

1

The Day the River Spoke

Multiple Choice Type Questions

- What did Jahnavi want to become when she grew up?
(a) Doctor (b) Teacher
(c) Farmer (d) Artist
- What did the River promise to tell Jahnavi about?
(a) Frogs in the pond (b) Ships that sail the sea
(c) Birds in the sky (d) Stories of the village
- Who told Jahnavi that little girls couldn't go to school?
(a) The River (b) Her grandmother
(c) The teacher (d) Her neighbour
- What did Jahnavi say she would learn in school?
(a) Cooking and painting
(b) Singing and dancing
(c) Writing her name and doing sums
(d) Playing games and making toys
- What does the River's laugh suggest when Jahnavi expresses fear of school?
(a) It mocks her
(b) It encourages her gently
(c) It is not listening
(d) It is angry

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

Fill in the Blanks

- Jahnavi wanted to learn to write her _____.
- The River told stories about the _____.
- Jahnavi was scared but still went to meet

the _____.

- The story begins with the River flowing through fields and _____.
- Jahnavi's mother told her she was too _____ to go to school.

Ans. 1. name, 2. sea, 3. teacher, 4. trees, 5. old.

True/False

- Jahnavi decided never to go to school.
- The River gave advice to Jahnavi.
- Jahnavi's grandmother supported her schooling.
- Jahnavi planned to teach little boys in her village.
- The River is described as wise and kind.

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

Very Short Answer Type Questions

- What did Jahnavi want to become?

जाह्नवी क्या बनना चाहती थी?

Ans. Jahnavi wanted to become a teacher.

जाह्नवी एक अध्यापिका बनना चाहती थी।

- Who laughed when Jahnavi said she was scared?

जब जाह्नवी ने कहा कि वह डरती है, तो कौन हँसा?

Ans. The River laughed.

नदी हँसी।

- Where did Jahnavi go before school began?

स्कूल शुरू होने से पहले जाह्नवी कहाँ गई?

Ans. Jahnavi went to meet the River.

जाह्नवी नदी से मिलने गई।

4. What did the River promise to tell Jahnavi?

नदी ने जाह्नवी से क्या बताने का वादा किया?

Ans. The River promised to tell her about the ships that sail in the sea.

नदी ने उसे समुद्र में चलने वाले जहाजों के बारे में बताने का वादा किया।

5. What kind of stories did the River know?

नदी को किस प्रकार की कहानियाँ आती थीं?

Ans. The River knew old stories and secrets.

नदी को पुरानी कहानियाँ और रहस्य पता थे।

6. What was Jahnavi afraid of?

जाह्नवी किससे डर रही थी?

Ans. Jahnavi was afraid to go to school.

जाह्नवी स्कूल जाने से डर रही थी।

7. Who encouraged Jahnavi to speak up for herself?

किसने जाह्नवी को अपने लिए बोलने के लिए प्रेरित किया?

Ans. The River encouraged her.

नदी ने उसे प्रेरित किया।

Short Answer Type Questions

1. Why did Jahnavi want to go to school?

जाह्नवी स्कूल क्यों जाना चाहती थी?

Ans. Jahnavi wanted to learn to write her name, do sums and find answers to her questions.

जाह्नवी अपना नाम लिखना, गणित करना और अपने प्रश्नों के जवाब जानना चाहती थी।

2. How did Jahnavi overcome her fear?

जाह्नवी ने अपने डर पर कैसे काबू पाया?

Ans. Jahnavi listened to the River's advice, gathered courage, and asked for permission to go to school.

जाह्नवी ने नदी की सलाह मानी, हिम्मत जुटाई और स्कूल जाने की अनुमति माँगी।

3. What was the attitude of adults in the story towards girls' education?

कहानी में बड़ों का लड़कियों की शिक्षा के प्रति क्या दृष्टिकोण था?

Ans. The adults believed that girls were too old to start school and discouraged them.

बड़ों का मानना था कि लड़कियाँ पढ़ने के लिए बहुत बड़ी हो गई हैं और उन्होंने हतोत्साहित किया।

4. How did the River help Jahnavi? नदी ने जाह्नवी की कैसे मदद की?

Ans. The River listened to her dreams, gave her courage, and supported her decision to go to school.

नदी ने उसकी बातें सुनीं, उसे साहस दिया और स्कूल जाने के फैसले में उसका साथ दिया।

Long Answer Type Questions

1. How does the River act as a symbol of wisdom and encouragement in the story?

इस कहानी में नदी कैसे ज्ञान और प्रेरणा का प्रतीक बनती है?

Ans. In the story, the River listens patiently to Jahnavi's fears and dreams. It offers gentle wisdom and encourages her to overcome her fear and speak up. The River's knowledge of the world and its understanding heart help Jahnavi take her first brave step toward education.

इस कहानी में नदी जाह्नवी के डर और सपनों को धैर्यपूर्वक सुनती है। वह उसे ज्ञानपूर्वक सलाह देती है और अपने डर पर काबू पाने तथा अपने लिए बोलने के लिए प्रेरित करती है। नदी की दुनिया की समझ और सहृदयता जाह्नवी को

शिक्षा की ओर पहला साहसी कदम उठाने में मदद करती है।

2. **What message does the story convey about girls' education and inner strength?**

यह कहानी लड़कियों की शिक्षा और आत्मबल के बारे में क्या संदेश देती है?

Ans. The story conveys that girls have dreams and abilities just like boys and should be given equal opportunities to learn. It also highlights that with encouragement and

belief in oneself, even a scared girl like Jahnvi can find the courage to break social barriers and pursue her goals.

यह कहानी बताती है कि लड़कियों के भी सपने और क्षमताएँ लड़कों की तरह होती हैं और उन्हें सीखने के समान अवसर मिलना चाहिए। यह भी दर्शाती है कि प्रेरणा और आत्मविश्वास से भरकर जाह्नवी जैसी डरपोक लड़की भी सामाजिक बाधाओं को तोड़कर अपने लक्ष्य को हासिल कर सकती है।



2

Try Again

Multiple Choice Type Questions

- What was King Bruce trying to do?**
(a) fight a war
(b) build a palace
(c) do a great deed for his people
(d) catch a spider
- What did King Bruce observe while in despair?**
(a) a bird flying
(b) a soldier marching
(c) a spider climbing
(d) a child playing
- How many times did the spider fall before it succeeded?**
(a) ten (b) nine
(c) eight (d) seven
- What was the spider trying to reach?**
(a) the ground
(b) a window
(c) its cobweb home
(d) the king
- What inspired King Bruce to try again?**
(a) his crown (b) a friend

(c) the spider's perseverance

(d) a dream

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

Fill in the Blanks

- King Bruce was the monarch of _____.
- The spider tried to climb up to the _____ dome.
- The spider made _____ brave attempts.
- The king lay down in a mood of _____.
- The poem ends with King Bruce gaining _____.

Ans. 1. Scotland 2. ceiling 3. nine 4. despair 5. courage.

True/False

- King Bruce succeeded in his first attempt.
- The spider gave up after its fifth fall.
- The poem is written in a narrative style.
- The spider finally reached its web.
- The poet praises the King's crown more than the spider's effort.

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

Very Short Answer Type Questions

1. **What was King Bruce's mood at the beginning of the poem?**

राजा ब्रूस की कविता की शुरुआत में मनःस्थिति कैसी थी?

Ans. He was feeling sad and hopeless.

वह दुखी और निराश महसूस कर रहे थे।

2. **Who did the King observe while thinking?**

राजा ने सोचते समय किसे देखा?

Ans. He observed a spider.

उन्होंने एक मकड़ी को देखा।

3. **How many times did the spider try before succeeding?**

मकड़ी ने सफल होने से पहले कितनी बार प्रयास किया?

Ans. Nine times.

नौ बार।

4. **What lesson did King Bruce learn from the spider?**

राजा ब्रूस ने मकड़ी से क्या सबक सीखा?

Ans. He learned never to give up.

उन्होंने सीखा कि कभी हार नहीं माननी चाहिए।

5. **What quality of the spider impressed the King?**

मकड़ी की कौन-सी विशेषता ने राजा को प्रभावित किया?

Ans. Its determination and perseverance.

उसका दृढ़-संकल्प और निरंतर प्रयास।

6. **What action did the King take after observing the spider?**

मकड़ी को देखने के बाद राजा ने क्या किया?

Ans. He decided to try again.

उन्होंने दोबारा प्रयास करने का निश्चय किया।

7. **What does the poem encourage us to do?**

यह कविता हमें क्या करने के लिए प्रेरित करती है?

Ans. It encourages us to keep trying and never lose hope.

यह हमें लगातार प्रयास करने और आशा न खोने के लिए प्रेरित करती है।

Short Answer Type Questions

1. **Describe the condition of the spider each time it fell.**

हर बार गिरने पर मकड़ी की स्थिति का वर्णन कीजिए।

Ans. Each time the spider fell, it lay dizzy and faint, but never gave up.

हर बार गिरने पर मकड़ी चकराई हुई और कमजोर पड़ी रहती थी, पर उसने हार नहीं मानी।

2. **How did the King interpret the spider's final success?**

राजा ने मकड़ी की अंतिम सफलता को कैसे समझा?

Ans. He saw it as a victory of perseverance and felt that he too could succeed.

उन्होंने इसे निरंतर प्रयास की जीत के रूप में देखा और महसूस किया कि वह भी सफल हो सकते हैं।

3. **What message does the poet convey through the poem?**

कवि इस कविता के माध्यम से क्या संदेश देना चाहता है?

Ans. The poet conveys that persistence leads to success, and failure is not the end.

कवि यह संदेश देता है कि निरंतर प्रयास से सफलता मिलती है और असफलता अंत नहीं है।

4. **Why do you think the spider's actions are described in such detail?**

आपके अनुसार मकड़ी की क्रियाओं का इतना विस्तृत वर्णन क्यों किया गया है?

Ans. To highlight its courage, persistence, and to make it a strong symbol of inspiration. उसके साहस और निरंतरता को दिखाने तथा उसे प्रेरणा का प्रतीक बनाने के लिए।

Long Answer Type Questions

1. **How does the poet use the spider's actions to reflect human struggle and success?**

कवि मकड़ी की क्रियाओं के माध्यम से मानव संघर्ष और सफलता को कैसे दर्शाता है?

Ans. The poet compares the spider's repeated attempts with human failures. Just like the spider does not stop trying despite falling, humans too should not give up. The spider's final success becomes a symbol of how hard work and patience can help us achieve our goals.

कवि मकड़ी के बार-बार प्रयासों की तुलना मानव की असफलताओं से करता है। जैसे मकड़ी बार-बार गिरने के बावजूद प्रयास करती है, वैसे ही मनुष्यों को भी हार नहीं माननी चाहिए। मकड़ी की अंतिम सफलता यह दर्शाती है कि कठिन परिश्रम और धैर्य से हम अपने लक्ष्य को प्राप्त कर सकते हैं।

2. **Explain how the poem teaches the value of determination through the example of King Bruce.**

समझाइए कि यह कविता राजा ब्रूस के उदाहरण के माध्यम से दृढ़ निश्चय का महत्व कैसे सिखाती है।

Ans. The poem begins with King Bruce feeling disheartened due to repeated failures. However, by observing the spider's unwavering efforts, he gains strength and decides to try again. His success in the end shows that determination and never giving up can lead to victory, making the poem an inspiring tale for readers.

यह कविता राजा ब्रूस के होने निराश होने से शुरू होती है, जो बार-बार की असफलताओं के कारण हताश हैं। लेकिन मकड़ी के लगातार प्रयासों को देखकर उन्हें हिम्मत मिलती है और वह फिर से प्रयास करने का निश्चय करते हैं। अंत में उनकी सफलता यह दर्शाती है कि दृढ़-निश्चय और हार न मानने की भावना से जीत मिलती है। यह कविता पाठकों के लिए प्रेरणादायक बन जाती है।



3

Three Days to See

Multiple Choice Questions

1. **What does Helen Keller feel on the bark of a pine tree?**
 (a) smoothness (b) shagginess
 (c) wetness (d) softness
2. **What does Helen Keller imagine doing if she were given the use of her eyes for three days?**

- (a) going on a vacation
 (b) writing a book
 (c) dividing the days for different experiences
 (d) visiting a library

3. **What is the meaning of the word 'quiver' as used in the passage?**
 (a) tremble (b) scream
 (c) glow (d) fade

4. **According to Helen Keller, what is the most delightful sense?**

(a) hearing (b) touch
(c) sight (d) taste

5. **Where would Helen go to observe the progress of mankind?**

(a) park (b) museum
(c) school (d) office

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

Fill in the Blanks

- Helen Keller finds interest in the world through the sense of _____.
- She feels the happy quiver of a bird in full _____.
- She wishes to observe the transformation of night into _____.
- She describes the eye as the 'window of the _____'.
- Helen encourages us to use our senses as if we might lose them _____.

Ans. 1. touch, 2. song, 3. day, 4. soul, 5. tomorrow.

True/False

- Helen Keller is blind and deaf from birth.
- She says she understands her friends' emotions through touch.
- Helen Keller believes hearing is the most delightful of all senses.
- On the third day, Helen wants to visit the countryside.
- Helen encourages people to cherish their senses.

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

Very Short Answer Type Questions

1. **What does Helen Keller feel when she touches a pine tree?**

हेलेन केलर को जब वह एक चीड़ के पेड़ को

छूती है तो क्या महसूस होता है?

Ans. She feels it is rough, shaggy bark.

उसे उसकी खुरदुरी, झबरी छाल महसूस होती है।

2. **What does she search for in spring on tree branches?**

वसंत में वह पेड़ों की शाखाओं पर क्या खोजती है?

Ans. She searches for a bud.

वह कली खोजती है।

3. **How does she recognise her friends?**

वह अपने दोस्तों को कैसे पहचानती है?

Ans. She recognises them by touching their faces.

वह उनके चेहरे को छूकर उन्हें पहचानती है।

4. **What time of day does she wish to wake up on the second day?**

वह दूसरे दिन किस समय उठना चाहती है?

Ans. She wishes to rise with the dawn.

वह भोर के समय उठना चाहती है।

5. **Where would she go to see human progress?**

वह मानव प्रगति देखने कहाँ जाना चाहती है?

Ans. She would go to museums.

वह संग्रहालयों में जाना चाहती है।

6. **What is the meaning of the word 'symmetry'?**

'Symmetry' शब्द का क्या अर्थ है?

Ans. Balance and proportion in shape or arrangement.

आकार या व्यवस्था में संतुलन और अनुपात।

7. **How does Helen suggest we should use our senses?**

हेलेन के सुझाव से हमें अपनी इंद्रियों का उपयोग कैसे करना चाहिए?

Ans. As if we might lose them tomorrow.

जैसे कि हम उन्हें कल खो देंगे।

Short Answer Type Questions

1. **What does Helen Keller imagine seeing on the first day of her sight?**

हेलेन केलर अपनी दृष्टि के पहले दिन क्या देखने की कल्पना करती हैं?

Ans. She wants to see the faces of her friends whose love and companionship made her life meaningful.

वह अपने दोस्तों के चेहरे देखना चाहती हैं, जिनके प्रेम और साथ ने उनके जीवन को सार्थक बनाया।

2. **Why does Helen want to visit the museum on her second day?**

हेलेन अपने दूसरे दिन संग्रहालय क्यों जाना चाहती हैं?

Ans. To see the condensed history of earth and the progress of mankind Helen wants to visit the museum on her second day.

पृथ्वी का संक्षिप्त इतिहास और मानव जाति की प्रगति देखने के लिए हेलेन अपने दूसरे दिन संग्रहालय जाना चाहती हैं।

3. **What does Helen observe at a busy street corner on the third day?**

हेलेन तीसरे दिन एक व्यस्त सड़क के कोने पर क्या देखती हैं?

Ans. She observes people's expressions to understand their lives—smiles, determination and suffering.

वह लोगों के भाव देखती हैं—मुस्कान, संकल्प और पीड़ा—ताकि उनके जीवन को समझ सके।

4. **What advice does Helen Keller give to those who can see and hear?**

जो लोग देख और सुन सकते हैं, हेलेन केलर उन्हें क्या सलाह देती हैं?

Ans. She advises them to use their senses fully and cherish them as if they might lose them the next day.

वह उन्हें सलाह देती हैं कि वे अपनी इंद्रियों का पूरी तरह से उपयोग करें और उन्हें ऐसे सराहें जैसे कि वे उन्हें अगली सुबह खो देंगे।

Long Answer Type Questions

1. **Describe Helen Keller's thoughts on the importance of sight.**

दृष्टि के महत्व पर हेलेन केलर के विचारों का वर्णन कीजिए।

Ans. Helen Keller believes sight is the most delightful of all senses. As someone who is blind, she feels that even the limited experience she has through touch is wonderful, so the experience of seeing must be far more beautiful. She encourages people to value and use their sight wisely, as it opens a window into the world's beauty and human emotion.

हेलेन केलर मानती हैं कि दृष्टि सभी इंद्रियों में सबसे आनंददायक है। एक नेत्रहीन व्यक्ति के रूप में, उन्हें लगता है कि केवल स्पर्श से जो सुख मिलता है, वह अद्भुत है, तो देखने का अनुभव उससे कहीं अधिक सुंदर होना चाहिए। वह लोगों को सलाह देती हैं कि वे अपनी दृष्टि की कद्र करें और उसका बुद्धिमानी से उपयोग करें, क्योंकि यह दुनिया की सुंदरता और मानवीय भावनाओं की खिड़की खोलती है।

2. **How does Helen Keller suggest we experience the world through our senses?**

हेलेन केलर हमें अपनी इंद्रियों के माध्यम से दुनिया का अनुभव करने के लिए क्या सुझाव देती है?

