scythe of harvests). He represents human hands, hearts, and homes, symbolizing divine guidance in work, sustenance, and spiritual existence.

5. **What offerings are mentioned in the hymn as tributes to the deities?**

**Ans.** The hymn mentions songs, garlands, fruits, fields, wealth of valleys, lives, and labours as tributes. These offerings reflect gratitude for divine blessings, harvest prosperity, and the nurturing support received from Surya, Varuna, Prithvi, and Brahma.

### Long Answer Type Questions

1. **How does Sarojini Naidu portray the role of Surya, Varuna, and Prithvi in the poem?**

**Ans.** Sarojini Naidu presents Surya, Varuna, and Prithvi as divine forces essential for human survival. Surya gives light and energy, nurturing corn and ensuring prosperity. Varuna, the lord of rain and seas, cherishes furrows and fosters grain. Prithvi, the Earth Mother, feeds humanity through her fertile bosom and womb of riches. By personifying these natural elements as deities, the poet highlights their importance in agriculture, fertility, and daily sustenance.

2. **What tributes and offerings are described in the hymn, and what do they symbolize?**

**Ans.** The hymn describes offerings of songs, garlands, fruits, wealth of valleys, lives, and labours. Surya is praised with cymbal and flute, Varuna with cymbal and pipe, Prithvi with cymbal and drum, and Brahma with cymbal and prayer. These offerings symbolize gratitude, love, and reverence for divine blessings. They also show how human life, agriculture, and devotion are deeply connected, expressing the idea that survival and prosperity are possible only with divine grace.

3. **What central theme of devotion and**



**unity is conveyed in the "Harvest Hymn"?**

**Ans.** The central theme of the hymn is gratitude for nature and divine forces. It shows how people depend on the sun, rain, earth, and supreme spirit for their survival and harvests. In the final stanza, all voices

unite to worship Brahma, the eternal Father and source of all life. This merging of separate praises into one collective devotion emphasizes unity, spirituality, and the harmony between human effort, natural forces, and divine blessings.



## 12

## Waiting For The Rain

### TEXTBOOK QUESTIONS

**Let us think and reflect**

**I. Read the given extracts and answer the questions that follow.**

1. "...I can't see how talking to astrologers will bring rain." He decided to go to the weather office in the city and talk to someone. But the people at the weather office said they couldn't really tell him when the sky would gather clouds and bring rain. "We are at a loss ourselves!" they exclaimed. "So many favourable conditions but still no rain. Very odd!"

**(i) What does the first line of the extract tell us about Velu's beliefs?**

**Ans.** The first line of the extract tells us about Velu's beliefs that he did not trust in superstitions or astrologers, but believed in practical efforts.

**(ii) Complete the following sentence with a suitable reason.**

Velu is determined to seek information about the rain because \_\_\_\_\_.  
(he was at a loss of words/he wants to find a practical solution to the drought affecting his farm)

**Ans.** he wants to find a practical solution to the

drought affecting his farm.

**(iii) Complete the table with reference to Velu's weather office visit.**

| Expectation<br>(What I think<br>will happen) | Outcome<br>(What actually<br>happened) |
|----------------------------------------------|----------------------------------------|
|                                              |                                        |

**Ans.**

|                                                                            |                                                                           |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------|
| The weather office would give him a clear answer about when it would rain. | The weather officers themselves were unsure and said they were at a loss. |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------|

**(iv) Complete the following sentence with a suitable option.**

The absence of rain despite favourable conditions, shows \_\_\_\_\_.

- A. lack of astrological knowledge
- B. ineffectiveness of farmers like Velu
- C. delay in understanding the weather
- D. unpredictability of nature

**Ans.** D. unpredictability of nature.

2. "The soil, the land, the earth... shouldn't someone let the land rest a bit?" the old woman said, softly, smiling. "Rest? Let the land rest? I don't understand," Velu looked

at her, a little puzzled. "Yes, my son, that is the difficulty. You don't realise that the earth is old..."

- (i) **The old woman's advice was accompanied with a soft tone and a smile. What does that tell us about her?**

**Ans.** The old woman's advice was accompanied with a soft tone and a smile. This tells us that she was kind, gentle, and full of wisdom.

- (ii) **Fill in the blank with the correct option from those given below.**

The old woman's advice \_\_\_\_\_ Velu, at that moment.

- |                      |                  |
|----------------------|------------------|
| A. failed to impress | B. confused      |
| C. scared            | D. made sense to |

**Ans.** B. confused.

- (iii) **State one thing about the old woman when she referred to Velu as 'my son', while offering advice.**

**Ans.** By referring to Velu as 'my son', the old woman showed her affection, care, and motherly concern while offering advice.

- (iv) **Complete the following sentence with a suitable explanation.**

The 'difficulty' that the old woman mentions is due to the fact that \_\_\_\_\_.

**Ans.** farmers like Velu do not realize that even the land, like people, needs rest.

## II. Answer the following questions.

1. **How does the old woman convey Nature's wisdom to Velu?**

**Ans.** The old woman conveys Nature's wisdom to Velu by comparing the land to human beings. She says that just as people need rest after working, the land too must rest sometimes. She explains that the absence of rain allows the soil to lie undisturbed and regain its freshness.

2. **The writer says, 'The fields lay untended...' Why couldn't the farmers tend to their fields in the absence of rain?**

**Ans.** The farmers couldn't tend to their fields in the absence of rain because the earth had become hard, crusted, and barren. Without water, ploughing, sowing, or planting was impossible.

3. **Support the old woman's perspective that the land needs rest just like people do.**

**Ans.** The old woman's perspective is correct because continuous cultivation without rest exhausts the soil. Just like people lose energy without breaks, the land too needs time to recover its fertility and strength.

4. **What can be inferred about Velu's character based on his reaction to the drought?**

**Ans.** Velu's reaction to the drought shows that he is hardworking, responsible, and deeply attached to his land. At the same time, he feels helpless and anxious when nature does not support him, proving his dependence on the rains.

5. **What does the story suggest about the life of farmers and their relationship with nature?**

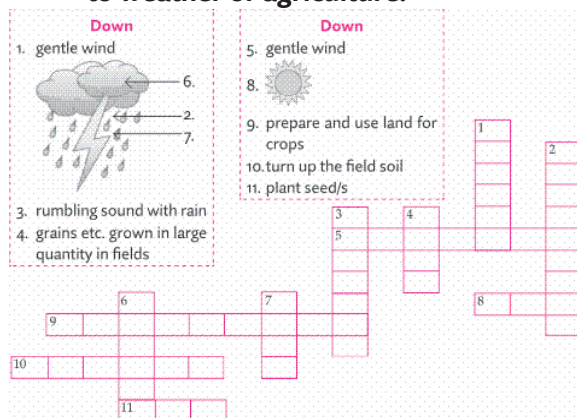
**Ans.** The story suggests that the life of farmers is filled with hard work, patience, and hope. It also shows that their survival is closely tied to nature, as they depend on rains and natural cycles for their livelihood.

6. **How might the rest and care of land contribute to a balanced and sustainable ecosystem?**

**Ans.** The rest and care of land help maintain soil fertility, prevent overuse, and allow natural regeneration. This balance supports healthy crops, protects biodiversity, and contributes to a sustainable ecosystem.

## Let us learn

### I. Solve a crossword using picture and word clues. All clues are related to the words from the text that are connected to weather or agriculture.



**Ans.** Down: 1. Breeze, 2. Lightning, 3. Thunder, 4. Crops, 6. Clouds, 7. Rain  
Across: 5. Harvest, 8. Sun, 9. Cultivate, 10. Plough, 11. Sow

### II. The text uses words like 'piece,' 'weather,' 'son,' and 'rain'. These words are the same as other words that are spelt differently—peace, whether, sun, and reign. Words that are pronounced the same as other words but differ in meaning or in spelling are called homophones.

**Now, complete the paragraph by filling in the correct option of homophones given in the brackets.**

The farmer looked at the sky and wondered 1. \_\_\_\_\_ (weather/whether) the clouds would finally bring rain. He sat down on the ground, breaking a small 2. \_\_\_\_\_

\_\_\_\_\_ (piece/peace) of roti for his meal. The 3. \_\_\_\_\_ (plain/plane) fields stretched endlessly before him, completely dry. He thought about how he could 4. \_\_\_\_\_ (sell/cell) his last sack of grain to buy some essentials

for his family. Without the rains, it didn't 5. \_\_\_\_\_ (seam/seem) possible to grow another crop this season. Despite his worries, he smiled, knowing that every farmer hopes for the next 6. \_\_\_\_\_ (rain/reign) by nature to bring life back to the land.

**Ans.** 1. whether, 2. piece, 3. plain, 4. sell, 5. seem, 6. rain.

### III. Choose the correct meanings from the given options for the underlined words or phrases in the following sentences.

- Being annoyed, she muttered something which nobody heard.  
(i) spoke in a low voice (ii) spoke slowly  
(iii) spoke angrily
- At the new work place, Riya felt forlorn for a week.  
(i) upset and irritated (ii) angry and bitter  
(iii) sad and neglected
- When all his friends had gone, he was at a loss because he did not know what to do.  
(i) confused (ii) shocked  
(iii) lonely
- When the little child saw her father, her eyes sparkled.  
(i) glowed dimly (ii) showed joy  
(iii) opened wide

**Ans.** 1. (i) spoke in a low voice  
2. (iii) sad and neglected  
3. (i) confused  
4. (ii) showed joy

### IV. Match each word (adjective) in Column 1 with a word (noun) that collocates in Column 2. Write the adjective-noun collocation in Column 3. One example has been done for you.

| Column 1 | Column 2 | Column 3 |
|----------|----------|----------|
|----------|----------|----------|

|                |                      |                    |
|----------------|----------------------|--------------------|
| 1. favour-able | (i) country          | favourable weather |
| 2. wrinkled    | (ii) activity        |                    |
| 3. dejected    | (iii) weather        |                    |
| 4. fragrant    | (iv) skin            |                    |
| 5. ceaseless   | (v) garden           |                    |
| 6. beloved     | (vi) expres-<br>sion |                    |

Ans.

| Column 1         | Column 2             | Column 3                   |
|------------------|----------------------|----------------------------|
| 1. favour-able   | (iii) weath-<br>er   | favour-<br>able<br>weather |
| 2. wrin-<br>kled | (iv) skin            | wrinkled<br>skin           |
| 3. dejected      | (vi) expres-<br>sion | dejected<br>expression     |
| 4. fragrant      | (v) garden           | fragrant<br>garden         |
| 5. ceaseless     | (ii) activity        | ceaseless<br>activity      |
| 6. beloved       | (i) country          | beloved<br>country         |

V. **Underline the verbs and identify the forms of tenses for the following sentences from the text.**

- Oh, it is hard not to be able to work...
- ...I am too old.
- What are you smiling at, Amma?
- But my son, that is what I am talking about.
- The earth has worked for years, centuries...
- I have worked hard and honestly.

Ans.

- Oh, it **is** hard not to **be** able to **work**...  
– is (Present Simple)

– be (Base form/Infinitive)

– work (Base form/Infinitive)

- ...I **am** too old.

– am (Present Simple)

- What **are** you **smiling** at, Amma?

– are (Present Continuous – helping verb)

– smiling (Present Participle)

- But my son, that **is** what I **am** talking about.

– is (Present Simple)

– am talking (Present Continuous)

- The earth **has worked** for years, centuries...

– has worked (Present Perfect)

- I **have worked** hard and honestly.

– have worked (Present Perfect)

**Now, fill in the blanks with the correct form of Simple Present, Present Progressive or Present Perfect tenses of the verbs given in brackets.**

Ravi (i) \_\_\_\_\_ (be) a farmer who (ii) \_\_\_\_\_ (practise) crop rotation on his land. Each season, he (iii) \_\_\_\_\_ (plant) different crops to maintain the soil's health. This year, he (iv) \_\_\_\_\_ (grow) legumes, which help restore the nutrients in the soil. Over the years, Ravi (v) \_\_\_\_\_ (learn) that planting the same crop repeatedly (vi) \_\_\_\_\_ (deplete) the soil, making it less fertile. By rotating crops, he (vii) \_\_\_\_\_ (keep) the land productive and fertile. He (viii) \_\_\_\_\_ (see) a noticeable improvement in his yields since adopting this method. Now, Ravi (ix) \_\_\_\_\_ (share) his knowledge with other farmers, explaining how crop rotation(x) \_\_\_\_\_ (benefit) both the soil and their harvests.

Ans. (i) is (ii) practises (iii) plants (iv) is growing

(v) has learnt (vi) depletes (vii) keeps (viii) has seen (ix) is sharing (x) benefits.

**VI. Study the highlighted words in the following sentences from the text.**

- **The** rains came **all** these years without **any** such consultations.
- So **many** favourable conditions, but still no rain.
- **Every** day they hoped that **the** rains would come.
- But **this** year turned out to be different.
- This is **the** first season in **five**, no, **six** years that I have not sown, nor ploughed.
- We ought to talk to **some** astrologers.
- I have only done what **any** hard-working farmer would do.
- Velu looked at her, **a little** puzzled.
- She takes care to give **her** children **the** rest-they need...
- Velu felt **a** cool breeze on **his** back.

**The words or phrases that come before a noun but do not describe them are called determiners.**

Let us learn the use of some common-determiners.

1. **Articles-** These are used to introduce nouns.
  - a, an, the
  - Example: a book, an apple, the sun
2. **Demonstratives-** These are used to point out specific items.
  - this, that, these, those
  - Example: this house, those children
3. **Possessives-** These indicate ownership or relationship.
  - my, your, his, her, its, our, their
  - Example: my bag, their car
4. **Definite Numerals-** These specify exact quantities.
  - one, two, three... (cardinal numbers)

- first, second, third... (ordinal numbers)
- Example: two cats, the first prize

5. **Indefinite Numerals-** These specify number but not exact number

- some, any, many, much, few, little, several
- Example: many people, some sugar

6. **Distributives-** These specify individual of a group or collection

- each, every, either, neither
- Example: each student, neither answer

7. **Interrogatives-** Used before noun to ask questions

- what, which, whose
- Example: which book, whose pen

8. **Definite Quantity Determiners-** These specify exact quantity of noun

- all, both, half, double
- Example: all students, both options

**Now, fill in the blanks by choosing the correct determiner from those given in the brackets.**

It was 1. \_\_\_\_\_ (a/an) rainy afternoon, and 2. \_\_\_\_\_ (a/the) sky was thick with dark clouds. Mala noticed a large puddle quickly forming in front of 3. \_\_\_\_\_ (her/their) house. Excited, she called for her brother to join her, knowing that both of them always loved playing in 4. \_\_\_\_\_ (a/the) rain. While jumping from 5. \_\_\_\_\_ (some/one) puddle to another, Mala spotted 6. \_\_\_\_\_ (few/a few) snails slowly creeping along the wet sidewalk and pointed them out to her brother. With 7. \_\_\_\_\_ (each/every) jump, the sound of both 8. \_\_\_\_\_ (her/their) squeals and laughter was heard through the soft patter of raindrops. Though they were fully drenched 9. \_\_\_\_\_ (either/neither) siblings minded it. It had been a perfect rainy day.



