POORVI

Textbook of English for Grade 8



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FOREWORD

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge, while at the same time preparing students to constructively engage with the prospects and challenges of the twenty-first century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured students' inherent abilities, touching upon all the five planes of human existence, the *pañchakośas* in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow as they advance in lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects in three languages—including at least two languages native to India—Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. *Poorvi*, the English language textbook for Grade 8 is one of these. Its content comprises stories, poems, and narratives that ensure a reflection of their social, cultural, and geographical landscapes wherein students are sure to find traces of their lived experiences.

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Poorvi also weaves into its contents snippets from the vast treasure-trove of Indian Knowledge Systems, India's artistic and cultural heritage, and embeds values alongside ecological sensitivity, gender equality, digital skills, etc. For all practical purposes, it has, to my mind, succeeded in its Curricular Goals: first, to foster natural curiosity among students through a proper selection of content, and second, develop among them the core competencies in listening, speaking, reading, and writing by intelligently designing various activities around them, thereby seamlessly integrating vocabulary and grammar within meaningful contexts.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook, and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

New Delhi
May 2025

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ABOUT THE BOOK

Poorvi, textbook of English for Grade 8, has been developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Language education is essential for effective communication, aesthetic expression, and appreciation. Reasoning and critical thinking are closely linked with language use, and these are valuable capacities to be developed. Language development plays an important role in the development of perceptual and practical concepts, and also enables us to check our experiences with others to ensure that we have a shared meaning emerging from these experiences. The textual material developed for the Middle Stage will take children well beyond the Preparatory Stage.

Curricular Goals, competencies, and learning outcomes have been the guiding principles in developing the textbook. The Curricular Goals (CG) cover a range of competencies. The NCF-SE 2023 has stated the following Curricular Goals:

CG-1: Develops independent reading, comprehension, and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).

CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events.

CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding.

CG-4: Explores different literary devices and forms of literature.

CG-5: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

CG-6: Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language (pp. 245–246).

The Curricular Goals have been covered through a variety of themes and an array of activities. There are five thematic units that comprise stories, poems, conversations, and narrative and descriptive pieces. Themes, such as wit and wisdom, values and dispositions, mystery and magic, environment, and science and curiosity have been included. Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity, and inclusion have been integrated into all the units. Each unit has three literary pieces—story, poem, and conversation, or non-fictional writing. There are in-text questions, 'Let us discuss' to assess comprehension of the text. The end-of-the-text questions given in 'Let us think and reflect' are designed to encourage critical thinking, reasoning, responding, analysing, and more.

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Unit 1—'Wit and Wisdom' celebrates intelligence, humour, and critical thinking. 'The Wit that Won Hearts' introduces students to the kingdom of Krishnadeva Raya and legendary courtier Tenali Rama known for his wit and problem-solving skills. The poem, 'A Concrete Example' by Reginald Arkell highlights irony and satire in everyday situations. A rock garden may be a thing of beauty for someone, and it may not catch the attention of someone else. The play, 'Wisdom Paves the Way' presents a thought-provoking scenario where different perspectives lead to unique solutions. It appreciates the role of wisdom, reasoning, and critical thinking in resolving conflicts.

Unit 2—'Values and Dispositions' emphasises that true strength lies in courage, kindness, and responsibility. 'A Tale of Valour: Major Somnath Sharma and The Battle of Badgam' teaches students the values of courage, duty, and patriotism, showing how selflessness and commitment to one's country can make a lasting impact. The poem, 'Somebody's Mother' by Mary Dow Brine, focuses on values of kindness, empathy, and the importance of helping others. It teaches that small acts of kindness can bring great comfort to those in need. 'Verghese Kurien – I Too Had a Dream' encourages young people to not only pursue personal success but also contribute to the greater good of the society, reinforcing the value of serving one's community with honesty and perseverance.

Unit 3—'Mystery and Magic' highlights the power of intelligence, the wonders of creativity and the breathtaking marvels of nature. 'The Case of the Fifth Word' by Donald J. Sobol emphasises that keen attention to detail and critical thinking can help uncover hidden truths and solve mysteries. The poem, 'The Magic Brush of Dreams', revolves around creativity, kindness, and the power of art. The poem teaches that talent should be used for good, emphasising generosity and the impact of imagination in shaping the world. 'Spectacular Wonders', explores India's unique and mysterious natural wonders, highlighting the enigmatic charm that each place unfolds.

Unit 4—'Environment' encourages students to nurture a bond with nature and express gratitude for the bountiful gifts it offers. 'The Cherry Tree' by Ruskin Bond is a story that emphasises the importance of nurturing and the rewards of perseverance. It also teaches us to appreciate the small miracles of life and value our deep connection with nature. The poem, 'Harvest Hymn' by Sarojini Naidu, reflects the hardwork of farmers and their deep faith in the land and the divine forces. It signifies the harmony between humans and nature, portraying the harvest as a sacred and joyous occasion. 'Waiting for the Rain', by Kamakshi Balasubramanian, is a story that captures the vagaries of nature, and its impact on farming. It also highlights the wisdom in understanding the natural cycle of renewal and balance.

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Unit 5—'Science and Curiosity' sparks curiosity about the wonders of science, technology, and discovery. 'Feathered Friend' by Arthur C. Clarke explores companionship beyond human relationships through the story of a bird in space. The poem, 'Magnifying Glass' by Walter de la Mare, encourages students to explore perception and mystery. 'Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science' highlights renowned scientists and their contributions, promoting discussions on scientific advancements.

These literary pieces serve not only as sources of entertainment but also as repositories of valuable life lessons, fostering personal growth, and equipping children with skills to navigate social situations with confidence. By resonating with children's daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on their overall development.

The primary focus lies in cultivating competencies in listening, speaking, reading, and writing while concurrently developing vocabulary and grammar in context. Language learning truly comes to life when connected to the immediate environment of learners, allowing them to express their thoughts, feelings, and experiences through experiential learning. All the activities are conveniently colour coded under headings, such as 'Let us discuss', 'Let us think and reflect', 'Let us learn', 'Let us listen', 'Let us speak', 'Let us write', and 'Let us explore'. 'Let us Explore' extends learning beyond the text, staying within the unit's theme. It aims to connect students with the Indian Knowledge System, fostering an appreciation for our rich heritage and culture, encouraging students to delve deeper, engage in meaningful discussions, and broaden their understanding. In-text activities and exercises at the end of each chapter are thoughtfully designed to be engaging, fostering joyful learning experiences while serving as tools for assessment and learning. Illustrations have been carefully crafted to depict the relevant context and enhance comprehension.

We sincerely hope that students will enjoy doing these activities, and develop language competencies.

KIRTI KAPUR
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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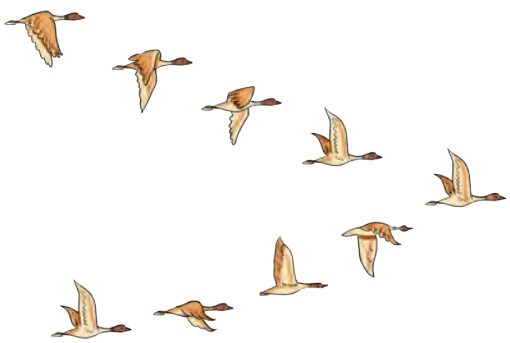
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Poorvi

The textbook of English for Grade 8 is titled *Poorvi* after the Indian *rāga* 'Poorvi'. This *rāga* is said to promote harmony and serenity. It is associated with dusk, specifically sunset time (*Sandhi Prakash*). Each *rāga* in Indian music carries its own emotional significance and is symbolically connected to certain seasons, times of day, and moods. *Rāgas* are believed to evoke specific emotions in listeners.

Poorvi is an ancient and traditional Hindustani classical *rāga* that originated in eastern India. It is typically performed during the fourth *prahar* of the day, between 3:00 p.m. and 6:00 p.m. It evokes a sense of calmness and contemplation in the journey of learners, symbolising a harmonious blend of traditional and modern learning.



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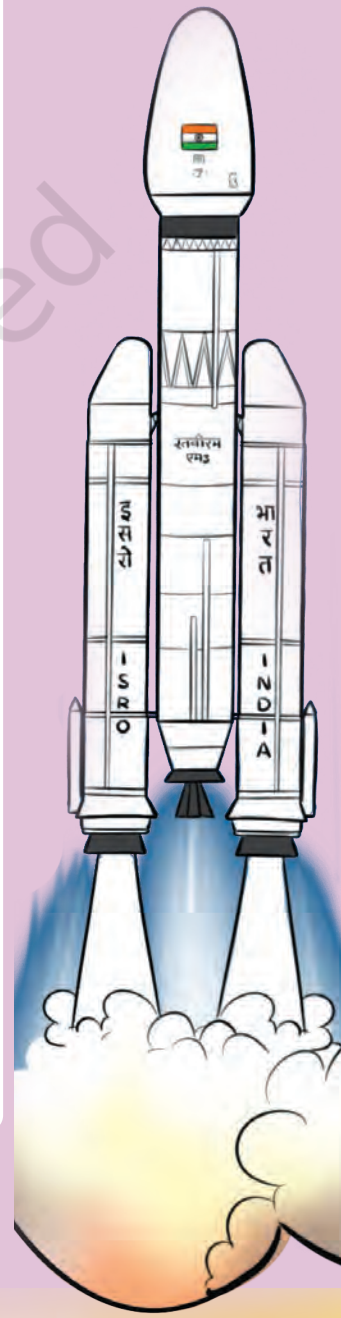
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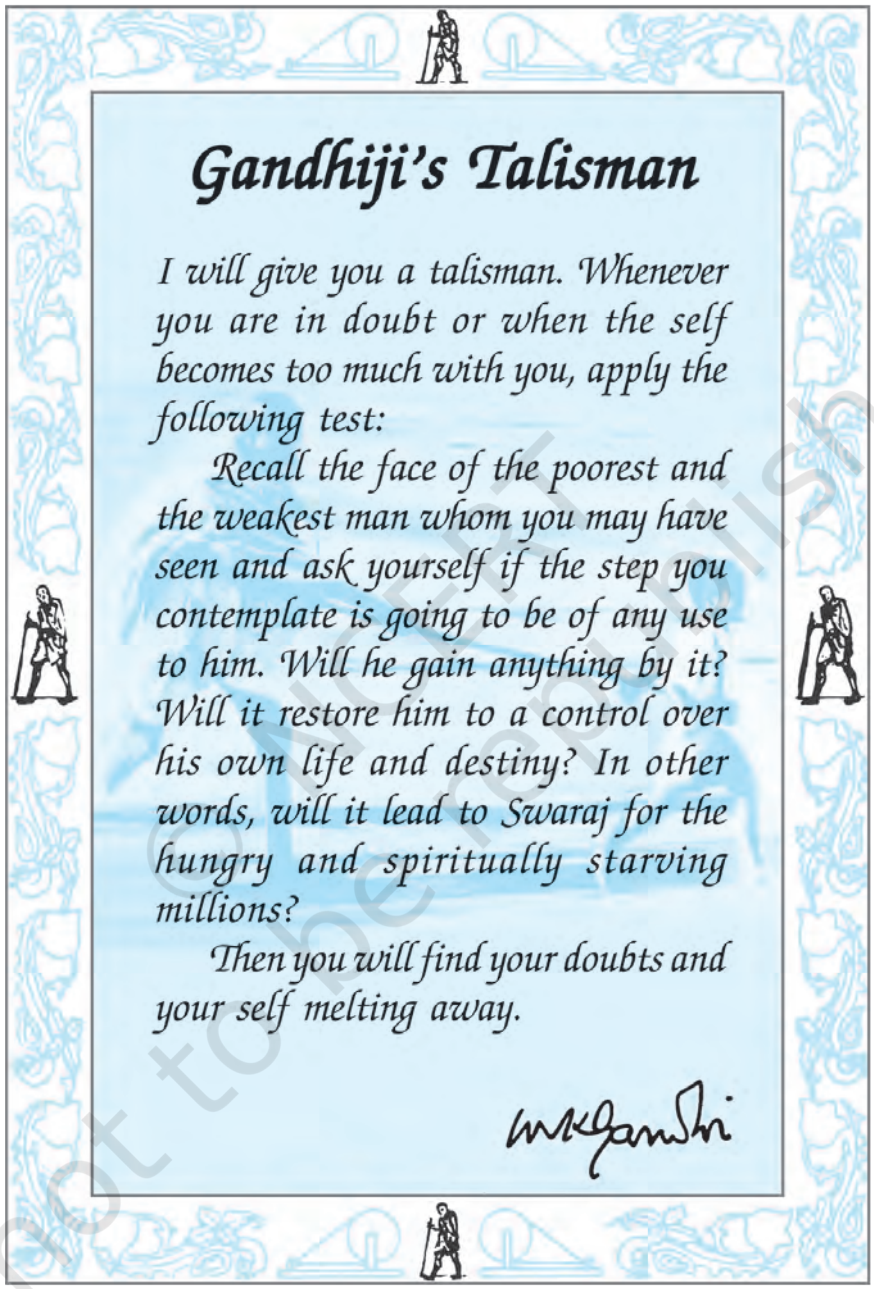
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Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