Ans. Helen Keller suggests that we should use each of our senses as if we were to lose them the next day. This means hearing music with full attention, touching objects carefully, tasting food with appreciation

and seeing with wonder. She believes in making the most of every sense to enjoy the richness and beauty of the world around us.

हेलेन केलर सुझाव देती हैं कि हमें अपनी हर इन्द्रिय का उपयोग इस तरह करना चाहिए जैसे कि हम उसे अगले दिन खो देंगे। इसका अर्थ है कि हमें संगीत को पूरी तन्मयता से

सुनना चाहिए, वस्तुओं को ध्यान से छूना चाहिए, भोजन का स्वाद सराहना चाहिए, और आश्चर्य के साथ देखना चाहिए। वह मानती हैं कि हमें अपनी हर इन्द्रिय का पूरा उपयोग करके अपने आसपास की दुनिया की समृद्धि और सुंदरता का आनंद लेना चाहिए।



4

Animals, Birds and Dr. Dolittle

Multiple Choice Questions

- Why did the Cat's-food-Man visit Doctor Dolittle?**
 - to sell cat food
 - to invite him for dinner
 - because he had a stomach-ache
 - to complain about animals
- What special skill did Polynesia, the parrot have?**
 - she could sing only sailor songs
 - she could fly to faraway places
 - she could speak both human and bird languages
 - she could heal animals
- What did the plough horse actually need?**
 - pills
 - spectacles
 - rest
 - surgery
- Why did Doctor Dolittle stop being a people's doctor?**
 - because he didn't like people
 - because he wanted to travel
 - because he could talk to animals
 - because he was too old
- How did the animals communicate with Doctor Dolittle?**
 - only by speaking

- through signs and movements
- by writing letters
- using magic

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

Fill in the Blanks

- Polynesia was a _____ who could speak two languages.
- The Cat's-food-Man could not read or write, but his wife _____ could.
- Doctor Dolittle wrote a book about _____.
- The _____ came to Doctor Dolittle and said he needed spectacles.
- Doctor Dolittle made _____ doors for different animals.

Ans. 1. parrot, 2. Theodosia, 3. cats, 4. plough horse, 5. separate

True/False

- Doctor Dolittle learned the animal language from a dog.
- Polynesia said animals talk with their bodies, not just their mouths.
- The plough horse wanted red spectacles.
- Doctor Dolittle became famous only in his village.

5. The mice had their own special tunnel into the cellar.

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

Very Short Answer Type Questions

1. **Who came to visit Doctor Dolittle with a stomach-ache?**

डॉक्टर डूलिटल से पेट दर्द की शिकायत लेकर कौन मिलने आया?

Ans. The Cat's-food-Man. कैट्स-फूड मैन।

2. **What language did Polynesia teach the Doctor?**

पॉलीनीशिया ने डॉक्टर को कौन सी भाषा सिखाई?

Ans. The Bird language. पक्षियों की भाषा।

3. **What was the name of the parrot?** तोती का नाम क्या था?

Ans. Polynesia. पॉलीनीशिया।

4. **What did the dog Jip do to show the rain had stopped?**

कुत्ते जिप ने कैसे दिखाया कि बारिश बंद हो गई है?

Ans. He twitched up one side of his nose. उसने अपनी नाक का एक किनारा फड़काया।

5. **Where did the mice wait for their turn?** चूहे अपनी बारी का इंतजार कहाँ करते थे?

Ans. In the cellar. तहखाने में।

6. **What did the parrot say dogs use to ask questions?**

तोते ने कहा कि कुत्ते प्रश्न पूछने के लिए क्या इस्तेमाल करते हैं?

Ans. Their noses. अपनी नाक।

7. **What did the Doctor write on the doors for different animals?**

डॉक्टर ने विभिन्न जानवरों के लिए दरवाजों पर क्या लिखा?

Ans. Names of animals like HORSES, COWS, SHEEP.

HORSES, COWS, SHEEP जैसे जानवरों के नाम।

Short Answer Type Questions

1. **Why did Polynesia suggest the Doctor should become an animal doctor?**

पॉलीनीशिया ने डॉक्टर को पशु चिकित्सक बनने की सलाह क्यों दी?

Ans. Because people didn't appreciate his talent, but animals would.

क्योंकि लोग उसकी प्रतिभा को नहीं समझते थे, लेकिन जानवर समझेंगे।

2. **How did the Doctor react when Polynesia spoke in bird language?**

जब पॉलीनीशिया ने पक्षियों की भाषा में बात की तो डॉक्टर ने कैसे प्रतिक्रिया दी?

Ans. He was surprised and excited, and wanted to learn more.

वह चकित और उत्साहित हुए और अधिक सीखना चाहते थे।

3. **Why did the horse want green spectacles?**

घोड़ा हरे चश्मे क्यों चाहता था?

Ans. To protect his eyes from the sun while ploughing.

खेत जोतते समय सूरज से अपनी आँखों की रक्षा करने के लिए।

4. **What made the Doctor popular among all animals?**

डॉक्टर जानवरों में लोकप्रिय क्यों हो गए?

Ans. He could talk and understand their language, and cure them easily.

वह उनकी भाषा बोल और समझ सकते थे, और उन्हें आसानी से ठीक कर सकते थे।

Long Answer Type Questions

1. **How did Doctor Dolittle learn to speak the language of animals, and what changes did it bring in his life?**

डॉक्टर डूलिटल ने जानवरों की भाषा बोलना कैसे सीखा और इससे उनके जीवन में क्या बदलाव आए?

Ans. Doctor Dolittle learned animal language from his parrot, Polynesia. She started teaching him bird words and explained how animals communicate using their bodies. With her help, he became fluent and could talk to animals. This ability made him give up treating people and become an animal doctor. He became famous worldwide and was loved by animals everywhere.

डॉक्टर डूलिटल ने अपने तोती पॉलीनीशिया से जानवरों की भाषा सीखी। उसने उन्हें पक्षियों के शब्द सिखाए और समझाया कि जानवर अपने शरीर के अंगों से कैसे संवाद करते हैं। उसकी मदद से डॉक्टर जानवरों की भाषा में निपुण हो गए और लोगों का इलाज छोड़कर पशु चिकित्सक बन गए। वह दुनिया भर में प्रसिद्ध हो गए और सभी जानवरों के प्रिय बन गए।

2. **Describe how the Doctor treated the plough horse and what it revealed about other animal doctors.**

डॉक्टर ने हल चलाने वाले घोड़े का इलाज कैसे किया और इससे अन्य पशु चिकित्सकों के बारे में क्या पता चला?

Ans. The plough horse had been receiving wrong treatment from a local vet who never checked his eyes. When he came to Doctor Dolittle, he explained in horse language that he was going blind and needed spectacles. The Doctor listened, understood, and got him green glasses. This showed that most animal doctors couldn't truly understand animals, while Dolittle's ability made his treatment successful.

हल चलाने वाले घोड़े को एक स्थानीय पशु चिकित्सक से गलत इलाज मिल रहा था जिसने उसकी आँखों की जाँच तक नहीं की थी। जब वह डॉक्टर डूलिटल के पास आया, तो उसने घोड़ों की भाषा में समझाया कि वह अंधा हो रहा था और उसे चश्मे की जरूरत है। डॉक्टर ने उसकी बात सुनी, समझी और उसके लिए हरे चश्मे बनवाए। इससे पता चला कि अधिकांश पशु चिकित्सक जानवरों को समझ नहीं पाते, जबकि डूलिटल की इस क्षमता ने उन्हें सफल चिकित्सक बना दिया।



5

A Funny Man

Multiple Choice Type Questions

1. **What was unusual about the man in the poem?**
 (a) he had no shoes
 (b) he wore a shoe on his head
 (c) he danced in the street

(d) he wore a crown

2. **What did the man offer as a rose?**

(a) a flower (b) a leaf
 (c) a currant bun (d) a hat

3. **What did the narrator say about the rose?**

- (a) it looked beautiful
- (b) it had a sweet fragrance
- (c) it had a funny looking smell
- (d) it was not real

4. **How did the man go back home?**

- (a) walking backward
- (b) running fast
- (c) hopping on his head
- (d) riding a bicycle

5. **How many hats did the man wear?**

- (a) one (b) none
- (c) two (d) three

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

Fill in the Blanks

1. The man wore a _____ upon his head.
2. He raised the shoe and _____ at me.
3. He offered a currant bun as a _____.
4. The narrator _____ back against the wall.
5. The man sang a song and sat on the _____.

Ans. 1. shoe, 2. smiled, 3. rose, 4. staggered, 5. ground.

True/False

1. The man wore a crown on his head.
2. The man offered a real rose.
3. The narrator found the smell of the rose funny.
4. The man walked away on his feet.
5. The man sang a song in the poem.

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

Very Short Answer Type Questions

1. **What was the man wearing on his head?**

उस आदमी ने अपने सिर पर क्या पहना था?

Ans. A shoe.

एक जूता।

2. **How did the man greet the narrator?**

उस आदमी ने लेखक का अभिवादन कैसे किया?

Ans. By smiling and raising his shoe.

मुस्कुराकर और अपना जूता उठाकर।

3. **What did the man offer to the narrator?**

उस आदमी ने लेखक को क्या भेंट दी?

Ans. A currant bun as a rose.

एक गुलाब के रूप में करंट बन।

4. **What was the narrator's reaction to the bun?**

लेखक की प्रतिक्रिया उस बन के प्रति क्या थी?

Ans. He was surprised by its funny smell.

वह उसकी अजीब गंध से हैरान था।

5. **Where did the man sit down?**

वह आदमी कहाँ बैठ गया?

Ans. On the ground. जमीन पर।

6. **What did the man do after sitting down?**

बैठने के बाद उस आदमी ने क्या किया?

Ans. He sang a song.

उसने एक गीत गाया।

7. **How did the man return home?**

वह आदमी घर कैसे लौटा?

Ans. By hopping on his head.

अपने सिर के बल उछलकर।

Short Answer Type Questions

1. **Describe the man's appearance in the poem.**

कविता में उस आदमी की उपस्थिति का वर्णन कीजिए।

Ans. The man looked funny as he wore a shoe on his head and two hats on his feet.

वह आदमी मज़ाकिया लग रहा था क्योंकि उसने सिर पर जूता और पैरों में दो टोपियाँ पहनी थी।

2. **Why was the narrator confused about the rose?**

लेखक उस गुलाब को लेकर क्यों भ्रमित था?

Ans. Because it was actually a currant bun, not a real rose.

क्योंकि वह असली गुलाब नहीं बल्कि करंट बन था।

3. **What kind of sound did the man produce while singing?**

गाना गाते समय उस आदमी ने किस प्रकार की आवाज निकाली?

Ans. A funny feeling sound.

एक अजीब और मजेदार आवाज।

4. **What do you think the poet wanted to show through the man's behaviour?**

आपके अनुसार कवयित्री उस आदमी के व्यवहार से क्या दिखाना चाहती थी।

Ans. The poet wanted to show humour and absurdity in a light-hearted way.

कवयित्री हास्य और निरर्थकता को मजाकिया अंदाज में दिखाना चाहती थी।

Long Answer Type Questions

1. **Describe the humorous elements in the poem.**

कविता में हास्य से जुड़े तत्वों का वर्णन कीजिए।

Ans. The poem is filled with humorous elements like a man wearing a shoe on

his head and hats on his feet, offering a currant bun as a rose, and hopping on his head. These absurd and unexpected actions create a sense of fun and laughter.

कविता में कई हास्यपूर्ण तत्व हैं जैसे एक आदमी जो सिर पर जूता और पैरों में टोपियाँ पहनता है, गुलाब के रूप में करंट बन भेंट करता है और अपने सिर के बल उछलकर घर लौटता है। ये सब असामान्य और अजीब घटनाएं पाठक को हँसी और आनंद देती हैं।

2. **What message do you get from the poem about accepting the unusual?**

असामान्य चीजों को स्वीकार करने के बारे में यह कविता हमें क्या संदेश देती है?

Ans. The poem suggests that we should embrace uniqueness and not judge others by their appearance. It encourages us to enjoy the lighter side of life and find joy in the unexpected.

यह कविता हमें सिखाती है कि हमें अलग-अलग चीजों को स्वीकार करना चाहिए और दूसरों को उनके दिखावे से नहीं आंकना चाहिए। यह हमें जीवन के हल्के-फुल्के पक्ष का आनंद लेने और अप्रत्याशित में भी खुशी ढूँढ़ने की प्रेरणा देती है।



6

Say the Right Thing

Multiple Choice Type Questions

1. **Why was Mrs. Shaw worried before the guests arrived?**

- (a) because she didn't have enough food
- (b) because the house was untidy
- (c) because Mary might say something inappropriate

2. **What did Mary say about Mr. Best?**

- (a) that he was a kind doctor
- (b) that he liked dogs
- (c) that he read books every day
- (d) that he lived in trains and couldn't think

3. **What was Mary's first mistake when the guests arrived?**
 - (a) she criticised their clothes
 - (b) she complimented Mrs. Harding's non-existent children
 - (c) she insulted Mrs. Lee's brother
 - (d) she refused to greet them
4. **How did Mrs. Shaw advise Mary to respond when the guests prepared to leave?**
 - (a) to remain silent
 - (b) to laugh and wave
 - (c) to ask them to stay a little longer
 - (d) to show them to the door quickly
5. **What kind of tone does the play maintain throughout?**
 - (a) serious and tense
 - (b) sad and tragic
 - (c) humorous and awkward
 - (d) informative and dry

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

Fill in the Blanks

1. Mrs. Shaw wanted to be invited to Mrs. Harding's _____.
2. Mary believed she could handle the _____ well.
3. The dog Mary criticised turned out to be _____.
4. Mary thought _____ women are not very interesting.
5. Mary forgot her mother's instruction and said, "Must you stay? Can't you _____?"

Ans. 1. house, 2. conversation, 3. Mrs. Harding's, 4. talkative, 5. go.

True/False

1. Mary successfully followed all her mother's instructions.
2. Mrs. Lee's brother was a banker who read newspapers on the train.

3. Mary had never visited a doctor in her life.
4. Mrs. Shaw liked Mrs. Best because of her dress sense.
5. The guests were pleased with Mary's conversation.

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

Very Short Answer Type Questions

1. **Who is Mary Shaw?**

मैरी शॉ कौन है?

Ans. Mary Shaw is a young girl who lives with her mother in Lanfield.

मैरी शॉ एक युवा लड़की है जो अपनी माँ के साथ लैनफील्ड में रहती है।

2. **Who were the guests expected at Mrs. Shaw's house?**

मिसेज शॉ के घर कौन से मेहमान आने वाले थे?

Ans. Mrs. Harding and Mrs. Lee were the expected guests.

मिसेज हार्डिंग और मिसेज ली आने वाले मेहमान थीं।

3. **What was Mr. Harding's profession?**

मिस्टर हार्डिंग का पेशा क्या था?

Ans. Mr. Harding was a wealthy man, though his exact profession is not stated.

मिस्टर हार्डिंग एक धनी व्यक्ति थे, हालांकि उनका पेशा स्पष्ट रूप से नहीं बताया गया।

4. **What did Mary say about the dog outside?**

मैरी ने बाहर के कुत्ते के बारे में क्या कहा?

Ans. She said the dog looked dirty and questioned why people kept dogs.

उसने कहा कि कुत्ता गंदा दिखता है और पूछा कि लोग कुत्ते क्यों पालते हैं।

5. **What was Mary's final remark to the guests?**

मैरी की मेहमानों से अंतिम टिप्पणी क्या थी?

Ans. She said, "Must you stay? Can't you go?"
उसने कहा, "क्या आपको रुकना है? क्या आप जा नहीं सकते?"

6. **Why did Mary mock Mr. Best's routine?**
मैरी ने मिस्टर बेस्ट की दिनचर्या का मजाक क्यों उड़ाया?

Ans. Because she found his train travel and newspaper reading boring.
क्योंकि उसे उनकी ट्रेन यात्रा और अख़बार पढ़ने की आदत उबाऊ लगी।

7. **What made the guests uncomfortable during the visit?**
किन बातों से मेहमान असहज हुए?

Ans. Mary's rude and thoughtless comments made the guests uncomfortable.
मैरी की असभ्य और बिना सोचे-समझे की गई टिप्पणियों ने मेहमानों को असहज कर दिया।

Short Answer Type Questions

1. Why was Mrs. Shaw concerned about Mary staying during the visit?

मिसेज शॉ मैरी के मेहमानों की मुलाकात के दौरान रुकने को लेकर क्यों चिंतित थीं?

Ans. Mrs. Shaw was afraid Mary would say the wrong things and embarrass her in front of the guests.

मिसेज शॉ को डर था कि मैरी कुछ गलत कह देगी और मेहमानों के सामने उन्हें शर्मिंदा कर देगी।

2. **How did Mary misunderstand her mother's advice?**

मैरी ने अपनी माँ की सलाह को कैसे गलत समझा?

Ans. Mary thought being talkative and cheerful was enough, but she failed to be considerate or tactful.

मैरी ने सोचा कि बातूनी और खुशमिजाज होना ही काफी है, लेकिन वह संवेदनशील और समझदार नहीं बन पाई।

3. **What do we learn about Mary's character from her conversation?**

हम मैरी के संवादों से उसके स्वभाव के बारे में क्या जान सकते हैं?

Ans. Mary is confident, outspoken, and often unaware of how her words affect others.
मैरी आत्मविश्वासी, बेबाक और अक्सर यह समझने में असमर्थ है कि उसकी बातें दूसरों को कैसे प्रभावित करती हैं।

4. **How did Mrs. Shaw try to manage the situation during the visit?**

मुलाकात के दौरान मिसेज शॉ ने स्थिति को कैसे संभालने की कोशिश की?