**Ans.** 1. a, 2. the, 3. her, 4. the, 5. one, 6. a few, 7. each, 8. their, 9. neither.

## Let us listen

- I. Listen to the weather forecast. As you listen, fill in the blanks with the exact word you listen to.**

### TRANSCRIPT FOR WEATHER FORECAST

*Hello and welcome to today's weather forecast.*

*Delhi is expected to have a generally cloudy sky with light rain. The temperature will range between a minimum of 25 °C and a maximum of 36 °C. The sky will generally be cloudy with moderate rain in Mumbai. The minimum temperature is 24 °C and the maximum will be around 30 °C. Moving eastwards, Kolkata will have a partly cloudy sky with one or two spells of rain or thundershowers. The minimum temperature will be 28 °C and the maximum will be around 34 °C. Chennai is expected to have a partly cloudy sky with a possibility of thunderstorm. The minimum temperature will be 27 °C and the maximum will be around 36 °C. Bengaluru will have a generally cloudy sky with light rain. The minimum temperature will be 21 °C and will rise to a maximum of around 29 °C. Hyderabad is expected to have a generally cloudy sky with light rain or drizzle. Temperature will be between a minimum of 23 °C and a maximum of 33 °C. That's all from me today. Have a beautiful day ahead. Don't forget to carry your umbrellas!*

**Now fill in the following blank spaces.**

1. Delhi will mostly have a \_\_\_\_\_ sky with light rain.
2. Moderate rain is likely to happen in \_\_\_\_\_.
3. Kolkata is likely to have a maximum temperature of around \_\_\_\_\_ °C.
4. There is a chance of a \_\_\_\_\_ in Chennai.
5. Bengaluru will have a \_\_\_\_\_ temperature of 29 °C.
6. Taking an \_\_\_\_\_ is advisable because of the weather conditions.

**Ans.** 1. cloudy, 2. Mumbai, 3. 34, 4. thunderstorm, 5. maximum, 6. umbrella.

## Let us speak

- I. Here is a tongue twister about 'weather'. Practice saying it as fast as you can.**

**Whether the weather be fine,  
or whether the weather be not,  
whether the weather be cold, or  
whether the weather be hot, we'll  
weather the weather, whatever the  
weather, whether we like it or not.**

**Ans.** Do yourself.

- II. Rain has arrived after a long dry spell on the Earth. Imagine the Rain and the Earth have a conversation. Work in pairs and present the role-play.**



**Ans. A simple role-play conversation between earth and rain.**

Rain: Greetings, Earth! It's been a while since we've met. How have you been?

Earth: Hello Rain! I am so glad to see you. I was dry and thirsty all this time.

Rain: I know, my friend. It's been a long journey from you to the sky and then back again. Tell me, how will you use the gift of rainwater I have brought?

Earth: Oh, I will soak it into my soil. Farmers will grow crops, rivers will flow again, forests will turn green, and animals will find water to drink. Thank you for this gift!

Earth: But tell me, why did it take you so long to come this year?

Rain: Nature's ways are sometimes slow, but I always love returning to you. Being here on Earth is the most joyful feeling for me.

Earth: We celebrate your arrival. Rivers, forests, and people all dance with happiness when you come. How do you feel about being on Earth?

Rain: I feel alive and loved here. Thank you for welcoming me with so much joy. I promise to return on time next year.

Earth: Wonderful! Come, join in the celebration with us.

Rain: With pleasure! Let's celebrate life together.

**Let us write**

- I. You have observed the difficulties faced by the people in your neighbourhood due to scarcity of water especially during the summer months. Write a letter to the Councillor of your Municipal ward, requesting her/him to set up a rain water harvesting unit. Provide suggestions to**

**address the issue.**

**Remember to :**

- use formal language
- keep sentences short and to the point
- state the purpose clearly and concisely
- give relevant details

**Ans.** 22, Green Park Colony

Jaipur – 302001

7 September 20--

The Municipal Councillor

Ward No. 44, Jaipur Municipal Corporation  
Jaipur – 302001

Subject: Request to Install a Rainwater Harvesting Unit in Ward No. 44

Dear Madam

I am writing to draw your attention to the severe water scarcity faced by the residents of our neighbourhood, especially during the summer months. People struggle daily for drinking water, and many households receive water only for a short time.

The main cause of this problem is the lack of proper storage and conservation of rainwater. As a result, borewells are drying up, tankers are overused, and the burden on the water supply system has increased. This has led to great inconvenience for families.

I sincerely request you to kindly arrange for a rainwater harvesting unit in our ward. Such a system will help collect and store rainwater, recharge groundwater, and ensure regular availability of water. In addition, awareness campaigns may be organized to encourage residents to use water carefully and set up small harvesting pits in their houses.

I hope that you will look into this matter urgently and take necessary steps to solve the water problem.

Yours sincerely

Devendra Kumar

## Let us explore

### I. Rest is very important for us to function in a proper manner. Even the Earth needs rest. This is known as fallowing.

**Fallow Year**—A fallow year refers to leaving the land without sowing for one, or several vegetative cycles.

**Sustainable Land Management**—Sustainable Land Management is the use of land resources—soil, water, animals, and plants—for farming, forestry, and other purposes in ways that meet people's needs while protecting the environment for future generations.

#### Main Goals

- Increase agricultural productivity.
  - Protect soil, water, and biodiversity.
  - Reduce land degradation and desertification.
  - Support livelihoods and food security.
  - Adapt to and reduce the effects of climate change.
- ### II. Find out from your Vocational Education teacher about Agriculture as a vocation and other related vocations, such as horticulture, etc.

#### Ans. Agriculture and Associated Vocations

Agriculture is the main occupation in rural areas. It is not only about crop cultivation but also includes many allied activities that provide livelihood and income. These vocations support farming and make use of natural resources.

1. **Crop cultivation** – Growing cereals, pulses, oilseeds, fruits, and vegetables.
2. **Animal husbandry** – Rearing cattle, buffaloes, goats, sheep, and pigs for milk, meat, wool, and leather.
3. **Poultry farming** – Rearing hens, ducks, and other birds for eggs and meat.
4. **Dairy farming** – Production of milk and milk products.
5. **Fisheries** – Freshwater and marine fishing, aquaculture, and prawn farming.

6. **Beekeeping (Apiculture)** – Rearing honeybees for honey and wax.
7. **Sericulture** – Rearing silkworms for silk production.
8. **Horticulture** – Cultivation of fruits, flowers, medicinal, and aromatic plants.
9. **Forestry and Agroforestry** – Growing trees for timber, fuel, gum, and other products.
10. **Agro-based industries** – Processing agricultural products like sugar, flour, oils, and jute.

### III. India's rich tradition of meteorological knowledge includes indigenous forecasting systems, grounded in ancient wisdom. These provide sophisticated methods for predicting climate, calculating rainfall, and issuing early warnings.

References to rain and weather are found in numerous ancient texts, including the Rigveda, Shrimad Bhagavad, Parashara Samhita, Panini's Ashtadhyayi, and Meghmala. These texts offer insights into rainfall patterns and seasonal changes.

### IV. Meteorological Services for Agriculture in India

The primary objective of the Agricultural Meteorology Division, India Meteorological Department (IMD) is to minimise the impact of adverse weather on crops and to leverage crop & weather relationships to boost agricultural production.

In addition to forecasts and advisories, several other weather related services are also provided such as-

- **Agromet Advisories** – Practical advice to farmers on sowing, irrigation, fertilizer use, pest/disease control, and harvesting.
- **Agrometeorological Field Units (AMFUs)** – 130+ units working with agricultural universities and research institutes to prepare district-level advisories.
- **Extreme Weather Alerts** – Timely warnings about cyclones, droughts, floods, hailstorms, frost, and heatwaves.

- **Rainfall and Drought Monitoring** – Data on monsoon progress, seasonal rainfall, and drought conditions.
- **Agroclimatic Data Services** – Long-term weather data to help in crop planning and research.
- **ICT-based Services** – SMS, mobile apps, radio, TV, and community networks for quick dissemination of advisories.
- **Support to Crop Insurance** – Weather data used for assessing crop loss under schemes like PMFBY (Pradhan Mantri Fasal Bima Yojana).

## ADDITIONAL QUESTIONS

### Multiple Choice Type Questions

1. **What did Velu cultivate season after season on his land?**  
 (a) Wheat and rice  
 (b) Jowar and dhal  
 (c) Cotton and sugarcane  
 (d) Maize and groundnut
2. **Velu refused to consult astrologers about the rains because he believed-**  
 (a) in astrology  
 (b) the rains came naturally  
 (c) in luck (d) in science
3. **The weather office replied Velu that they are not sure-**  
 (a) about flood (b) about rain  
 (c) about cold (d) about storm
4. **The old woman suggested about the land that it-**  
 (a) must always be worked  
 (b) needed rest  
 (c) was too poor to grow crops

(d) needed more fertilizers

5. **Choose the similar word of "disheartened" from the following:**

(a) Happy (b) Cheerful  
 (c) Dejected (d) Excited

**Ans.** 1. (b), 2. (b), 3. (b), 4. (b), 5. (c).

### Fill in the Blanks

1. Velu cultivated \_\_\_\_\_ one season and dhal the next.
2. The barren land looked \_\_\_\_\_ and the farmers lived on hope.
3. Velu went to the \_\_\_\_\_ office in the city to ask about rain.
4. The old woman told Velu that even the \_\_\_\_\_ needs rest.
5. At the end of the story, Velu felt a cool \_\_\_\_\_ on his back.

**Ans.** 1. jowar, 2. forlorn, 3. weather, 4. land/earth, 5. breeze.

### True/False

1. Velu harvested wheat one season and rice the next.
2. The barren land looked forlorn without the rains.
3. Velu agreed with the suggestion to consult astrologers.
4. The weather office admitted they were at a loss about the rains.
5. At the end, Velu felt happy when the rains finally came.

**Ans.** 1. F, 2. T, 3. F, 4. T, 5. T.

### Very Short Answer Type Questions

1. **Who was Velu and what did he do?**

**Ans.** Velu was a farmer who cultivated his own land.

2. **What crops did Velu grow season after season?**

**Ans.** He grew jowar one season and dhal the next.

3. **What happened at the end of summer that year?**

**Ans.** The rains didn't come, and the fields remained barren.

4. **Why did Velu not agree to consult astrologers?**

**Ans.** He believed rains came naturally without such consultations earlier.

5. **How did the weather office respond to Velu?**

**Ans.** They said favourable conditions existed but still no rain.

6. **What advice did the old woman give Velu?**

**Ans.** She told him the land also needs rest sometimes.

7. **How did the story end?**

**Ans.** Clouds gathered, rain fell, and Velu felt happy.

### Short Answer Type Questions

1. **Why was Velu worried in the beginning of the story?**

**Ans.** Velu was worried because the sky was clear without clouds. It was summer's end and rains had not arrived. As a farmer, he feared that without rain, he would not be able to sow crops.

2. **How had Velu been cultivating his land before the drought?**

**Ans.** For nearly six years, Velu worked tirelessly on his land. He grew jowar one season and dhal the next. His farm always yielded

crops, and he never thought of taking rest or holidays.

3. **What was Velu's opinion about consulting astrologers for rain?**

**Ans.** Velu did not believe in astrologers. He told the villagers that rains had always come without any such rituals or consultations. He felt that talking to astrologers could not really bring rainfall.

4. **What happened when Velu visited the weather office?**

**Ans.** At the weather office, Velu was told even experts were confused. Despite favourable conditions, no rains had come. Velu felt disappointed and returned home, tired, thirsty, and discouraged. He rested under a large tree.

5. **How did Velu feel when the rain finally arrived?**

**Ans.** Velu noticed a cool breeze, drops of water, and dark clouds. Soon lightning, thunder, and rain followed. His sadness disappeared, and he ran home laughing and happy, full of joy and relief.

### Long Answer Type Questions

1. **Describe Velu's life as a farmer before the drought.**

**Ans.** Velu was a hardworking farmer who never thought of rest. For nearly six years, he cultivated his own land, growing jowar in one season and dhal in the next. His land never failed him, and he lived with faith in his work. Farming was not just his livelihood but his life's rhythm. He woke early each day, cared for the soil, and never imagined a holiday. His dedication reflected the deep bond between a farmer and his land.

2. **How did Velu and his village face the absence of rains?**

- Ans.** That year, summer passed but the rains did not come. Days turned into months, yet the fields lay barren and lifeless. The earth cracked and hardened, looking forlorn. Farmers were left helpless and lived entirely on hope. Some villagers suggested consulting astrologers to bring rain, but Velu did not believe in such rituals. He argued that rains had always come naturally in earlier years. Still, the waiting tested everyone's patience and left them worried for their families.
3. **What message does the old woman give Velu and how does it affect him?**

**Ans.** The old woman explained that like humans, the earth too needs rest. She told Velu that continuous cultivation tires the land, and when rains fail, it is nature's way of giving the soil time to recover. At first, Velu was puzzled and even angry, but gradually he understood her words. On his way back, he thought of his land as peacefully resting. When rain finally came, Velu felt both joy and relief, realizing the wisdom of patience and nature's balance.