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Unit 1

WIT AND WISDOM

The Wit that Won Hearts

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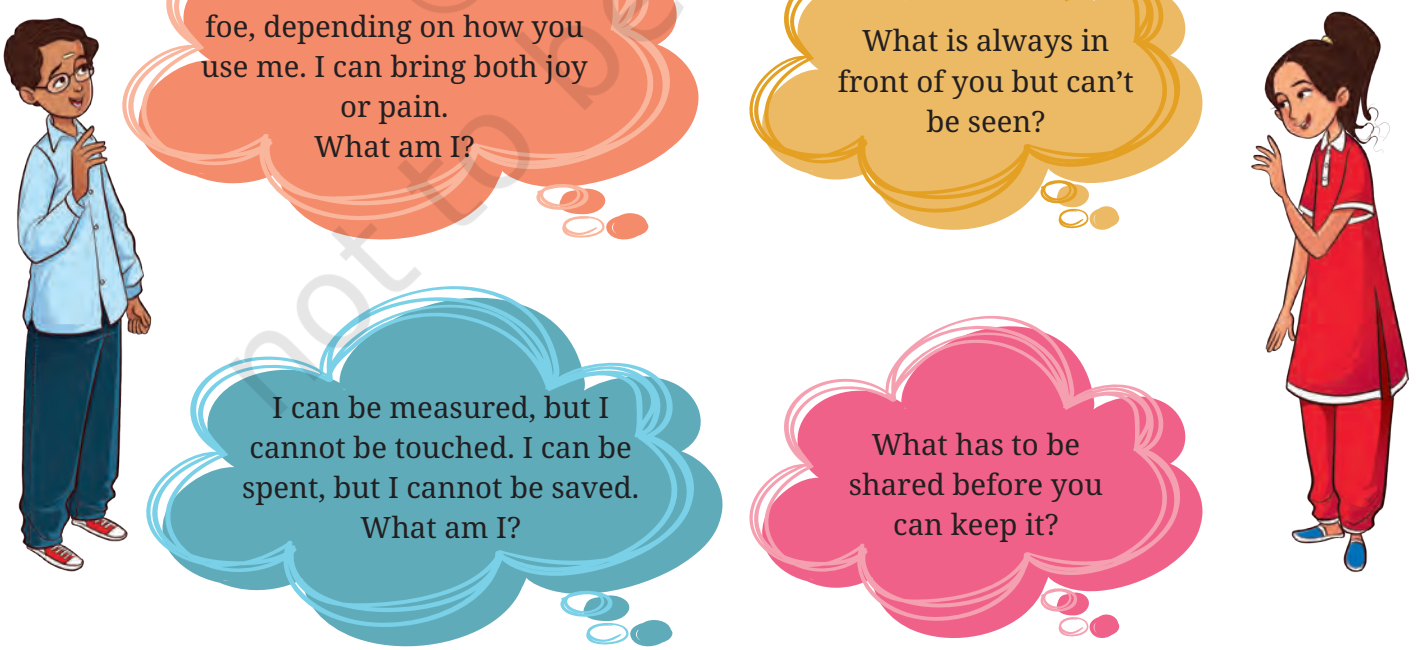
Let us do these activities before we read.

I Select qualities of a person who uses wit from the box given below.

wise	serious	clever	powerful	humorous
stubborn	courageous	observant	charming	creative
punctual	confident	energetic		

Now, discuss reasons for your choice of qualities.

II Work in pairs and answer the riddles that are given below. Share the answers with your classmates and teacher.



Note: You will find the answers of these riddles on page 16.

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Discuss in pairs.

1. Why are qualities like humour and wit important in a person?
2. Why do you think kings and queens preferred to have witty people among their courtiers?
3. If you were asked to solve a disagreement between two people, what approach would you take?
4. Have you ever been in a situation where a small misunderstanding led to a big problem? How was it resolved?

Let us read



renowned: well known

illustrious: respected and famous

patron: supporter

eminent: famous

The Vijayanagara Empire was **renowned** for its glory, wealth, and cultural achievements. Among its many **illustrious** rulers, King Krishnadeva Raya (ruled 1509–29 CE) stood out as a wise and powerful monarch. His reign is often referred to as the Golden Era of the Vijayanagara Empire, a time when art, literature, and architecture flourished. A great **patron** of learning, Krishnadeva Raya was not only an **eminent** warrior but also a gifted poet. His works, such as the epic *Amuktamalyada* and the Sanskrit drama *Jambavati Parinayam*, are acclaimed even today.



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Krishnadeva Raya's court was home to eight celebrated poets, collectively known as the *Ashtadiggajas*. These poets, including Allasani Peddana and Tenali Ramakrishna, enriched the literary tradition with their masterpieces. Tenali Ramakrishna, in particular, was known for his quick wit and humour, earning him a special place in the king's court as both a poet and a witty advisor. His clever solutions to seemingly **insurmountable** problems made him a beloved figure in the empire's history.

Even the wisest rulers face moments of disharmony, and at one such time, the king had a quarrel with his queen, Thirumalambal, over a seemingly **trivial** matter. For weeks, he did not utter a single word to her, and in his frustration, stopped visiting her altogether. His absence cast a shadow over the palace, and the once cheerful corridors seemed quiet and **forlorn**.

Thirumalambal, **distraught** and upset, tried her best to resolve the issue but failed. With no other alternative, she decided to seek the help of Tenali Rama, the court's brilliant and witty poet. Rama listened patiently as the queen recounted the incident in detail.



"The king wrote a poem," she began, her voice trembling. "It was filled with **vague** expressions—sun, moon, stars, beautiful sky—but it made no sense. When he tried

insurmountable: undefeatable

trivial: unimportant

forlorn: lonely

distraught: extremely sad

vague: unclear

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reciting it to his ministers, they all avoided him, making excuses. It was late evening when he came to me, seeking an audience. He began reciting it to me, but I was so exhausted after a tiring day that I yawned— not once, but several times. The king thought I was disrespecting his poem and stormed off. Since then, he has not spoken to me. If I had known this would happen I would have chosen another day. Help me, please, Rama. Only you can help the king understand."



strategy: plan

profusely: in large amounts

bustling: busy

intricately: in a detailed manner

exquisite: fine and attractive

ornate: decorative

gnawed: (here) bothered

Rama nodded thoughtfully. "If you like, I will try my best to resolve this matter, Your Highness. But this needs a well-planned approach, and I may need time to find the right **strategy**." The queen, who had placed her last hope in Rama, agreed and thanked him **profusely**.

The next morning, the royal court was **bustling** with activity. Ministers, scholars, and courtiers filled the courtroom, its **intricately** carved pillars towering towards the high ceiling. Rays of sunlight streamed through the open windows, illuminating the floor adorned with **exquisite** rugs. Despite the lively chatter, a tension hung in the air. The king sat on his **ornate** throne, his expression stern, his sharp eyes scanning the room. It was evident that the unresolved quarrel still **gnawed** at him.

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The court discussion was centred on improving paddy cultivation in the empire. One by one, the ministers rose to present their ideas. Some suggested expanding irrigation networks, while others advocated for better manure. Amid these suggestions, Tenali Rama stood quietly at the edge of the court, observing everyone with an amused smile.



Finally, the king called upon Rama. The chatter in the court died down as all eyes turned to him. Rama approached the throne, carrying a plateful of paddy seeds. Bowing low, he began, "Your Majesty, I bring you a revolutionary type of paddy seeds. If these are sown, the **yield** will be three times greater than the current results."

A murmur swept through the room. One of the courtiers, known for his **sarcasm**, whispered just loud enough to be heard, "I wonder if these are magic seeds! Next, he'll claim they grow without water." Another muttered, "Perhaps he found them on the moon!" **Snickers** rippled through the court.

The king frowned, unimpressed. "That sounds **absurd**," he muttered. "Such cultivation would need special soil, manure, and pest and insect repellents. If, by chance, something were to go wrong, our farmers would suffer."

Rama smiled, **unfazed**. "That may be true, Your Majesty, but the real issue lies not with the seeds themselves but with the person who sows them."

yield: (here) harvest

sarcasm: mockery

snickers: suppressed laughter

absurd: illogical

unfazed: not worried

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furrowed: wrinkled

sceptical: doubtful

keenly: intensely

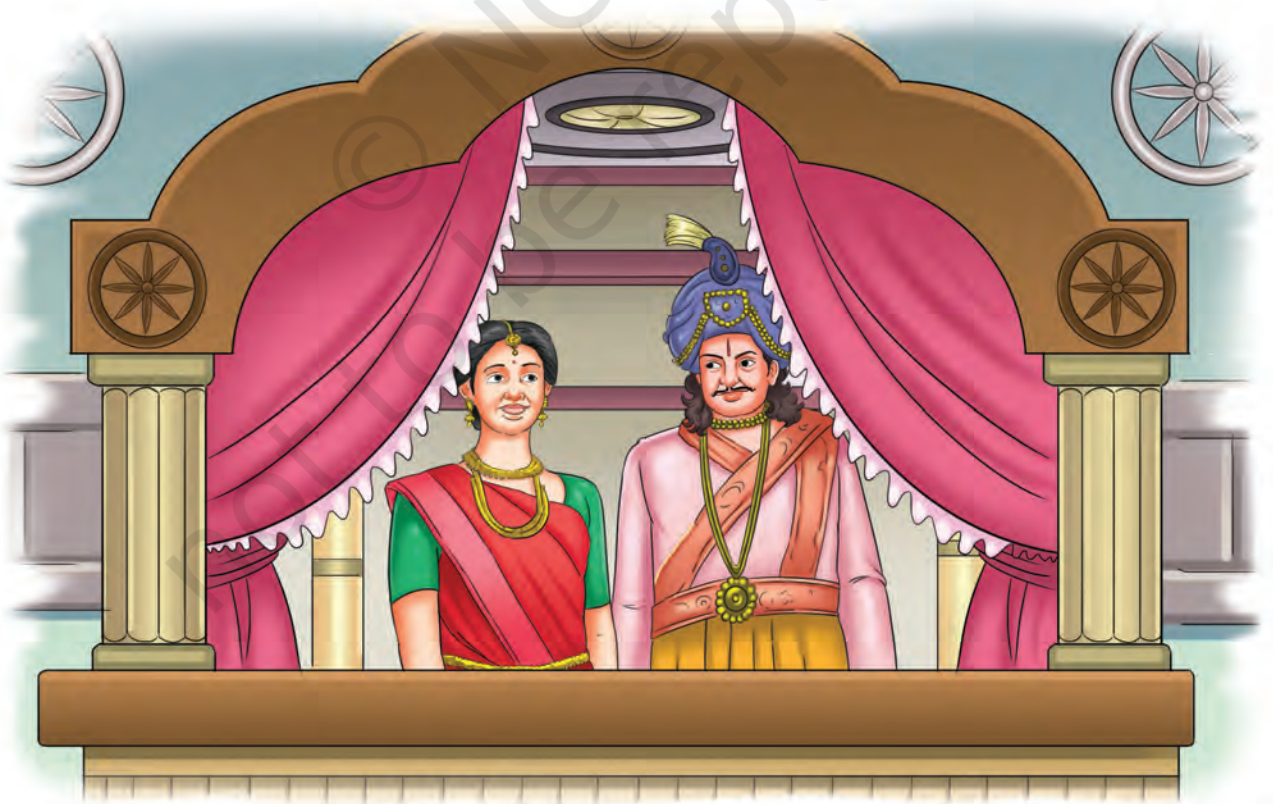
gesture: a movement of a hand or the head, to express an idea or a meaning

A hush fell over the court as Rama's words hung in the air. The king's eyebrows **furrowed**. "What is wrong with the person who sows the seeds? Speak clearly, Rama!" he roared.

Rama glanced around the court, his sharp gaze meeting the **sceptical** eyes of the courtiers. "If one were to sow seeds without proper care, no one would reap a good harvest," he said, pausing for effect. "And what if the person had a habit of yawning while sowing? Wouldn't the seeds scatter unevenly?"

The court erupted into laughter, the earlier sarcasm replaced by genuine amusement. Even the king, caught off guard, sighed and instinctively yawned. Rama watched him **keenly**, then continued, "Your Majesty, is there anyone in this world who does not yawn? It is as natural as breathing."

The king's expression shifted as realisation dawned. His mind raced back to the quarrel with the queen. He remembered scolding her harshly for yawning while he recited his poem. He realised how unfair he had been. "If I had known that yawning was not a sign of disrespect, I wouldn't have taken her **gesture** so personally," he thought, regret filling his heart.



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That evening, the king approached the queen with a softened expression. "Thirumalambal," he began, his voice gentle, "I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry."

The queen, who had longed for this moment, smiled and replied, "If you like, we can leave this quarrel behind us. I would very much like to listen to your poem."