Ans. She quickly changed topic, defended others, and tried to cover up Mary's blunders.

उन्होंने तुरंत विषय बदला, दूसरों का बचाव किया और मैरी की गलतियों को छिपाने की कोशिश की।

Long Answer Type Questions

1. Describe the humorous elements in the play 'Say the Right Thing' and how they are created.

नाटक 'Say the Right Thing' में हास्य तत्वों का वर्णन कीजिए और यह कैसे उत्पन्न होते हैं?

Ans. The humor in the play comes from the contrast between Mary's overconfidence and her repeated social blunders. While she believes she can impress the guests, she makes one embarrassing remark after another. Her misunderstandings and inappropriate observations create awkward silences, making the audience laugh at the absurdity. The play cleverly

uses irony, character contrast, and situational comedy to keep the tone light-hearted yet meaningful.

इस नाटक में हास्य का स्रोत मैरी के आत्मविश्वास और उसकी लगातार सामाजिक गलतियों के बीच के विरोध से आता है। जहाँ वह सोचती है कि वह मेहमानों को प्रभावित कर सकती है, वहीं वह एक के बाद एक शर्मनाक टिप्पणियाँ करती है। उसकी गलतफहमियाँ और अनुचित टिप्पणियाँ अजीब चुप्पी पैदा करती हैं, जिससे दर्शक उसकी मूर्खता पर हँस पड़ते हैं। नाटक विडंबना, पात्रों के विपरीत स्वभाव और स्थितिजन्य हास्य का उपयोग कर हल्का-फुल्का लेकिन प्रभावी वातावरण बनाता है।

2. **In your opinion, what is the message of the play 'Say the Right Thing'? Support your answer with examples.**

आपकी राय में, नाटक 'Say the Right Thing' का संदेश क्या है? अपने उत्तर को उदाहरणों से स्पष्ट कीजिए।

Ans. The play conveys the importance of being mindful and polite in social conversations. It shows that speaking

without thinking can lead to awkward situations and hurt others. Through Mary's character, the play warns against overconfidence and encourages the value of listening, empathy, and tact. For example, Mary's comment about the dog and Mrs. Harding's outfit unintentionally offends the guests. It teaches that even well-meant words can go wrong if not spoken carefully.

यह नाटक सामाजिक बातचीत में सोच-समझकर और विनम्रता से बोलने के महत्व को दर्शाता है। यह दिखाता है कि बिना सोचे बोले गए शब्द दूसरों को ठेस पहुँचा सकते हैं और स्थिति को असहज बना सकते हैं। मैरी के चरित्र के माध्यम से यह नाटक अतिआत्मविश्वास के प्रति चेतावनी देता है और सुनने, सहानुभूति रखने और समझदारी से बोलने के गुणों को महत्व देता है। उदाहरण के लिए, मैरी की कुत्ते और मिसेज हार्डिंग के कपड़ों पर की गई टिप्पणियाँ अनजाने में मेहमानों को आहत कर देती हैं। यह सिखाती है कि अच्छे इरादे से कही गई बात भी अगर सावधानी से न कही जाए तो गलत हो सकती है।



7

My Brother's Great Invention

Multiple Choice Type Questions

- Who is the narrator of the story?**
 - Anand
 - Anita
 - Ma
 - Papa
- What was Anand trying to invent after watching a film?**
 - a robot
 - a spaceship
 - a time machine
 - a telescope
- What happened when Papa opened the door softly?**
 - a bell rang
 - nothing happened
 - he slipped
 - a water bag fell on him
- Who was the thief that entered the house?**
 - Mr. Sharma
 - Dr. Mohan
 - Boppa
 - A stranger

5. **What was left behind the room after the thief vanished?**

- (a) A tool (b) A slipper
(c) A green scarf (d) A torch

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

Fill in the Blanks

1. Anand believed he was a _____.
2. Anita was _____ years old.
3. The children were left alone as their parents went to _____.
4. Anand did not comb his hair when _____ didn't notice.
5. The alarm was supposed to make a _____ sound.

Ans. 1. scientist, 2. fourteen, 3. Kharagpur, 4. Ma, 5. clanging.

True/False

1. Anand created the burglar alarm to wake up the neighbours.
2. The narrator of the story is Anita.
3. Papa was happy with Anand's invention.
4. The time machine was successfully tested by Anand.
5. Boppa was never seen again after that night.

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

Very Short Answer Type Questions

1. **Who is Anita?**

अनिता कौन है?

Ans. Anita is the narrator of the story and Anand's sister.

अनिता इस कहानी की कथावाचक और आनंद की बहन है।

2. **What was Anand's latest invention before the time machine?**

टाइम मशीन से पहले आनंद का नवीनतम आविष्कार क्या था?

Ans. It was a burglar alarm.

वह एक चोर अलार्म था।

3. **Why did Anita warn Anand not to involve her?**

अनिता ने आनंद को उसे शामिल न करने की चेतावनी क्यों दी?

Ans. She didn't want to get blamed if anything went wrong.

वह नहीं चाहती थी कि कुछ गलत होने पर उसे दोष दिया जाए।

4. **What movie inspired Anand to make a time machine?**

आनंद को टाइम मशीन बनाने की प्रेरणा किस फिल्म से मिली?

Ans. The movie 'Back to the Future'.

फिल्म 'Back to the Future' से।

5. **Who was Boppa?**

बोप्पा कौन था?

Ans. He was the sweeper who turned out to be the thief.

वह झाड़ू लगाने वाला था जो चोर निकला।

6. **What sound did the alarm make?**

अलार्म ने कैसी आवाज की?

Ans. It made a clanging sound.

उसमें खड़खड़ाने की आवाज आई।

7. **What was found in the time machine room?**

टाइम मशीन वाले कमरे में क्या मिला था?

Ans. A green scarf belonging to Boppa was found there.

वहाँ बोप्पा का हरा स्कार्फ पड़ा मिला था।

Short Answer Type Questions

1. **Why was Papa angry when he came home?**

जब पापा घर आए तो वह गुस्से में क्यों थे?

Ans. Papa was angry because a water bag from Anand's burglar alarm had fallen on him. पापा गुस्से में थे क्योंकि आनंद के चोर अलार्म से पानी का थैला उन पर गिर गया था।

2. How did Anand mislead the thief?

आनंद ने चोर को कैसे भ्रमित किया?

Ans. Anand told the thief that the room next to theirs was his father's, while it was actually his own.

आनंद ने चोर से कहा कि उनके कमरे के पास वाला कमरा पापा का है, जबकि वह खुद उसका कमरा था।

3. Why did Ma and Papa not allow Anand to try the time machine?

मां और पापा ने आनंद को टाइम मशीन चलाने की अनुमति क्यों नहीं दी?

Ans. They were worried it might be dangerous. उन्हें चिंता थी कि यह खतरनाक हो सकता है।

4. What was left behind after the thief disappeared?

चोर के गायब हो जाने के बाद क्या रह गया था?

Ans. Only his green scarf was left near the time machine.

टाइम मशीन के पास केवल उसका हरा स्कार्फ रह गया था।

Long Answer Type Questions

1. Describe the role of Anand's inventions in the story.

कहानी में आनंद के आविष्कारों की भूमिका का वर्णन कीजिए।

Ans. Anand's inventions play a central role in creating both humour and suspense. His burglar alarm accidentally drenches Papa,

and his time machine causes a mysterious event when the thief vanishes. These inventions show his creativity and enthusiasm, but also the unintended consequences of his experiments.

आनंद के आविष्कार कहानी में हास्य और रोमांच दोनों का कारण बनते हैं। उसका चोर अलार्म पापा को भिगो देता है, और टाइम मशीन चोर के गायब होने जैसी रहस्यमयी घटना का कारण बनती है। ये आविष्कार उसकी रचनात्मकता और उत्साह को दर्शाते हैं, साथ ही प्रयोगों के अनचाहे परिणामों को भी।

2. How do the reactions of the family reflect their understanding of Anand's character?

परिवार की प्रतिक्रियाएं आनंद के स्वभाव को किस प्रकार दर्शाती हैं?

Ans. The family reacts with a mix of frustration, amusement, and concern. Papa gets angry, Ma shows sympathy, and Anita is both cautious and supportive. Their reactions show that they know Anand is imaginative and curious, but his actions often lead to chaos. Despite this, they allow him space to explore, which shows their underlying affection and tolerance. परिवार की प्रतिक्रियाएं निराशा, मनोरंजन और चिंता का मिश्रण हैं। पापा गुस्सा करते हैं, मां सहानुभूति दिखाती हैं और अनिता सतर्क होते हुए भी सहयोग करती है। ये प्रतिक्रियाएं दिखाती हैं कि वे जानते हैं आनंद कल्पनाशील और जिज्ञासु है, लेकिन उसकी हरकतें अक्सर उलझन पैदा करती हैं। इसके बावजूद वे उसे खोजबीन की स्वतंत्रता देते हैं, जो उनके स्नेह और सहनशीलता को दर्शाता है।



Paper Boats

Multiple Choice Type Questions

- What does the child float in the stream?**
(a) flowers (b) leaves
(c) paper boats (d) sticks
- What does the child write on the boats?**
(a) a story
(b) his name and the name of his village
(c) a poem (d) a song
- What flowers does the child load on his boats?**
(a) rose (b) marigold
(c) shiuli (d) lotus
- What does the child imagine the clouds to be?**
(a) flying birds
(b) white bulging sails
(c) cotton balls
(d) rain
- Who does the child imagine sailing in the paper boats at night?**
(a) his friends
(b) sailors
(c) fairies of sleep
(d) teachers

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

Fill in the Blanks

- The child floats his paper boats down the _____ stream.
- He writes his _____ and the name of his village on the boats.
- The boats are loaded with _____ flowers.
- The clouds look like white _____ sails.
- At night, the fairies carry baskets full of _____.

Ans. 1. running, 2. name, 3. shiuli, 4. bulging, 5. dreams.

True/False

- The child throws stones into the stream.
- The paper boats carry flowers from the child's garden.
- The child watches the clouds and imagines them to be sails.
- The poem ends with the child playing in the rain.
- The child dreams about fairies of sleep sailing in his boats.

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

Very Short Answer Type Questions

- What does the child float every day?**
बच्चा रोज क्या तैराता है?
- Where does the child float his paper boats?** बच्चा अपनी नावें कहाँ तैराता है?
- What does the child write on the boats?** बच्चा नावों पर क्या लिखता है?

Ans. His name and the name of his village.
अपना नाम और अपने गाँव का नाम।

- What flower does the child put in the boats?** बच्चा नावों में कौन सा फूल रखता है?

Ans. Shiuli flower. शिउली का फूल।

- What does the child imagine the clouds to be?** बच्चा बादलों को क्या कल्पना करता है?

Ans. White bulging sails. सफेद फूले हुए पाल।

6. **What does the child do at night?** बच्चा रात में क्या करता है?

Ans. He dreams about his paper boats.
वह अपनी कागज की नावों के बारे में सपना देखता है।

7. **Who is sailing in the boats in his dreams?** उसके सपनों में नावों में कौन तैर रहा होता है?

Ans. Fairies of sleep. नींद की परियाँ।

Short Answer Type Questions

1. **Why does the child write his name and the name of his village on the boats?**

बच्चा नावों पर अपना नाम और गाँव का नाम क्यों लिखता है?

Ans. He hopes that someone in a strange land will find them and know who he is.

वह आशा करता है कि किसी दूर देश में कोई उन्हें पाएगा और जानेगा कि वह कौन है।

2. **What does the child load the boats with and why?**

बच्चा नावों में क्या भरता है और क्यों?

Ans. He loads them with shiuli flowers, hoping they will reach safely.

वह उनमें शिउली के फूल भरता है ताकि वे सुरक्षित पहुँच जाएँ।

3. **How does the child connect his imagination with nature in the poem?**

इस कविता में बच्चा अपनी कल्पना को प्रकृति से कैसे जोड़ता है?

Ans. He imagines clouds as sails and the stream as a path for his boats.

वह बादलों को पाल और धारा को अपनी नावों के रास्ते के रूप में कल्पना करता है।

4. **What is the role of dreams in the poem?**

इस कविता में सपनों की क्या भूमिका है?

Ans. Dreams represent the child's imagination where his boats carry fairies and wishes. सपने बच्चे की कल्पनाएँ दर्शाते हैं जहाँ उसकी नावें परियों और इच्छाओं को ले जाती हैं।

Long Answer Type Questions

1. **Describe how the poet uses imagination and nature together in the poem.**

कविता में कवि कल्पना और प्रकृति का एक साथ प्रयोग कैसे करते हैं, समझाइए?

Ans. The poet blends imagination with nature by showing how a child finds joy and wonder in simple things. The running stream becomes a magical river where paper boats sail to distant lands. The clouds in the sky turn into sails, and the night brings dreams where fairies ride the boats. Nature becomes a stage for the child's imagination, linking reality with fantasy.

कवि इस कविता में कल्पना और प्रकृति को एक साथ जोड़ते हैं। एक बच्चा छोटी-छोटी चीजों में आनंद और आश्चर्य ढूँढ़ता है। बहती हुई धारा एक जादुई नदी बन जाती है जहाँ उसकी कागज की नावें दूर देशों की यात्रा करती हैं। आकाश के बादल पाल बन जाते हैं, और रात में परियाँ नावों में सवार होकर सपनों की दुनिया में ले जाती हैं। प्रकृति बच्चे की कल्पनाओं का मंच बन जाती है, जहाँ वास्तविकता और कल्पना एक हो जाते हैं।

2. **What message does the poem 'Paper Boats' convey about childhood and dreams?**

कविता 'पेपर बोट्स' बचपन और सपनों के बारे में क्या संदेश देती है?

Ans. The poem shows that childhood is full of imagination, innocence, and curiosity.

Through the act of floating paper boats, the child expresses his hope, wonder, and desire to connect with the unknown. It suggests that dreams and simple joys make childhood special and meaningful. यह कविता दिखाती है कि बचपन कल्पनाओं,

मासूमियत और जिज्ञासा से भरा होता है। कागज की नावें तैराकर बच्चा अपनी आशाएँ, उत्सुकता और अनजाने से जुड़ने की इच्छा व्यक्त करता है। यह संदेश देती है कि सपने और छोटी-छोटी खुशियाँ बचपन को खास बनाती हैं।



9

North, South, East, West

Multiple Choice Type Questions

- Where did Shaana go rafting with her parents?**
 - to Arunachal Pradesh
 - to Goa
 - to the Narmada River
 - to Sundarbans
- What did Shaana see while boating in the Sundarbans?**
 - red pandas
 - crocodiles and a snake
 - snow leopards
 - bears
- Which place did Shaana find hot, dry, and sandy like a beach without the sea?**
 - Rajasthan
 - Gujarat
 - Himachal Pradesh
 - West Bengal
- Which unique geographical feature did Shaana cross while returning home?**
 - Himalayan tunnel
 - Mangrove forest
 - Desert
 - Pamban Bridge
- Which animal did Shaana hope to see in Arunachal Pradesh?**
 - elephant
 - leopard

(c) red panda (d) peacock

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

Fill in the Blanks

- Shaana lives on the _____ island.
- In Kashmir, Shaana had to wear _____ layers of clothes.
- Shaana stayed in a _____ in Arunachal Pradesh.
- In Chennai, Shaana tried _____ for the first time.
- The wetland area Shaana visited is called _____.

Ans. 1. Rameswaram, 2. four, 3. treehouse, 4. surfing, 5. Sundarbans.

True/False

- Shaana travelled by bus to all the places.
- In Goa, Shaana saw both hills and beaches.
- The Pamban Bridge connects the mainland to Rameswaram.
- Shaana disliked being in the desert.
- Shaana wrote letters to her teacher.

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

Very Short Answer Type Questions

- Where did Shaana see glaciers?**

शाना ने ग्लेशियर कहाँ देखे?

Ans. In Kashmir. कश्मीर में।

2. What kind of birds woke Shaana in Himachal Pradesh?

हिमाचल प्रदेश में शाना को किस प्रकार के पक्षियों ने जगाया?

Ans. Colourful birds chirping in the morning. रंग-बिरंगे पक्षी सुबह चहचहाते हुए।

3. What did Amma and Appa throw at each other in Kashmir?

कश्मीर में अम्मा और अप्पा ने एक-दूसरे पर क्या फेंका?

Ans. Snowballs. बर्फ के गोले।

4. Where did Shaana stay in Arunachal Pradesh? अरुणाचल प्रदेश में शाना कहाँ रही?

Ans. In a treehouse in the forest. जंगल में एक ट्रीहाउस में।

5. What scared Appa during the rafting adventure? राफ्टिंग के दौरान अप्पा किससे डरे?

Ans. The fast, wild river water. तेज और उग्र नदी के पानी से।

6. What made Amma sad about the Sundarbans? सुंदरबन के बारे में अम्मा को किस बात ने दुखी कर दिया?

Ans. That the area gets flooded too often now. कि अब यह क्षेत्र बहुत बार बाढ़ में डूब जाता है।

7. What did Shaana want to do with her friends next time?

शाना अगली बार अपने दोस्तों के साथ क्या करना चाहती है?

Ans. Travel across India together. भारत की यात्रा एक साथ करना।

Short Answer Type Questions

1. What makes Arunachal Pradesh Shaana's favourite place?

अरुणाचल प्रदेश को शाना की पसंदीदा जगह क्यों कहा गया है?

Ans. Because of its dense forest, the adventure of reaching a treehouse, and her hope of seeing red pandas.