## 13

## Feathered Friend

## TEXTBOOK QUESTIONS

## Let us think and reflect

## I. Read the given extracts and answer the questions that follow:

1. *Sven was one of our best construction men, and excelled at the tricky and specialised work of collecting assorted girders as they floated around in free fall, making them do the slow-motion, three-dimensional ballet that would get them into their right positions, and fusing the pieces together when they were precisely dovetailed into the intended pattern: it was a skilled and difficult job, for a space suit is not the most convenient of garbs in which to work.*

## (i) What can be inferred about Sven's abilities from his job description?

- A. He is good at following instructions but lacks creativity.  
B. He possesses a strong understanding of working in space.  
C. He struggles with the complexities of

construction in space.

D. He prefers working on simpler tasks rather than complex jobs.

- Ans.** B. He possesses a strong understanding of working in space.

## (ii) How can we conclude that Sven was working in zero gravity?

**Ans.** We can conclude Sven was working in zero gravity because the girders floated around in free fall, and he had to manipulate them carefully in three dimensions, which only happens in the absence of gravity.

## (iii) Select the option that is correct for both (Assertion) A and (Reason) R.

(A): Sven's job required him to make girders perform a 'three-dimensional ballet' in space.

(R): Working in zero gravity allows objects to float, making precise positioning more challenging.

A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

B. Both (A) and (R) are true, but (R) is not the correct explanation of (A).

C. (A) is true, but (R) is false.

D. (A) is false, but (R) is true.

**Ans.** A. Both (A) and (R) are true, and (R) is the correct explanation of (A).

**(iv) Replace the underlined word with a word similar in meaning from the extract.**

During the festival, people wore colourful outfits that represented their culture.

**Ans.** Garbs.

2. *"Jim!" There's something wrong with the air! That's why Claribel's passed out. I've just remembered that miners used to carry canaries down to warn them of gas." "Nonsense!" said Jim. "The alarms would have gone off. We've got duplicate circuits, operating independently." "Er-the second alarm circuit isn't connected up yet, his assistant reminded him. That shook Jim; he left without a word, while we stood arguing and passing the oxygen bottle around like a pipe of peace. "Er-the second alarm circuit isn't connected up yet," his assistant reminded him. That shook Jim; he left without a word, while we stood arguing and passing the oxygen bottle around like a pipe of peace.*

**(i) Fill in the blank by selecting the correct option from those given in the brackets.**

The narrator references canaries and miners in order to ..... .

(highlight the historical use of canaries as warning systems/explain the reason that caused Claribel to faint suddenly)

**Ans.** explain the reason that caused Claribel to faint suddenly.

**(ii) Complete the following sentence with a suitable reason.**

Jim initially dismisses the warning about the air because ..... .

**Ans.** he believed the alarms and duplicate circuits would have detected any problem.

**(iii) What does the phrase 'shook Jim' mean in the context of the information in the extract?**

Jim was ..... .

A. physically pushed by someone

B. startled by unexpected information

C. cold and needed to warm up

D. trying to shake off sleepiness

**Ans.** B. startled by unexpected information.

**(iv) What does the crew's action of passing the oxygen bottle around 'like a pipe of peace' suggest about their response to the situation?**

**Ans.** The crew's action of passing the oxygen bottle around 'like a pipe of peace' suggests that they were trying to remain calm and cooperate while dealing with the emergency.

**II. Answer the following questions.**

1. **What was the purpose of the alarm? What had caused its failure?**

**Ans.** The purpose of the alarm was to detect problems in the air supply system and warn the crew of any danger. Its failure was caused because part of the air purifier had frozen, and the second alarm circuit was not yet connected.

2. **How does the crew's reaction to Claribel change over the course of the story?**

**Ans.** Initially, the crew was unaware of Claribel and treated her presence casually. After she fainted, they became highly concerned, showing care and urgency to revive her. Over time, they accepted her as a general pet and adapted to her presence.

3. **What does the last part of the story tell us about the significance of unusual ways of problem solving?**



**Ans.** The last part of the story shows that unusual or creative problem-solving, such as observing Claribel's behaviour, can prevent disaster. Even unexpected solutions, like using a bird to detect air issues, can be life-saving.

**4. Justify the appropriateness of the title of the story.**

**Ans.** The title "Feathered Friend" is appropriate because Claribel, the canary, plays a crucial role as a friend to the crew, protecting them and being an important companion on the space station.

**5. "Without Claribel, we should soon have been slightly dead". What does this line suggest about uncertainty of life in space?**

**Ans.** The line suggests that life in space is uncertain and risky. Small oversights or technical failures can be fatal, and even a tiny creature like Claribel can make a difference in survival.

**6. Explain how has the writer presented science fiction with a touch of humour.**

**Ans.** The writer presents science fiction through space stations, zero gravity, and air circuits while adding humour through human reactions, Claribel's antics, and casual remarks about serious situations, making the story both imaginative and light-hearted.

**7. How would Sven reflect on his experience of almost losing Claribel and for saving the lives of the entire crew?**

**Ans.** Sven would likely feel a mix of relief and pride. He would reflect on the near loss of Claribel as a tense moment but also feel satisfaction that her presence helped save the lives of the crew, emphasizing the unexpected importance of his "pet."

## Let us learn

**I. Choose the appropriate adjectives from the box given below to match with the words 1-8 that follow.**

|              |          |           |
|--------------|----------|-----------|
| nagging      | vague    | delighted |
| narrow       | sluggish | hushed    |
| inexplicable | sheepish |           |

- \_\_\_\_\_ path
- \_\_\_\_\_ worry
- \_\_\_\_\_ plan
- \_\_\_\_\_ look
- \_\_\_\_\_ reason
- \_\_\_\_\_ traffic
- \_\_\_\_\_ voices
- \_\_\_\_\_ expression

**Ans.** 1. narrow path. 2. nagging worry  
3. vague plan 4. delighted look  
5. inexplicable reason 6. sluggish traffic  
7. hushed voices 8. sheepish expression

**Now, highlight the sentences that use these adjectives in the text.**

**Ans.** The above adjectives have been used in the text in the following sentences.

- narrow → There were a couple of **narrow** escapes—but then who would dream of looking for a canary in a space station?
- nagging → I had a **nagging** headache, and vague memories of fitful, disturbed dreams.
- vague → I had a nagging headache, and **vague** memories of fitful, disturbed dreams.
- delighted → To our **delighted** surprise, she revived at once.
- inexplicable → So now, if you visit any space station, don't be surprised if you hear an **inexplicable** snatch of birdsong.
- sluggish → My mind seemed to be very

- sluggish** that morning, as if I was still unable to cast off the burden of sleep.
7. hushed → We all waited in **hushed** silence while he held Claribel against his ear in an attempt to detect any heartbeat.
8. sheepish → He came back ten minutes

later with a **sheepish** expression.

- II. The word 'intercom' is used in the text. It is called a merged word as it is made by combining the parts of two words 'internal' and 'communication'. Merged words are made by combining two words.

Combine the words in Column 1 with the words in Column 2 to make merged words. Write the merged word and its meaning. One example has been done for you.

| Column 1  | Column 2 | Merged word | Meaning                                      |
|-----------|----------|-------------|----------------------------------------------|
| breakfast | lunch    | (i) brunch  | meal eaten between breakfast and lunch hours |
| motor     | hotel    | (ii)        |                                              |
| smoke     | fog      | (iii)       |                                              |
| situation | comedy   | (iv)        |                                              |
| video     | blog     | (v)         |                                              |
| spoon     | fork     | (vi)        |                                              |
| web       | seminar  | (vii)       |                                              |

Ans.

| Column 1  | Column 2 | Merged word   | Meaning                                                           |
|-----------|----------|---------------|-------------------------------------------------------------------|
| breakfast | lunch    | (i) brunch    | meal eaten between breakfast and lunch hours                      |
| motor     | hotel    | (ii) motel    | a hotel designed for motorists usually with parking outside rooms |
| smoke     | fog      | (iii) smog    | thick, polluted air caused by a mixture of smoke and fog          |
| situation | comedy   | (iv) sitcom   | a funny television or radio show based on everyday situations     |
| video     | blog     | (v) vlog      | a video blog, personal journal in video form shared online        |
| spoon     | fork     | (vi) spork    | a combined eating utensil of spoon and fork                       |
| web       | seminar  | (vii) webinar | an online seminar conducted over the internet                     |

- III. Read the following sentence from the text and fill in the blank.

It will mean that you're being doubly safeguarded.

In the given sentence, 'will' denotes (past/present/future) time. There are several ways to use verbs to talk about the future in English. The following table lists some of the usages of future time references.

| S. No. | Tense                                                                                                               | Usage                                                                                                     | Examples                                                                                                                                                  |
|--------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.     | 'will' ( <b>Note:</b> also common in offers, promises, and orders expressing willingness, certainty or obligations) | When we provide information about future events or discuss possible future occurrences.                   | • I think the Kailash House will win.                                                                                                                     |
| 2.     | Simple Present Tense                                                                                                | When we talk about the future only in situations that are a part of a regular schedule or planned action. | • My school reopens on 03 January.                                                                                                                        |
| 3.     | Present Progressive Tense                                                                                           | When we use for future actions and events mostly for personal arrangements and fixed plans.               | <ul style="list-style-type: none"> <li>• My exams are getting over this weekend.</li> <li>• I am visiting my grandparents during the vacation.</li> </ul> |
| 4.     | 'Going to'                                                                                                          | Present Progressive Tense of 'go' This is common in informal style, especially in speech or conversation. | • We're going to get a new motorbike soon.                                                                                                                |
| 5.     | Future Perfect (will have + Past Participle)                                                                        | When we say that something will be finished or completed by a certain time in future.                     | • The teacher says, she will have completed the portions by next month.                                                                                   |
| 6.     | Future Progressive (will be + -ing)                                                                                 | When we say that something will be in progress at a particular moment in the future.                      | • This time tomorrow I will be relaxing at home.                                                                                                          |

|    |                    |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |
|----|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. | Future in the Past | Sometimes, when we talk about the past, we need to mention something that was still in the future at that time something that had not happened yet. | <ul style="list-style-type: none"> <li>• I had no time to shop as I was leaving for Chennai in an hour. (instead of 'am leaving')</li> <li>• Last time I saw you, you were going to start a new business. (instead of 'are going to')</li> <li>• In 2024, I arrived in a town where I would spend the rest of my life. (instead of 'will spend')</li> </ul> |
|----|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**IV. Fill in the blanks with the correct form (Simple Present, Present Progressive, 'will', or 'going to') to indicate future time.**

- Our flight \_\_\_\_\_ (leave) at 10.00 a.m. tomorrow
- They \_\_\_\_\_ (finish) the project by the end of this week.
- The weather forecast says it \_\_\_\_\_ (rain) later today.
- We \_\_\_\_\_ (move) into our new house next month.
- I \_\_\_\_\_ (start) my new hobby class next Monday.
- She \_\_\_\_\_ (go) to the mall this afternoon.
- The team \_\_\_\_\_ (have) a meeting at 3.00 p.m. tomorrow.
- I \_\_\_\_\_ (help) you with your homework after dinner.

**Ans.** 1. will leave, 2. will finish, 3. is going to rain, 4. will be moving, 5. am going to start, 6. will be going, 7. will be having, 8. will help.

**I. You will listen to a conversation between Monika and Toby. Toby is a Martian and is stranded on Earth. He has become Monika's friend. As you listen, put a tick mark (✓) against the**

**V. Fill in the blanks with the suitable forms of verbs given in brackets to express future time reference.**

By 2040, artificial intelligence 1. \_\_\_\_\_ (revolutionise) medical treatments. Researchers 2. \_\_\_\_\_ (develop) AI-powered diagnostic tools that 3. \_\_\_\_\_ (transform) healthcare by the end of this decade. Next week, the International Science Congress 4. \_\_\_\_\_ (open) to showcase advancements in AI and robotics. In the coming years, robots 5. \_\_\_\_\_ (assist) surgeons in performing complex operations. Years ago, experts had predicted that AI would reshape our world, and now, as we approach the future, this 6. \_\_\_\_\_ (be) our new reality.

**Ans.** 1. will revolutionise, 2. will develop, 3. will transform, 4. will open, 5. will assist, 6. is going to be.

**Let us listen**



correct statements and a cross against the wrong ones.

Monika : Hi, Toby! Do you miss your planet?

Toby : Very much, Monika! I miss my people and home.

Monika : Oh! I wish I could do something about it! But I am happy to have you as my friend.

Toby: Thank you, Monika!

Monika : Er... could you tell me something more about yourself?

Toby: Why not! What do you want to know about me, Monika?

Monika : What do you eat for breakfast?

Toby : Well, we Martians don't need to eat anything. We get our energy from the Sun.

Monika : Oh! Don't you ever feel like having ice creams and chocolates? I can't think of life without them!

Toby : No, Monika! We are made of different stuff.

Monika : Okay, tell me one thing. How are you able to see with only one eye? I see only one big eye in the centre of your face.

Toby: My friend, we Martians need only one eye to see clearly. In fact, I can see even with my eye closed. I can see beyond mountains and clouds, wood and even metals. I can see that you are carrying a toy in your pocket. It's a blue aeroplane. Isn't it? And yes! That apple you just had for breakfast is going round-and-round in your stomach right now!

Monika : (gasps in disbelief) Oh my goodness!



1. Toby misses his school.
2. Monika accepts Toby as her friend.
3. Monika asks Toby about one of his facial features.
4. Toby tells Monika that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.

Ans. 1. [✗], 2. [✓], 3. [✓], 4. [✗], 5. [✓].

**II. Listen to the conversation again and fill in the blanks with the exact words you hear.**

1. Toby: I miss my \_\_\_\_\_ and home.
2. Toby: Well, we \_\_\_\_\_ don't need to eat anything. We get our \_\_\_\_\_ from the Sun.
3. Monika: Oh! Don't you ever feel like having ice-creams and \_\_\_\_\_!
4. Monika: Okay, tell me one thing. How are you able to see only with \_\_\_\_\_

eye?

5. Toby: I can see beyond mountains and \_\_\_\_\_, woods and even \_\_\_\_\_.

Ans. 1. people, 2. Martians, energy, 3. chocolates, 4. one, 5. clouds, metals.