Rama, who had **orchestrated** this settlement, felt victorious. The king and the queen later presented him with valuable gifts for his service. The royal couple's bond was restored, and the palace **brimmed** once again with joy and laughter.

orchestrated: arranged

brimmed: overflowed

Let us discuss

I Rectify the following false statements from the text.

1. The queen insulted the king by speaking against the quality of his poem.
2. Tenali Rama immediately went to the king and convinced him to talk to the queen.
3. The courtiers admired the king's poem and praised his literary talent.
4. The ministers in the court were eager to hear Tenali Rama's idea about paddy cultivation.
5. The king never realised his mistake and continued to stay angry with the queen.

Let us think and reflect

I Read the extracts and answer the questions that follow.

1. *"... The king thought I was disrespecting his poem and stormed off. Since then, he has not spoken to me. If I had known this would happen I would have chosen another day. Help me, please, Rama. Only you can help the king understand."*

   Rama nodded thoughtfully. "If you like, I will try my best to resolve this matter, Your Highness. But this needs a well-planned approach and I may need time to find the right strategy."

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



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

A. She is angry at the king for overreacting.

B. She regrets the unintended misunderstanding.

C. She believes the poem was not worth listening to.

D. She is worried that the king might punish her.

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

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

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

2. *That evening, the king approached the queen with a softened expression. "Thirumalambal", he began, his voice gentle, "I have been foolish. I see now that I overreacted. I let my pride blind me. I'm so sorry."*

The queen, who had longed for this moment, smiled and replied, "If you like, we can leave this quarrel behind us. I would very much like to listen to your poem."

(i) Complete the following with a suitable explanation.

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

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

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

The king acknowledges that his pride clouded his judgement, which shows _____. (intelligence and courage/maturity and self-awareness)

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

II Answer the following questions.

1. Why was the Vijayanagara Empire considered to be in its 'Golden Era' during Krishnadeva Raya's reign?
2. How did Tenali Ramakrishna gain a special place in the king's court?
3. How did the quarrel between the king and the queen affect the palace?
4. What strategy did Tenali Rama use to make the king realise his mistake?

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

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

Let us learn

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

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

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

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

murmur	sighed	mumble	gasped
snickers	thud	groan	rattle
roared	whispered		



1. As the teacher began the riddle challenge, a _____ of excitement spread through the classroom.
2. Anaya _____ in relief—she loved riddles more than solving Mathematics problems.
3. 'Think carefully,' the teacher began to _____, as she wrote a riddle on the board.
4. When the question was revealed, a few students _____, realising it wasn't as easy as they had expected.
5. Some exchanged _____, wondering if anyone at all would be able to solve it.
6. Just then, Anaya tapped her book on the desk with a small _____, deep in thought.

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7. ‘Ah, I see it now!’ she said stretching with a _____, as if it had taken her great effort.
8. A small breeze made the windows _____, adding to the suspense of the moment.
9. ‘So, what’s the answer?’ the students _____, their voices filled with playful enthusiasm.
10. Leaning forward with a smile, Anaya _____, ‘Sometimes, the trickiest questions have the simplest answers.’

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

1. Create new compound words by matching words in Column 1 with those in Column 2.

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



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

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

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

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

In sentence 1 'if you like' is the **subordinate clause** (if clause) and 'I will try my best to resolve this matter' is the **main clause**.

Identify the subordinate and main clauses in sentences 2 and 3.

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

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

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

1. Your teacher will be unhappy if _____.
2. They would have caught the train if _____.
3. _____ if you continue to stay up late every night.
4. If she knew the answer, _____.
5. _____ if she had studied harder.
6. If I had a million rupees, _____.



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

1. If I were a tree, I would play with the wind and talk to the birds.
2. If I were the Head Teacher of my school, _____.
3. If I were a bird, _____.
4. If I were a magician, _____.
5. If I had studied harder, _____.

Let us listen

I You will listen to a woman narrating a story. As you listen, fill in the blanks in the following sentences by selecting the correct options. (Transcript for teacher on page 46)

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1. The rope tying the bundle of sticks was _____.
   (i) loose
   (ii) thick
   (iii) short
2. The scholar is finally referred to as _____.
   (i) irritable
   (ii) mischievous
   (iii) arrogant

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

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



Let us speak

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

1. 'Yes' or 'No' questions have a rising tone at the end.

Are you coming home?

2. '-Wh' questions have a falling tone at the end.

When will you come home?

This rise and fall in tone is called **intonation**.

Now, work in pairs and mark the intonation in the questions given below. Take turns to practise by saying them aloud with the correct intonation.

(i) Is this your cat?

(ii) What is the name of your cat?

(iii) Will you be going to your village?

(iv) Why are you going to your village?

(v) Is this where you live?

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(vi) Where do you live?

(vii) Can I meet your parents?

(viii) How are your parents?

(ix) Do you have any plans for tomorrow?

(x) What are you going to do tomorrow?

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

While making questions, remember the correct word order.

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

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

Here are some prompts for you.

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

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

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

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

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Let us write



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

I Read the narrative essay given below.

A Lesson in Responsibility

One bright Monday morning, I woke up to the sounds of birds chirping loudly. For once, I wasn't late for school. My uniform was neatly laid out, and my homework was already packed in my bag. I felt proud of myself for being so organised. But little did I know, the day would still teach me an important lesson.

During the morning assembly, our teacher, Mrs. Rao, announced a surprise Science quiz. My heart skipped a beat. I had studied the chapter a week ago, but I had forgotten to revise it over the weekend. As I sat at my desk with the question paper in front of me, I froze. The questions looked familiar, yet I couldn't recall the answers clearly. I tried my best to focus, but it wasn't enough. Later, when the results were announced, I scored much lower than I expected. Disappointed, I spoke to Mrs. Rao after the class. She smiled and said, "It's not about how much you know but how consistently you prepare. Small efforts add up every day."

Her words stayed with me. From that day on, I made it a habit to revise my lessons regularly, even if there wasn't an immediate test. Responsibility isn't just about being on time or finishing tasks—it's about being ready for what's unexpected.

Now, work in pairs and check (✓) if the following features are present in the narrative essay.

1. Introduction

- The essay begins with a clear and engaging opening.
- The introduction sets the context for the narrative.
- The central idea or purpose is clear.

2. Body of the essay

- Events are narrated in a logical sequence.
- Descriptive details are used.
- Characters and settings are clearly described.
- The narrator's emotions or thoughts are shared.
- The essay includes a challenge or a problem or a turning point.

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3. Conclusion
   - The essay ends with an outcome.
   - A lesson or a message is clearly stated.
4. Writing Style
   - The tone is personal and engaging.
   - First person narration is used (for example, 'I,' 'my').
5. Language
   - The essay uses simple and clear language.
   - Grammar, punctuation, and spellings are correctly used.

Note: A narrative essay focuses on sharing a personal experience to convey a specific lesson, a reflection, or an idea. It has an introduction, a body, and a conclusion.

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

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



Let us explore

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

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

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

III You must have read stories of wit, humour, and wisdom in your own language or English. Make a list of these stories that you have read on a chart paper. Each student should read at least one new story from the list.

Answers: 1. Words 2. Time 3. The future 4. A secret

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A Concrete Example

Let us do these activities before we read.

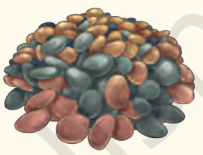
I Read the names of items you usually find in a garden and write their names against each picture given below.

garden hose, sapling, hedge, flower beds, flower pot, pebbles, rockery, fence, vine, wheelbarrow





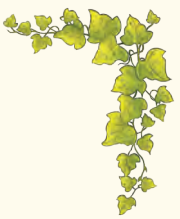


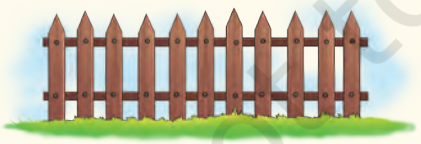












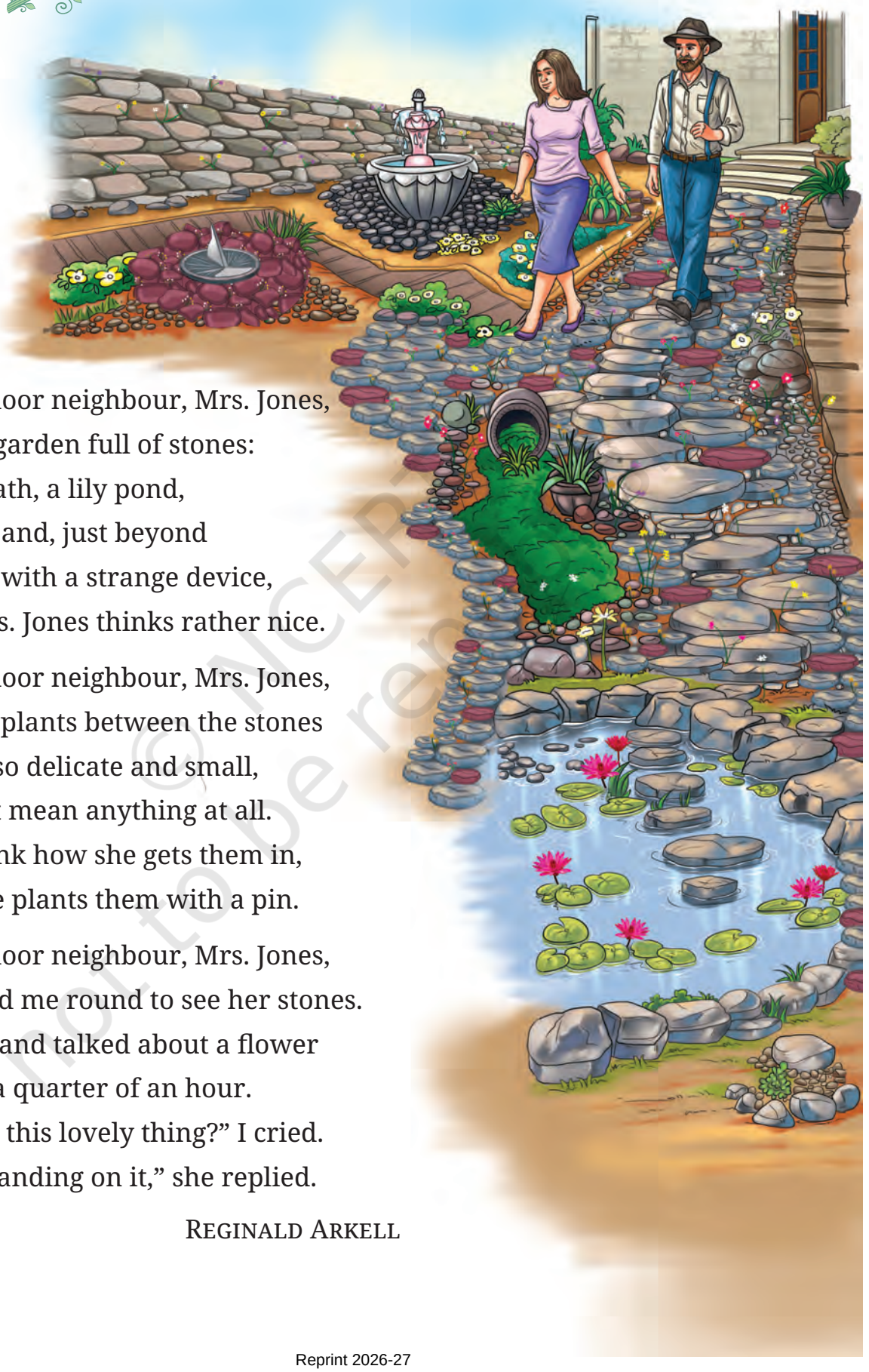


II Work in groups of four. What kind of garden would you like to have? Mention the features that you can include and the reasons for your choice. Share your answers with your classmates and teacher.

III Read the title of the poem. What comes to your mind when you read the word ‘concrete’? Does it have more than one meaning? Share your answers with your classmates and teacher.

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Let us read



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

My next-door neighbour, Mrs. Jones,
puts little plants between the stones
They are so delicate and small,
they don't mean anything at all.
I can't think how she gets them in,
unless she plants them with a pin.

My next-door neighbour, Mrs. Jones,
once asked me round to see her stones.
We stood and talked about a flower
for quite a quarter of an hour.
"Where is this lovely thing?" I cried.
"You're standing on it," she replied.

REGINALD ARKELL

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Let us discuss

I Complete the following summary with exact words from the poem. One example has been done for you. Share your answers with your classmates and teacher.

The poem describes Mrs. Jones, the speaker's next-door neighbour, who has a unique garden filled with 1. _____. Her garden includes a peculiar 2. _____, a pond, and a rockery, along with an unusual 3. _____ that she finds charming. Mrs. Jones plants tiny, 4. _____ plants between the stones, which the speaker thinks must be so small that they are planted with a 5. _____. One day, Mrs. Jones invites the speaker to see her garden, and they discuss a 6. _____ that Mrs. Jones treasures. When the speaker asks where the 7. _____ flower is, Mrs. Jones says that the speaker has been 8. _____ on it all along.