वहाँ का घना जंगल, ट्रीहाउस तक पहुँचना एक रोमांच था और उसे लाल पांडा देखने की उम्मीद थी।

2. Describe Shaana's experience in the desert. रेगिस्तान में शाना के अनुभव का वर्णन कीजिए।

Ans. She found it hot and sandy like a beach without the sea, but loved the colourful clothes worn by people.

उसे वह स्थान गर्म और रेतीला लगा, जैसे समुद्र के बिना समुद्र तट हो, लेकिन वहाँ के रंग-बिरंगे कपड़े उसे बहुत अच्छे लगे।

3. What were Shaana's thoughts about rivers before and after rafting?

राफ्टिंग से पहले और राफ्टिंग के बाद शाना की नदियों को लेकर क्या सोच थी?

Ans. Before rafting, she thought rivers were calm. After experiencing rafting, she realised rivers can be wild and fast.

पहले वह सोचती थी कि नदियाँ शांत होती हैं, लेकिन राफ्टिंग के बाद उसे लगा कि नदियाँ तेज और उग्र भी हो सकती हैं।

4. How did Shaana feel about coming back home after the trip?

यात्रा के बाद घर लौटने पर शाना को कैसा महसूस हुआ?

Ans. She felt happy to be home, but also nostalgic and hopeful about travelling again with her friends.

उसे घर लौटकर खुशी हुई, लेकिन साथ ही यात्रा की यादें और दोबारा दोस्तों के साथ घूमने की उम्मीद भी थी।

Long Answer Type Questions

1. **Describe the different types of landscapes Shaana visited during her travels and how she reacted to them.**

शाना ने अपनी यात्राओं के दौरान किन-किन प्रकार के प्राकृतिक स्थलों का अनुभव किया और उसने उन पर कैसी प्रतिक्रिया दी?

Ans. Shaana travelled to snowy glaciers in Kashmir, mountain regions in Himachal, thick forests in Arunachal, wetlands in Sundarbans, deserts in Gujarat, rivers in central India, and coastal areas like Goa and Chennai. She expressed excitement, wonder, and curiosity through each experience, showing her growing love for India's nature and diversity.

शाना ने कश्मीर के बर्फीले ग्लेशियर, हिमाचल के पहाड़, अरुणाचल के घने जंगल, सुंदरबन के वेटलैंड्स, गुजरात का रेगिस्तान, मध्य भारत की नर्मदा नदी और गोवा तथा चेन्नई के समुद्र तटों की यात्रा की। हर अनुभव पर उसने उत्साह, आश्चर्य और जिज्ञासा जताई और भारत की प्रकृति तथा विविधता के प्रति उसका लगाव बढ़ता गया।

2. **How does the chapter show that travel can be both educational and enjoyable for children ? Give examples from Shaana's journey.** यह अध्याय कैसे दर्शाता है कि यात्रा बच्चों के लिए शिक्षाप्रद और आनंददायक दोनों हो सकती है? शाना की यात्रा से उदाहरण दें।

Ans. The chapter shows that travel helps children learn about geography, climate, wildlife, languages, and culture. For example, Shaana learns about mangroves in Sundarbans, red pandas in Arunachal, rafting in the Narmada, and colourful traditions in Gujarat. At the same time, she enjoys fun moments with her parents, boating, surfing, and exploring new places, which makes travel joyful as well as educational.

यह अध्याय दिखाता है कि यात्रा से बच्चे भौगोलिक, जलवायु, वन्य जीवन, भाषाओं और संस्कृति के बारे में सीखते हैं। जैसे शाना सुंदरबन में मैंग्रोव्स, अरुणाचल में रेड पांडा, नर्मदा में राफ्टिंग और गुजरात की रंगीन परंपराओं के बारे में जानती है। साथ ही वह माता-पिता के साथ मौज-मस्ती, सर्फिंग, नाव की सैर और नए स्थानों की खोज भी करती है, जिससे यात्रा ज्ञानवर्धक होने के साथ-साथ आनंददायक भी बनती है।



10

The Tunnel

Multiple Choice Questions

1. **Why did Suraj go to the jungle near the railway cutting?**
 (a) to catch a train
 (b) to meet the watchman

- (c) to watch the steam engine come out of the tunnel
 (d) to find a leopard

2. **What did Suraj think he saw moving on the hillside?**

- (a) a tiger (b) a goat
(c) a leopard (d) a bear

3. **What did Sunder Singh do when he suspected the leopard was in the tunnel?**

- (a) he ran away
(b) he informed the police
(c) he took a nap
(d) he entered the tunnel with a lamp and an axe

4. **What sound confirmed to Suraj that the train was near?**

- (a) the leopard's roar
(b) the thunder
(c) the whistle and humming of the rails
(d) the cracking of leaves

5. **Why is Sunder Singh compared to a firefly in the end?**

- (a) because he was tiny and quiet
(b) because he glowed with kindness
(c) because his lamp lit up the darkness like a firefly
(d) because he was fast and clever

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

Fill in the Blanks

- Suraj wanted to see the _____ engine come roaring out of the tunnel.
- The walls of the tunnel were _____ and sticky.
- The leopard had a weakness for _____ and stray dogs.
- Sunder Singh used a large _____ leaf to cover his face.
- Suraj was dazzled by the sudden _____ after coming out of the tunnel.

Ans. 1. steam 2. damp 3. goats 4. banana 5. glare.

True/False

- Suraj had come to the tunnel to catch the train.
- Sunder Singh had never seen the leopard before.
- The watchman inspected the tunnel both during the day and at night.
- Suraj was too scared to accompany the watchman into the tunnel.
- The train ran over the leopard in the tunnel.

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

Very Short Answer Type Questions

- What was Suraj waiting to see near the tunnel?** सूरज सुरंग के पास क्या देखने का इंतजार कर रहा था?

Ans. Suraj was waiting to see the steam engine come out of the tunnel.

सूरज भाप इंजन को सुरंग से बाहर आते देखने का इंतजार कर रहा था।

- What did Suraj think he saw on the hillside?**

सूरज को पहाड़ी पर क्या दिखाई दिया?

Ans. Suraj thought he saw a leopard on the hillside. सूरज को लगा कि उसने पहाड़ी पर एक तेंदुआ देखा।

- What was the tunnel filled with after the train had passed?**

ट्रेन के गुजरने के बाद सुरंग किससे भर गई थी?

Ans. The tunnel was filled with smoke after the train had passed.

ट्रेन के गुजरने के बाद सुरंग धुएँ से भर गई थी।

- What kind of sound came from the tunnel that made Sunder Singh alert?**

सुरंग से किस तरह की आवाज आई जिससे सुंदर सिंह सतर्क हो गए?

Ans. A rhythmic sawing sound came from the tunnel and made Sunder Singh alert.

सुरंग से एक लयबद्ध आरी जैसी आवाज आई और सुंदर सिंह सतर्क हो गए।

5. Who accompanied Sunder Singh into the tunnel to drive out the leopard?

तेंदुए को भगाने के लिए सुरंग में सुंदर सिंह के साथ कौन गया?

Ans. Suraj accompanied Sunder Singh into the tunnel to drive out the leopard.

तेंदुए को भगाने के लिए सुरंग में सुंदर सिंह के साथ सूरज गया।

6. What did Sunder Singh carry with him into the tunnel?

सुंदर सिंह सुरंग में क्या लेकर गए?

Ans. Sunder Singh carried a lamp and an axe with him into the tunnel.

सुंदर सिंह सुरंग में एक लालटेन और कुल्हाड़ी लेकर गए।

7. What was the watchman's name?

चौकीदार का नाम क्या था?

Ans. The watchman's name was Sunder Singh.

चौकीदार का नाम सुंदर सिंह था।

Short Answer Type Questions

1. Why did Suraj walk into the tunnel after the train had passed?

ट्रेन के गुजरने के बाद सूरज सुरंग में क्यों गया?

Ans. After the train passed, Suraj walked into the tunnel out of curiosity, as he wanted to know what it was like inside.

ट्रेन के गुजरने के बाद, सूरज जिज्ञासावश सुरंग में गया क्योंकि वह जानना चाहता था कि सुरंग के अंदर कैसा होता है?

2. How did Sunder Singh identify the presence of the leopard inside the tunnel?

सुंदर सिंह ने सुरंग में तेंदुए की उपस्थिति को कैसे पहचाना?

Ans. Sunder Singh identified the leopard's presence by hearing a rhythmic sawing sound that he knew came from the leopard.

सुंदर सिंह ने एक लयबद्ध आरी जैसी आवाज सुनकर तेंदुए की उपस्थिति को पहचाना, जो तेंदुए की होती है।

3. What did Suraj and Sunder Singh do to scare the leopard away?

सूरज और सुंदर सिंह ने तेंदुए को भगाने के लिए क्या किया?

Ans. Suraj and Sunder Singh shouted together inside the tunnel, which frightened the leopard and made it run away.

सूरज और सुंदर सिंह ने सुरंग के अंदर जोर से चिल्लाये, जिससे तेंदुआ डर कर भाग गया।

4. Why did Suraj remember the watchman during his train journey with his father?

अपने पिता के साथ ट्रेन यात्रा के दौरान सूरज को चौकीदार क्यों याद आया?

Ans. Suraj remembered the watchman because he saw the glowing lamp near the tunnel and knew it belonged to Sunder Singh.

सूरज को चौकीदार इसलिए याद आया क्योंकि उसने सुरंग के पास जलती हुई लालटेन देखी और समझ गया कि वह सुंदर सिंह की थी।

Long Answer Type Questions

1. Describe the relationship between Suraj and Sunder Singh. How did it develop?

सूरज और सुंदर सिंह के बीच संबंध को वर्णित कीजिए। यह कैसे विकसित हुआ?

Ans. The relationship between Suraj and Sunder Singh started with curiosity and

grew through shared experiences. Suraj was drawn to the tunnel and met Sunder Singh, who warmly welcomed him. Their bond deepened when they faced the leopard together with courage and teamwork. Despite the age difference, they developed mutual respect and friendship based on adventure, nature and trust.

सूरज और सुंदर सिंह के बीच संबंध जिज्ञासा से शुरू हुआ और साझा अनुभवों के माध्यम से गहरा हुआ। सूरज सुरंग के प्रति आकर्षित हुआ और वहाँ उसकी मुलाकात सुंदर सिंह से हुई, जिन्होंने उसका गर्मजोशी से स्वागत किया। जब उन्होंने मिलकर साहस और टीमवर्क से तेंदुए का सामना किया, तो उनका संबंध और गहरा हो गया। उम्र में अंतर होने के बावजूद, उनके बीच प्रकृति, साहस और विश्वास पर आधारित एक सुंदर मित्रता बन गई।

2. **How does the author bring the jungle to life in the story? Explain with examples.**

लेखक इस कहानी में जंगल को कैसे जीवंत बनाते हैं? उदाहरण सहित समझाइए।

Ans. The author brings the jungle to life

through vivid descriptions of sights, sounds and sensations. He describes the heat waves, tall trees and the quietness of the forest. The sound of the steam engine is compared to a roaring dragon, and the jungle reacts to its noise. At night, the cries of foxes, the call of a deer, and unknown rustlings make the forest seem alive. The jungle becomes a living character, responding to both human and animal presence, enhancing the sense of mystery and wonder in the story.

लेखक जंगल को जीवंत बनाने के लिए दृश्य, ध्वनि और अनुभवों का सजीव वर्णन करते हैं। वे गर्मी की लहरों, ऊँचे पेड़ों और जंगल की नीरवता का वर्णन करते हैं। भाप इंजन की आवाज को गरजते हुए ड्रैगन से तुलना की गई है और जंगल उसकी गरज पर प्रतिक्रिया देता है। रात को लोमड़ी की पुकार, हिरण की आवाज और पेड़ों की सरसराहट जंगल को जीवंत बना देती है। जंगल एक जीवित पात्र की तरह लगता है, जो मनुष्यों और जानवरों की उपस्थिति पर प्रतिक्रिया करता है और कहानी में रहस्य और आश्चर्य की भावना को बढ़ाता है।



11

Travel

Multiple Choice Type Questions

- What does the speaker hear during the day?**
(a) birdsong (b) people talking
(c) train whistle (d) car horns
- What is described as "red on the sky" in the poem?**
(a) the setting sun
(b) fireworks

- (c) lightning
(d) the strain's cinders

- How does the speaker feel about the trains?**
(a) fearful
(b) uninterested
(c) deeply drawn to them
(d) angry

4. What emotion does the speaker express about friends?

- (a) hatred (b) affection
(c) confusion (d) doubt

5. Which literary device is used in "whistle shrieking"?

- (a) Simile
(b) Personification
(c) Hyperbole
(d) Alliteration

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

Fill in the Blanks

- The railroad track is _____ away.
- The day is loud with _____ speaking.
- At night, the speaker hears the engine _____.
- The speaker says, "My heart is _____ with the friends I make."
- There isn't a train I wouldn't _____.

Ans. 1. miles, 2. voices, 3. steaming, 4. warm, 5. take.

True/False

- The speaker hears trains passing throughout the day and night.
- The speaker wants to travel by train no matter where it is going.
- The train in the poem is described as quiet and slow.
- The poet uses imagery to describe the sounds and sights of the train.
- The speaker feels no attachment to their friends.

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

Very Short Answer Type Questions

- What does the speaker hear even when no train passes?**

वक्ता को क्या सुनाई देता है जब कोई ट्रेन नहीं गुजरती?

Ans. The speaker hears the train's whistle.

वक्ता को ट्रेन की सीटी सुनाई देती है।

- When does the speaker see red cinders in the sky?

वक्ता को आकाश में लाल चिंगारियाँ कब दिखाई देती हैं?

Ans. At night, when imagining the train.

रात में, जब वह ट्रेन की कल्पना करती हैं।

- How does the speaker describe the day?**

वक्ता दिन को कैसे वर्णित करती हैं?

Ans. The day is loud with voices speaking.

दिन लोगों की आवाजों से भरा हुआ है।

- What makes the speaker's heart warm?**

वक्ता का दिल किस कारण से गर्म होता है?

Ans. The friendships the speaker makes.

वक्ता को जो मित्र मिलते हैं, वे उनके दिल को गर्म करते हैं।

- Does the speaker value friendship?**

क्या वक्ता मित्रता को महत्व देती है?

Ans. Yes, the speaker says she will not know better friends.

हाँ, वक्ता कहती हैं कि उन्हें इससे अच्छे मित्र नहीं मिलेंगे।

- What does the speaker long to do?**

वक्ता क्या करने की इच्छा रखती हैं?

Ans. The speaker longs to take a train, wherever it goes.

वक्ता किसी भी दिशा में जाने वाली ट्रेन में बैठने की इच्छा रखती हैं।

- What is the speaker's mood throughout the poem?**

पूरी कविता में कवयित्री की मनोदशा कैसी है?

Ans. Dreamy and longing for travel. स्वप्निल और यात्रा की चाहत से भरी हुई।

Short Answer Type Questions

1. **Why does the poet feel connected to trains even when they are not visible?**

कवयित्री को ट्रेनों से जुड़ाव क्यों महसूस होता है, भले ही वे दिखाई न दें?

Ans. The poet imagines the sounds and sights of trains out of deep longing, showing emotional connection.

कवयित्री अपनी गहरी इच्छा के कारण ट्रेनों की आवाज और दृश्य की कल्पना करती हैं, जो उनके भावनात्मक जुड़ाव को दर्शाती हैं।

2. **How does the poet contrast day and night in the poem?**

कवयित्री कविता में दिन और रात के बीच किस प्रकार का विरोधाभास दिखाती हैं?

Ans. The day is loud with voices while the night is still and quiet, yet both are filled with the poet's imagination of the train.

दिन लोगों की आवाजों से भरा है जबकि रात शांत है, फिर भी दोनों में कवयित्री ट्रेन की कल्पना करती हैं।

3. **What does the poem say about the power of imagination?**

कविता कल्पना की शक्ति के बारे में क्या कहती है।

Ans. The poem shows that imagination can bring sounds, sights and feelings alive even when nothing is physically present.

कविता दर्शाती है कि कल्पना के माध्यम से ध्वनियाँ, दृश्य और भावनाएँ जीवंत हो सकती हैं, भले ही वास्तव में कुछ मौजूद न हो।

4. **Why is the line "There isn't a train I wouldn't take" important in the poem?**

कविता में "There isn't a train I wouldn't take" पंक्ति क्यों महत्वपूर्ण है?

Ans. It shows the speaker's strong desire to travel and her willingness to embrace any

journey, regardless of its destination.

यह पंक्ति वक्ता की यात्रा की तीव्र इच्छा और किसी भी दिशा में जाने की तत्परता को दर्शाती है।

Long Answer Type Questions

1. **Describe how the poet uses imagery and sound to express the speaker's longing for travel.**

कवयित्री कविता में कल्पना (imagery) और ध्वनि (sound) का प्रयोग कर यात्रा की इच्छा को कैसे व्यक्त करती हैं।

Ans. The poet uses vivid imagery such as "cinders red on the sky" and "whistle shrieking" to create a sensory experience for the readers. These images bring the sounds and visuals of a train to life, even when the train is not present. The repeated references to hearing and seeing the train show the poet's strong emotional connection and constant yearning for travel.

कवि ने "cinders red on the sky" और "whistle shrieking" जैसे चित्रात्मक शब्दों का उपयोग कर कविता को संवेदी अनुभव बना दिया है। ये चित्र ट्रेन की उपस्थिति के बिना भी उसकी आवाज और दृश्य को जीवंत कर देते हैं। बार-बार ट्रेन को सुनने और देखने का उल्लेख कवयित्री की गहरी भावनात्मक जुड़ाव और निरंतर यात्रा की चाह को दर्शाता है।

2. **Explain how the theme of freedom and escape is presented in the poem.**

कविता में स्वतंत्रता (freedom) और पलायन (escape) की थीम को कैसे प्रस्तुत किया गया है?