**Let us speak**

**I. Read the following words from the text aloud and circle the letters that are not pronounced (silent letters).**

ballet (ba-lay) [ba pronounced as in bat]

whistle (wi-sl)

alarm (uh-laam)

psychologist (sai-ko-luh-juhst)

Now, read some more words with silent letters. As you read, highlight the letters that are not pronounced.

receipt, debris, pneumonia, almond, foreign, island, wreck, aisle, campaign, fasten

**Ans.** Following are the words with the silent bold letters:

- |                |               |
|----------------|---------------|
| 1. receipt=p   | 2. island=s   |
| 3. debris=s    | 4. wreck=w    |
| 5. pneumonia=p | 6. aisle=s    |
| 7. almond=l    | 8. campaign=g |
| 9. foreign=g   | 10. fasten=t  |

## II. Work in pairs. Use the given situations to ask for and give suggestions.

- You need to make a model of the solar system for the Science Exhibition but don't know what materials to use. Ask your friend for suggestions.

You may use the prompts given below.

| Asking for Advice             | Giving Advice                      |
|-------------------------------|------------------------------------|
| • What should I do... ?       | • I feel you should...             |
| • How can I... ?              | • You should ensure...             |
| • What are the best ways... ? | • It's good to prepare yourself... |
| • How can I make sure... ?    | • If you have an issue... , try... |
| • What should I... ?          | • It is best to use...             |

**Ans.** You: Hi! I need to make a model of the solar system for the Science Exhibition, but I don't know what materials to use. Can you give me some suggestions?

Friend: Sure! You can use thermocol or foam balls for the planets, paint them with poster colours, and use sticks or wires to hold them in place. For the Sun, you can

use a big yellow ball. You could also hang the planets with thread to show their orbits

You: That's a great idea! Thanks a lot.

- You need to prepare for the inter-class quiz on the topic Chandrayaan-3. Ask your friend for advice on how to prepare.

**Ans.** You: Hey! I need to prepare for the inter-class quiz on Chandrayaan-3. Can you give me some advice?

Friend: I feel you should start by reading about Chandrayaan-3's mission and its main achievements.

You: How can I make sure I remember all the important details?

Friend: You should ensure you take short notes and revise them regularly.

You: What are the best ways to prepare myself for tricky questions?

Friend: It's good to prepare yourself by practicing quiz questions from previous competitions or mock tests.

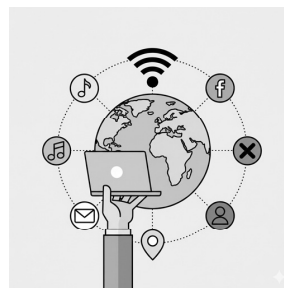
You: How can I get extra facts that others may not know?

Friend: It is best to use reliable sources like ISRO's website and science magazines.

You: Thanks! That sounds really helpful.

## Let us write

- Complete the social media web given below with the uses of the internet.



**Ans. Use of the internet:**

(a) Listening to music.



- (b) Connecting with family and friends.
- (c) Getting real-time news and update.
- (d) Job search and career development.
- (e) Entertainment and education.
- (f) Sending and receiving email.
- (g) Visual curation and search.

**Now, write an article titled 'The Importance of Internet' with the help of the social media web.**

**Points to remember:**

Heading/Title

Name of the writer

Paragraph 1: Give a general introduction to the topic.

Paragraph 2: Explain the uses of the internet and why it is important. Give examples to support your view.

Paragraph 3: End with a comment and leave the reader with a thoughtful idea or quote.

**Ans. The Importance of Internet**

*By— Devendra Kumar*

The Internet has become one of the most powerful tools of modern times. It connects people across the world within seconds and makes information easily available. From education to entertainment, business to communication, the Internet plays a central role in our lives today.

The uses of the Internet are countless. Students use it for online classes, research, and projects. People stay connected through emails, video calls, and social media. Online shopping, digital banking, and e-payments save time and effort. The Internet also helps in spreading awareness, learning new skills, and keeping updated with news and events around the globe. For example, during space missions like Chandrayaan-3,

people followed live updates and learned more about India's progress in science through the Internet.

In conclusion, the Internet is a gift of technology that has changed the way we live, learn, and connect. However, it should be used wisely and not misused. As someone rightly said, "The Internet is a powerful tool—use it to create, not to destroy."

## Let us explore

**I. 'A canary in the coal mine' is a popular phrase to describe early signs of potential danger.**

Coal miners in places like Arunachal Pradesh used canary birds to detect the presence of carbon monoxide. Such gases are a potential risk to the life of the miners. These little birds are particularly sensitive to carbon monoxide and can prevent mining accidents.



**II. Astronauts living in space stations have to do things differently. Read how they manage the routine tasks in the absence of gravity. You may find out more information about it from the internet**

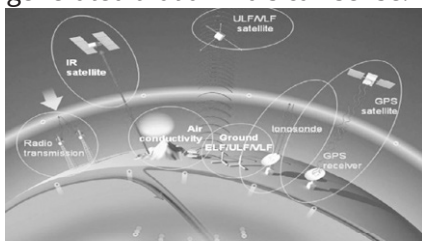


**III. Did you know that animals can save**

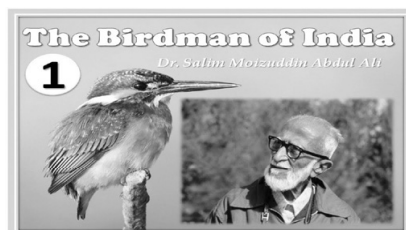
humans from natural calamities? **Animals can sense natural calamities. Read the following examples and decide if this is true.**

- In 2004, before a tsunami could hit the coastline of Indonesia, some animals made efforts to flee—elephants ran for higher ground, flamingos abandoned low-lying nesting areas, and dogs refused to go outdoors.
- Minutes before the Naples quake of 1805, oxen, sheep, dogs, and geese started making alarm calls in unison.
- Migratory birds crossing the Pacific are able to dodge storms and other hazards.
- In the Gulf of Mexico, sharks sense the drop in barometric pressure that precedes hurricanes and tend to swim to deeper waters as a result. Dolphins have also been observed swimming away from storm-prone areas.

Scientists have studied this behaviour and found that when severe stresses arise in deep rock before the earthquake, ultra-low frequency electromagnetic waves are generated that animals can sense.



- IV. **Salim Ali, the Birdman of India**, was an Indian ornithologist (a person who studies birds). He was the first Indian to conduct systematic bird surveys across India and wrote several books on birds. He was awarded the Padma Bhushan in 1958 and the Padma Vibhushan in 1976.



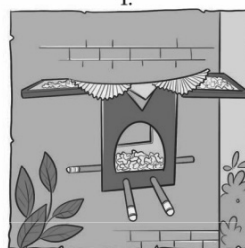
- V. **We need to conserve our feathered friends. Work in groups of four. Look at the pictures and make a bird feeder with cardboard, chart paper, etc.**



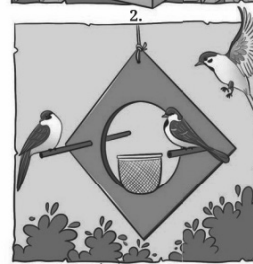
1.



2.



3.



4.

**Note :** Do yourself.

## ADDITIONAL QUESTIONS

### Multiple Choice Questions

1. **Sven Olsen qualified easily for the 150-pound bonus because he was:**
  - (a) tall and strong
  - (b) wiry and lightweight
  - (c) a good player
  - (d) very intelligent
2. **Claribel's main advantage as a pet in space was that she:**
  - (a) could survive without food

- (b) was easy to train  
 (c) adapted to zero gravity  
 (d) could mimic human speech

**3. The crew usually managed to hide Claribel in?**

- (a) bags (b) Sven's room  
 (c) shafts and bulkheads (d) containers

**4. What caused Claribel to faint during the incident?**

- (a) Noise (b) Poisonous Food  
 (c) The air (d) Heavy sunlight

**5. Choose the opposite word of "revived" from the following:**

- (a) Awoke (b) Died  
 (c) Recovered (d) Stirred

**Ans.** 1. (b), 2. (c), 3. (c), 4. (c), 5. (b).

### Fill in the Blanks

- Sven Olsen was a wiry little fellow who easily qualified for the \_\_\_\_ bonus.
- Claribel was a small yellow \_\_\_\_\_, smuggled aboard by Sven.
- The narrator first thought Claribel's whistle had come over the station \_\_\_\_.
- Claribel thrived and grew \_\_\_\_ in the space station.
- The crew sometimes had to explain the curious \_\_\_\_ and whistles coming from the ventilating shafts.

**Ans.** 1. 150-pound, 2. canary, 3. intercom, 4. fat, 5. peeps.

### True/False

- There was a strict regulation against keeping pets in a space station.
- Sven Olsen was a wiry man who easily qualified for the 150-pound bonus.
- Claribel was a yellow canary smuggled

aboard by Sven.

- The narrator first thought Claribel's whistle came from the intercom.
- The crew had no difficulty hiding Claribel whenever VIPs visited.

**Ans.** 1. F, 2. T, 3. T, 4. T, 5. F.

### Very Short Answer Type Questions

**1. Why was there no rule against keeping pets in space?**

**Ans.** No one thought pets in a space station would be needed.

**2. How did Sven qualify for the 150 pound bonus?**

**Ans.** He was wiry and small, fitting the required weight limit.

**3. What pet did Sven secretly aboard the station?**

**Ans.** He boarded a small yellow canary named Claribel secretly.

**4. Where did the narrator first hear Claribel's whistle?**

**Ans.** He heard it beside his ear while working in his office.

**5. How did Claribel adapt to zero gravity?**

**Ans.** She learned to fly easily, saving energy with folded wings.

**6. Who was Jock Duncan in the space station?**

**Ans.** He was the cook, doctor, and dietitian for the crew.

**7. What revived Claribel when she fainted the first time?**

**Ans.** A shot of oxygen revived her, though she fainted again.

### Short Answer Type Questions

**1. How did Sven's physical attributes make him well-suited for a job in space?**

**Ans.** Sven was a small, wiry fellow who easily qualified for the 150-pound bonus for early spacers. This made him a good candidate for space work, where being lightweight was a crucial advantage.

**2. Why was Claribel a practical pet for a space station?**

**Ans.** Claribel, a canary, was a practical pet because she weighed almost nothing and had minimal food requirements. She also wasn't affected by the lack of gravity, unlike other animals might have been.

**3. What was the first sign that something was wrong with the air on the space station?**

**Ans.** The first sign of a problem was when Claribel suddenly passed out. The crew noticed this when Sven found her lifeless and she only revived temporarily after getting a shot of oxygen, suggesting a lack of breathable air.

**4. Why did the space station's alarm system fail to detect the air problem?**

**Ans.** The alarms failed because of a rare eclipse by Earth's shadow that night, which caused a part of the air purifier to freeze up. The single alarm in the circuit also failed, leaving the crew vulnerable.

**5. How did the author first discover Claribel on the space station?**

**Ans.** The author first became aware of Claribel when he heard a musical whistle in his office. He looked up to see a small yellow canary hanging motionless in the air, a sight he had never witnessed before.

## Long Answer Type Questions

**1. Why did the author find Claribel's first appearance surprising, and what did it reveal about her adaptation to space?**

**Ans.** The author first heard a whistle, mistaking

it for the intercom, and was shocked to see a small canary floating motionlessly in mid-air. Claribel had already adapted to space by folding her wings and using minimal effort to stay aloft. She even performed a backward loop, something no Earth-bound bird could do. This surprising sight showed her intelligence and quick adjustment to life without gravity, making her not only a fascinating pet but also an unintentional guardian of the crew.

**2. Why was it difficult for the crew to hide Claribel from VIP visitors, and how did they manage it?**

**Ans.** The crew often hid Claribel in the numerous storage places, shafts, and compartments of the space station. However, the real challenge came when she became noisy and her chirps or whistles echoed through the bulkheads. In such situations, they had to invent quick excuses to explain the sounds. Despite a few close calls, they managed to keep her hidden because no one would ever think of searching for a canary inside a highly technical space station.

**3. How did Claribel save the lives of the crew, and what message does the story give through this incident?**

**Ans.** Claribel collapsed when the air purifier malfunctioned, and the crew realized something was wrong with the air supply. The narrator connected her distress to how miners used canaries to detect poisonous gases. Without her reaction, the crew would not have known about the failure of both the purifier and the alarm system. The story conveys that even advanced technology can fail, and sometimes the simplest, natural methods of safety—like keeping a bird—can save lives.



## 14

## Magnifying Glass

## TEXTBOOK QUESTIONS

## Let us think and reflect

## I. Read the given extracts and answer the questions that follow.

1. *With this round glass  
I can make Magic talk—  
A myriad shells show  
In a scrap of chalk;  
Of but an inch of moss  
A forest—flowers and trees;*

## (i) Identify whether the following statement is true or false.

The poet uses his magical powers to make the round glass powerful.

Ans. False.

## (ii) Select the line from the extract that expresses the presence of intricate patterns in ordinary objects.

Ans. "A myriad shells show in a scrap of chalk".

## (iii) What does the comparison of 'an inch of moss' to a 'forest' suggest about the speaker's view of the world through the magnifying glass?

Ans. The comparison suggests that the speaker sees great richness and complexity in even the smallest parts of nature.

## (iv) How does the poet feel about the ability of the magnifying glass to reveal hidden wonders?

- A. Satisfied  
C. Grateful

- B. Fascinated  
D. Determined

Ans. B- Fascinated.

## II. Answer the following questions.

## 1. What is the significance of the spider in the poem?

Ans. The spider shows the hidden details of nature's design, like its silk and claws, which become more fascinating when magnified.

## 2. How might the speaker's view of the natural world change if there was no use of a magnifying glass?

Ans. Without the magnifying glass, the speaker might see nature as ordinary and miss the intricate beauty of tiny details.

## 3. Why does the poem end with the idea of the moon being within reach?

Ans. The poem ends with the moon being within reach to suggest that magnification expands imagination, making even distant wonders feel close.

## 4. What is the speaker's attitude towards nature and the act of observation?

Ans. The speaker's attitude is one of deep curiosity, wonder, and respect for nature's small and big mysteries.

## 5. Which is your favourite part of the poem? Why?

Ans. My favourite part is "A drop of water like hive of bees" because it makes something very small seem alive, magical, and full of hidden life.