II Select the correct option to fill in the blanks for the following sentences.

1. The tone of the poem is _____.
   (i) mocking
   (ii) humorous
   (iii) mournful
   (iv) amusing
   (v) light-hearted

   A. (i), (ii), and (iii)
   B. (i), (ii), and (v)
   C. (ii), (iii), and (iv)
   D. (ii), (iv), and (v)

2. The speaker in the poem is _____.
   (i) Mrs. Jones
   (ii) the poet
   (iii) a gardener
   (iv) a child

3. The rhyme scheme of the poem is _____.
   (i) AABBCC
   (ii) ABABCC
   (iii) AABCAC
   (iv) ABBACC

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III Complete the following sentences by choosing the correct answer given in the brackets.

1. The poet uses the word 'stones' in all stanzas in order to emphasise her _____. (obsession with a stony garden/pride in gardening skills)
2. The poet uses imagery to describe the features of the garden that help readers _____. (understand Mrs. Jones' love for plants/visualise the garden's peculiar nature)

IV Pick examples of alliteration from the poem.

V A **refrain** is a repeated line or phrase that appears in each stanza. Identify the refrain from the poem.

VI **Irony** is a literary device that emphasises the difference between what is expected and what actually happens. It often involves a situation where the outcome is the opposite of what is expected, creating a surprising or a humorous effect. For example, Mrs. Jones' excitement about her garden contrasts with the speaker's disappointment on how ordinary it is.

Identify the line(s) from the poem that display(s) situational irony.

VII Complete the following sentences appropriately.

1. The word 'concrete' can refer to _____ in Mrs. Jones' garden.
2. The title also has a symbolic meaning, as the poem provides a clear or 'concrete' example of Mrs. Jones' _____ gardening habits.

VIII The title 'A Concrete Example' carries both literal and symbolic (metaphorical) meaning. Such word play is called a pun. A **pun** is a figure of speech that uses words with multiple meanings or words that sound alike but have different meanings, creating a humorous effect.

- I tried arguing with my pencil but it kept making sharp points. (suggests the idea of an actual sharp pencil point and strong argument points)
- My pencil and I had a disagreement but we finally got to the point. (refers to solving an argument and the pencil's tip)

Let us think and reflect

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

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



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

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

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

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

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

A. She has a fascination with unusual items.

B. She prefers traditional garden decorations.

C. She is uninterested in her garden's appearance.

D. She likes modern and expensive items.

II Answer the following questions.

1. How does Mrs. Jones feel about her garden? Support your answer with evidence from the poem.
2. Why do you think the speaker describes the plants as being so small that they could be planted with a pin?
3. What do we get to know about Mrs. Jones—based on her gardening style and her interaction with the speaker?
4. The poem portrays Mrs. Jones in a positive light. Support this statement.
5. What does the poem tell us about the way people think differently about the world around them?



Let us learn

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

1. A sundial with a <u>strange</u> device,
   (unusual, peculiar, new, rare, external)
2. … which Mrs. Jones thinks rather <u>nice</u>.
   (pleasant, superior, agreeable, gentle, charming)
3. They are so <u>delicate</u>…
   (delicious, fragile, dainty, graceful, weak)
4. "Where is this lovely thing?" I <u>cried</u>.
   (exclaimed, wept, shouted, announced, whispered)

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

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

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

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

1.

Column 1	Column 2
nice	
(i) dice	cut into small pieces
(ii)	grain that we cook
(iii)	plural of mouse
(iv)	bad habit

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2.

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

Let us listen

I You will listen to a presentation about the wonderful Rock Garden of Chandigarh. As you listen, answer the following questions using one to three exact words from the presentation. (Transcript for teacher on page 47)



1. Where was Nek Chand's Rock Garden featured?
2. What kind of sculptures does the Rock Garden have?
3. How is the Rock Garden divided?
4. Name any one thing that has been transformed into a piece of art in the Rock Garden.
5. Approximately, how many statues border the Rock Garden?

Let us speak

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

1. When we apologise to a friend or a family member, we use informal language. Take turns to apologise for the following situations and respond to the apology.
   (i) You have eaten your brother's share of sweets.
   (ii) You have broken your sister's flower craft.
   (iii) You accidentally spilled ink on your mother's important documents.
   (iv) You forgot to bring your friend's notebook to the school after borrowing it.

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You may use the following phrases given below.

Phrases for Apology	Phrases to Respond to Apology
• I'm sorry about...	• That's alright.
• I'm really sorry...	• It's no big deal.
• Please forgive me for...	• No problem.
• Sorry, I didn't mean to...	• These things happen.

2. When we apologise to someone in authority like a Principal or a teacher in a formal setting, we use formal language. Work in pairs and take turns to apologise for the following situations and respond to the apology.
   (i) You did not bring an assignment that was due for submission.
   (ii) You were late to school for the past three days and had to meet the Principal.
   (iii) You did not submit your project work and were asked to explain.

You may use the phrases given below.

Phrases for Apology	Phrases to Respond to Apology
• I'm extremely sorry for... I promise it won't happen again.	• I accept your apology. Please ensure you...
• I owe you an apology for... I'll do my best not to repeat it.	• I appreciate you saying this, but...
• I really regret... I assure you that this will never happen again.	• I'm glad you realised your mistake...

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Let us write

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



Points to remember:

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

NAME OF THE ORGANISATION

NOTICE

Date

Title

(Body of the notice)

Name

Signature

Class

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Let us explore

I Amrit Udyan is a garden spread over an expanse of 15 acres around Rashtrapati Bhavan in New Delhi. It has multiple attractions that include a specially curated garden for children called Bal Vatika, a treehouse, nature's classroom, etc. It also has the Bonsai, Herbal-I, Herbal-II, Tactile Garden, Arogya Vanam, and Circular Gardens with a diverse variety of flora and fauna.

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You may follow the link given below for a virtual tour of Amrit Udyan.
https://virtualtour.rashtrapatibhavan.gov.in/

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

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

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



III Read and enjoy the poem.

A Sea of Foliage

A sea of foliage girds our garden round,
But not a sea of dull unvaried green,
Sharp contrasts of all colours here are seen;
The light-green graceful tamarinds abound
Amid the mango clumps of green profound,
And palms arise, like pillars gray, between;
And o'er the quiet pools the seemuls lean,
Red—red, and startling like a trumpet's sound.
But nothing can be lovelier than the ranges
Of bamboos to the eastward, when the moon
Looks through their gaps, and the white lotus changes
Into a cup of silver. One might swoon
Drunken with beauty then, or gaze and gaze
On a primeval Eden, in amaze.

TORU DUTT

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Wisdom Paves the Way

Let us do these activities before we read.

I Why do we seek advice of the elderly in our family? Share your thoughts with your classmates and teacher.

II Knowledge is about learning facts and information, while wisdom is about using that knowledge with good judgement.

Work in pairs. Read the following situations and classify each one as either 'knowledge' or 'wisdom'. One example has been done for you.

1. Riya's understanding of plant care helped her grow a healthy vegetable garden in her backyard.
2. Mr. Kumar values time with family over chasing wealth.
3. Karuna's expertise in computer programming helped her develop a successful app.
4. Rohan understood the value of time management and created a timetable to complete his assignments systematically.
5. Ramesh chose to forgive his friend for a misunderstanding.
6. Ms. Vaijayanthi delivered a lecture on Indian Classical music at the cultural festival.

Knowledge	Wisdom
1.	

III Observe the picture carefully. What do you think might have happened? Share your answers with your classmates and teacher.



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Let us read

Characters

THE KING OF UJJAIN : a young King

FOUR YOUNG MEN : Ram Datt, Shiv Datt, Har Datt, and Dev Datt

THE MERCHANT

TWO SENTRIES

SETTING : A road leading to Ujjain, visible in the distance. Later, the King's court, **adorned** with rich **tapestries**, tall pillars, and regal decor. The time is midday.

adorned: beautified

tapestries: heavy decorative fabrics woven with pictures or patterns

resolute: determined

bustling: busy

Scene I: The Road to Ujjain

*(Four young men—Ram Datt, Shiv Datt, Har Datt, and Dev Datt—are walking along a dusty road leading to Ujjain. They appear travel-worn but **resolute**, their eyes fixed on the city that looms ahead. The sun is high, and the distant noise of the **bustling** city faintly reaches them.)*



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RAM DATT : *(Wiping his brow)* We have journeyed far from home, yet the prospect of finding work still **eludes** us.

HAR DATT : How long has it been since we left our village?

SHIV DATT : I believe it has been over a week—perhaps even longer.

RAM DATT : Ten days, to be precise. Every day feels longer than the last.

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

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

SHIV DATT : I share your belief.

DEV DATT : Indeed, we ought to be united in this hope. That is why we press on towards Ujjain.

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

DEV DATT : Let us reach the city gates first. We can **deliberate** once we are closer.

(As they walk, Ram Datt notices something on the ground.)

eludes: difficult to obtain

devise: (here) to think of

deliberate: to think carefully



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SHIV DATT : Look there, friends. A camel has passed this way. The tracks are fresh.

RAM DATT : *(Studying the tracks)* Yes, let us observe them as we continue. They may tell us more than meets the eye.

(The four men continue walking, occasionally stopping to examine the camel's tracks. They ***scrutinise*** *every detail, exchanging glances but saying little.)*

scrutinise: to look carefully at

RAM DATT : I have discovered something peculiar about this camel.

SHIV DATT : So have I.

HAR DATT : I, too, have noticed a strange detail.

DEV DATT : *(Smiling)* It seems each of us has learnt something unique, yet I believe my discovery is unlike any of yours.

HAR DATT : Let us rest beneath a large tree and share our findings. But wait—someone approaches **in haste**!

in haste: in a hurry

SHIV DATT : *(Peering ahead)* It appears to be a merchant, running as if **pursued** by trouble.

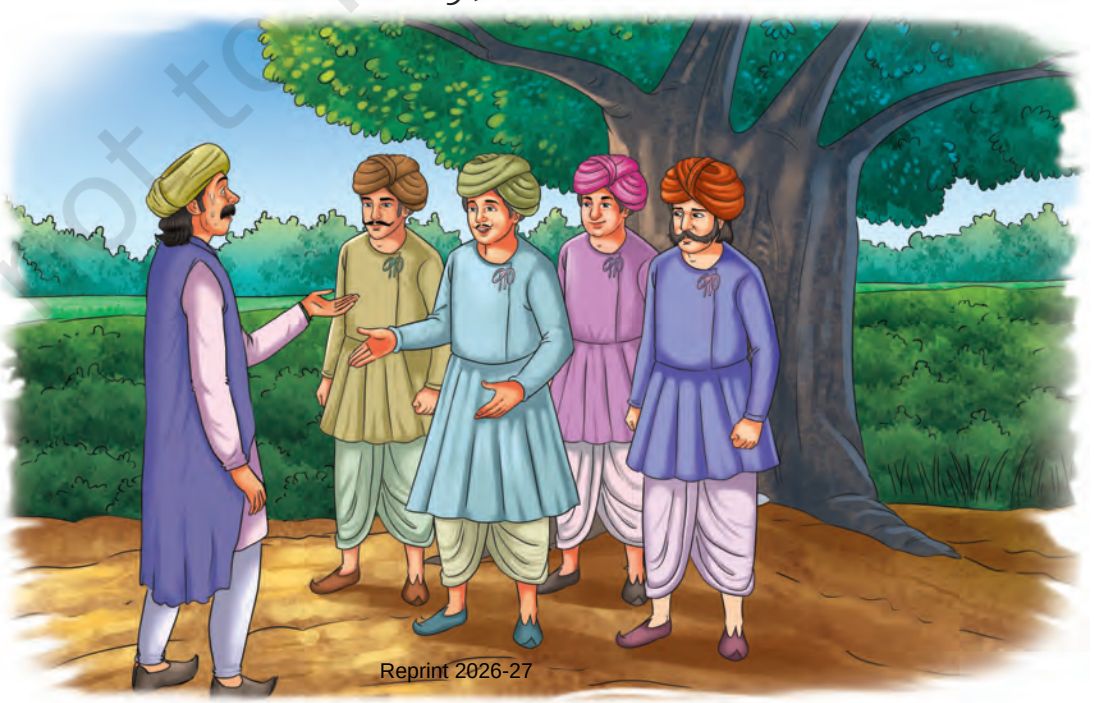
pursued: (here) chased

RAM DATT : A merchant indeed, and judging by his **countenance,** he has lost something of great value—perhaps his camel.

countenance: facial expression

distressed: worried

(The Merchant, panting and ***distressed,*** *reaches the group. He pauses to catch his breath, then addresses them anxiously.)*



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MERCHANT : *(Breathlessly)* Good day, kind sirs.

ALL FOUR : Good day, brother.