Ans. The poem presents trains as symbols of freedom, escape and possibilities. The

poet desires to take any train, "no matter where it's going," showing a deep wish to break away from daily life. Despite having friends and comfort, the longing for movement and discovery is stronger. This portrays the universal human desire to explore the unknown and be free from routine.

कविता में ट्रेन को स्वतंत्रता (freedom), पलायन (escape) और संभावनाओं (opportunities) का प्रतीक बताया गया है। कवयित्री "no matter

where it's going" पंक्ति के माध्यम से यह दर्शाती हैं कि वह किसी भी ट्रेन में बैठ जाना चाहती हैं, जिससे उनकी दिनचर्या से दूर जाने की गहरी इच्छा प्रकट होती है। भले ही उनके पास मित्र हों, फिर भी उनमें खोज और यात्रा की तीव्र इच्छा अधिक प्रबल है। यह मनुष्य की अनदेखे संसार को देखने और बंधनों से मुक्त होने की स्वाभाविक भावना को दर्शाता है। ●●

12

Conquering the Summit

Multiple Choice Questions

- In which year did Arunima Sinha meet with a train accident?**
(a) 2010 (b) 2011
(c) 2012 (d) 2013
- Which sport did Arunima play at the national level?**
(a) football (b) cricket
(c) volleyball (d) badminton
- Who was Arunima inspired by during her journey to Mount Everest?**
(a) Her coach (b) Her brother
(c) Swami Vivekananda
(d) Her classmates
- Which institute did Arunima attend for her mountaineering training?**
(a) Himalayan Training School
(b) Indian Adventure Institute
(c) Nehru Institute of Mountaineering
(d) Tenzing School of Climbing
- How many peaks did Arunima climb to complete the Seven Summits challenge?**
(a) five (b) six
(c) seven (d) eight

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

Fill in the Blanks

- Arunima Sinha was awarded the _____ in 2015.
- She lost her leg in a _____ accident.
- Bachendri Pal was the first Indian woman to climb _____.
- Arunima's autobiography is titled 'Born Again on the _____'.
- Arunima left a photo of _____ at the Everest summit.

Ans. 1. Padma Shri, 2. train, 3. Mount Everest, 4. Mountain, 5. Swami Vivekananda.

True/False

- Arunima Sinha is from Madhya Pradesh.
- She climbed Mount Everest with both legs intact.
- Arunima was trained under Bachendri Pal.
- Arunima climbed the highest peaks of only three continents.
- Her book records her journey of overcoming difficulties.

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

Very Short Answer Type Questions

1. Where is Arunima Sinha from?

अरुणिमा सिन्हा कहाँ की रहने वाली हैं?

Ans. Arunima Sinha is from Ambedkar Nagar, Uttar Pradesh.

अरुणिमा सिन्हा उत्तर प्रदेश के अम्बेडकर नगर की रहने वाली हैं।

2. What accident did Arunima meet with?

अरुणिमा किस दुर्घटना का शिकार हुई थीं?

Ans. Arunima met with a train accident.

अरुणिमा एक रेल दुर्घटना का शिकार हुई थीं।

3. What did Arunima lose in the accident?

अरुणिमा ने दुर्घटना में क्या खोया?

Ans. She lost one of her legs.

उन्होंने अपना एक पैर खो दिया।

4. When did Arunima climb Mount Everest?

अरुणिमा ने माउंट एवरेस्ट पर कब चढ़ाई की?

Ans. She climbed Mount Everest in May 2013.

उन्होंने मई 2013 में माउंट एवरेस्ट पर चढ़ाई की।

5. Who guided Arunima in mountaineering?

पर्वतारोहण में अरुणिमा का मार्गदर्शन किसने किया?

Ans. Bachendri Pal guided her.

बछेंद्री पाल ने उनका मार्गदर्शन किया।

6. What is the name of Arunima's book?

अरुणिमा की पुस्तक का नाम क्या है?

Ans. Born Again on the Mountain.

बॉर्न अगेन ऑन द माउंटेन।

Short Answer Type Questions

1. What awards did Arunima Sinha receive for her achievements?

अरुणिमा सिन्हा को उनकी उपलब्धियों के लिए कौन-कौन से पुरस्कार मिले?

Ans. Arunima Sinha received the Padma Shri, Tenzing Norgay National Adventure Award and the National Award for Best Female Mountaineer.

अरुणिमा सिन्हा को पद्म श्री, तेनजिंग नोर्गे राष्ट्रीय साहसिक पुरस्कार और सर्वश्रेष्ठ महिला पर्वतारोही के लिए राष्ट्रीय पुरस्कार मिला।

2. What motivated Arunima to climb Mount Everest after her accident?

दुर्घटना के बाद अरुणिमा को माउंट एवरेस्ट पर चढ़ने के लिए किस बात ने प्रेरित किया?

Ans. An article about Mount Everest inspired her and she made a decision to climb the peak to prove her strength and spirit.

माउंट एवरेस्ट के बारे में एक लेख ने उन्हें प्रेरित किया और उन्होंने अपनी शक्ति और आत्मबल साबित करने के लिए चोटी पर चढ़ने का निर्णय लिया।

3. How did Arunima prepare for the Everest expedition?

अरुणिमा ने एवरेस्ट अभियान की तैयारी कैसे की?

Ans. Arunima completed a basic mountaineering course at the Nehru Institute and trained for 18 months under expert guidance.

अरुणिमा ने नेहरू इंस्टीट्यूट में बेसिक माउंटेनियरिंग कोर्स किया और विशेषज्ञों के मार्गदर्शन में 18 महीने तक प्रशिक्षण लिया।

4. What message does Arunima convey through her journey?

अरुणिमा अपनी यात्रा के माध्यम से क्या संदेश देती हैं?

Ans. She conveys the message of never giving up, setting high goals and working hard with a positive mindset.

वह कभी हार न मानने, ऊँचे लक्ष्य तय करने और सकारात्मक सोच के साथ मेहनत करने का संदेश देती हैं।

Long Answer Type Questions

1. **Describe Arunima Sinha's journey from the accident to climbing Mount Everest.**

दुर्घटना से लेकर माउंट एवरेस्ट पर चढ़ने तक अरुणिमा सिन्हा की यात्रा का वर्णन करें।

Ans. Arunima Sinha, a national-level volleyball player, lost her leg in a tragic train accident in 2011. While recovering, she read about Mount Everest and decided to climb it. With a prosthetic leg, she joined the Nehru Institute of Mountaineering and trained for eighteen months. Guided by Bachendri Pal, she finally summited Everest on 21 May 2013. Her journey is one of courage, determination and self-belief.

अरुणिमा सिन्हा, जो एक राष्ट्रीय स्तर की वॉलीबॉल खिलाड़ी 2011 में एक दुखद रेल दुर्घटना में अपना पैर खो बैठीं। इलाज के दौरान उन्होंने माउंट एवरेस्ट के बारे में एक लेख पढ़ा और उसे चढ़ने का निश्चय किया। कृत्रिम पैर के सहारे उन्होंने नेहरू इंस्टीट्यूट ऑफ माउंटेनियरिंग से प्रशिक्षण लिया और अठारह महीने की कठिन ट्रेनिंग की। बछेंद्री पाल के मार्गदर्शन में, उन्होंने 21 मई 2013 को एवरेस्ट की चोटी पर पहुँचकर

इतिहास रच दिया। यह यात्रा साहस, दृढ़ निश्चय और आत्मविश्वास की मिसाल है।

2. **How did Arunima Sinha overcome her physical and emotional challenges to achieve her goals?**

अरुणिमा सिन्हा ने अपने शारीरिक और मानसिक संघर्षों को कैसे पार कर अपने लक्ष्य को हासिल किया?

Ans. Arunima faced extreme pain and emotional trauma after losing her leg. Instead of giving up, she set a bold goal to climb Everest. She trained hard, stayed motivated, and took inspiration from Swami Vivekananda's teachings. With strong willpower and the support of mentors like Bachendri Pal, she overcame every challenge. Her story shows how mental strength can triumph over any difficulty. अरुणिमा ने अपना पैर खोने के बाद अत्यधिक दर्द और मानसिक पीड़ा झेली। लेकिन हार मानने के बजाय उन्होंने माउंट एवरेस्ट पर चढ़ने का साहसिक लक्ष्य चुना। उन्होंने कड़ी मेहनत की, प्रेरणा बनाए रखी और स्वामी विवेकानंद की शिक्षाओं से आत्मबल प्राप्त किया। बछेंद्री पाल जैसे मार्गदर्शकों के सहयोग से उन्होंने हर कठिनाई को पार किया। उनकी कहानी बताती है कि मानसिक दृढ़ता से कोई भी चुनौती जीती जा सकती है।



13

A Homage to Our Brave Soldiers

Multiple Choice Type Questions

1. **Who inaugurated the National War Memorial in 2019?**

(a) Dr. A.P.J. Abdul Kalam
(b) Shri Narendra Modi

(c) Rajnath Singh
(d) Ram Nath Kovind

2. **What does the 'Amar Jawan Jyoti' symbolise?**

(a) Victory of peace

- (b) Immortality of soldiers
(c) Unity of the nation
(d) Power of the army
3. **Which war hero was awarded the first Param Vir Chakra?**
(a) Lance Naik Albert Ekka
(b) Captain Anuj Nayyar
(c) Major Somnath Sharma
(d) Second Lt. Arun Khetarpal
4. **What does the Raksha Chakra represent?**
(a) sacrifice (b) immortality
(c) bravery (d) protection
5. **What inspired Ananda to consider joining the Armed Forces?**
(a) a classroom lesson
(b) a book about soldiers
(c) Soumya's letter and experience
(d) a news report
- Ans.** 1. (b), 2. (b), 3. (c), 4. (d), 5. (c).

Fill in the Blanks

- The National War Memorial was completed in the year _____.
 - The eternal flame at the National War Memorial is called _____.
 - _____ was awarded the Param Vir Chakra posthumously in the 1971 war.
 - The act of collecting stamps is known as _____.
 - The _____ Chakra is the innermost circle of the National War Memorial.
- Ans.** 1. 2019, 2. Amar Jawan Jyoti, 3. Lance Naik Albert Ekka, 4. Philately, 5. Amar.

True/False

- The National War Memorial is located in Bengaluru.
- Major Padmapani Acharya was awarded the Maha Vir Chakra.

- The Veerta Chakra is also known as the Circle of Sacrifice.
 - Ananda read a memoir written by Captain Anuj Nayyar's mother.
 - The Amar Jawan Jyoti was originally lit in January 1972.
- Ans.** 1. F, 2. T, 3. F, 4. T, 5. T.

Very Short Answer Type Questions

- Who wrote the letter describing the visit to the National War Memorial?**
राष्ट्रीय युद्ध स्मारक की यात्रा का वर्णन करते हुए पत्र किसने लिखा?
Ans. Soumya wrote the letter.
यह पत्र सौम्या ने लिखा।
- In which city is the National War Memorial located?**
राष्ट्रीय युद्ध स्मारक किस शहर में स्थित है?
Ans. It is located in New Delhi. यह नई दिल्ली में स्थित है।
- Which war did Lance Naik Albert Ekka fight in?**
लांस नायक अल्बर्ट एक्का ने किस युद्ध में भाग लिया?
Ans. He fought in the 1971 Indo-Pak war.
उन्होंने 1971 के भारत-पाक युद्ध में भाग लिया।
- What does the Tyag Chakra represent?**
त्याग चक्र किसका प्रतीक है?
Ans. It represents sacrifice. यह बलिदान का प्रतीक है।
- What is the height of the central obelisk at the National War Memorial?**
राष्ट्रीय युद्ध स्मारक में केंद्रीय स्तंभ की ऊँचाई कितनी है?
Ans. It is 15 metres tall. यह 15 मीटर ऊँचा है।
- What was Ananda's breakfast that reminded her of Soumya?**

आनंदा का ऐसा कौन-सा नाश्ता था जिससे उसे सौम्या की याद आई?

Ans. Fluffy idlis. फूली हुई इडली।

7. What does the Amar Jawan Jyoti include?

अमर जवान ज्योति में क्या शामिल होता है?

Ans. It includes an eternal flame, a rifle, and a helmet.

इसमें एक शाश्वत ज्योति, एक राइफल और एक हेलमेट होता है

Short Answer Type Questions

1. How did Soumya feel after visiting the National War Memorial?

राष्ट्रीय युद्ध स्मारक की यात्रा के बाद सौम्या को कैसा महसूस हुआ?

Ans. Soumya felt proud, emotional, and deeply inspired by the sacrifices of the brave soldiers.

सौम्या को सैनिकों के बलिदान से गर्व, भावुकता और गहरी प्रेरणा की अनुभूति हुई।

2. Why did Soumya and her classmates decide to make presentations?

सौम्या और उसकी कक्षा के छात्रों ने प्रस्तुतियाँ बनाने का निर्णय क्यों लिया?

Ans. They wanted to honour the soldiers' bravery and share their stories with the school during the assembly.

वे सैनिकों की वीरता को सम्मानित करना और उनकी कहानियाँ विद्यालय सभा में साझा करना चाहते थे।

3. What motivated Ananda to explore stories of war heroes?

आनंदा को युद्ध नायकों की कहानियाँ जानने की प्रेरणा किससे मिली।

Ans. Soumya's letter and her vivid description of the memorial inspired Ananda.

सौम्या का पत्र और स्मारक का उसका जीवंत वर्णन आनंदा के लिए प्रेरणादायक रहा।

4. What is the symbolism of the trees in the Raksha Chakra?

रक्षा चक्र में पेड़ों का क्या प्रतीकात्मक अर्थ है?

Ans. Each tree represents a soldier guarding the nation, symbolising protection.

प्रत्येक पेड़ एक सैनिक का प्रतीक है जो देश की रक्षा करता है।

Long Answer Type Questions

1. Describe the structure and symbolic meaning of the National War Memorial.

राष्ट्रीय युद्ध स्मारक की संरचना और उसके प्रतीकात्मक अर्थ का वर्णन कीजिए।

Ans. The National War Memorial consists of four concentric circles: Amar Chakra (immortality), Veerta Chakra (bravery), Tyag Chakra (sacrifice), and Raksha Chakra (protection). At the centre stands a 15-metre-high obelisk with the eternal flame called Amar Jawan Jyoti. The memorial honours soldiers who died in various wars, and the design reflects India's respect and remembrance for their valour. राष्ट्रीय युद्ध स्मारक चार वृत्ताकार परतों से बना है—अमर चक्र (अमरत्व), वीरता चक्र (वीरता), त्याग चक्र (बलिदान) और रक्षा चक्र। केंद्र में 15 मीटर ऊँचा एक स्तंभ है जिसमें अमर जवान ज्योति जलती है। यह स्मारक विभिन्न युद्धों में शहीद हुए सैनिकों को समर्पित है और इसकी संरचना भारत की श्रद्धा और सम्मान को दर्शाती है।

2. What is the main message conveyed through the exchange of letters between Soumya and Ananda?

सौम्या और आनंदा के बीच पत्रों के आदान-प्रदान के माध्यम से मुख्य संदेश क्या दिया गया है?

Ans. The letters highlight the importance of honouring soldiers, remembering their sacrifices, and learning from their courage. They show how deeply the youth can be influenced by stories of patriotism and how such experiences inspire actions like joining the Armed Forces, spreading awareness, and showing gratitude.

इन पत्रों में सैनिकों को सम्मान देने, उनके

बलिदानों को याद रखने और उनके साहस से सीखने के महत्व को दर्शाया गया है। ये पत्र यह भी दिखाते हैं कि देशभक्ति की कहानियाँ युवाओं को कैसे प्रेरित कर सकती हैं और कैसे ऐसे अनुभव उन्हें सेना में शामिल होने, जागरूकता फैलाने और आधार प्रकट करने जैसे कार्यों के लिए प्रेरित करते हैं।



14

My Dear Soldiers

Multiple Choice Questions

- Who are referred to as the 'Defenders of borders' in the poem?**
(a) the teachers (b) the farmers
(c) the soldiers (d) the politicians
- What are the defenders compared to when they tread the lonely expanses?**
(a) the students (b) the yogis
(c) the saints (d) the leaders
- Which natural conditions do the defenders endure while guarding?**
(a) rain and fog
(b) wind, snow, and heat
(c) thunderstorms
(d) earthquakes and tsunamis
- Where do the defenders perform surveillance according to the poem?**
(a) in classrooms (b) in forests
(c) in seas and air (d) in laboratories
- What does the poem offer to the brave defenders?**
(a) prayers and blessings
(b) food and shelter
(c) medals and awards
(d) books and pens

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

Fill in the Blanks

- The defenders of borders are great ____ of the land.
- They guard the nation during windy season or ____ days.
- The defenders are awake while we are all ____.
- The poem mentions that the defenders give the ____ of their youth to the nation.
- The wind chimes of the land ____ their feat.

Ans. 1. sons, 2. snowy, 3. asleep, 4. prime, 5. vibrate.

True/False

- The defenders perform their duties only during the daytime.
- The defenders are compared to yogis in the poem.
- The poem mentions that the defenders guard forests and gardens.
- Surveillance is done both in the seas and the air.

5. The poet prays for the brave men in the poem.

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

Very Short Answer Type Questions

1. **Who is the speaker of the poem?**

कविता का लेखक कौन है?