## Let us learn

**I. Fill in the blanks in the sentences with the words given in the box below.**

woven, myriad, deft, stumble,  
surpass, marvellous

With his 1. \_\_\_\_\_ description, the author has written the story beautifully 2. \_\_\_\_\_ with fascinating details. When you read the story, you will surely enjoy the 3. \_\_\_\_\_ storytelling technique that attracts all kinds of readers. What makes the story interesting is the superb way of describing the 4. \_\_\_\_\_ emotions and feelings of the characters. The reader will 5. \_\_\_\_\_ upon the unexpected twists and turns that 6. \_\_\_\_\_ all our understanding and make us wonder at the narrative power of the author.

**Ans.** 1. deft 2. woven 3. marvellous 4. myriad  
5. stumble 6. surpass.

**II. The collective noun 'a hive of bees', is used in the poem. Match the phrases in Column 1 with suitable words in Column 2 to make collective nouns.**

| Column 1              | Column 2      |
|-----------------------|---------------|
| 1. a swarm of         | (i) ships     |
| 2. a constellation of | (ii) soldiers |
| 3. a grove of         | (iii) dancers |
| 4. a troupe of        | (iv) locusts  |
| 5. a battalion of     | (v) trees     |
| 6. a fleet of         | (vi) stars    |

**Ans.** 1. a swarm of locusts  
2. a constellation of stars  
3. a grove of trees  
4. a troupe of dancers  
5. a battalion of soldiers  
6. a fleet of ships

**III. The poet uses the expression 'eyeing the moon' in the poem. Match the idiomatic**

**expressions with 'eye' given in Column 1 with their meanings in Column 2. You may refer to a dictionary.**

| Column 1                                | Column 2                                       |
|-----------------------------------------|------------------------------------------------|
| 1. apple of one's eye                   | (i) watch something or someone closely         |
| 2. in the blink of an eye               | (ii) act as if you do not see or notice        |
| 3. keep an eye on something or somebody | (iii) something that happens very quickly      |
| 4. turn a blind eye                     | (iv) an overall look at something              |
| 5. see eye to eye                       | (v) a person who is very precious or important |
| 6. bird's-eye view                      | (vi) agree with each other                     |

**Ans.** 1. (v), 2. (iii), 3. (i), 4. (ii), 5. (vi), 6. (iv)

**IV. The poet uses the adjective form 'tigerish' in the poem by adding the suffix '-ish' to the noun 'tiger'. In the same way, we can make adjectives by adding the suffix '-ish' to some nouns.**

Choose the nouns to which you can add the suffix '-ish' to make adjectives.

girl, glass, book, silk, boy, water,  
moon, scrap

**Ans.** girl → girlish      b o o k → bookish  
boy → boyish      m o o n → moonish

**Let us listen**



- I. You will listen to a conversation between a father and daughter about lesser-known Indian inventions- As you listen, mark the four true statements from (1)–(6) given below.

**Daughter :** Papa, everyone talks about how yoga and the concept of zero came from India, but I recently found out there are so many more inventions that people don't really know about!

**Father :** Oh really? Like what?

**Daughter :** Well, did you know that radio broadcasting has roots in credit Marconi, but Jagadish Chandra Bose, a Bengali scientist, actually experiment using microwaves before Marconi.

**Father :** Wow, I didn't know that! That's incredible. I can recollect something about fibre optics.

**Daughter :** Yes! You're absolutely right Papa. Can you imagine life without fibre optics? No fast internet, no clear communication... And guess what? It was pioneered by Narinder Kapany, an Indian physicist from Punjab. He's called the 'father of fibre optics.'

**Father :** That's something I use every day, but I just had an idea that the origins were in India. What about fun things? Any of those that you've found out about?

**Daughter :** Yes indeed! You'll love this one—Snakes and Ladders! It was actually invented as a game to teach children values, with ladders representing virtues and snakes representing evil. It wasn't just a board game like we think today. It had a spiritual meaning in ancient times.

**Father :** So even that simple game had such deep roots. Let me tell you about one that I just remembered.

**Daughter :** Of course! I'd love to know.

**Father :** Well, the USB port, something we rely on all the time to connect devices, was invented by Ajay Bhatt. He's an Indian-born engineer who helped revolutionise the way we use technology.



**Daughter :** That's amazing. USB is such a basic part of life now. It's hard to imagine a time without it.

**Father :** That's incredible. And all this from India. I definitely learned a lot from this conversation.

1. The father is surprised by the fact that India was involved in the invention of radio broadcasting and fibre optics.

2. The daughter appears indifferent when learning the origins of the USB port.

|    |                                                                                             |  |
|----|---------------------------------------------------------------------------------------------|--|
| 3. | The father shows little interest in the information about the origin of snakes and ladders. |  |
| 4. | The father was simply confirming all the facts shared by the daughter.                      |  |
| 5. | The daughter expresses pride and admiration for India's role in global inventions.          |  |

|    |                                                                                                    |  |
|----|----------------------------------------------------------------------------------------------------|--|
| 6. | The daughter is excited as she shares new discoveries about India's contributions with her father. |  |
|----|----------------------------------------------------------------------------------------------------|--|

**Ans.** The four true statements are: 1, 3, 5, 6.

## Let us speak

- I. When pronouncing /v/ and /f/ the lower lip lightly touches the edge of the upper teeth. Air flows through the small gap, creating a soft friction sound.**

Note the difference between /v/ and /f/. When we pronounce words with /v/ sound, there is a vibration, whereas /f/ sound has no vibration. Both the sounds can occur in the beginning, middle, or at the end of words.

**Read these words aloud with the help of your teacher.**

|                             |         |           |
|-----------------------------|---------|-----------|
| beginning sound /f/: forest | flowers | from      |
| middle sound /f/:           | deft    | afternoon |
| end sound /f/:              | of      | itself    |
| beginning sound /v/: vase   | valour  | victory   |
| middle sound /v/:           | woven   | even      |
| end sound /v/:              | hive    | drive     |

**Note :** Do yourself with the help your teacher.

- II. If you could travel to space, which planet would you like to visit? Why? What preparations would you like to make? Speak about any five things that you would like to take along.**

**Ans.** If I could travel to space, I would like to visit Mars. It is because Mars is the most reachable planet for humans, It has fascinating landscapes (valleys, volcanoes, ancient riverbeds), and could tell us about past water and possible life. It's a mix of

exploration, science, and the chance to walk on another world.

**Preparations I would like to make:**

1. Physical and mental training – endurance, microgravity adaptation, and stress management.
2. Thorough mission planning – trajectory, landing site study, scientific goals, and emergency procedures.
3. Medical checks and vaccinations plus a stocked medical kit for space conditions.

4. Life-support and habitat readiness — test the suit, air-recycling, radiation shielding, and a reliable communication plan with Earth.
5. Pack redundancies and repair training — learn to fix the suit, habitat, and electronics with limited tools.

**Five things I would take along:**

1. Portable life-support/backup oxygen unit — extra breathing supply in case of system failure.
2. Multi-tool and spacesuit repair kit — for quick fixes to suit seals, connectors, and habitat parts.
3. High-resolution camera and small scientific sensors (soil sampler, spectrometer) — to document the surface and collect data.
4. Compact plant-growth kit with seeds and nutrient packs — to test growing plants in Martian-like conditions and for morale.
5. Rugged tablet with mission manuals, maps, scientific databases, entertainment, and family photos. —For offline reference plus comfort during long waits.

**III. If you could invent something, what would you like to invent and how? Give reasons for the choice of your invention. Speak about your wonder invention.**



**Ans. What I Would Like To Invent**

If I could invent something, I would want to create a device that could instantly translate thoughts into tangible, shareable data. I'd call it the "**Cogni-Link.**" **How the Cogni-Link Would Work**

The Cogni-Link would be a small, non-invasive device worn on the temple, much like a pair of smart glasses. It

would use a combination of advanced **electroencephalography (EEG)** and **neuro-imaging** to read the unique neural patterns associated with specific thoughts, feelings, and memories. A companion app would then process these patterns, converting them into a digital format that could be shared.

**Reasons for this Invention**

My primary motivation for this invention is to enhance human connection and collaboration. This invention would bridge the gap between abstract thought and concrete communication, allowing for a new level of understanding and empathy among people.

**The Wonder of the Invention**

The true wonder of the Cogni-Link lies in its potential to make the internal external. It would allow us to share not just what we think, but how we think—the sensory details, the emotional nuances, the fleeting connections. It would be a tool for self-discovery as much as it would be for communication. It would be an invention that doesn't just improve a task but fundamentally changes the human experience, opening up a new frontier of consciousness and connection.

**Let us write**

**I. In a conversation, we communicate through dialogues. While writing a conversation, we need to ensure that the dialogues are engaging and serve a purpose.**

**Points to remember:**

- Mention where, when, and with whom the conversation is taking place.
- Identify the word choice and tone—formal

or informal.

- Include key information, points of agreement and disagreement, etc.
- Use words in brackets to express emotions or actions, such as (joyfully) (sits down).
- You may use filler words like Uff, Er..., Ugh, etc.

Deepa and Asma, members of the Science Club have a conversation to take a decision about making a model for an upcoming Science Fair. Create this conversation between Deepa and Asma. You may begin the conversation like this.

*Deepa: Hi Asma! Our Science teacher mentioned that you have a wonderful idea for the Science Fair project.*

*Asma: (hesitatingly) Yes, I do. But I'm not sure if it is good enough.*

*Deepa: (encouragingly) Don't worry...*



**Ans.** Deepa: Hi Asma! Our Science teacher mentioned that you have a wonderful idea for the Science Fair project.

Asma: (hesitatingly) Yes, I do. But I'm not sure if it is good enough.

Deepa: (encouragingly) Don't worry. Just tell me what it is. I'm sure it'll be interesting.

Asma: Well... I was thinking we could make a model of a solar-powered water purifier. It would show how sunlight can clean dirty water.

Deepa: (excitedly) Oh wow! That sounds

really useful. Everyone talks about renewable energy these days.

Asma: (smiles) Yes, and it's practical too. It could be used in villages or during floods when clean water is not available.

Deepa: Absolutely! But er... do you think we'll be able to finish it in time? The Science Fair is only two weeks away.

Asma: (confidently) If we divide the work, yes. I can work on the solar heating unit, and you can design the filter system.

Deepa: (thinking) Hmm... okay. But what about the display board? We need charts and explanations too.

Asma: You're right. We can work on that together over the weekend.

Deepa: (joyfully) Great! I feel excited already. Let's meet after school tomorrow to list the materials.

Asma: Deal! (smiling) This is going to be fun. Our model will surely stand out at the Science Fair.

Deepa: (enthusiastically) Yes! Let's give it our best shot.

## Let us explore

- I. Children with low vision may benefit from different types of visual aids, such as magnifying spectacles, stand magnifiers, hand-held magnifiers, and telescopes. Magnifying spectacles are used for reading, threading a needle or doing other close-up tasks. Stand magnifiers rest above the object and are hands-free and help to keep the magnifying lens at a proper distance. Hand-held magnifiers with and without built-in lights, are usually smaller and lighter to move over printed material. They can be moved more easily. Telescopes are used to see objects or signs far away. Some telescopes can even be attached to eyeglasses.



Hand held  
Magnifier  
(With Light)

Double  
Magnifier  
hand Lens

Lighted  
magnifiers On  
Stands

## II. Did you know that telescopes also use lenses?

1. The largest telescope in India for studying celestial objects is located in the district of Nainital, Uttarakhand. Commissioned in 2016, it is maintained and operated by ARIES (Āryabhata Research Institute of Observational Sciences).
2. The Indian Astronomical Observatory (IAO) is a high-altitude astronomy station located in Hanle, Ladakh, India. It is situated at an elevation of 4,500 meters (14,764 ft), and supports optical, infrared, and gamma-ray telescopes.
3. The largest, most powerful, and most complex telescope ever launched into space is the James Webb Space Telescope. NASA launched it on, 25 December 2021. It orbits the Sun at a distance of 1.5 million kilometres from Earth.
4. The Mauna Kea Observatory, astronomical observatory in Hawaii, US, that has become one of the most important in the world because of its outstanding observational conditions. The Mauna Kea Observatory is operated by the University of Hawaii and lies at an elevation of 4,205 metres (13,796 feet) atop the peak of Mauna Kea, a dormant volcano on north-central Hawaii island. The summit

hosts a world renowned collection of astronomical research facilities and large telescope observatories, including the Keck Observatory and Subaru Telescope, for optical, infrared, and submillimeter astronomy.

The observatories are set up here because of Mauna Kea's high elevation, dry environment, and stable airflow that make it a prime location for astronomical observation. The focus is scientific research across the electromagnetic spectrum.

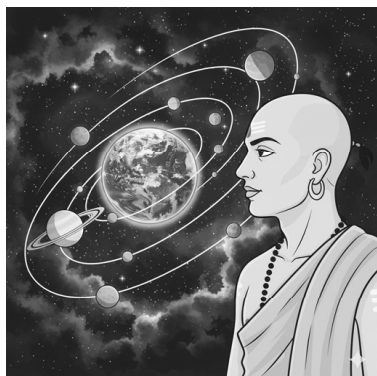
**Public Access:** The Onizuka Center for International Astronomy provides visitor information and exhibits about the mountain and its observatories, and offers guided tours of the summit.

**Find out more about them from the internet and discuss with your science teacher and classmates.**

**Note :** Do yourself

## III. Read about ancient Indian scholars.

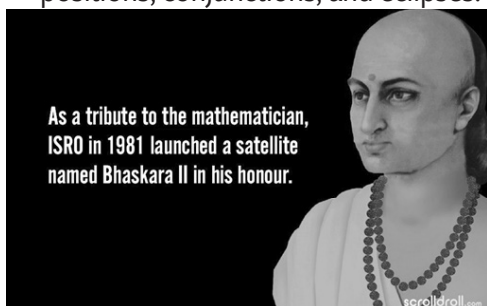
1. One of the eminent astronomers of the ancient India was Āryabhata. His work Āryabhatīyam, laid the groundwork for various astronomers to develop in subsequent centuries and continues to be an important work even today. Āryabhata proposed a heliocentric model of the solar system centuries before Copernicus. He also gave a scientific explanation of lunar and solar eclipses.



2. Varamihira, the sixth-century CE astronomer, philosopher, and mathematician wrote the astronomical treatise *Pañchasiddhantika* (Fine Treatises), a compendium of Greek, Egyptian, Roman, and Indian astronomy.