MERCHANT : I seek your help. My camel has gone **astray**. Have you, by chance, seen it?

astray: away from the correct path

RAM DATT : Is your camel lame in one leg, by any chance?

MERCHANT : *(Surprised)* Yes, yes, it is!

SHIV DATT : Is it blind in the right eye?

MERCHANT : Precisely! It is blind in one eye—the right one, as you say.

HAR DATT : And does it have a short tail?

MERCHANT : *(Astonished)* You describe it perfectly! Yes, it has a short tail.

DEV DATT : Tell me, sir, has it not been suffering from a pain in the stomach?

MERCHANT : *(Taken aback)* How could you possibly know that? The poor creature has been unwell for two weeks now. Surely you are a healer! I will gladly pay your fee if you can cure it. But tell me, where is my camel?

RAM DATT : We regret to inform you that we do not know where it is.



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SHIV DATT : We have not seen your camel, not even once.

MERCHANT : *(**Indignant**)* How can that be? You speak of my camel as if it stood before you, yet you dare to claim not to have seen it! You are deceivers! You must have stolen it and sold it off. I will take this matter to the King himself.

DEV DATT : You are free to do as you wish, sir. If the King desires our presence, we shall be waiting under that banyan tree **yonder**.

MERCHANT : I do not trust your words. I will not leave you here to slip away. You shall come with me to face the King!

ALL FOUR : Very well. We shall go to the King.

(They follow the Merchant towards the city gates. As they arrive at the palace, the Merchant speaks urgently to a Sentry. The Sentry leads the Merchant inside.)

indignant: angry

yonder: over there

Let us discuss

I Complete the following sentences with suitable reasons. One example has been done for you. Share your answers with your classmates and teacher.

1. Shiv Datt said, "I believe it has been over a week, perhaps even longer," because it had been a long time since they left the village.
2. Dev Datt said, "Indeed, we ought to be united in this hope. That is why we press on towards Ujjain," because _____.
3. Har Datt said, "Look there, friends. A camel has passed this way. The tracks are fresh," because _____.
4. Shiv Datt said, "It appears to be a merchant, running as if pursued by trouble," because _____.
5. The merchant said, "How could you possibly know that? The poor creature has been unwell for two weeks now. Surely you are a healer!" because _____.
6. Dev Datt said, "You are free to do as you wish, sir. If the King desires our presence, we shall be waiting under that banyan tree yonder," because _____.

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Scene II: The King's Court

(The King of Ujjain sits upon his throne, surrounded by courtiers. The grand hall is adorned with rich ***draperies****, tall columns, and a golden* ***canopy****. The King, regal in his bearing, watches intently as the Merchant and the Sentry bow before him.)*

KING : *(Commanding)* What is the matter that brings you to my court?

SENTRY : Your Highness, this merchant has come with a **grievance** against four travellers. He accuses them of stealing his camel.

KING : Bring forth the accused.

(The Sentry bows and exits, returning shortly with the four young men. They bow respectfully before the King, maintaining calm despite the ***accusations*** *against them.)*



KING : *(To the Merchant)* Speak your accusation clearly. I shall not tolerate any confusion in my court.

MERCHANT : Your Majesty, these men know every detail of my missing camel, yet they insist they have never seen it. They are undoubtedly the thieves. How else could they know so much about it?

KING : *(Turning to Ram Datt)* You, speak. What do you know of this camel?

draperies: long thick curtains

canopy: (here) a cover fixed over a seat for decoration

grievance: complaint

accusations: claims that someone has done something wrong

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RAM DATT : Your Highness, I discovered that the camel is lame in one of its legs.

KING : And how did you **deduce** this?

RAM DATT : From its tracks on the road, I observed that only three feet left distinct impressions. The fourth was faint, indicating a limp. The pattern of the tracks told the tale of a creature struggling to bear its weight evenly.

KING : *(Nodding thoughtfully)* Impressive observation. You have sharp eyes, indeed. *(To Shiv Datt)* And what of you? What did you **discern** about this camel?

SHIV DATT : I observed that the camel was blind in its right eye, Your Majesty.

KING : How did you arrive at this conclusion?

SHIV DATT : It had nibbled only on the **foliage** to the left of the road, leaving the right side untouched. The leaves on the right hung undisturbed, as if unseen. From this, I deduced it could not see with its right eye.

deduce: to determine by reasoning

discern: to see or notice something

foliage: green leaves and plants



KING : *(Smiling)* Well-reasoned indeed. Such detail is not easily noticed by a casual traveller. (To Har Datt) And your finding?

HAR DATT : I discovered that the camel's tail is short, Your Highness.

KING : Explain how you came to such a conclusion.

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HAR DATT : I noticed small droplets of blood along the track, likely from mosquito bites. A camel with a long tail would have **fended off** these pests with ease. These small specks told me of an animal lacking such defence, hence the short tail.

KING : *(Impressed)* You reasoned with great **insight**, showing both observation and deduction. *(Turning to Dev Datt)* And you, what did you observe that set you apart from your companions?

DEV DATT : I noticed, Your Majesty, that the prints of the camel's forefeet were deep and clear, while those of the **sound** hind foot were faint. This indicated that the camel was drawing up its hind legs, likely due to discomfort. It moved cautiously, burdened by a pain in its belly, trying to spare itself further suffering with every step.

KING : *(Marvelling)* Extraordinary! You have not seen the camel, yet you know it **intimately**. Your reasoning is **flawless** and speaks of wisdom that goes beyond mere sight. *(Turning to the Merchant)* Your accusations are baseless and misguided. These are men of wisdom, not thieves. Go, and continue your search for your camel, and be mindful of whom you accuse in the future.

*(The Merchant, **chastened** and embarrassed, bows deeply and exits, his face red with shame.)*

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

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

SHIV DATT : We are humbled and deeply grateful for your trust in our abilities.

fended off: guarded against

insight: a clear/deep understanding

sound: healthy

intimately: in a detailed way

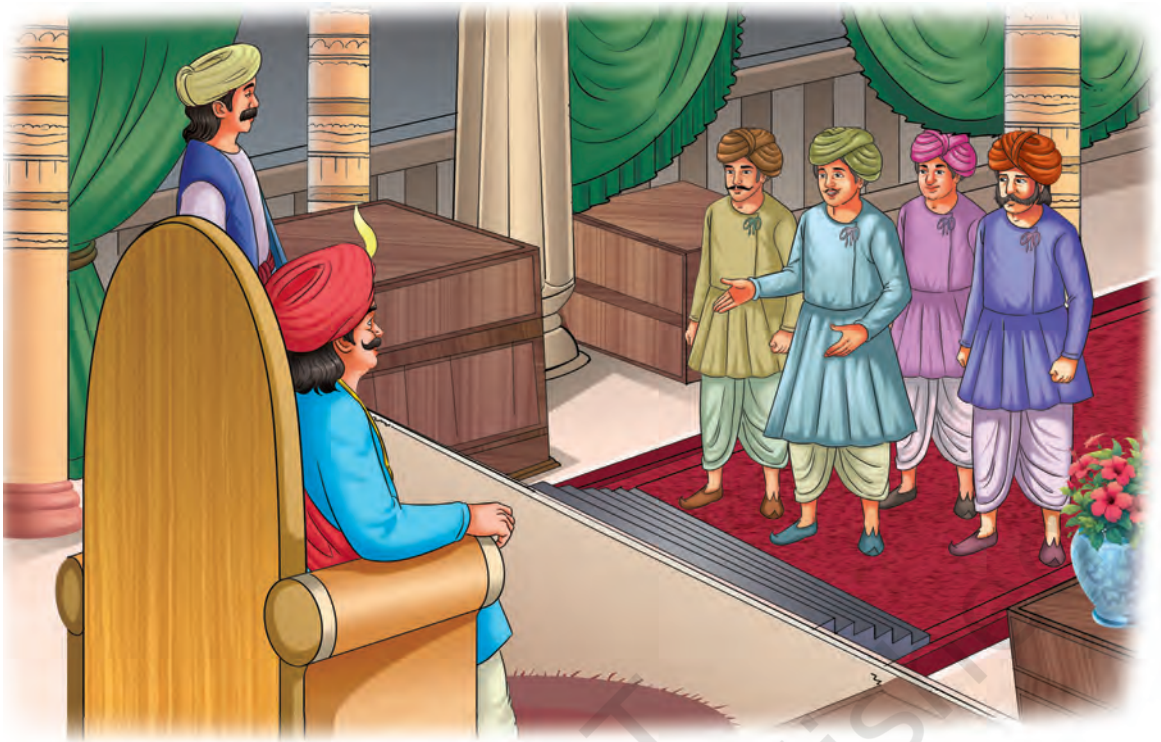
flawless: perfect

chastened: felt sorry

counsel: advice

beacon: guiding light

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HAR DATT : To serve a wise and just ruler like yourself is a privilege we accept with all our hearts.

DEV DATT : We shall dedicate ourselves to your service, offering our insights and counsel in all matters you see fit.

KING : *(Rising from his throne)* Then let it be known across the kingdom that four new advisers stand by my side. May your wisdom shine upon Ujjain and guide us to prosperity.

(The court erupts in applause as the King steps down to greet his new advisers. The four men stand proud and humbled, their journey fulfilled in a manner they had never anticipated.)

CURTAIN

Let us discuss

I Arrange the following events in order of their occurrence from Scene II of the play. One example has been done for you. Share your answers with your classmates and teacher.

1. The King makes the four young men his advisers, impressed by their skills. (8)

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2. Ram Datt explains how he infers from the tracks that the camel is lame.
3. The King asks the merchant to clearly state his accusation.
4. The King praises the young men for their observations and dismisses the merchant's accusation.
5. Shiv Datt reveals that the camel is blind in its right eye as it had only chewed on the leaves on the left side of the road.
6. Dev Datt explains his observation about the camel's pain and careful movement.
7. Har Datt clarifies how he knew that the camel has a short tail.
8. The merchant accuses the four men of knowing a lot about his missing camel.



Let us think and reflect

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

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

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

   SHIV DATT : *I share your belief.*

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

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

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

   A. Dev Datt believes that finding employment is an easy task.

   B. Ram Datt is confident that the King would recognise their talents.

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

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

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

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

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

A. He is doubtful of their abilities and wants to give up.
B. He is eager to rush into the palace without preparation.
C. He is cautious and thoughtful, preferring to plan ahead.
D. He relies on others to make decisions for the group.



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

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

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

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

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

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

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

The line, *'See beyond the obvious'* means that the men had the ability to _____.

A. challenge common beliefs with reasoning
B. interpret information in traditional ways
C. notice details that others might overlook
D. predict what is going to happen in the future

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

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

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

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II Answer the following questions.

1. What does the dusty road leading to Ujjain tell us about the challenges of the young men's journey?
2. Why did the merchant become suspicious of the four men? What does this tell us about him?
3. How do the four young men's observations about the camel serve as a turning point in the play?
4. Why did the King believe the four young men and not the merchant?
5. How does the capability of the four young men make them suitable to become advisors?
6. Why does the merchant feel ashamed for accusing the four young men of stealing his camel? Explain in your own words.



Let us learn

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

1. Some word games need a lot of thought and _____. (deduce)
2. We need to make close _____of animals in order to understand their behaviour. (observe)
3. A detailed _____ of the documents shows a lot of errors. (scrutinise)
4. You should not make any false _____against anyone. (accuse)
5. She was given an award in _____of her contribution to literature. (recognise)

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

Column 1	Column 2
1. with all our hearts	(i) surprised
2. to be precise	(ii) starts cheering together
3. gain an audience with	(iii) hidden information that is not obvious
4. catch his breath	(iv) exact and accurate

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5. erupts in applause	(v) meeting or hearing someone
6. grand scheme of things	(vi) complete sincerity
7. taken aback	(vii) to pause or rest for some time
8. more than meets the eye	(viii) overall plan of life in a larger context

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

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

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

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

Column 1	Column 2
1. I **will** gladly pay your fee if you can cure it.	(i) expression of disbelief
2. You **must** have stolen it and sold it off.	(ii) imagined (hypothetical) possibility
3. You **shall** come with me to face the King!	(iii) moral obligation or advice
4. How **could** you possibly know that?	(iv) challenge
5. I am confident he **would** recognise our talents and appoint us to his service.	(v) logical conclusion
6. A camel with a long tail **would** have fended off these pests with ease.	(vi) wish or hope
7. They **may** tell us more than meets the eye.	(vii) necessity
8. **May** your wisdom shine upon Ujjain and guide us to prosperity.	(viii) prediction
9. Indeed, we **ought to** be united in this hope.	(ix) willingness
10. We **need to** devise a strategy.	(x) command
11. You speak of my camel as if it stood before you, yet you **dare to** claim not to have seen it!	(xi) possibility

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

may	must	should	can
might	could	need to	

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An old man, known for his wisdom, lived in a small village. One day, a young boy asked him, "How 1. _____ (ability) I become wise like you?" The old man smiled and said, "Wisdom 2._____ (necessity) be earned through patience. You 3. _____ (suggestion) listen, more than you speak." The boy thought for a while and replied, "It 4. _____ (weak possibility) take years, but I'll try." The old man nodded. "You 5._____ (obligation) learn from your mistakes too. Wisdom 6. _____ (possibility) come slowly, but it always arrives for those who seek it." The boy knew he 7. _____ (ability) become wise if he followed the old man's advice.