Ans. A.P.J. Abdul Kalam ए. पी. जे. अब्दुल कलाम

2. **What do the defenders protect?**

रक्षक किसकी रक्षा करते हैं?

Ans. They protect the borders of the nation.

वे राष्ट्र की सीमाओं की रक्षा करते हैं।

3. **When do the defenders stay awake?**

रक्षक कब जागते रहते हैं?

Ans. They stay awake when others are asleep.

जब अन्य लोग सोते हैं, तब वे जागते रहते हैं।

4. **What natural challenges do they face?**

वे किन प्राकृतिक कठिनाइयों का सामना करते हैं?

Ans. They face wind, snow, and heat.

वे हवा, बर्फ और गर्मी का सामना करते हैं।

5. **How are the defenders described when they are alone?**

जब रक्षक अकेले होते हैं, तो उन्हें किसके समान बताया गया है?

Ans. They are described as yogis.

उन्हें योगियों के समान बताया गया है।

6. **What does the poet wish for the defenders?**

कवि रक्षकों के लिए क्या कामना करता है?

Ans. The poet prays for their well-being and blessings.

कवि उनकी भलाई और आशीर्वाद की कामना करता है।

7. **What part of life do the defenders dedicate to the nation?**

रक्षक अपने जीवन का कौन-सा भाग राष्ट्र को समर्पित करते हैं?

Ans. They dedicate the prime of their youth.

वे अपने युवा जीवन का सर्वोत्तम भाग राष्ट्र को समर्पित करते हैं।

Short Answer Type Questions

1. **What message does the poem convey about the defenders of the nation?**

कविता राष्ट्र के रक्षकों के बारे में क्या संदेश देती है?

Ans. The poem conveys that the defenders are brave, selfless, and dedicated individuals who guard the nation in all conditions, sacrificing their comfort and youth for national security.

कविता यह संदेश देती है कि रक्षक बहादुर, निस्वार्थ और समर्पित लोग हैं जो हर स्थिति में राष्ट्र की रक्षा करते हैं और अपनी सुविधा और युवा जीवन को देश की सुरक्षा के लिए त्याग देते हैं।

2. **How does the poet honour the defenders through this poem?**

कवि इस कविता के माध्यम से रक्षकों को कैसे सम्मानित करता है?

Ans. The poet honours them by acknowledging their sacrifices, comparing them to yogis, and offering prayers and blessings for their bravery and service.

कवि उनके बलिदानों को स्वीकार करके, उन्हें योगियों के समान बताकर और उनके साहस व सेवा के लिए प्रार्थनाएं व आशीर्वाद देकर उन्हें सम्मानित करता है।

3. **What qualities of the defenders are highlighted in the poem?**

कविता में रक्षकों के कौन-कौन से गुण उजागर किए गए हैं?

Ans. The poem highlights qualities like bravery, dedication, endurance, and patriotism.

कविता में बहादुरी, समर्पण, सहनशक्ति और देशभक्ति जैसे गुणों को उजागर किया गया है।

4. Why do you think the poet uses the imagery of wind chimes in the poem?

आपके अनुसार, कवि ने कविता में पवन घंटियों की कल्पना क्यों की है?

Ans. The poet uses wind chimes to symbolize the subtle yet powerful impact of the defenders' deeds that echo across the land, bringing a sense of pride and inspiration.

कवि ने रक्षकों के कार्यों के सूक्ष्म लेकिन प्रभावशाली प्रभाव को दर्शाने के लिए पवन घंटियों की कल्पना की है, जो पूरे देश में गर्व और प्रेरणा का संचार करती हैं।

Long Answer Type Questions

1. Discuss how the poem reflects the spirit of patriotism and sacrifice.

कविता देशभक्ति और बलिदान की भावना को कैसे दर्शाती है, इस पर चर्चा करें।

Ans. The poem beautifully reflects the spirit of patriotism by praising the dedication of soldiers who guard the nation's borders under extreme weather conditions. It highlights their selfless service, comparing them to yogis who tread difficult terrains with devotion. The defenders stay awake while others sleep, protecting the country day and night. Their sacrifices are acknowledged with prayers and blessings, showing deep respect for their commitment. The poem inspires readers to value the silent, tireless service of the soldiers, thus evoking a strong sense of national pride and gratitude.

यह कविता देश की सीमाओं की रक्षा करने वाले सैनिकों की निष्ठा की सराहना करके देशभक्ति की भावना को सुंदर ढंग से दर्शाती है। यह उनके निःस्वार्थ सेवा को उजागर करती है, जिसमें उन्हें कठिन परिस्थितियों में योगियों के समान बताया गया है। जब अन्य लोग सोते हैं, तो वे जागकर देश की सुरक्षा करते हैं। उनके बलिदानों को प्रार्थनाओं और आशीर्वादों के साथ स्वीकार किया गया है, जिससे उनके प्रति गहरी श्रद्धा प्रकट होती है। यह कविता पाठकों में सैनिकों की मूक और अथक सेवा के प्रति सम्मान और देशभक्ति की भावना उत्पन्न करती है।

2. Explain how the poet uses various images and comparisons to bring out the greatness of the defenders.

कवि रक्षकों की महानता को उजागर करने के लिए विभिन्न कल्पनाओं और उपमाओं का प्रयोग कैसे करते हैं, स्पष्ट करें।

Ans. The poet uses vivid imagery and comparisons to emphasize the greatness of the defenders. He portrays them braving snowy days, scorching heat, and loneliness, which creates a picture of hardship and endurance. Comparing them to yogis suggests their spiritual dedication and calm amidst tough conditions. The defenders are shown guarding deserts, marshes, seas, and skies, covering every terrain, which illustrates their omnipresent vigilance. The image of wind chimes vibrating their feats metaphorically connects their silent sacrifices with the soul of the nation. These poetic tools enhance the readers' understanding of their valor and unwavering commitment.

कवि रक्षकों की महानता को उजागर करने के

लिए सजीव कल्पनाओं और उपमाओं का प्रयोग करते हैं। वह उन्हें बर्फीले दिनों, तेज गर्मी और एकांत में डटे हुए दर्शाते हैं, जिससे उनके संघर्ष और सहनशक्ति का चित्र बनता है। उन्हें योगियों के समान बताकर उनके आध्यात्मिक समर्पण और कठिन परिस्थितियों में भी शांति को दिखाया गया है। रक्षकों को रेगिस्तान, दलदलों, समुद्र

और आकाश की रक्षा करते हुए दिखाया गया है, जो उनकी हर जगह सतर्कता को दर्शाता है। पवन घंटियों की कल्पना उनके मौन बलिदानों को राष्ट्र की आत्मा से जोड़ती है। ये सभी काव्य उपकरण उनके साहस और अडिग समर्पण की गहराई को प्रभावशाली ढंग से प्रस्तुत करते हैं।



15

Rani Abbakka

Multiple Choice Questions

- Who was the Queen of Ullal during the fight against the Portuguese?**
(a) Rani Durgavati
(b) Rani Abbakka Devi
(c) Ahilyabai Holkar
(d) Rani Chennamma
- Which kingdom was Veera Narasimha the ruler of?**
(a) Mangalore (b) Kozhikode
(c) Bangadi (d) Keladi
- With whom did Rani Abbakka form an alliance to strengthen trade against the Portuguese?**
(a) King of Goa
(b) Zamorin of Kozhikode
(c) Shivappa Nayak
(d) King of Keladi
- How long did the decisive battle against the Portuguese last?**
(a) two days (b) three days
(c) four days (d) five days
- Who eventually drove the Portuguese completely out of Mangalore?**
(a) Rani Abbakka (b) Shivappa Nayak
(c) Venkataappa Nayak

(d) Ribero

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

Fill in the Blanks

- Rani Abbakka was crowned the Queen of _____.
- Abbakka refused to pay _____ to the Portuguese.
- Abbakka established profitable trade relations with _____.
- The Portuguese base attacked by Abbakka was at _____.
- The King of Keladi who finally drove out the Portuguese from Mangalore was _____.

Ans. 1. Ullal, 2. tribute, 3. Arabia, 4. Mangalore, 5. Shivappa Nayak.

True/False

- Rani Abbakka agreed to continue selling spices to the Portuguese.
- Veera Narasimha was the husband of Rani Abbakka.
- Abbakka fought the Portuguese in alliance with the Zamorin of Kozhikode.
- The Portuguese never attacked Ullal after their final defeat.

5. Rani Abbakka surrendered to the Portuguese after the four-day battle.

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

Very Short Answer Type Questions

1. **Who was Hiriya Abbakka?**

हिरिया अब्बक्का कौन थीं?

Ans. She was the Queen of Ullal before Abbakka Devi.

वह अब्बक्का देवी से पहले उल्लाल की रानी थीं।

2. **Who succeeded Hiriya Abbakka as Queen?**

हिरिया अब्बक्का के बाद रानी कौन बनीं?

Ans. Abbakka Devi succeeded Hiriya Abbakka. अब्बक्का देवी हिरिया अब्बक्का के बाद रानी बनीं।

3. **Which king was Abbakka Devi married to?**

अब्बक्का देवी का विवाह किस राजा से हुआ था?

Ans. She was married to Veera Narasimha, King of Bangadi.

उनका विवाह बांगडी के राजा वीर नरसिम्हा से हुआ था।

4. **Whom did Abbakka ally with for trade against the Portuguese?**

पुर्तगालियों के खिलाफ व्यापार के लिए अब्बक्का ने किससे गठबंधन किया?

Ans. She allied with the Zamorin of Kozhikode. उन्होंने कोझिकोड के जमोरिन से गठबंधन किया।

5. **Where was the Portuguese base that Abbakka attacked?**

अब्बक्का ने पुर्तगालियों के कौन-से अड्डे पर हमला किया?

Ans. Mangalore.
मंगलौर

6. **Who escaped during the fall of Fort Mangalore?**

मंगलौर किले के पतन के समय कौन भाग गया?

Ans. Ribero, the Portuguese commander.

रिबेरो, पुर्तगाली कमांडर।

7. **How long did the decisive battle against the Portuguese last?**

पुर्तगालियों के खिलाफ निर्णायक युद्ध कितने दिन चला?

Ans. Four days. चार दिन

Short Answer Type Questions

1. **Why did Abbakka refuse to pay tribute to the Portuguese?**

अब्बक्का ने पुर्तगालियों को कर देने से इनकार क्यों किया?

Ans. She wanted Ullal to remain a sovereign country and not be under Portuguese orders.

वह चाहती थीं कि उल्लाल एक स्वतंत्र देश बना रहे और पुर्तगालियों के आदेश में न रहे।

2. **What happened to Abbakka's commander's ship during the naval conflict?**

नौसैनिक संघर्ष के दौरान अब्बक्का के कमांडर के जहाज का क्या हुआ?

Ans. It was captured by the Portuguese while helping other ships escape.

अन्य जहाजों को भागने में मदद करते समय पुर्तगालियों ने उसे पकड़ लिया।

3. **How did Abbakka strengthen Ullal's economy against the Portuguese?**

अब्बक्का ने पुर्तगालियों के खिलाफ उल्लाल की अर्थव्यवस्था को कैसे मजबूत किया?

Ans. She built merchant ships and traded profitably with Arabia in alliance with the Zamorin of Kozhikode.

उन्होंने व्यापारिक जहाज बनाए और कोझिकोड के जमोरिन के साथ गठबंधन कर अरब देशों के साथ लाभदायक व्यापार किया।

4. What was the outcome of the decisive battle between Ullal and the Portuguese?

उल्लाल और पुर्तगालियों के बीच निर्णायक युद्ध का क्या परिणाम हुआ?

Ans. The Portuguese were defeated and never troubled Ullal again.

पुर्तगाली पराजित हुए और फिर कभी उल्लाल को परेशान नहीं किया।

Long Answer Type Questions

1. Describe the steps taken by Rani Abbakka to resist Portuguese control.

पुर्तगालियों के नियंत्रण का विरोध करने के लिए रानी अब्बक्का ने कौन-कौन से कदम उठाए?

Ans. Rani Abbakka stopped paying tribute and refused to sell spices to the Portuguese. She built merchant ships, allied with the Zamorin of Kozhikode, and established profitable trade with Arabia. She attacked the Portuguese fort at Mangalore, fought decisive battles, and eventually ensured Ullal's freedom from Portuguese control. रानी अब्बक्का ने कर देना बंद कर दिया और पुर्तगालियों को मसाले बेचने से मना कर दिया।

उन्होंने व्यापारिक जहाज बनाए, कोझिकोड के जमोरिन से गठबंधन किया और अरब देशों के साथ लाभदायक व्यापार स्थापित किया। उन्होंने मंगलौर के पुर्तगाली किले पर हमला किया, निर्णायक युद्ध लड़े और अंततः उल्लाल को पुर्तगाली नियंत्रण से मुक्त कर दिया।

2. Explain the role of alliances in Abbakka's resistance against the Portuguese.

पुर्तगालियों के खिलाफ अब्बक्का के प्रतिरोध में गठबंधनों की क्या भूमिका थी?

Ans. Alliances played a vital role in Abbakka's resistance. By allying with the Zamorin of Kozhikode, she could build a strong naval force and establish profitable trade with Arabia, which strengthened Ullal's economy. These alliances helped her challenge Portuguese dominance and maintain Ullal's independence.

गठबंधनों ने अब्बक्का के प्रतिरोध में महत्वपूर्ण भूमिका निभाई। कोझिकोड के जमोरिन से गठबंधन करके वह एक मजबूत नौसेना बना सकीं और अरब देशों के साथ लाभदायक व्यापार स्थापित कर सकीं, जिससे उल्लाल की अर्थव्यवस्था मजबूत हुई। इन गठबंधनों ने उन्हें पुर्तगाली प्रभुत्व को चुनौती देने और उल्लाल की स्वतंत्रता बनाए रखने में मदद की।



GRAMMAR

1. Articles

Exercise-1

1. a, 2. a, 3. a, 4. A, 5. a, 6. an, 7. a, 8. an, 9. a, 10. a.

Exercise-2

1. an, 2. a, 3. a, 4. an, 5. a, 6. a, 7. a, 8. an, 9. an, 10. an.

Exercise-3

1. the, 2. the, 3. a, 4. The, 5. the, 6. a, 7. The, 8. The, 9. a, 10. x.

Exercise-4

1. (c) 2. (b) 3. (d) 4. (b) 5. (a)
6. (c) 7. (c) 8. (d).

Exercise-5

1. a, 2. a, 3. the, 4. the, 5. an, 6. an, x, 7. an, the, 8. The, a, 9. a, the, 10. an.

Exercise-6

1. the, 2. a, 3. a, 4. the, 5. a, 6. the, 7. an, 8. an, 9. a, 10. the.

2. Number

Exercise-1

1. men 2. hands 3. knees
4. toes 5. children 6. feet
7. those 8. fees 9. these
10. ashes

Exercise-2

1. doors 2. days 3. boots
4. parties 5. leaves 6. lunches
7. flashes 8. holidays 9. enquiries
10. volcanos

3. Pronouns

Exercise-1

1. that 2. who 3. what
4. that 5. that 6. who
7. that

Exercise-2

1. (c) 2. (a) 3. (c) 4. (b) 5. (a) 6. (a)
7. (a).

Exercise-3

1. who 2. which 3. that
4. which 5. who 6. when

7. whose 8. who 9. whose
10. what

4. Adjectives : Degrees

Exercise-1

1. more important
2. eldest
3. quicker
4. more useful
5. less
6. good
7. lazier
8. taller
9. strongest
10. great

Exercise-2

1. (b) 2. (c) 3. (c) 4. (c) 5. (b).

Exercise-3

1. most 2. better 3. happy
4. good 5. elder 6. better
7. good 8. oldest

5. Adverb

Exercise-1

1. immediately 2. frankly
3. absolutely 4. simply
5. equally 6. Fortunately
7. carelessly 8. carelessly
9. regularly 10. normally
11. really 12. hardly
13. Unfortunately 14. anxiously
15. Slowly

Exercise-2

1. differently 2. expectantly
3. mysteriously 4. miserably
5. wearily 6. nervously
7. silently 8. slowly
9. quickly 10. humbly
11. gleefully 12. soundly
13. terribly 14. clearly
15. obviously

6. The Prepositions

Exercise-1

- | | |
|------------|------------|
| 1. over | 2. above |
| 3. over | 4. above |
| 5. above | 6. between |
| 7. Among | 8. between |
| 9. between | 10. among |

Exercise-2

- | | | |
|--------|---------|---------|
| 1. on | 2. in | 3. on |
| 4. in | 5. in | 6. into |
| 7. on | 8. into | 9. in |
| 10. on | | |

Exercise-3

1. (d) 2. (c) 3. (c) 4. (b) 5. (d) 6. (c)
7. (b) 8. (c) 9. (c) 10. (c)

Exercise-4

- | | | |
|---------|-------|-----------|
| 1. at | 2. at | 3. over |
| 4. into | 5. In | 6. out of |
| 7. on | 8. in | 9. on |
| 10. in | | |

Exercise-5

- | | | |
|------------|-----------|-------|
| 1. between | 2. out of | 3. in |
| 4. in | 5. on | 6. in |

- | | | |
|-------------|--------|-------|
| 7. At | 8. for | 9. in |
| 10. between | | |

7. Tenses

(Correct Forms of the Verbs)

Exercise-1

- Past Indefinite
- Present Indefinite
- Present Continuous
- Future Indefinite
- Present Indefinite
- Present Perfect
- Past Indefinite
- Past Continuous

Exercise-2

- He came very late.
- You will write a letter.
- She tells us.
- It has got very late.
- My mother will be making tea.
- We have heard him.
- They are playing here.
- I had lunch.