3. The tenth-century CE mathematician-astronomer Bhaskaracharya II contributed significantly to the advancement of astronomical concepts. His works *Siddhāntaśiromati* and *Karatakutuhala*, include compiled data on planetary positions, conjunctions, and eclipses.



- IV. Jantar Mantar in New Delhi is an astronomical observatory. It has large-scale astronomical instruments designed for precise calculations and measurements of celestial movements. It was built in 1724 by Maharaja Sawai Jai Singh II. The observatory is a UNESCO World Heritage Site. Five such observatories were built by Jai Singh II, the other four are located in Ujjain, Mathura, Varanasi, and Jaipur.



## ADDITIONAL QUESTIONS

### Multiple Choice Questions

- What does the poet use the magnifying glass for in the poem?**
  - To look at the stars
  - To see tiny details in nature
  - To read books more clearly
  - To light a fire
- What appears like a hive of bees when seen through the glass?**
  - A drop of water
  - A piece of moss
  - A chalk scrap
  - A spider's web
- What does an inch of moss look like through the magnifying glass?**
  - A blanket
  - A forest
  - A desert
  - A cloud
- What does the poet call the spider's claws?**
  - Strong
  - Hidden



(c) Tigerish (d) Tiny

5. **Choose the similar word of "amazing" from the following:**

(a) Ordinary (b) Marvellous  
(c) Simple (d) Plain

**Ans.** 1. (b), 2. (a), 3. (b), 4. (c), 5. (b).

### Fill in the Blanks

- With this round glass I can make \_\_\_\_\_ talk.
- A myriad shells show in a scrap of \_\_\_\_\_.
- The deft spider jets the woven web-silk from his \_\_\_\_\_.
- The tigerish claws he has, and oh! the silly \_\_\_\_\_.
- Yes, and with lenses like it, eyeing the \_\_\_\_\_.

**Ans.** 1. Magic, 2. chalk, 3. spinnerets, 4. flies, 5. moon.

### True/False

- The poet uses a round glass to make Magic talk.
- A scrap of chalk looks empty and dull through the glass.
- A drop of water is compared to a hive of bees.
- The spider spins web-silk from his spinnerets.
- The poem suggests you could walk on the moon in an afternoon.

**Ans.** 1. True, 2. False, 3. True, 4. True, 5. True.

### Very Short Answer Type Questions

1. **What can the poet do with the round glass?**

**Ans.** He can make Magic talk and reveal hidden wonders.

2. **What appears in a scrap of chalk?**

**Ans.** A myriad shells appear in a scrap of chalk.

3. **What does an inch of moss look like?**

**Ans.** It looks like a forest with flowers and trees.

4. **How is a drop of water described?**

**Ans.** It is compared to a hive of bees.

5. **What does the spider use to spin silk?**

**Ans.** The spider spins silk from his spinnerets.

6. **How are the spiders', claws described?**

**Ans.** They are described as tigerish claws.

7. **What could lenses show about the moon?**

**Ans.** They could make it seem walkable in an afternoon.

### Short Answer Type Questions

1. **How does the poet describe the power of the magnifying glass in the first stanza?**

**Ans.** The poet says that with the round glass, ordinary things like chalk and moss look magical. A small inch of moss becomes a forest, and even a drop of water appears like a hive of bees.

2. **What activity of the spider fascinates the poet?**

**Ans.** The poet is fascinated by how the spider spins delicate web-silk from its spinnerets. He notices the spider's tiger-like claws and how silly flies get trapped in the net despite having so many eyes.

3. **What message does the poem give about observing nature?**

**Ans.** The poem suggests that even the tiniest objects of nature hold immense beauty and wonder if observed carefully. Tools like a magnifying glass allow us to see

details that are otherwise invisible to the naked eye.

**4. How does the poet compare a drop of water to bees?**

**Ans.** The poet finds a drop of water magical. When magnified, it seems alive, moving like a hive full of bees. This comparison shows the hidden energy and activity inside simple, everyday things.

**5. What does the poet imagine when looking at the moon through lenses?**

**Ans.** The poet imagines that with powerful lenses, the moon looks so close that one might walk there in an afternoon. This reflects human curiosity, imagination, and the endless possibilities of science.

### Long Answer Type Questions

**1. How does the magnifying glass transform the way the poet looks at ordinary objects?**

**Ans.** The magnifying glass makes ordinary things appear extraordinary. A scrap of chalk reveals hidden shells, moss turns into a forest, and a drop of water seems like a hive of bees. Through this, the poet shows that science and observation uncover beauty and wonder in the smallest parts of nature. It teaches us that the world holds secrets invisible to

the naked eye, waiting to be explored with curiosity.

**2. What role does the spider play in the poem, and how does it add to the theme of observation?**

**Ans.** The spider fascinates the poet because of its intricate skill. He observes how the spider spins fine web-silk from its spinnerets, its tiger-like claws, and how flies get trapped despite having many eyes. This scene reflects the marvels of nature's design, where even tiny creatures have their own drama and complexity. The spider symbolizes the hidden wonders that become visible only when closely observed.

**3. What larger message about science and imagination does the poem suggest?**

**Ans.** The poem highlights the combined power of science and imagination. The magnifying glass shows the hidden marvels of small things, while lenses like telescopes let us explore distant places like the moon. Together, they expand human knowledge and inspire curiosity. The poet suggests that nothing in nature is insignificant, and science gives us the tools to look deeper. Imagination, on the other hand, turns this exploration into wonder and discovery.



15

## Bibha Chowdhuri

The Beam of Light that Lit the Path for Women in Indian Science

### TEXTBOOK QUESTIONS

Let us think and reflect

**I. Read the given extracts and answer the**

**questions that follow.**

- In 1945, Bibha's academic journey took her to the University of Manchester. Under the guidance of the celebrated Nobel Laureate, Patrick M.S. Blackett, she delved*

deeper into the field of cosmic rays. Her Ph.D. thesis on cosmic rays earned local recognition, with newspapers introducing her as 'India's New Woman Scientist—She has an eye for Cosmic Rays.'

- (i) **Why is the mention of Patrick M.S. Blackett, a Nobel Laureate, significant in this extract?**

**Ans.** The mention of Patrick M.S. Blackett, a Nobel Laureate, is significant because it highlights the importance of Bibha Chowdhuri's work and shows that she was mentored by one of the most respected scientists in the world, which added credibility to her research.

- (ii) **What can be inferred about the public perception of women scientists in the 1940s from the title given to her by the press 'India's New Woman Scientist'?**

- A. Women scientists were widely accepted and celebrated at that time.
- B. The world was still doubtful about the capabilities of women scientists.
- C. Women scientists were as common and renowned as men in the 1940s.
- D. Women were not allowed to study sciences or pursue scientific careers.

**Ans.** B. The world was still doubtful about the capabilities of women scientists.

- (iii) **In the phrase 'celebrated Nobel Laureate,' the word 'celebrated' refers to all of the following EXCEPT someone who is**

- A. famous and highly respected
- B. frequently seen in public
- C. renowned for their achievements
- D. well-regarded in their field

**Ans.** B. frequently seen in public.

- (iv) **Complete the following sentence suitably.**

The phrase 'She has an eye for Cosmic Rays' suggests that \_\_\_\_\_

**Ans.** The phrase 'She has an eye for Cosmic Rays' suggests that Bibha had exceptional talent, insight, and ability to study and understand cosmic rays in depth.

2. *The journey from Bibha Chowdhuri's era to today's women scientists has been long and arduous, but it is also inspiring. The struggles Chowdhuri faced are a stark reminder of how far we've come—and how much further we have to go. But with every cosmic achievement—be it landing on the moon or reaching Mars—these women prove that the journey is well worth it.*

*Bibha Chowdhuri's legacy lives on. Her story continues to inspire young women to pursue their passions, break barriers, and leave their mark on the world. As the stars of Indian science shine brighter, Bibha Chowdhuri, the beacon—'beam of light,' will always guide the way.*

- (i) **What can be inferred about the challenges faced by women scientists today, as compared to Bibha Chowdhuri's era?**

- A. Women scientists no longer face any barriers.
- B. The challenges remain, but progress has been made.
- C. The struggles have become more difficult over time.
- D. The struggles are the same as they were for Chowdhuri.

**Ans.** B. The challenges remain, but progress has been made.

**(ii) The phrase 'Bibha Chowdhuri's legacy lives on' suggests that\_\_\_\_\_.**

**Ans.** Her contributions and inspiring story continue to influence and motivate future generations.

**(iii) Why is Bibha Chowdhuri referred to as a 'beacon' and a 'beam of light' in the extract?**

**Ans.** She is called a beacon and a beam of light because she serves as a guiding inspiration and symbol of hope for women scientists, showing them the path to break barriers and achieve success.

**(iv) State whether the following sentence is a fact or an opinion.**

Bibha Chowdhuri was the beacon, the 'beam of light' whose story continues to inspire young women.

**Ans.** The given statement is an opinion.

**II. Answer the following questions.**

**1. Why is Bibha Chowdhuri considered a pioneer in the field of science?**

**Ans.** She was India's first woman physicist who entered the male-dominated field of physics, worked in high-energy particle physics, discovered pi-mesons, and paved the way for women in Indian science.

**2. What does Bibha Chowdhuri's nomination by Erwin Schrödinger tell us about her abilities?**

**Ans.** It shows that her scientific work was of very high quality and was recognised at the international level, worthy of a Nobel

Prize nomination.

**3. Bibha Chowdhuri never worked for awards or recognition. Support this statement with evidence from the text.**

**Ans.** She never received awards during her lifetime, yet she continued her research tirelessly on cosmic rays and subatomic particles, working quietly at institutes like TIFR, PRL, and the Saha Institute.

**4. How does the renaming of a star as 'Bibha' serve as both a literal and symbolic recognition of her contributions to science?**

**Ans.** Literally, a star was named after her, placing her in the sky. Symbolically, it honoured her as a "beam of light," reflecting the inspiration and guidance she gave to Indian science.

**5. How do the roles of women in ISRO today reflect broader changes in societal attitudes towards women in STEM in India?**

**Ans.** Today, women like Dr. Ritu Karidhal lead major space missions, and over 50 women worked on Chandrayaan-3, showing that women are no longer just participants but leaders, reflecting progress in gender equality in STEM.

**6. What is the writer's purpose of highlighting the contributions of Bibha Chowdhuri and other modern women scientists?**

**Ans.** The writer aims to celebrate their achievements, show the progress from Chowdhuri's struggles to today's

successes, and inspire more women to pursue science by breaking barriers.

7. **How might this text help shape people's perception of the role of women in other traditionally male-dominated fields?**

**Ans.** It can inspire people to see that women can excel in any field, encourage acceptance of women in leadership and technical roles,

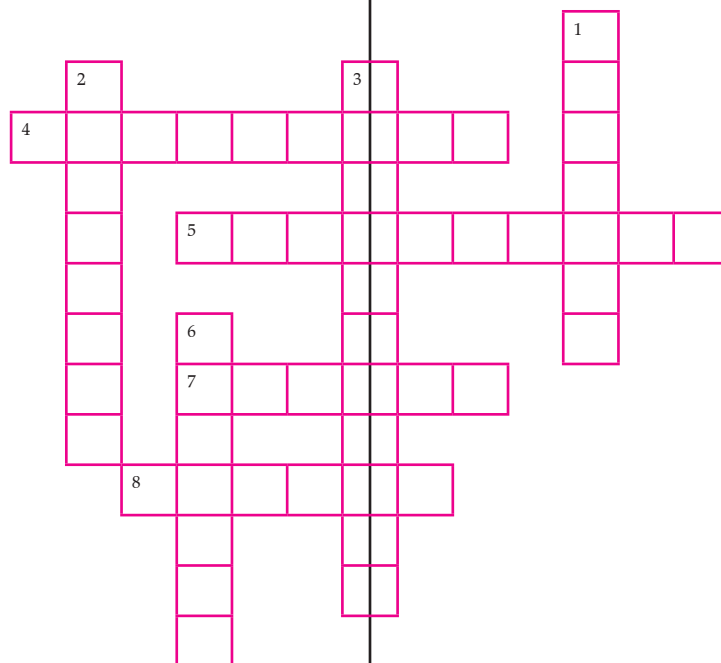
**Ans.**

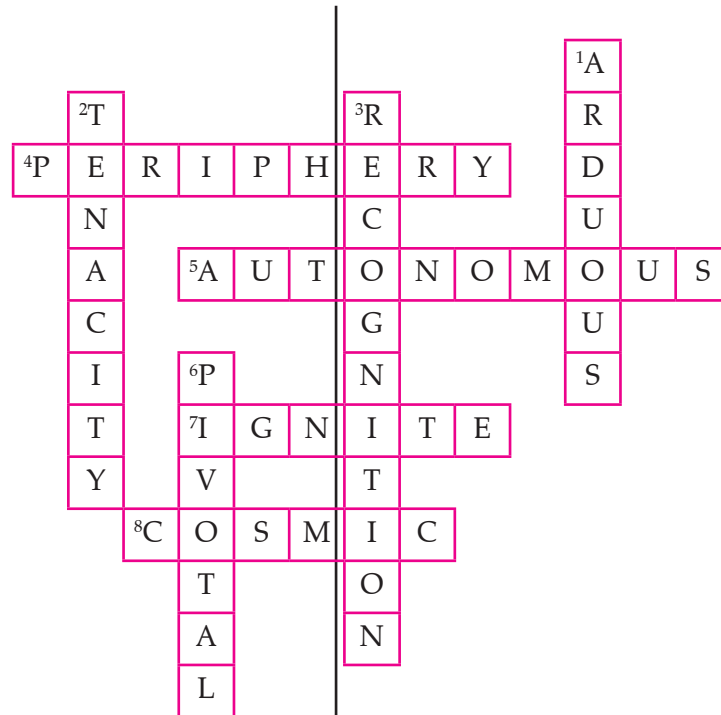
| Across         | Down          |
|----------------|---------------|
| 4. core        | 1. effortless |
| 5. dependent   | 2. weakness   |
| 7. extinguish  | 3. neglect    |
| 8. terrestrial | 6. trivial    |

and motivate society to support women breaking barriers in areas beyond science.