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

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

   You <u>should</u> think before you speak.

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



Let us listen

I You will listen to four people sharing their thoughts on why they enjoy witty characters in stories. As you listen, match statements 1–6 given below to the speakers (i)–(iv). There are two statements you do not need. (Transcript for teacher on page 48)

Statements	Speaker No.
1. Witty characters prove that cleverness is as powerful as strength.	
2. Witty characters show us ways to make learning enjoyable.	
3. Witty characters in a story keep the reader involved.	
4. Witty characters teach me that tricky situations can be managed calmly.	
5. Witty characters add excitement to a story by their extraordinary deeds.	
6. Witty characters can deactivate tense situations with their cleverness.	

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Let us speak

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

1. **Look** there, friends.	(look, not go or do some other action)
2. Look **there**, friends.	(look there, not here or somewhere else)
3. Look there, **friends**.	(is addressing the friends and not anybody else around)

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

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

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

Very well. We shall go to the king.

Yes, yes, it is!

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

- Good day, kind sirs.
- We regret to inform you that we do not know where it is.
- You describe it perfectly!
- You shall come with me to face the King!

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Let us write

I You have observed that the *kutcha* road leading to your colony is in a very bad condition due to heavy rains. The potholes are dangerous for people and can lead to accidents. They also serve as a breeding ground for mosquitoes as there is stagnant water all around.

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

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

Body of the Letter	Useful Phrases
Paragraph 1: state the purpose of writing and the issue	• I would like to bring to your attention... • I am writing to draw your attention towards...
Paragraph 2: give details and consequences of the problem	• The problems that we face are... • ... is causing inconvenience as... • As a result... • Consequently...
Paragraph 3: give suggestions and request for swift action	• Firstly, I would like to suggest... Secondly... • I request you to look into this matter and... • I look forward to your prompt response...

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Let us explore

I Staging a play requires creativity, organisation, and teamwork.

Steps involved in staging a play:

1. Choose a play that suits your requirement of theme, duration, number of actors, and available resources.



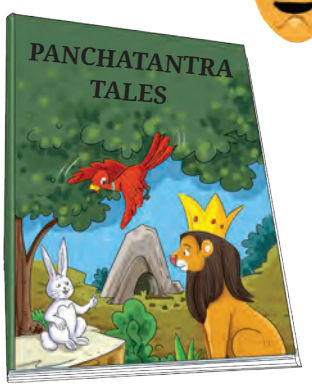
2. Choose a director, a stage manager, a light and sound incharge, a props manager, a costume designer, and a makeup artist.
3. Hold auditions and decide the roles.
4. Read the script and plan stage movements, and positions for each scene.
5. Make a schedule for rehearsal.
6. Work on the set design (backdrop) and make or collect the required props.
7. Design or gather appropriate costumes.
8. Plan makeup and hairstyles to suit the play's time period.
9. Check light and sound arrangements.
10. Hold a dress rehearsal including sound and light effects.
11. Promote the event through posters and pamphlets.
12. Organise the backstage with labelled props, costumes, and actors' entrances or exits.
13. Present the play to the audience.

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

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

Vikramaditya and Betal *Tenali Rama*

Gopal the Jester *Panchatantra Tales*



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

Savitribai Phule

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

Rabindranath Tagore

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TRANSCRIPTS

The Wit that Won Hearts



Let us listen *(refer to page 12)*

I You will listen to a woman narrating a story. As you listen, fill in the blanks for the following sentences given below by selecting the correct options.

Hello everybody! Today I'll be narrating a story about a quick-witted courtier in the kingdom of Vijayanagara.

A renowned scholar, proud of his abilities, once visited the kingdom of Vijayanagara. You see, he wanted to challenge the scholars in the court of King Krishnadeva Raya. The court scholars did not want to accept the challenge as they were worried of being defeated by the visitor. Besides this, they were also afraid that the king would be angry if they refused to face the scholar.

They knew that only the quick-witted Tenali Rama would be able to manage the situation. So, naturally, they asked him for a solution. As expected, Rama told them that he would accept the challenge.

The next day, Rama arrived at the palace. Rama and the challenger sat facing each other. There was a bundle wrapped in silk kept near Rama. He placed his hand on the bundle and said to the visitor, "Let us start by discussing the merits of *tila-kashta-mahisha-bandhana*". The visitor was taken aback. He had read thousands of works. But he had never heard of this work. He had no idea what to say. The scholar had to accept his defeat. Ashamed, he quietly left the palace.

Now, the king was curious to know about the great work Rama had mentioned. Rama smiled and removed the silk cloth. There was a huge bundle of sticks tied with a thick rope! The king was puzzled and asked for an explanation.

Rama told him, "O king! *til* is sesame; *kashta* is stick, *tilakashta* means sticks of sesame plants". Then, displaying the rope Rama said, "This is the rope used to tie a buffalo—*mahisha* means buffalo, *bandhana* means the rope used for tying—so, this is *tila-kashta-mahisha-bandhana.*"

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The king burst out laughing. The poor visitor had become scared hearing such a difficult name. In this way, Rama had taught the arrogant scholar a lesson.

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

A Concrete Example



Let us listen *(refer to page 23)*

I You will listen to a presentation about the wonderful Rock Garden of Chandigarh. As you listen, answer the questions in one to three exact words.

Hello everyone! The Rock Garden is a spacious open-air exhibition. It is a proof of human creativity with waste materials. This garden was created by Nek Chand, in 1957. This is the reason the garden is also known as Nek Chand's Rock Garden. The garden was featured on an Indian postage stamp in 1983 and Nek Chand was awarded the Padma Shri a year later.

The Rock Garden is spread across a massive 40-acre wonderland. Do you know why I say this? Well, it is because it has several colourful sculptures and mosaic of art pieces.

What is unique about the Rock Garden is that it is divided into three distinct phases. Each area reveals a unique collection of installations including terracotta pots, light fixtures, and even broken toilet pots, that have been transformed into extraordinary masterpieces.

You will be surprised to know that the borders of the Rock Garden are lined with around 5,000 statues. The Rock Garden is truly a place that celebrates the best from waste. I sincerely recommend that you visit this extraordinary national treasure.

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Wisdom Paves the Way



Let us listen *(refer to page 42)*

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

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

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

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

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

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UNIT 2

VALUES AND DISPOSITIONS

0873CH02

A TALE OF VALOUR

MAJOR SOMNATH SHARMA AND THE BATTLE OF BADGAM

Let us do these activities before we read.

I Work in pairs. Share your answers with your classmates and teacher.

1. What do you think about the Republic Day Parade on 26 January?
2. What are the highlights of this parade?
3. What bravery awards are given on this day, and who receives them?

II Work in groups of four and discuss.

1. What qualities do you think a soldier should have?
2. If you had to share a message with a soldier, what would it be?



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Let us read

Mera desh, mera desh re
Mera desh hua re roshan,
le qurban kiya tujh hee pe ye tan man...





Major Somnath Sharma
(1923–1947)



Kumaon
Regiment Crest

etched: permanently fixed in someone's memory

beacon: a source of inspiration

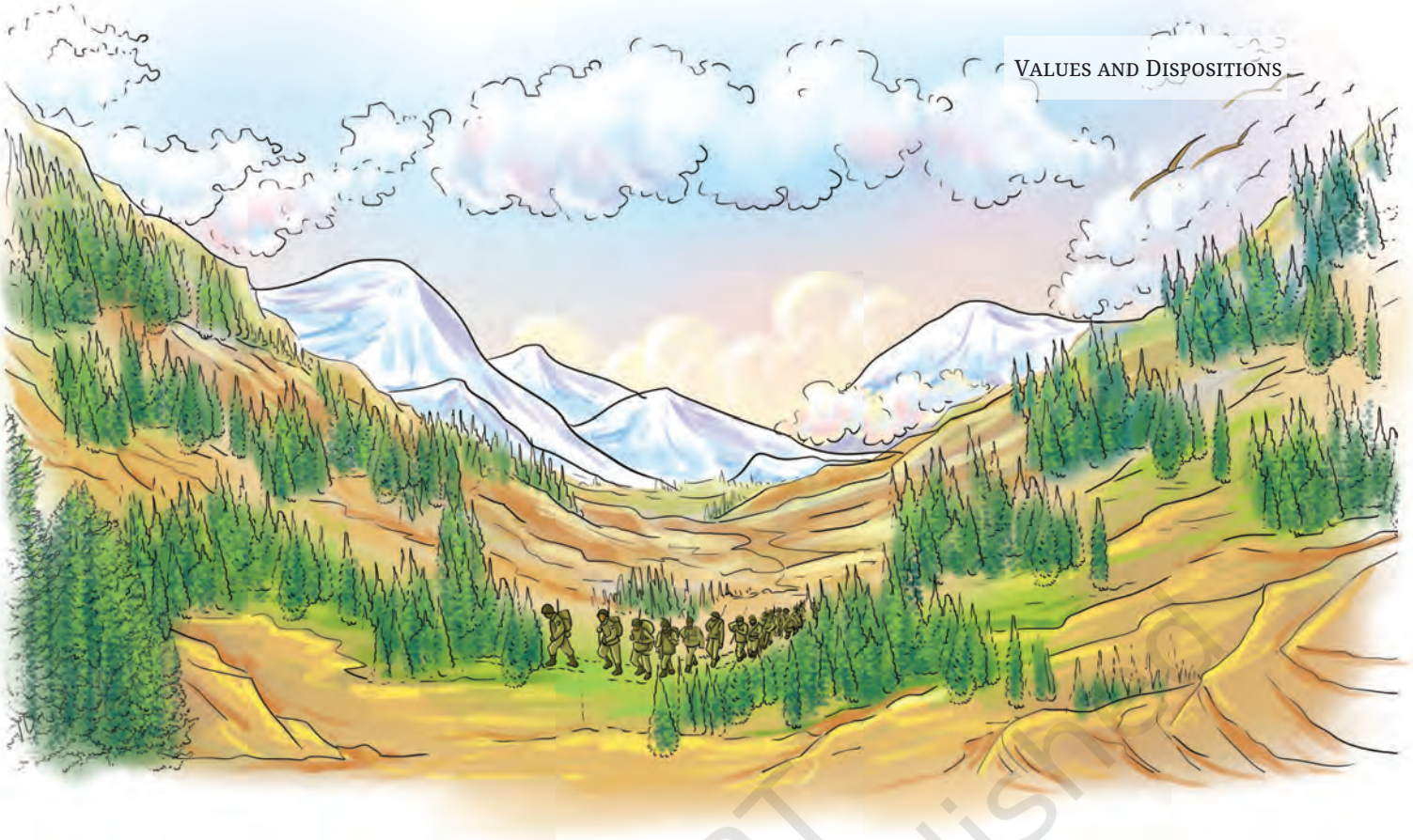
valour: courage

This is a tribute to the valiant Major Somnath Sharma, India's first recipient of the Param Vir Chakra, whose name is etched in the annals of history. His bravery and sacrifice stand as a beacon of inspiration for generations. At every intersection of patriotism—whether through the National War Memorial, soul stirring patriotic songs, books, and stories recounting acts of valour, or the celebrations of *Azadi ka Amrit Mahotsav*—his memory is honoured. Major Somnath Sharma's legacy of courage and devotion to the nation remains forever alive, forever alive... reminding us of the ultimate price paid for our freedom.

The serene Kashmir valley in the shadows of the majestic Himalayas witnessed a tale of extraordinary heroism and

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sacrifice to protect the integrity of Indian borders. The day began with the silence of a cold November dawn but ended with echoes of courage that served as an inspiration for generations to come.

This is the story of Major Somnath Sharma and the brave men that he led on a mission to protect the Srinagar airport from falling into the hands of a guerrilla force trained and backed by Pakistan. This is a story of how 90 men managed to foil the plan of some 500 infiltrators who wanted to capture Srinagar and the Kashmir Valley and deliver a blow to newly-independent India.

infiltrators: people who secretly invade

annex: to take possession of

The events that led to the Battle of Badgam started in August 1947, when Pakistan launched Operation Gulmarg to annex the Kashmir Valley. This was in violation of an existing agreement with Hari Singh, the Maharaja of Jammu and Kashmir, who had committed Pakistan not to attack the state.

However, instead of honouring the commitment, the Pakistani Army trained and equipped around 1000 invaders who possessed deep knowledge of mountain passes and the local terrain to enter Kashmir and take control of strategic locations, including the Srinagar airport. The ultimate goal of

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their plan was to engineer a revolt in Kashmir, overthrow the government, and capture the territory. If they had succeeded, it would have allowed them to control strategic mountain passes, peaks, and rivers. On 22 October, Operation Gulmarg was launched and these infiltrators invaded Kashmir, which led to the Princely State becoming a part of India on 26 October 1947.