Exercise-3

Negative	Interrogative
1. Birds do not fly high.	1. Do birds fly high?
2. You will not know her.	2. Will you know her?
3. He is not teaching English.	3. Is he teaching English?
4. She has not lost everything.	4. Has she lost everything?
5. Many students did not arrive late.	5. Did many students arrive late?
6. They will not be waiting for us.	6. Will they be waiting for us?
7. Dogs are not barking.	7. Are dogs barking?
8. I did not forget his name.	8. Did I forget his name?
9. They were not crying there.	9. Were they crying there?
10. We shall not have drunk coffee.	10. Shall we have drunk coffee?

Exercise-4

1. (b) 2. (c) 3. (c) 4. (d) 5. (d) 6. (a).

Exercise-5

- | | |
|-----------------|--------------------|
| 1. lived | 2. listened |
| 3. had gone | 4. lived |
| 5. know | 6. was lying |
| 7. have written | 8. shall cooperate |
| 9. lives | 10. did not know |

8. Modals

Exercise-1

- | | | |
|------------|-----------|-----------|
| 1. must | 2. should | 3. can |
| 4. may | 5. could | 6. should |
| 7. must | 8. shall | 9. May |
| 10. should | | |

Exercise-2

- | | | |
|----------|-----------|----------|
| 1. Would | 2. should | 3. shall |
|----------|-----------|----------|

4. can 5. should 6. will

7. May.

Exercise-3

1. (d) 2. (c) 3. (d) 4. (b) 5. (a) 6. (b)

7. (d) 8. (a) 9. (c) 10. (a).

Exercise-4

1. must 2. can 3. cannot

4. could 5. can't 6. can

7. must 8. should 9. might

10. can

9. Framing Questions

Exercise-1

1. Was he angry with you?
2. Are the children playing in the park?
3. Was he a brave man?
4. Have they free time today?
5. Can this news be wrong?
6. Will he go there?
7. Have you a scooter? Or Do you have a scooter?
8. Can he see without glasses?
9. Should I send for a doctor?
10. Will he go to Kota?

Exercise-2

1. Does he sell eggs?
2. Do you buy eggs from her?
3. Do they have tiffins with them?
4. Does your father ever bring sweets for you?
5. Is honesty the best policy?
6. Does your cow give milk?
7. Did the shopkeeper weigh less?
8. Does your team always stand first?
9. Has the lineman found the fault?
10. Is she stitching a shirt?

Exercise-3

1. Where did your father live?
2. Who stole your pen?
3. What did Radha see in the milk?
4. When did you receive my letter?
5. How can letters be sent?
6. Whom did she phone?
7. When did you reach home?
8. Why did she go to the bus stand?

9. What were they selling?

10. What did he buy?

Exercise-4

1. Who came to the king?
2. Where did the hermit live?
3. What was the hermit doing?
4. To whom did the hermit listen?
5. How did the king feel?
6. Who rushed out?
7. Where was the beggar?
8. How did Mridu and Meena follow him back into the garden?
9. What did the owner of the dog hear?
10. Who became rich?

Exercise-5

1. Where did the old man go at once?
2. For what did the good old man humbly ask?
3. What did the shop have?
4. What did he make?
5. Can he be poor?
6. How did Nishad look?
7. When did the monsoons break?
8. What did early man not know?
9. How many homes and shops are damaged by fire each year?
10. When was he sitting on the ground?

10. Passive Voice

Exercise-1

1. (a) 2. (b) 3. (c) 4. (d) 5. (a)
6. (a) 7. (a) 8. (d).

Exercise-2

1. The river was being crossed by Ram.
2. Trees are being cut by you.
3. Medicines are being taken by her.
4. Milk was being boiled by Rashi.
5. English is being learnt by me.
6. Sanskrit is being read by us.
7. The examination is being taken by him.
8. Vegetables were being sold by them.

9. Mangoes are being eaten.
10. Tea was being prepared by her.

Exercise-3

1. This box can be lifted by me.
2. We may be helped by your sister.
3. The function could be attended by me.
4. Your cough might be cured by this medicine.
5. The elders should be obeyed.
6. Our taxes must be paid by us.
7. The train could have been caught by him.
8. A lecture might have been delivered by the leader.
9. This problem can be solved by me.
10. This work needn't be done.

11. Indirect Speech**(Direct and Indirect Narration)****Exercise-1**

1. Ram says that Mohan is a naughty boy.
2. His sister said that Mohan liked to swim in the river.
3. Mahesh said that Mira was reading a book.
4. The clerk told the Principal that Mr Gupta had been ill for the last two days.
5. Pratibha will say that Ram writes a letter.
6. Mr Sinha said that water boils at 100°C.
7. My father said that honesty is the best policy.

Exercise-2

1. He said that he would do his work.
2. Mohan told them that they were good players.
3. He told you that you could go home.
4. He said that he had passed the examination.
5. Ravi told Hari that he (Ravi) had brought three letters for him (Hari).

6. He told me that it had been raining since morning.
7. Kamla told her father that she had visited the zoo the previous day.

Exercise-3

1. The doctor told me that the condition of my father was serious.
2. The shopkeeper said that the shop closed at 7 p.m.
3. The students said that their examinations would begin on March 18.
4. The fruit-seller said that he was selling mangoes twenty rupees a kilo.
5. The clerk told the headmaster that Mr Verma had been absent for the last three days.
6. Sita told her mother that she had visited the fair the previous day.
7. The officer told the clerk that the files should be ready within an hour.

Exercise-4

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

Exercise-5

1. Gopal asked me if I was going to see the fair.
2. The boys asked me when the match would be played.
3. Sarita asked him if she might use his telephone.
4. My father asked me why I did not work hard.
5. He asked me whether I knew how to swim.

Exercise-6

1. The hermit replied to the king if he did not see.
2. The enemy told the king that he[the king] did not him[the enemy], but he [the enemy] knew him [the king].
3. The king asked the hermit how he had been answered.

4. Mridu demanded what that had to do with anything.
5. She whispered to him whose they were.
6. Ravi said that he did not know.
7. Gopal told the king that he accepted the challenge.
8. Nishad said that at least he had one friend.
9. I said that he had made good boots.
10. Nishad asked Maya if she really thought he was a criminal.
7. My children neither read nor write.
8. He is either an engineer or a doctor.
9. Although Shefali was tired, she did not take any rest.
10. Although it was very hot, Mohan did not buy a fan.

Exercise-2

1. Ravi is not only writing but also reading.
2. Although you live far away from me, I feel you are always with me.
3. Either plastic or any other such waste causes great harm to environment.
4. Not only the boys but also I have finished work.
5. Not only the cities, forts, palaces, gardens, temples in Hadoti are spectacular but they also keep you absorbed for long hours.
6. Hadoti is rich both in culture and in minerals.
7. Your actual visit will either give you pleasure or it will also enrich your knowledge about this area.
8. Not only Kalika Mata mandir but Mira Bai mandir is also famous.
9. The farmer neither ploughed the fields nor sowed the seeds.
10. You can visit either Jaipur or Bharatpur on Sunday.

12. Clause

(Using 'If' for Open Condition)

Exercise-1

1. catch, shall reach;
2. shout,
3. go, will mark;
4. will come, inform;
5. cooks, will wash;
6. work, will get;
7. falls, will consult
8. invite, shall attend;
9. work, will get;
10. will help, request.

Exercise-2

1. will return 2. live
3. knows 4. is
5. gives 6. give
7. gets 8. has
9. will float 10. don't wobble

13. Conjunctions

Exercise-1

1. You are neither intelligent nor hardworking.
2. Mohan teaches either John or Mary.
3. She is neither beautiful nor attractive.
4. He is either intelligent or diligent.
5. Although it was very dark, Sabir could find his way.
6. Though Prashant is very rich yet he goes to his factory on foot.

14. Words in Situation

- | | | |
|------|------------|------------|
| I. | 1. king | 2. better |
| | 3. hut | 4. bearded |
| II. | 1. much | 2. hungry |
| | 3. thing | 4. little |
| III. | 1. eyes | 2. money |
| | 3. right | 4. deep |
| IV. | 1. sorry | 2. matter |
| | 3. seem | 4. see |
| V. | 1. running | 2. wicked |
| | 3. owner | 4. rich |
| VI. | 1. extreme | 2. shy |
| | 3. shop | 4. next |

- VII. 1. criminal 2. burnt
3. ordinary 4. summer
- VIII. 1. just 2. probably
3. idea 4. walked
- IX. 1. sleeves 2. longer
3. old 4. suddenly
- X. 1. fire 2. oxygen
3. burn 4. remove

15. Punctuation and Use of Capital Letters

Exercise-1

- Yes, my first rank slipped to the second.
- Father, is he telling lies ?
- Papa, grandmother cannot read or write.
- Oh Papa, last week, my rose plant almost died!
- He'll tell you.
- Do you know what she said ?
- Are we actually living, Papa ?
- Are we missing out on real life ?

- We had a fun-filled journey.
- Surbhi, Nikhil and I enjoyed a boat ride.

Exercise-2

- "You are tired," said the king.
- "Forgive me!" said the bearded man in weak voice.
- "Do you not see?" replied the hermit.
- "Ammal!" came a wail from the gate.
- I would say, "How do you do, Mr Gessler?"
- "Oh!" he answered, "dead."
- "Of course he's one, Seven," I said.
- "Exactly!" I exclaimed.
- "Try to understand, Seven," I told him.
- "What did happen?" Charlie asked.
- I said, "Don't do that; you'll hurt it."
- He said, "We've forgotten the balls!"

VOCABULARY

1. Sound

Exercise-1

- (b)
- (a)
- (b)
- (d)
- (d)
- (b)
- (a)
- (d)
- (a)
- (d)

Exercise-2

- (d)
- (d)
- (a)
- (b)
- (d)
- (b)
- (b)
- (b)
- (a)
- (d)

Exercise-3

- (d)
- (c)
- (b)
- (a)
- (b)
- (b)
- (d)
- (c)
- (c)
- (d)

2. Opposites

Exercise-1

- | | |
|----------|--------------|
| 1. easy | 2. satisfied |
| 3. wise | 4. carefully |
| 5. small | 6. blessed |
| 7. never | 8. powerful |
| 9. happy | 10. safe. |

Exercise-2

- | | |
|--------------|-----------|
| 1. reward | 2. better |
| 3. Remember | 4. tail |
| 5. large | 6. never |
| 7. wide | 8. short |
| 9. young | 10. good |
| 11. shy | 12. upset |
| 13. usefully | 14. angry |
| 15. longer. | |

3. Gender

Exercise-1

- | | |
|------------|------------|
| 1. girl | 2. woman |
| 3. mother | 4. bitch |
| 5. cow | 6. peahen |
| 7. goddess | 8. actress |
| 9. Mrs | 10. sister |

Exercise-2

- | | |
|------------|----------------|
| 1. host | 2. actor |
| 3. empress | 4. maidservant |

5. bridegroom
7. widower
9. heir

6. hero
8. king
10. aunt

Exercise-3

- | | |
|------------|-------------|
| 1. men | 2. master's |
| 3. his | 4. dogs |
| 5. brother | 6. wife |
| 7. horse | 8. Slow |
| 9. brother | 10. madman |

4. Homophones**Exercise-1**

- | | |
|----------|-----------|
| 1. piece | 2. lose |
| 3. fair | 4. accept |
| 5. die | 6. feet |
| 7. some | |

Exercise-2

- | | |
|--------------|----------|
| 1. plane | 2. marry |
| 3. principal | 4. pray |
| 5. quite | 6. story |
| 7. sale | 8. tail |
| 9. weak | 10. hole |

5. One Word Substitution**Exercise-1**

- | | |
|------------|-----------------|
| 1. Hermit | 2. Firefighter |
| 3. Century | 4. Poison |
| 5. Crook | 6. Grave |
| 7. Clinic | 8. Statue |
| 9. Stump | 10. Grandfather |

Exercise-2

- | | |
|------------|----------------|
| 1. cricket | 2. mould |
| 3. year | 4. grandmother |
| 5. doctor | 6. school |
| 7. gloves | 8. wood |
| 9. hermit | 10. snake |

Exercise-3

Match the column 'A' with column 'B' with their one word.

- | A | B |
|--|-------------|
| 1. A period of time in which a team is batting | [j] Innings |
| 2. A meal eaten in the middle of the day | [h] Lunch |

3. A piece of land where flowers are grown [f] Garden

4. A small, simply built house or shelter [g] Hut

5. A way that is made by walking of people [i] Path

6. Small patches of ground for plants [d] Beds

7. A two wheels vehicle to ride by pushing paddle [e] Bicycle

8. Very small in size [c] Tiny

9. The official home of king or queen [b] Palace

10. The day after today [a] Tomorrow

6. Missing Letters**Exercise-1**

- | | |
|-------------|-------------|
| 1. entire | 2. action |
| 3. stop | 4. people |
| 5. among | 6. tender |
| 7. declared | 8. cutting |
| 9. villages | 10. family |
| 11. nature | 12. coming |
| 13. mother | 14. reading |
| 15. assist | |

Exercise-2

- | | |
|-------------|-------------|
| 1. lunch | 2. limited |
| 3. consider | 4. today |
| 5. school | 6. student |
| 7. frankly | 8. fulfil |
| 9. provide | 10. country |
| 11. private | 12. great |
| 13. always | 14. bring |
| 15. without | |

Exercise-3

- | | |
|-------------|------------|
| 1. listen | 2. limited |
| 3. village | 4. friend |
| 5. school | 6. female |
| 7. enhance | 8. under |
| 9. amount | 10. should |
| 11. student | 12. even |

13. happy 14. great

15. birth

Exercise-4

- | | |
|-------------|------------|
| 1. always | 2. lucky |
| 3. hospital | 4. fifty |
| 5. waste | 6. problem |
| 7. garden | 8. people |
| 9. glass | 10. months |
| 11. major | 12. places |
| 13. acute | 14. stink |
| 15. clean | |

7. Word Family

- bicycle—handle, brakes, wheel, mud-guard, saddle, luggage, chain, free-wheel, bell, tyre, tube, rim, paddle, etc.
- motor-cycle—petrol tank, seat, headlight, tail light, brake, handle, gear, clutch, odometer, speedometer, tyre, tube, etc.
- classroom—table, chair, stool, blackboard, chalk, charts, pictures, slogans, etc.
- school—ground, classroom, office, principal chamber, library, toilets, laboratory, canteen, etc.
- village—house, temple, post-office, school, hospital, shops, market, streets, colony, well, bus-stand, railway station, etc.
- railway station—platform, office, booking window, parking, waiting hall, water-hut, canteen, hawker, etc.
- pen—lid, refill, cap, ball, nib, clip, cartridge, etc.
- house—garden, bedroom, kitchen, dining hall, drawing room, toilet, store-room, guest-room, terrace, etc.
- human body—head, eye, nose, ear, mouth, hair, neck, etc.
- geometry box—pencil, pencil sharpener, eraser, ruler, set square, protractor, compass, etc.

8 Phrasal Verbs**Exercise**

- | | |
|----------------|----------------|
| 1. gave up | 2. looking for |
| 3. put on | 4. broke out |
| 5. bring up | 6. comes of |
| 7. get up | 8. getting on |
| 9. came across | 10. carry out |

9. Correct Form of the Word**Exercise-1**

- | | |
|---------------|----------------|
| 1. kingdom | 2. differently |
| 3. heavily | 4. easily |
| 5. hungry | 6. Actually |
| 7. completely | 8. mostly |
| 9. nervously | 10. really |

Exercise-2

- | | |
|-------------|---------------|
| 1. grimly | 2. suddenly |
| 3. possibly | 4. loudly |
| 5. really | 6. possibly |
| 7. nearly | 8. suddenly |
| 9. angry | 10. gleefully |

Exercise-3

- | | |
|--------------|---------------|
| 1. greedy | 2. soundly |
| 3. terribly | 4. splendidly |
| 5. flowery | 6. criminal |
| 7. obviously | 8. doubtful |
| 9. usefully | 10. merely |

Exercise-4

- | | |
|---------------|--------------|
| 1. lightning | 2. generally |
| 3. electrical | 4. softly |
| 5. lovely | 6. dangerous |
| 7. cheerful | 8. bullying |
| 9. historical | 10. slightly |

10. Putting the Words in Right Order**Exercise-1**

- They all answered his questions differently.
- He saw no one but simple people.
- The king went up to the hermit.
- The sun went behind the trees.
- How have I been answered?

6. We found him outside the gate this morning.
 7. She will never learn a thing.
 8. A gold chain gleamed around his leathery neck.
 9. Ravi turned and glanced at the shabby-looking old slippers.
 10. She wanted him to leave quickly.
 11. I will open that door one day.
 12. One day the dog came running to him.
 13. Now in the same village there lived a wicked old man and his wife.
 14. On coming home, the old man took his wife into the garden.
 15. The shop had a certain quiet distinction.
- Exercise-2**
1. They lasted longer than ever.
 2. We have taken the shop over.
 3. He had obviously recognized my brother.
 4. What lives longer than anything else?
 5. I tracked down very old and ancient animals.
 6. We generally do it with a lighted match.
 7. Some fire cannot be put out with water.
 8. It had not done anything to him.
 9. We groveled round for half an hour.
 10. He gave up looking for the rest of the screws.
 11. He was of a cheerful disposition.
 12. I took him into the back kitchen.
 13. There was a simple reason for this.
 14. It also opened new possibilities for spin and swing.
 15. India entered the world of Test Cricket in 1932.