## Let us learn

- I. **Complete the crossword puzzle by filling in the antonyms from the clues given below in the table. You may refer to the text.**





**II. Substitute the underlined phrase in the sentences with the suitable words from the box given below.**

|           |            |             |
|-----------|------------|-------------|
| physicist | luminaries | pioneers    |
| peers     | barriers   | persistence |

- They are considered to be the first people to start the online markets.
- A scientist who studies matter, energy, light, etc.
- Most of my friends are my classmates and

- are my age.
- We first welcomed all the famous and important people in folk song for the award ceremony.
- My brother finally succeeded in his business because of his continuous efforts and determination.
- We should remove all the things that block our way in achieving success.

**Ans.** 1. pioneers 2. physicist 3. peers 4. luminaries 5. persistence 6. barriers.

**III. The words 'professorship', 'mentorship', and 'leadership' are used in the text. These words are made by adding the suffix '-ship' to the words 'professor', 'mentor' and 'leader'. Similarly, we can make words by adding -ment and -hood to certain words.**

Now, make words by adding suitable suffixes -ship, -ment, and -hood to the words given below. One example has been done for you.

achieve + ment = achievement

- member + \_\_\_\_\_ = \_\_\_\_\_
- govern + \_\_\_\_\_ = \_\_\_\_\_
- partner + \_\_\_\_\_ = \_\_\_\_\_
- child + \_\_\_\_\_ = \_\_\_\_\_
- citizen + \_\_\_\_\_ = \_\_\_\_\_



6. entertain + \_\_\_\_\_ = \_\_\_\_\_  
 7. brother + \_\_\_\_\_ = \_\_\_\_\_  
 8. agree + \_\_\_\_\_ = \_\_\_\_\_

- Ans.** 1. member + ship = membership  
 2. govern + ment = government  
 3. partner + ship = partnership  
 4. child + hood = childhood  
 5. citizen + ship = citizenship  
 6. entertain + ment = entertainment  
 7. brother + hood = brotherhood  
 8. agree + ment = agreement

**IV. The abbreviations—ISRO and STEM—used in the text are called acronyms because they are read or pronounced as full words.**

The grid given below has acronyms for the following. Circle the acronyms in the grid.

1. National Aeronautics and Space

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| A | C | B | G | A | I | I | M | S |
| Y | R | T | H | A | I | T | A | W |
| U | S | W | H | O | C | M | T | J |
| S | A | R | O | F | G | C | R | T |
| H | B | N | I | P | E | R | B | I |
| D | G | N | O | J | T | O | N | M |
| E | F | N | A | S | A | J | E | E |

**Ans.** The acronyms for the given full forms are.

1. National Aeronautics and Space Administration = NASA  
 2. All India Institute of Medical Sciences = AIIMS

- Administration  
 2. All India Institute of Medical Sciences  
 3. Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homoeopathy  
 4. National Institute of Pharmaceutical Education and Research  
 5. World Health Organization

3. Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homoeopathy = AYUSH  
 4. National Institute of Pharmaceutical Education and Research = NIPER  
 5. World Health Organization = WHO

|          |   |          |          |          |          |          |          |          |
|----------|---|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | C | B        | G        | <b>A</b> | <b>I</b> | <b>I</b> | <b>M</b> | <b>S</b> |
| <b>Y</b> | R | T        | H        | A        | I        | T        | A        | W        |
| <b>U</b> | S | <b>W</b> | <b>H</b> | <b>O</b> | C        | M        | T        | J        |
| <b>S</b> | A | R        | O        | F        | G        | C        | R        | T        |
| <b>H</b> | B | <b>N</b> | <b>I</b> | <b>P</b> | <b>E</b> | <b>R</b> | B        | I        |
| D        | G | N        | O        | J        | T        | O        | N        | M        |

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| E | F | N | A | S | A | J | E | E |
|---|---|---|---|---|---|---|---|---|

**Clipping**

The short form of laboratory is lab. In making this short form, the front part of the word is retained and the end part is removed or clipped. Clipping is a method of making words from larger words in English. There are three clipping methods.

1. Back clipping: a word is made by removing the end part of a word and retaining the front part (exam—**ex**amination, ad—**ad**vertisement, gas—**gas**oline, memo—**memo**randum, gym—**gym**nasium, photo—**photo**graph, etc.).
2. Front clipping: a word is made by removing the front part of a word and retaining the end part (phone—**tele**phone, net—**inter**net, bike—**motor**bike, net—**internet**, etc.).
3. Middle clipping: a word is made by removing the front and the end parts of the word and retaining the middle part (flu—**infl**uenza, fridge—**refri**gerator, etc.).

V. Read the following sentence from the text and the table that follows.

..., the foundation was laid by early pioneers like Bibha Chowdhuri...

| Subject        | Verb     | Object                                 |
|----------------|----------|----------------------------------------|
| The foundation | was laid | early pioneers like Bibha Chowdhuri... |

Here the verb is expressed in passive form. Verbs can be expressed in either active voice or passive voice.

Now, complete the following news report with the passive form of verbs given in the box below. (Remember that the verb must agree with the subject.)

|          |        |         |
|----------|--------|---------|
| discover | test   | measure |
| publish  | record | take    |

Last year, significant advancements in medical science 1. \_\_\_\_\_ in leading medical journals when a new vaccine for malaria 2. \_\_\_\_\_. The vaccine 3. \_\_\_\_\_ through several clinical trials and results 4. \_\_\_\_\_ in those journals. During the trials, blood samples 5. \_\_\_\_\_ regularly from participants to monitor their immune response. The amount of antibodies produced 6. \_\_\_\_\_ carefully to assess the effectiveness of the vaccine.

**Ans.** 1. were published, 2. was discovered, 3. was tested, 4. were recorded, 5. were

taken, 6. was measured.

VI. Read the following report of an experiment. Rewrite the report using passive verbs wherever necessary.

**REPORT-**

I conducted an experiment to investigate the effects of light on plant growth. I placed various plants under different light conditions and measured their growth over several weeks. I recorded data daily to track the height of each plant. At the end of the experiment, I analysed the results and found that plants exposed to natural light grew significantly taller than those under artificial light. I concluded that sunlight plays a crucial role in plant development. I presented my findings to the class, highlighting the importance of light in enhancing photosynthesis and overall plant health.

You may begin like this.

An experiment was conducted...

**Ans.** An experiment **was conducted** to investigate the effects of light on plant growth. Various plants **were placed** under different light conditions and their growth **was measured** over several weeks. Data **was recorded** daily to track the height of each plant. At the end of the experiment, the results **were analysed** and it **was found** that plants exposed to natural light grew significantly taller than those under artificial light. It **was concluded** that sunlight plays a crucial role in plant development. The findings **were presented** to the class, and the importance of light in enhancing photosynthesis and overall plant health **was highlighted**.

**VII. Read the instructions given in the box on landing of Chandrayaan. Complete the passage by choosing the correct answer from the options given.**

- Launch the spacecraft towards the Moon from Earth.
- Position the spacecraft to enter the Moon's orbit.
- Adjust the spacecraft's path for landing.
- Slow down the spacecraft as it nears the Moon's surface.
- Release the rover to explore the surface and collect valuable data

Chandrayaan's landing mission involves several key steps. First, the spacecraft

1. \_\_\_\_\_ towards the Moon from the Earth. Then, it 2. \_\_\_\_\_ to enter the Moon's orbit. After reaching the Moon's orbit, the spacecraft's path 3. \_\_\_\_\_ for landing. Next, the spacecraft 4. \_\_\_\_\_ as it nears the Moon's surface. Finally, the rover 5. \_\_\_\_\_ to explore the surface and collect valuable data.

- (i) A. launched  
B. were launched  
C. was launched D. is launched

- (ii) A. position  
B. was positioned  
C. is positioned  
D. has positioned

- (iii) A. adjusted  
B. was adjusted  
C. is adjusted  
D. were adjusted

- (iv) A. slowed down  
B. was slowed down  
C. is slowed down  
D. were slowed down

- (v) A. is released B. has released  
C. were released D. was released

**Ans.** 1. was launched, 2. was positioned, 3. was adjusted, 4. was slowed down, 5. was released.

## Let us listen

**I. You will listen to a podcast about Artificial Intelligence. As you listen, answer the following questions by selecting the correct options.**

## TRANSCRIPT OF PODCAST

*Hello and welcome to Tech Talks, the podcast where we explore how technology is shaping our world! I'm Faizy, your host, and today we're diving into the fascinating topic of artificial intelligence, or AI, and how it's benefiting humankind. AI is often seen as futuristic, but it's already making everyday tasks easier and more efficient. Let's look at some of the incredible ways AI is improving our lives in four of the many segments.*

*Let's begin with Segment 1: Healthcare Transformation AI systems can analyse medical data much faster and more accurately than humans, leading to quicker diagnoses and personalised treatments. AI-powered robots are also assisting in surgeries, making them more precise and less invasive. And during the global pandemic, AI played a crucial role in speeding up the discovery of new medicines.*

*Let's now talk about Segment 2: Environmental Sustainability AI is helping us fight climate change. It helps in predicting natural disasters, and managing resources like water and agriculture more efficiently. In renewable energy, AI is improving the performance of wind turbines and solar panels, pushing us toward a greener future.*

*Next, we have Segment 3: Enhancing Education In education, AI is offering personalised learning experiences to students. Teachers also benefit from AI, which helps analyse student performance and manage administrative tasks, giving them more time to focus on teaching.*

*Segment 4: Accessibility and Inclusion is the final segment of the podcast today. You see, AI is also improving accessibility for people with disabilities. Technologies like speech recognition, text-to-speech, and voice commands make communication easier and faster. Now you know how AI is improving life for humankind. AI is a powerful force for good but we need to use it responsibly. Thanks for tuning in to Tech Talks. Join us next time for another deep dive into the world of technology. Until then, stay curious, and keep exploring!*

- |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. What is one of the key benefits of AI in the healthcare sector?</b></p> <p>(i) Helps doctors communicate faster with patients.</p> <p>(ii) Provides personalised treatments and faster diagnoses.</p> <p>(iii) Focuses on cosmetic surgeries to improve appearance.</p> | <p>(iii) AI developed different types of vaccines by itself.</p>                                                                                                                                                                                                                                                                            |
| <p><b>2. How did AI play a crucial role during the global pandemic?</b></p> <p>(i) AI robots monitored patient behaviour in hospitals.</p> <p>(ii) AI assisted in speeding up the discovery of new medicines.</p>                                                                | <p><b>3. What example was given regarding AI's role in renewable energy?</b></p> <p>(i) AI is optimising the placement of wind turbines and solar panels in cities.</p> <p>(ii) AI is promoting alternative energy from wind turbines and solar panels.</p> <p>(iii) AI is improving the performance of wind turbines and solar panels.</p> |
|                                                                                                                                                                                                                                                                                  | <p><b>4. What does AI offer to teachers in the field of education?</b></p> <p>(i) Helps teachers assign grades more quickly.</p> <p>(ii) Allows teachers to communicate better with students.</p>                                                                                                                                           |

(iii) Helps teachers analyse student performance.

5. **What is one of the user-friendly features that AI is enhancing for people with disabilities?**

(i) Helps them find better jobs in the mainstream.

(ii) Improves speech recognition and voice command technologies.

(iii) Trains individuals to interact with robots.

Ans.1. (ii) Provides personalised treatments and faster diagnoses.

2. (ii) AI assisted in speeding up the discovery of new medicines.

3. (iii) AI is improving the performance of wind turbines and solar panels.

4. (iii) Helps teachers analyse student performance.

5. (ii) Improves speech recognition and voice command technologies.

## Let us speak

I. **Form a group of five. Conduct a panel discussion on the topic, 'Evaluating the Impact of Mobile Phones—Beneficial or Harmful'. Each student will take on one of the following roles.**

- Moderator (initiates and directs the flow of the discussion inviting the speakers to share their views on the subject; at the end sums up the points of discussion and thanks the members of the group)
- Principal (opposed to—focus on discipline in school)
- Teacher (in favour of—partially in favour, educational use with limitations)
- Parent (opposed to—concerned about health and social effects on children)

- Student (in favour of—highlighting the benefits like connectivity and learning)

**You may use the cues given below and add your own ideas when speaking.**

Principal - As a Principal, I strongly believe mobile phones are largely disruptive because...

Teacher- From an educator's perspective, I think mobile phones can be valuable but...

Parent- As a parent, I'm concerned that mobile phones pose certain risks to children's health and social development...

Student- As a student, I feel mobile phones are essential because...

Ans. **'Evaluating the Impact of Mobile Phones—Beneficial or Harmful'**

**Moderator:** Good morning everyone' Today, our panel discussion is on the topic, 'Evaluating the Impact of Mobile Phones—Beneficial or Harmful' Let us hear different perspectives' I'll start with our Principal' Sir, could you share your views?

**Principal:** Thank you' As a Principal, I strongly believe mobile phones are largely disruptive in schools' They distract students during lessons, encourage cheating during exams, and reduce face-to-face interaction' Many students spend hours on social media instead of focusing on studies' In my opinion, strict regulation or restriction is necessary to maintain discipline'

**Moderator:** Thank you, Sir' Now, let's hear from our Teacher'

**Teacher:** From an educator's perspective, I think mobile phones can be valuable, but only when used responsibly.

They provide access to educational apps, online resources, and instant information' However, excessive use or unrestricted access can harm learning and concentration' Schools should encourage controlled use, like using phones for research or learning apps during class'

**Moderator:** Thank you' Next, let's hear the viewpoint of a Parent'

**Parent:** As a parent, I'm concerned that mobile phones pose certain risks to children's health and social development' Constant screen time can affect eyesight, sleep, and physical activity' Also, overuse may limit social skills and increase dependency on digital devices' I believe children should have limited access, especially at home and school'

**Moderator:** Thank you' Now, let's hear from our Student'

**Student:** As a student, I feel mobile phones are essential because they keep us connected and provide valuable learning tools' We can access educational videos, e-books, and discussion forums' Phones also help with communication in emergencies and staying updated with news' If used wisely, they can be a great support for both learning and daily life'

**Moderator:** Thank you all for sharing your perspectives' To summarize, the Principal and Parent emphasized the risks of distraction, health issues, and social impacts' The Teacher suggested a balanced approach, using phones for educational purposes under guidance' The Student highlighted the benefits of connectivity, learning, and convenience' Clearly, mobile phones have both positive

and negative impacts' Responsible use is key' I thank all our panel members for their insightful contributions'.