In response to this invasion, the Government of India sent its troops to defend the people of Kashmir and India's borders on 27 October 1947. A contingent of troops posted to Jammu and Kashmir was airlifted into Srinagar because the land route through Pathankot was not in a good condition.

On 31 October, the D Company of the 4th Battalion of Kumaon Regiment, under the command of Major Somnath Sharma, was also flown into Srinagar. At that time, Major Somnath Sharma's left hand was in plaster, but he insisted on being with his company while in combat. He knew that this mission would be very challenging and told his senior officers, "I know my men better than anyone else, and if they are going into action, they are not going in without me." These words highlighted his commitment to his men and his country.

combat: a battle

Before their arrival in Srinagar, there had been unfounded rumours of tribal movement towards the village of Badgam, less than 5 kilometres away from the Srinagar airport. The village was on a higher altitude than the airfield, and access was through the village. Hence, it was important for Indian forces to retain control of the area in order to protect troops and facilitate supplies arriving via air.

unfounded: not based on reason or facts

In reality, the enemy had started arriving in Badgam in small groups to avoid detection. On 03 November 1947, several companies, including Major Somnath Sharma's D Company, were sent to patrol and assess emerging threats in and around the village. Throughout the day, the valley was eerily silent. Around afternoon, the companies were ordered to return one by one. D company with 90 soldiers was the last, and they were expected to return by 2:00 p.m.

eerily: in a strange, frightening and mysterious way

When the enemy (tribal guerrilla invaders), under the command of the Pakistani army, saw that only a small group

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of Indian soldiers were left behind in Badgam, they attacked them. Their initial attack was met with stiff resistance by Major Somnath and his men. However, Major Somnath correctly visualised that the first attack was just a distraction. Shortly thereafter, a major attack came from another side. By then, Major Somnath Sharma and his 90 soldiers were facing about 500 invaders.

The Pakistani invaders sought to capture the Srinagar airfield and its surrounding areas. It was clear to Major Somnath Sharma that defending Srinagar town, the airfield, and the wider valley was indeed difficult until reinforcements arrived.

After assessing the situation, he requested air strikes. He bravely laid out ground panels to guide the aircraft towards their target. The aerial attacks were successful in hitting the tribal invaders, but they still outnumbered D Company by almost seven to one, the attack on the positions occupied by Major Somnath's men continued.

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

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

outnumbered: were greater in number

resolute: determined

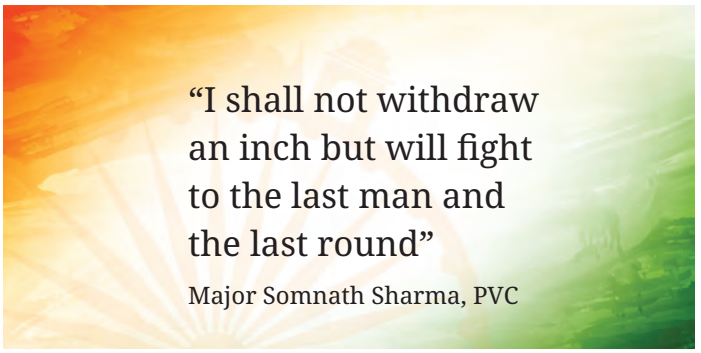
tenacity: determination

unparalleled: unmatched

magazines: (here) containers that hold cartridges to be fed into a gun



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ammunition: a supply of bullets, shells, and explosives

crouched: sat with knees bent

conspicuous: noticeable

posthumously: after death

However, as the battle progressed, D Company began running out of ammunition. When Major Somnath Sharma informed Brigade headquarters about this, he was asked to pull back. Aware of the gravity of the situation, he responded with the words, "The enemy is only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round".

Just a few minutes later, when he was crouched in a trench next to a machine gun operator, in order to help him load the gun, his position was hit by a mortar shell, killing him instantly.

Despite losing their Major and faced with the overwhelming numerical superiority of the enemy, the heroic actions of late Major Somnath Sharma motivated his men to hold on to their position for over six more hours before being overrun by the enemy.

Their brave resistance provided time for reinforcements to arrive, including flying in soldiers from the Punjab regiment to Srinagar. The heroic deeds of Major Somnath and his men thoroughly demotivated the enemy, causing more than 300 casualties, including injuring their leader.

In many significant ways, D Company's sacrifice and Major Somnath's leadership saved Srinagar for India. The 4 KUMAON battalion was awarded the Battle Honour, Srinagar. Major Somnath laid down his life for the nation at the young age of 24. For this act of conspicuous bravery, Major Somnath Sharma was awarded the Param Vir Chakra (PVC). His citation reflects his heroism, patriotism, and courage. He was the first recipient of the PVC, awarded posthumously for gallantry and supreme sacrifice.

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MAJ SOMNATH SHARMA, PVC





KUMAON

Subject :- HONOURS AND AWARDS.

Herewith I am forwarding the following names for an immediate award for personal courage and bravery :-

1. No. Rank	Name	Unit	Appointment
IC-521 T/MAJOR	SOM NATH SHARMA	4 KUMAON	O.C.'D' COY.

2. HONOUR RECOMMENDED FOR :- Immediate Award of M.C.

3. CITATION :- On landing at SIRINAGAR Airfield Major S.N.Sharma 'D' Coy was despatched to BADGAM village, with a view to prevent enemy from infiltrating and attacking SIRINAGAR Airfield. Major Sharma's Coy was involved in action against approximately 1000 enemy strong.



Major Sharma's leadership and personal courage and sacrificing his life by moving from post to post under heavy mortar and automatic fire he was responsible for his Coy holding against an over-whelming majority of enemy for nearly 4 hours and inflicting over 300 casualties on the enemy. Not only this even after his death his personal example of heroic enthusiasm made the Coy to fight for over an hour and only withdrew in an orderly fashion when ordered by the re-inforcement Commander. But for this Offr's bravery and sacrifice of his own life it is most probable that the SIRINAGAR Airfield would have been over run by the enemy and jeopardised the whole KASHMIR operations.

4. Date and Place of Action :- 3 Nov'47. BADGAM VILLAGE.

Lt.Col.

Comd 4 Kumaon Regt.
(M.N.KHANNA)

We have delved into how the events of 03 November 1947, played out. It is also worth knowing more about the early life of Major Somnath and the events that led him to make the ultimate sacrifice for the nation.

legacy: life experiences, values, beliefs, and traditions passed down from generation to generation

testament: strong evidence or proof

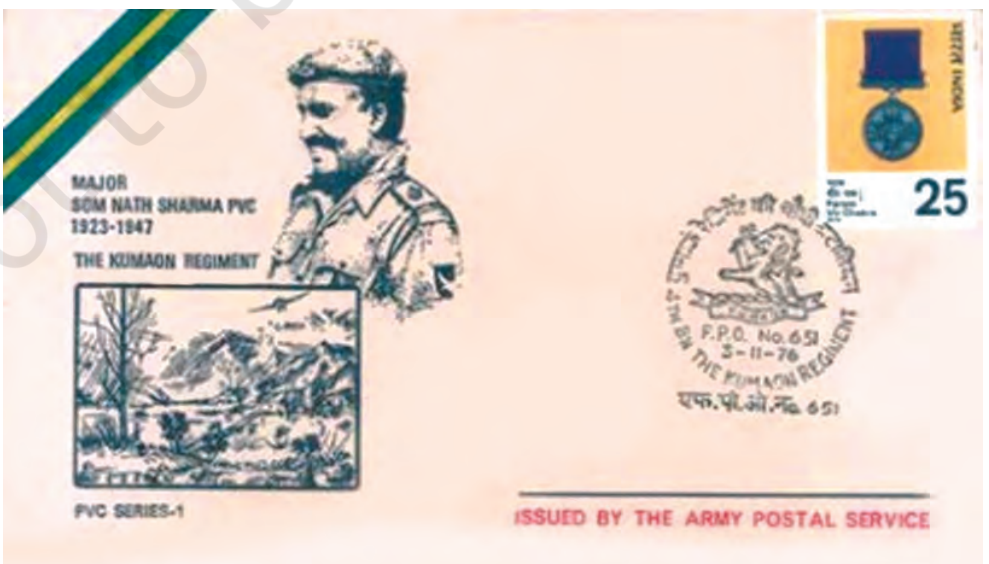
despatches: official reports on military affairs

forged: shaped or strengthened, often through hardship

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

From his early education at Sherwood College, Nainital, to his rigorous training at the Royal Military College, Sandhurst, Major Somnath Sharma's life was a testament to discipline and dedication. Commissioned into the 8th Battalion, 19th Hyderabad Regiment in 1942, he served with distinction during World War II in the Arakan Campaign in Burma, earning mentions in despatches for his bravery. However, it was during the Indo–Pakistan War of 1947–1948, particulary in the battle of Badgam, that the legacy of Major Somnath Sharma was truly forged.

The life and sacrifice of Major Somnath Sharma embody the highest ideals of duty, honour, and patriotism. He has been a source of inspiration for soldiers and citizens alike. Most importantly, his story is a reminder of the sacrifices made by countless men and women in defence of the motherland and highlights the profound sense of duty that inspired them.



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रक्षा मंत्रालय
MINISTRY OF
DEFENCE

CITATION

CITATION IN RESPECT OF IC-521 MAJOR SOMNATH SHARMA

On 03 Nov 1947, Major Somnath Sharma's company was ordered on a fighting patrol to Badgam in the Kashmir Valley. He reached his objective at first light on 03 Nov and took up a position south of Badgam at 1100 hours. The enemy, estimated at 500, attacked his company position with three sides, the company began to sustain heavy casualties.

Fully realizing the gravity of the situation and the direct threat that would result to both the aerodrome and Srinagar if the enemy attack was not held until reinforcements could be rushed to close the gap leading to Srinagar via Humhama, Major Sharma urged his company to fight the enemy tenaciously. With extreme bravery, he kept rushing across the open ground to his sections exposing himself to heavy and accurate fire to urge them to hold on. Keeping his nerve, he skillfully directed the fire of his section into the ever-advancing enemy. He repeatedly exposed himself to the full fury of enemy fire and laid out cloth strips to guide our aircraft onto their target in full view of the enemy.

Realising that casualties had affected the effectiveness of his light automatics, this officer, whose left hand was in plaster, personally commenced filling magazines and issuing them to light machine gunners. A mortar shell landing right in the middle of the ammunition resulted in an explosion that killed him.

Major Sharma's company held onto its position and the remnants withdrew only when almost completely surrounded. His inspiring example resulted in the enemy being delayed for six hours. Thus, gaining time for our reinforcements to get into position at Humhama to stem the tide of the enemy advance. His leadership, gallantry and tenacious defence were such that his men were inspired to fight the enemy by seven to one for six hours, one hour which was after this gallant officer had been killed.

He has set an example of courage and qualities seldom equaled in the history of the Indian Army.

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In the quiet of the Kashmir Valley, where the echoes of D Company's battle with infiltrators have long since faded, the story of Major Somnath Sharma remains a beacon of courage and sacrifice. His valour ensured that the tricolour would continue to fly over Srinagar, and his name is forever etched in the golden pages of India's military history. The life and legacy of Major Somnath Sharma stands as a poignant reminder of the price of freedom and the enduring spirit of those who fought to protect it. His story, marked by selflessness and bravery, will continue to inspire and guide generations to come, ensuring that his sacrifice is never to be forgotten. His name is etched on the Honour Wall of the **National War Memorial**.

poignant: emotional and sad

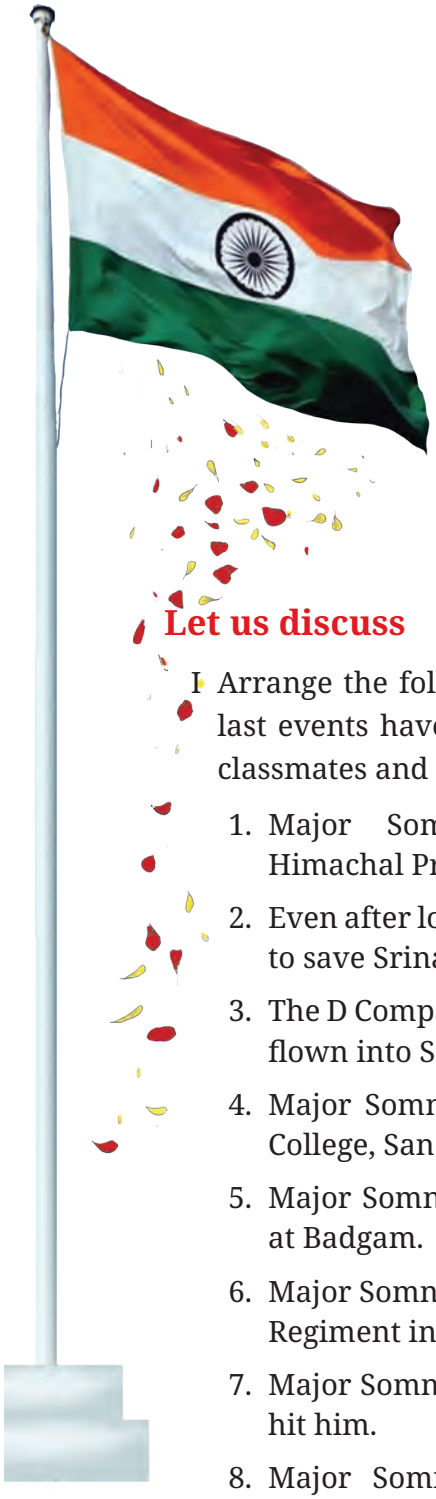


Honour Wall with Names of Bravehearts at the National War Memorial



Medal of Honour

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Let us salute this braveheart.