COMPOSITION

1. Comprehension

Passages

(Unseen Passages)

Unseen Passage 1

1. (a) God
2. The parents sacrifice their pleasures for the sake of their children.
3. They labour hard to feed and clad their children.
4. The moral duty of the children is to look after their parents in their old age.
5. Children should respect their parents in every way.
6. needs.

Unseen Passage 2

1. (c) Banbir
2. The servant informed Panna that Banbir had killed Rana Vikramajit and was coming to kill the prince.

3. The little prince was asleep in his bed.
4. Panna's own child was in her lap.
5. Panna was singing softly to her child to put him to sleep when the servant came in.
6. furious.

Unseen Passage 3

1. (b) blind
2. The lame man lived in a village.
3. One day the village caught fire.
4. The villagers began to run.
5. The blind man asked the lame man to sit on his shoulders and show him the way.
6. put out.

Unseen Passage 4

1. (a) truth and non-violence.
2. Gandhiji was born on October 2, 1869.
3. He went to South Africa to practise as a lawyer.

4. India was freed on August 15, 1947.
5. Nathuram Godse killed Gandhiji.
6. started.

Unseen Passage 5

1. (b) greenery
2. Trees are the treasure house of oxygen.
3. Forests are cut down for constructing buildings.
4. The cutting down of trees is a curse to mankind.
5. It is the duty of every citizen to take care of the environment.
6. weary.

Unseen Passage 6

1. (c) guava
2. The two great rivers the Ganga and the Yamuna meet in Prayagraj.
3. The ancient name of Prayagraj was Prayag.
4. The word 'Allahabad' means 'Abode of Allah'.
5. Allahabad University is called the 'Oxford of the East.'
6. famous.

Unseen Passage 7

1. (b) an old beggar
2. Mohan gave his coat to the beggar.
3. The beggar blessed Mohan.
4. The man was shivering with cold.
5. Mohan's mother told him that she was proud of him.
6. rebuke.

2. Paragraph Writing

1. Our Headmaster

I read in Government Upper Primary School Rampur. Shri R. C. Gupta is our headmaster. He is about forty-five years old. He always wears very simple dress. He never comes late. He is very punctual in his work. He never gets angry. He is very hard-working. He is a very learned man.

He is very kind and gentle. He always helps the poor students. His behaviour towards all the teachers and students is very good. We are proud of our headmaster.

2. My Best Friend

I read in class VII. I have many friends. Suresh is my best friend. He reads in my class. We go to school together. His father is a doctor. His mother is a teacher. He puts on simple dress. He helps me in my work. He is honest. He is hard-working. He is punctual in his work. He is obedient. He obeys his elders. He respects his teachers and elders. He does not waste his time. He is the monitor of our class. He is a good player. All the teachers like him. I am proud of him.

3. The Cow

We have a cow. The cow is a very useful animal. The cow has a big body. She has four legs. She has two eyes. Her ears are very long. Her mouth is very long. Her tail is long. She has two horns on her head. She is of white colour. She eats grass and oilcake. She gives us sweet milk. Curd, butter, and sweets are made from her milk. Her calves are very useful. They plough our fields. We love our cow very much.

4. The Camel

The camel is very common in Rajasthan. It is a very useful animal here. It is called the ship of the desert. It is a very big animal. It has four long legs. Its tail is very short. Its neck is very long. It has a hump on its back. Its teeth are very sharp. It has padded feet. It can walk on sand very easily. It eats the leaves of

trees. It can live without food and water for many days. People ride on its back. It carries load from one place to another. It draws carts and ploughs fields.

5. **My Village**

I live in a small village. The lanes are narrow. Two thousand people live in it. Most of the people are farmers. There are fifteen shopkeepers. Some are blacksmiths, some are potters and carpenters. Some persons are in service. There are many hand pumps and wells in the village. There is a Secondary School. A hospital is also there in the village. It has a temple and a mosque. There is a post office also in the village. I love my village very much.

6. **Diwali**

Diwali is a very important festival of the Hindus. It takes place in the month of Kartik. On this day Shri Ram Chandra returned to Ayodhya after exile of fourteen years. People clean and whitewash their houses and shops. They decorate them with pictures and toys. People buy sweets and toys. They put on new clothes. Children eat sweets. In the night people light lamps, candles and bulbs. They worship goddess Lakshmi. They send sweets and wishes to their friends and relatives.

7. **A Hockey Match**

Last Tuesday our school team played a hockey match with the players of Jain School. I also played in the match. At 4 p.m. both teams entered the field. At 4:30 the referee blew his whistle. Now the match began. Both of the teams were playing well. For some time none of them could score a

goal. Our captain was a good player. He hit the ball and it went into the goal post. Rival team could not score a single goal till the end. The game was over. Our team won the match.

8. **A Railway Journey**

Last Sunday I went to Jaipur by train with my father. We reached the station by taxi. We bought two tickets. We went to platform. Some people were sitting on the benches. There was a great rush. After sometime the train arrived. We entered a compartment. After five minutes the train started. We took our seats. On the way the train stopped at many stations. At last we reached Jaipur station.

9. **A Picnic**

It was Sunday. The weather was pleasant. We decided to go on a picnic. The place was a garden near a canal. We got up early in the morning. We went there on our bicycles. The sun was shining. The birds were chirping on the trees. The canal was flowing. There were monkeys on the trees. We reached there and took rest. Then we bathed in the canal. We prepared tea. We took tea with biscuits and sweets. We sang songs. We enjoyed the day.

10. **Mahatma Gandhi**

Mahatma Gandhi was a great leader. He is called the father of the nation. He was born on October 2, 1869 at Porbandar in Gujarat. After passing the High School exam he went to England to study law. He went to South Africa for practice. Then he joined the National Congress. He led the freedom movement. He was sent to prison many times. India became free on

August 15, 1947. On January 30, 1948 he was shot dead by Nathuram Godse.

3. Story Writing

1. The Lion and the Mouse

A lion was sleeping under a tree. A mouse came out of its hole. It began to move over the body of the lion. The lion woke up. He caught the mouse in his paws. He wanted to kill it. The mouse requested the lion, "Sir, let me live. I shall help you." The lion took pity on it and set it free. After some days the lion was caught in a net. He began to roar. The mouse heard his roar. It went there. It cut the net and made the lion free.

Moral : Do good and have good.

2. Two Friends and a Bear

One day two friends were passing through the forest. They promised to help each other if any wild animal attacked them. After sometime they saw a bear coming towards them. One of them climbed a tree. The other one did not know how to climb a tree. He lay down on the ground. The bear came close to him and smelt him. The man pretended to be dead. He knew that the bear does not touch a dead body. So the bear went away. Now his friend came down from the tree. He asked the man, "What did the bear say in your ear ?" The man replied that the bear said to him, "Never trust a selfish man."

Moral : A friend in need is a friend indeed.

3. The Capseller and the Monkeys

Once a capseller was passing through a forest. A bundle of caps was on his head. He was very tired,

so he sat down under a tree to take some rest. He put the bundle under his head. Soon he fell asleep. After some time he woke up. He found his bundle empty. He saw that some monkeys were sitting in a tree. The caps were on their heads. He thought of a plan. He took off his cap and threw it on the ground. The monkeys also threw caps on the ground. The capseller collected his caps and went away.

Moral : Wit triumphs while physical strength fails.

4. The King and the Farmer

One day a king went towards a village. He saw a very old man in a field. He was watering mango trees. The king said to the old man, "Why are you watering these mango trees ? They will bear fruits after many years. Perhaps you will not be able to eat their fruits." The old man replied, "I am not doing it for myself. I am doing it for others just as others did for me in the past." The king was very much pleased to hear this answer. He gave a good reward to the old man.

5. The Fox and the Cow

Once there was a foolish crow sitting in a tree. It had a piece of bread in its beak. A clever fox noticed the crow with a piece of bread. He wanted to get it.

He thought of a plan. He praised the crow, "You are a beautiful bird. Your voice is very sweet. Please sing a song for me." The silly crow felt flattered. It opened its beak to sing. The piece of bread fell down on the ground. The fox picked it up and ran away. Now the crow was sad.

Moral : Beware of flatterers.

4. Letters and Applications

A. Letter

1. 15 New Colony
Udaipur
May 2, 20__
My dear Sunil
I have received your letter just now. I am glad to know that your examination is over and now you will have summer vacation. I invite you to come and spend your vacation with us. Udaipur is famous for its natural beauty. It is called the city of lakes. There are many places to visit. We shall visit them together.
With best regards to your parents
Yours sincerely
Suresh
2. 203 Bhupalpura
Udaipur
20 June 20__
My dear Father
I have just received your kind letter. I am sorry to inform you that mother has been suffering from malaria for three days. Our family doctor is attending on her. He hopes that she will be quite well very soon. She often remembers you and asks you to come soon.
With regards
Your loving son
Adesh
3. 25 Vikas Path
Alwar
January 8, 20__
My dear Hari
I have just received your marksheet. I am very sorry to learn that your marks in every subject are very poor. I advise you to be very sincere in your studies.

You should work hard so that you may get good marks in all the subjects.

I wish you the best of luck

Your loving brother

Atul

4. 2 Ranjit Nagar
Bharatpur
July 20, 20__
My dear Father
I am quite well here and hope the same for you. You will be glad to know that I am very regular in my studies. I am working hard. I go to school regularly. I study for six hours daily. I also play games in the evening daily. I will try my best to get good marks in the examination.
With best regards to mother and love to Raju.

Your loving son

Dinesh

5. Pratap Hostel,
Rajkiya Vidyalaya, Talwara
12th March 20__
My dear Father
An educational tour of 30 students and three teachers is going to start on the 1st of April for a week. Participants have been asked to seek their parents' permission for the same. I, therefore, request you to allow me to go on this tour which is highly useful to us. Please send rupees two thousand also for the same. Please convey my regards to Mummy and love to Vinod.
Yours affectionately
Mahendra

B. Applications

1. NH-11
Jaipur Road
Dausa
19 September 20__

- The Headmistress
Govt Girls' Secondary School
Dausa
Madam
Respectfully I beg to say that my mother is not feeling well. She is in hospital. My father is out of station. I have to attend her. So I am unable to attend the classes for five days from september 19 to september 23.
Kindly grant me leave for five days only.
Thanking you
Yours obediently
Radha
Class VII B
Roll No. 22
2. Sudama Nagar
Hanumangarh Road
Sri Ganganagar
1 August 20__
The Headmaster
Govt Upper Primary School
Sri Ganganagar
Sir
Most respectfully I beg to say that I am a student of class VII A of your school. My father has been transferred to Ajmer. So I am unable to study here in your school.
Kindly issue me a transfer certificate.
Thanking you
Yours obediently
Vivek
Class VII A
Roll No. 12
3. Vikash Villa
Sajjangarh
October 9, 20__
The Headmistress
Govt Girls' Upper Primary School
Sajjangarh
Madam
- I am a student of class VII of your school. I am very much interested in sports and games. According to your notice, I have to attend the evening games regularly without fail. But I am sorry to tell you that yesterday I met with an accident. My right leg is fractured. The doctor has advised me to have complete rest for a week.
I, therefore, request you to exempt me from attending the evening games for a week from 10th October 20__
Thanking you
Yours obediently
Lalita Kumari
Class VII
Room No 107
Pratap Hostel
Jaipur
April 20, 20__
The Headmaster
Govt Secondary School
Jaipur
Sir
Most respectfully I beg to say that my parents live in Udaipur. I wish to go home during the coming summer vacation. I want to get a railway concession certificate for my journey to Udaipur on 30 April and back on 30 June.
I, therefore, request you to issue me a railway concession certificate.
Yours obediently
Kavita
Class VII
4. 19-A Vaishali Nagar
Deeg
9 August 20__
The Headmaster
Pratap Secondary School
Deeg
Sir
- 5.

Respectfully I beg to say that I have some urgent piece of work at my home. Kindly grant me leave for two days from 10 August to 11 August.

Thanking you
Yours obediently
Mohan
Class VII A

5. Dialogue-Writing

Dialogue 1 (about your school going and games)

(A) How do you go to school?

(B) I go to school on foot.

(A) What game do you play?

(B) I play football, hockey and cricket.

Dialogue 2 (Dialogue with a teacher)

(A) Why didn't you do your homework?

(B) My mother was seriously ill.

(A) How is she now?

(B) She is better now.

(A) I wish her speedy recovery.

(B) Thank you, sir.

Dialogue 3 (at Bus stand)

(A) Which is the bus to Jaipur?

(B) That red bus standing in the corner goes to Jaipur.

(A) When does it start?

(B) It starts at 10 : 15 a.m.

(A) When does it reach Jaipur?

(B) It takes four hours.

Dialogue 4 (while asking time)

(A) What's the time?

(B) It is ten to five.

(A) Is your watch right?

(B) Yes, it is right.

6. Process Writing

1. ALOO POHA

Items Required

- 2 cups: Poha
- 1 Potatoes
- 1 Onion
- 2 Green Chillies
- 1 table-spoon : Chana dal

- 1 table-spoon : Urad dal
- 1/4 table-spoon : Mustard Seeds
- 1 sprig: Curry leaves
- 2 table-spoon : Peanuts
- 4 table-spoon : Oil
- 1 pinch Turmeric powder
- 1 Lemon
- Few Corainder leaves
- Salt to taste

Method

- Soak the poha in water. Wash and drain all the water.
- Add some salt and turmeric powder and keep aside.
- Peel and cut the potatoes into small cubes, chop the onions, chillies, corainder leaves.
- Heat oil and put chana dal, urad dal, mustard seeds, peanuts, curry leaves and fry until they crackle.
- Add potatoes, saute for few minutes, then add chopped onions, chillies.
- Cook till they are done. Add the poha, corainder leaves and stir.
- Keep it on slow flame for 5- 7 minutes.
- Let it cool for sometime and add then lemon juice.

2. MISSI ROTI

Items Required

- 2 cups: Whole Wheat Flour
- 2 cups: Gram Flour
- 1 table-spoon : Cumin Seeds
- 2 table-spoon : Dry fenugreek leaves
- Red chili powder to taste
- Salt to taste
- A pinch of turmeric powder
- 2 table-spoon : oil
- Water to knead

Method

- Mix Wheat flours, gram flour, salt, chili powder, turmeric powder and mix well.

- Make powder of fenugreek leaves and mix it to the flour.
- Rub oil into the flour, slowly add water and make a soft dough and keep it covered with damp cloth for 30 minutes.
- Knead well again the dough and make balls.
- Roll into a slightly thick chapati than usual. Pre-heat the girdle and cook the missi roti with or without oil.

3. CHAPATI

Items Required

- 2 cups: Wheat Flour
- Water as per requirement

Method

- Knead soft dough
- Leave it for at least 30 minutes.
- Break off to a table tennis - ball sized (even smaller) bit of dough.
- Roll with help of dry flour to a thin round.
- Roll as thin as possible.
- Heat tawa and place phulka on it.
- When dry on one side, turn it.
- When brown spots appear on second side, turn again.
- Take a kitchen towel and lightly press the phulka, rotating at same time, it will puff.
- Make as crisp as desired.
- Serve hot.

4. PALAK PARATHA

Items Required

- 2 cups: Chapati Flour
- 1 cup : Spinach, finely chopped and steamed
- 1 table-spoon : oil
- Salt to taste
- 1/4th table spoon : chili powder or black pepper powder
- Oil / butter to shallow fry

Method

- Drain the steamed spinach and cool it.
- Now mix all ingredients- flour, spinach, salt, chili powder and 1 table-spoon . oil.
- Add enough water to make a dough of rolling consistency.
- Cover it and keep aside for 30 minutes.
- Then make small balls and roll them like parathas.
- Put the palak paratha on the tawa and make like you make any paratha.
- Serve palak parantha hot with home-made butter, curd or chutney of your choice.

5. COCONUT CHUTENY

Items Required

- 1 fresh coconut (grated)
- 3 fresh green chilies or as per taste
- 2 table-spoon : coriander leaves (chopped)
- 1 table-spoon : lemon or lime juice
- 1 table-spoon : split peas (roasted)
- 3/4 cup: plain yogurt
- Salt To Taste

Method

- Grind coarsely all the ingredients in a blender and serve.

7. Messages

1.

Message

July 20, 20 --
6.00 P.M.
Dear Anuradha
My house owner got a telephone from father. Mother is in serious condition. Reach Jaipur at once. Don't forget to take your clothes with you.
Anup

4. **Message**
 16 July, 20 _ _
 3.00 P. M.
 Dear Suresh/Sonia
 The text books are to be distributed to the students of Class VII from Monday to Thursday. Attend soon.
 Mohan/Mohini

8. Posters

1. **SAVE WATER**
 KEEP IN MIND
 → to close the Taps.
 → to check the leakages.
 → to prevent the useless running of water.
ISSUED BY - Govt. of Rajasthan

2. **BE GENEROUS, BE KIND**
 TOWARDS  **ANIMALS**
Respect their **EXISTENCE**
Make no **DIFFERENCE**
ALL they need is LOVE & CARE
DON'T kill them for taste or pleasure of hunting.
 ill-treat them or torture them.
BE their SAVIOUR !
 ISSUED BY SPCA

3. **SAVE FUEL FOR TOMORROW**
 ⇒ **PRECAUTIONS**
 ⇒ Be economical while using the cooking fuel.
 ⇒ Don't use vehicles for short distances
 ⇒ Turn off the engines at red light.
 ⇒ ONLY USE AS MUCH FUEL AS YOU NEED. 
SPEND like a BEGGAR, not like a RICH
Issued by - Welfare Society

4. **SAFE DRIVING** **DRIVE SAFE** 
 • follow traffic rules,
 • Avoid using mobiles while driving
 • Follow traffic rules,
ISSUED BY RAJASTHAN TRAFFIC POLICE