## Let us write

- I. Your school recently hosted the Zonal Science Exhibition, in which teams of students from 25 schools participated enthusiastically. As the student editor, write a report on the exhibition to be published in your school magazine. Use the cues given below with your own ideas to compose this report.**

- Who was the organiser and who hosted the exhibition?
- When (date and time) and where was it held?
- Why was it held?
- Who participated?
- Who was the Chief Guest?
- What were the competitions held? For example: Science Quiz, Science Models, etc.
- What were the topics of models exhibited? Give details.
- Which team got the trophy for best exhibit?
- What were the observations of the Chief Guest and other visitors?

Points to remember:

1. Write the report in past tense, passive voice, and third person.
2. Follow proper format with a headline, reporter's name, and three paragraphs.

**Ans. Zonal Science Exhibition Successfully Hosted**

**By Student Editor**

The Zonal Science Exhibition was organized by the Education Department and hosted by Sunshine Public School on 15th September 2025 at 10 a.m. in the school auditorium. The exhibition was held with the purpose of encouraging



scientific thinking and innovation among students. Teams from 25 schools across the zone participated enthusiastically in the event.

The exhibition was inaugurated by the Chief Guest, Dr. R. K. Sharma, a renowned scientist. Competitions such as the Science Quiz, Science Model Display, and Poster Presentation were conducted. Innovative models on topics like Renewable Sources of Energy, Water Conservation, Artificial Intelligence, and Clean India Mission were exhibited by the students. Each team showcased creativity, teamwork, and problem-solving skills through their projects.

The trophy for the Best Exhibit was awarded to City Public School for their model on solar-powered irrigation. The Chief Guest observed that the models presented were practical, innovative, and future-oriented. Other visitors praised the creativity, curiosity, and efforts of the young participants. The event was concluded with a vote of thanks.

## Let us explore

### I. In the recent times, Augmented Reality and Virtual Reality are changing the way students learn. Let us know more about them.

1. Augmented reality (AR) enhances a person's environment by adding digital elements to what can be seen in real time, usually through a smartphone camera.
2. Virtual reality (VR) offers a fully immersive experience, replacing the real world with a simulated one.

3. Through AR and VR, the students can see and interact with things that they could not interact with in real life. This enables younger students to understand difficult ideas easily.
4. To keep up with the times, NCERT has developed the e-Pathshala AR (Augmented Reality) App under the aegis of MHRD, Government of India.
5. This App aims to enable students to go beyond textbooks and four walls of the classrooms and learn concepts by directly experimenting rather than only through reading and memorisation.
6. This revolutionary effort will change most students from passive listeners to active learners-
7. This effort is in line with the Prime Minister's Digital India vision to empower varied sectors using technology and addressing the triple need of skill, scale, and speed.

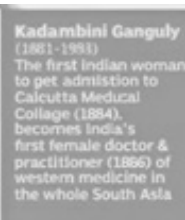
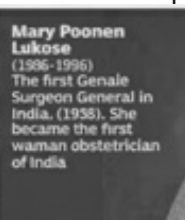
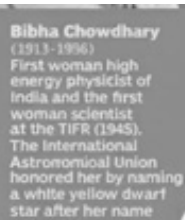
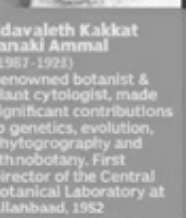
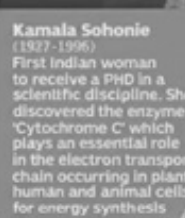
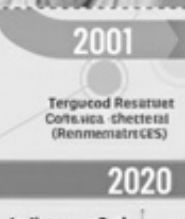
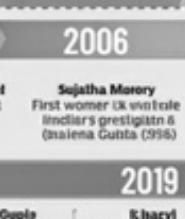
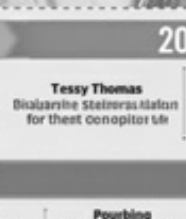
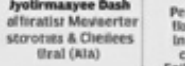
### II. The Government of India has come out with a new set of National Awards in the field of Science, Technology, and Innovation known as 'Rashtriya Vigyan Puraskar'.

The objective of the Rashtriya Vigyan Puraskar (RVP) is to recognise the notable and inspiring contribution made by the scientists, technologists, and innovators individually or in teams in various fields of science, technology, and technology-led innovation.

1. Vigyan Ratna (VR) award will recognise lifetime achievements and contributions made in any field of science and technology.
2. Vigyan Shri (VS) award will recognise distinguished contributions in any field of

- science and technology-
- Vigyan Yuva-Shanti Swarup Bhatnagar (VY-SSB) award will recognise and encourage young scientists up to the age of 45 years, who have made an exceptional contribution in any field of science and technology.
  - Vigyan Team (VT) award to be given to a team comprising three or more scientists/researchers/innovators, who have made an exceptional contribution working in a team in any field of science and technology.

### III. A glimpse of women pioneers from different fields.

|                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Kadambini Ganguly</b><br/>(1861-1933)<br/>The first Indian woman to get admission to Calcutta Medical College (1884), becomes India's first female doctor &amp; practitioner (1886) of western medicine in the whole South Asia</p> |  <p><b>Mary Poonen Lukose</b><br/>(1906-1996)<br/>The first Genale Surgeon General in India. (1938). She became the first waman obstetrician of India</p> |  <p><b>Bibha Chowdhary</b><br/>(1913-1996)<br/>First woman high energy physicist of India and the first woman scientist at the TIFR (1945). The International Astronomical Union honored her by naming a white yellow dwarf star after her name</p> |  <p><b>Asima Chatterjee</b><br/>(1917-1996)<br/>The first woman to be awarded a Doctor of Science by an Indian University (Calcutta) in 1944. She was the first woman to be elected as the General President of the Indian Science Congress</p> |  <p><b>Kamala Sohonie</b><br/>(1927-1996)<br/>First Indian woman to receive a PhD in a scientific discipline. She discovered the enzyme "Cytochrome C" which plays an essential role in the electron transport chain occurring in plants, human and animal cells for energy synthesis</p> |  <p><b>Edavaleth Kakkat Janaki Ammal</b><br/>(1907-1993)<br/>Renowned botanist &amp; plant cytologist, made significant contributions to genetics, evolution, phytochemistry and ethnobotany. First Director of the Central Botanical Laboratory at Allahabad, 1952</p> |
|  <p><b>2001</b><br/>Tergood Resatuet<br/>Cortica-thetral<br/>(Remenatrics)</p>                                                                                                                                                            |  <p><b>2005</b><br/>Morry Pernen Scioresi<br/>Snal Naeris of Mrenal<br/>Blaedd Insial</p>                                                                |  <p><b>2006</b><br/>Sujatha Morory<br/>First woman UK envtole<br/>Indians' prestigitt &amp;<br/>(Maena Guita) (1996)</p>                                                                                                                           |  <p><b>2011</b><br/>Tessy Thomas<br/>Bialaryne Steirras Maion<br/>for thest conopitor the</p>                                                                                                                                                  |  <p><b>2015</b><br/>Peramer Dhal Gneried<br/>Ahtancal Nagrest Waas<br/>Shteln Eresaciloin</p>                                                                                                                                                                                            |  <p><b>2015</b><br/>Echlabarighart<br/>Bredhddek Gvaltet<br/>Corleshar Proptions</p>                                                                                                                                                                                   |
|  <p><b>2020</b><br/>Jyotirmayee Dash<br/>of tiratist Mevserlar<br/>stortnes &amp; Chelies<br/>liral (AIA)</p>                                                                                                                            |  <p><b>Burley</b><br/>Perarg thortagne<br/>toact edinet of<br/>Intider Menal<br/>caetistalnes<br/>Englerotal indivalty</p>                              |  <p><b>Lupe Gupta</b><br/>Eoardest EActivs<br/>Peelingassys an<br/>Shanti Canerls<br/>thervrad wile<br/>Cetlem Snytree</p>                                                                                                                        |  <p><b>Eharyl</b><br/>Aolatole Womery<br/>of ha is Olastal<br/>NID Rulag Eriesu</p>                                                                                                                                                           |  <p><b>Pourbing</b><br/>First Yant Netar<br/>Irostrat Cloer<br/>Enringe Acashin<br/>tovey is Indar</p>                                                                                                                                                                                  |  <p><b>2018</b><br/>Tistam dardiest<br/>Ezungest Chrean,<br/>Ancehant la bare<br/>Bis wrodesmen<br/>Bhetinis Iran Bnrait</p>                                                                                                                                          |
|  <p><b>Renu Swaroop</b><br/>Changest physals<br/>fin tis ser dileded<br/>Peetior Culicubals<br/>sehection.</p>                                                                                                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |

## ADDITIONAL QUESTIONS

### Multiple Choice Questions

- In which year was Bibha Chowdhuri born?
  - 1920
  - 1913
  - 1945
  - 1991
- What subject did Bibha specialize in during her research at Manchester?
  - Nuclear fusion
  - Cosmic rays
  - Artificial intelligence
  - Astronomy
- Who personally selected Bibha Chowdhuri as faculty for TIFR?
  - Vikram Sarabhai
  - Homi J. Bhabha
  - C.V. Raman
  - Satyendra Nath Bose
- Who is popularly known as the "Rocket Woman of India"?
  - Kalpana Chawla

- (b) Tessy Thomas  
 (c) Dr. Ritu Karidhal Srivastava  
 (d) Bibha Chowdhuri

**5. Choose the opposite word of "recognised" from the following:**

- (a) Ignored (b) Awarded  
 (c) Respected (d) Remembered

**Ans.** 1. (b), 2. (b), 3. (b), 4. (c), 5. (a).

### Fill in the Blanks

- Bibha Chowdhuri was India's first woman \_\_\_\_\_ in a male-dominated field.
- She conducted research on \_\_\_\_\_ rays at the University of Manchester.
- Bibha Chowdhuri was nominated for the \_\_\_\_\_ Prize in 1950 by Erwin Schrödinger.
- Upon returning to India, she became the first woman faculty member at \_\_\_\_\_.
- In 2019, the International Astronomical Union (IAU) renamed a star in the constellation Leo as \_\_\_\_\_.

**Ans.** 1. physicist, 2. cosmic, 3. Nobel, 4. Tata Institute of Fundamental Research (TIFR), 5. Bibha.

### True/False

- Bibha Chowdhuri was India's first woman physicist.
- She was awarded the Nobel Prize in 1950.
- Bibha conducted research on cosmic rays at the University of Manchester.
- The Tata Institute of Fundamental Research (TIFR) appointed her as their first woman faculty member.
- In 2019, a star in the constellation Leo was renamed after Bibha Chowdhuri.

**Ans.** 1. T, 2. F, 3. T, 4. T, 5. T.

### Very Short Answer Type Questions

**1. Who was Bibha Chowdhuri?**

**Ans.** India's first woman physicist and pioneer in cosmic rays.

**2. When and where was Bibha born?**

**Ans.** She was born in 1913 in Kolkata, India.

**3. Which Nobel Laureate guided her at Manchester?**

**Ans.** Patrick M.S. Blackett guided her in cosmic rays research.

**4. What was her Ph.D. thesis about?**

**Ans.** Her thesis focused on the study of cosmic rays.

**Which particle did Bibha discover?**

**Ans.** She discovered pi-meson, a type of subatomic particle.

**6. Which institute appointed her as the first woman faculty?**

**Ans.** Tata Institute of Fundamental Research (TIFR) appointed her.

**7. When was a star renamed after her?**

**Ans.** In 2019, a star in constellation Leo was named Bibha.

### Short Answer Type Questions

**1. Who was Bibha Chowdhuri and why is she significant in Indian science?**

**Ans.** Bibha Chowdhuri was India's first woman physicist. She broke gender barriers in a male-dominated field, contributed to high-energy particle physics, and inspired future generations of women scientists through her pioneering work on cosmic rays and subatomic particles.

**2. What challenges did Bibha face as a woman pursuing science in India?**

**Ans.** Bibha faced societal expectations that limited women's education and opportunities. She also worked in a male-dominated scientific environment,

where recognition and support were scarce, making her struggle to be heard and appreciated for her scientific achievements.

**3. Describe Bibha Chowdhuri's academic journey and international exposure.**

**Ans.** She studied at the Bose Institute in India and later went to the University of Manchester in 1945. Under Nobel Laureate Patrick M.S. Blackett, she researched cosmic rays, wrote her Ph.D. thesis, and gained recognition as 'India's New Woman Scientist.'

**4. What were Bibha's key scientific contributions?**

**Ans.** Bibha Chowdhuri worked on cosmic rays and subatomic particles, contributing notably to the discovery of pi-mesons. Her research was highly valued, leading to a Nobel Prize nomination, although she did not receive major awards during her lifetime.

**5. How is Bibha Chowdhuri remembered and honoured today?**

**Ans.** Her legacy continues to inspire women in science. In 2019, a star in constellation Leo was named 'Bibha,' and in 2020, the Indian government established a chair professorship in her name, recognising her pioneering spirit and lifelong dedication to science.

## Long Answer Type Questions

**1. Who was Bibha Chowdhuri, and how did she pave the way for women in Indian science?**

**Ans.** Bibha Chowdhuri was India's first woman

physicist, who challenged societal norms and male dominance in science. She excelled in high-energy particle physics and cosmic rays research, paving the way for future generations of women scientists. Her persistence and achievements provided a role model for women in STEM, inspiring them to pursue education and careers in science despite cultural and professional barriers.

**2. Describe the academic and international journey of Bibha Chowdhuri.**

**Ans.** Bibha began her studies at the Bose Institute in India, where she became the first Indian woman to excel in high-energy particle physics. In 1945, she went to the University of Manchester and worked under Nobel Laureate Patrick M.S. Blackett, focusing on cosmic rays. Her Ph.D. thesis earned recognition, and she was introduced as 'India's New Woman Scientist,' highlighting her remarkable talent and international exposure.

**3. What were Bibha Chowdhuri's major scientific contributions, and how were they recognized?**

**Ans.** Bibha Chowdhuri conducted pioneering research on cosmic rays and subatomic particles, including the discovery of pi-mesons. She was nominated for a Nobel Prize in 1950 by Erwin Schrödinger, reflecting global recognition of her work. Though she did not receive awards during her lifetime, her research laid the foundation for particle physics in India and inspired future women scientists to follow in her footsteps.