Vande Mataram, vande mataraṁ
Sujalam suphalam malayaja shitalam,
Shasya shyamalam ṃataram!
Vande Mataram, vande mataram
vande mataram...
Jai Hind



Let us discuss

I Arrange the following events in chronological order. The first and the last events have been marked for you. Share your answers with your classmates and teacher.

1. Major Somnath Sharma was born in 1923 in Kangra, Himachal Pradesh. **(1)**
2. Even after losing Major Somnath Sharma, the soldiers fought bravely to save Srinagar for India.
3. The D Company, under the command of Major Somnath Sharma, was flown into Srinagar.
4. Major Somnath Sharma underwent training at the Royal Military College, Sandhurst.
5. Major Somnath Sharma requested air strikes to combat the enemy at Badgam.
6. Major Somnath Sharma was commissioned into the 19th Hyderabad Regiment in 1942.
7. Major Somnath Sharma was killed immediately after a mortar shell hit him.
8. Major Somnath Sharma was the first recipient of the Param Vir Chakra. **(8)**



Let us think and reflect

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

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

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



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

A. The gunshots had stopped for a while.

B. There was intense fighting on the battlefield.

C. The invaders were retreating from the fight.

D. The Indian soldiers had achieved victory.

(ii) Complete the sentence with a suitable reason.

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

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

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

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

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

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

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

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

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

Major Somnath Sharma was filling magazines, and encouraging his men to hold their ground despite _____. (injuries/worry)

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

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

A. He was primarily influenced by his father's achievements in the military.

B. His inspiration came solely from the tales of the *Mahabharata*.

C. His family and heritage inspired his bravery and sense of duty.

D. He decided to join the military out of necessity rather than passion.

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

Somnath Sharma belonged to a wealthy family.

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

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

(iv) Replace the underlined phrase with a word from the extract that has a similar meaning.

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

II Answer the following questions.

1. *'Major Somnath's legacy of courage and devotion to the nation remains forever alive, forever alive…'* What is the significance of the repetition in this line?
2. Why do you think Major Somnath's leadership was critical during the Battle of Badgam?
3. What were Major Somnath's last words? What do they reflect about his sense of duty?
4. What might have been the outcome of the Battle of Badgam if Major Somnath and his company had not held their ground?
5. Why do you think Major Somnath's story continues to inspire soldiers and civilians today?
6. How can the values demonstrated by Major Somnath Sharma—courage, duty, and self-sacrifice—be applied in our daily lives?

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Let us learn

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

Column 1	Column 2
1. Fight to the last man	(i) A sports team scores a last-minute goal, giving them the lead and shaking the opponent's confidence.
2. Foil the plan	(ii) The soldiers fought valiantly until each one laid down his life for the nation.
3. Deliver a blow	(iii) Soldiers stay in their position and fight back, even though the enemy is stronger.
4. Hold their ground	(iv) A spy disrupts the enemy's efforts to invade a country by intercepting their communications.

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

A. The detective managed to _____ by finding the hidden evidence before the culprit could get rid of it.

B. The company's new advertising campaign was meant to _____ to their competitors' sales.

C. The hikers chose to _____ despite the heavy rain, refusing to turn back on their journey.

D. Despite being heavily outnumbered, the soldiers vowed to defend their homeland and _____, refusing to surrender to the enemy forces.

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

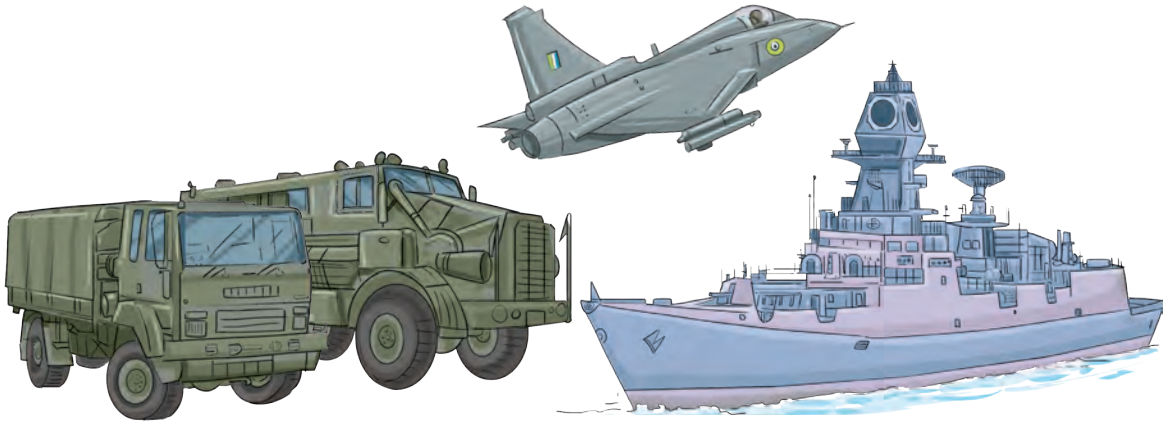
A **contingent** of troops posted to Jammu and Kashmir was air-lifted into Srinagar...

There are many such collective nouns used in the context of armed forces.

Match the collective nouns in Column 1 to their meanings in Column 2.

You may refer to a dictionary.

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

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

A. The commanding officer addressed the entire _____ of soldiers during the morning assembly.

B. The admiral ordered the entire _____ to set sail for battle.

C. The _____ of infantry advanced slowly through the dense forest.

D. A _____ of fighter jets was sent to intercept the enemy planes.

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

overwhelm	overthrow	overrun

Meanings

1. To take and seize control: _____
2. To invade or occupy an area in large numbers: _____
3. To flood or overpower someone or something emotionally: _____

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

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

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

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

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

Read the highlighted word in the following sentence from the text.
Most importantly, his story is a reminder of the sacrifices made by countless men and women in ***defence*** *of the motherland.*
In terms of meaning, there is no difference between the two words (defence, defense). In American English the word is spelt with an 's', whereas in British English it is spelt with a 'c', which is the preferred spelling. The word has several different meanings, but it is mostly used to mean 'the act of protecting someone or something against attack or criticism'.

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

- ...ended with echoes of courage that **serve** as an inspiration...
- A contingent of troops posted to Jammu and Kashmir **was** airlifted into Srinagar...
- D Company with 90 soldiers **was** the last and they **were** expected to return by 2:00 p.m.
- The life and sacrifice of Major Somnath Sharma **embody** the highest ideals of duty, honour, and patriotism.

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

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

1. The bouquet of flowers _____ (is/are) beautiful.
2. Neither the teacher nor the students _____ (was/were) aware of the change in the schedule.
3. Each of the participants _____ (has/have) submitted their projects on time.
4. The data collected by the researchers _____ (shows/show) significant trends.
5. One of the players _____ (was/were) injured during the match.
6. Either the children or their guardian _____ (has/have) to attend the meeting.
7. A pair of shoes _____ (is/are) missing from the rack.
8. Neither of the statements _____ (is/are) true.
9. The members of the jury _____ (has deliver/have delivered) their verdict to the court.
10. Mathematics _____ (is/are) an interesting subject for many students.

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

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

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

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

Let us listen

I You will listen to a talk about the Param Vir Chakra. As you listen, complete the sentences by filling in the blanks with one or two exact words or phrases you hear. (Transcript for teacher on page 98)

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

Let us speak

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



You can choose from the themes given below:

- Saving the environment
- Health and well-being
- Helping others
- Righteous conduct

You may use the sentence prompts given below to organise what you speak about.

- I believe one of the best ways to serve the nation is by...
- A small change we can make is... and it will have a big impact because...
- If everyone contributes by... it can lead to...
- One of the biggest challenges we face is... and I propose we address it by...

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- We can make a difference by working together as a team, if we...
- Serving the nation is not just about big actions; even small efforts like... matter.



Let us write

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

Now, write a letter of enquiry. Your school wishes to organise a visit to a Memorial in your state/region. Write the letter to the incharge of that memorial requesting for information regarding available dates for visits, the duration of the tour, any entry fees, and guidelines for student groups.

- Follow the given layout.
- Use the cues given below to draft the letter.

(Sender's address)

(Date)

(Receiver's address)

Subject: Enquiry about a School Visit to a Memorial

Dear Sir,

(Body of the letter)

Yours sincerely,

(Name)

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Body of the Letter	Prompts for Enquiry
Paragraph 1: State the purpose of writing	✓ This is to enquire about... ✓ Could you please provide details about... ?
Paragraph 2: Ask for more details	✓ Firstly, I request you to share... ✓ Secondly, I would appreciate it if you could explain... ✓ I would also be grateful to get further details on... ✓ Lastly, could you clarify if... ?
Paragraph 3: Request an early response	✓ An early reply will be greatly appreciated, as it will help... ✓ I look forward to your guidance and support for making this trip meaningful.

Let us explore

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



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

Captain Vikram Batra, is popularly remembered as the "Shershah of Kargil". His iconic success signal was '*Yeh Dil Mange More*'. Captain Vikram Batra, the D Company commander was tasked to capture Point 5140 on 20 June 1999, which he did with exemplary courage. After Point 5140 was captured, 13 JAK RIF was tasked to capture Point 4875. On 07 July 1999, Captain Batra led the assault from the front and engaged in a physical fight with the enemy. He killed five enemy soldiers at point blank range and himself sustained serious injuries. Despite his injuries, his dauntless determination inspired his men to clear the enemy from a dominating position. Later, he succumbed to his injuries. His fearless determination and leadership encouraged his company men to avenge his death and finally captured Point 4875.

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His inspiring leadership, dedication to duty, and steadfast love for his country continue to be an inspiration for the younger generation. He attended the call of duty with absolute disregard for his personal safety. He was awarded the Param Vir Chakra, (Posthumously).

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

Some of the gallantry awards in India are:

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

Find out more about gallantry awards.

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

IV Birsa Munda: A Saga of Courage and Sacrifice



Birsa Munda, a revered tribal freedom fighter, spiritual leader, and folk hero, belonged to the Munda tribe. Celebrated as a valiant warrior and a charismatic figure, he emerged as a powerful symbol of tribal resistance against British colonial rule. Among the people of Jharkhand, he is affectionately known as *Dharti Aaba*—Father of the Land—and is honoured as a divine figure for his selfless dedication to his people.

A commemorative stamp designed by Shri Sankha Samanta captures his powerful presence. It features Birsa Munda addressing his followers, with a determined expression that reflects his unwavering vision of tribal unity, empowerment, and self-governance. This stamp serves as a lasting tribute to his pivotal role in India's freedom struggle and his relentless commitment to protecting tribal rights.

Source: https://pib.gov.in/PressReleasePage.aspx?PRID=2073652

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

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Somebody's Mother

Let us do these activities before we read.



I Recall a time you helped someone. Write two words describing:

1. What were your feelings after you did so?
2. What might have been the feelings of the person whom you helped?

Share your answers with your classmates and teacher.

II Work in pairs. Read the words given below. Circle the words you would associate with an elderly person and underline the words you would associate with a school student. Share the reasons for your choices with your classmates and teacher.

strong	worried	trembling	hastening
firm	bent	merry	grey
slow	guide	helpful	

III Read the lines.

The woman was old and ragged and grey
And bent with the chill of the Winter's day.

Select the suitable meaning of 'ragged' as used in these lines. There are other four meanings given below. Discuss with your classmates and teacher.

1. (of clothes) old and torn; synonym: shabby
   - *a ragged jacket*
2. Having an outline, an edge, or a surface that is not straight or even
   - *a ragged coastline*
3. Not smooth or regular; not showing control or careful preparation
   - *I could hear the sound of his ragged breathing.*
   - *Their performance was still very ragged.*
4. *(Informal)* very tired, especially after physical effort
   - *The elderly man was ragged after climbing the stairs.*

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Let us read

The woman was old and ragged and grey
And bent with the chill of the Winter's day.

The street was wet with a recent snow
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng

Of human beings who passed her by
Nor heeded the glance of her anxious eyes.

Down the street, with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and grey
Hastened the children on their way.

Nor offered a helping hand to her—
So meek, so timid, afraid to stir

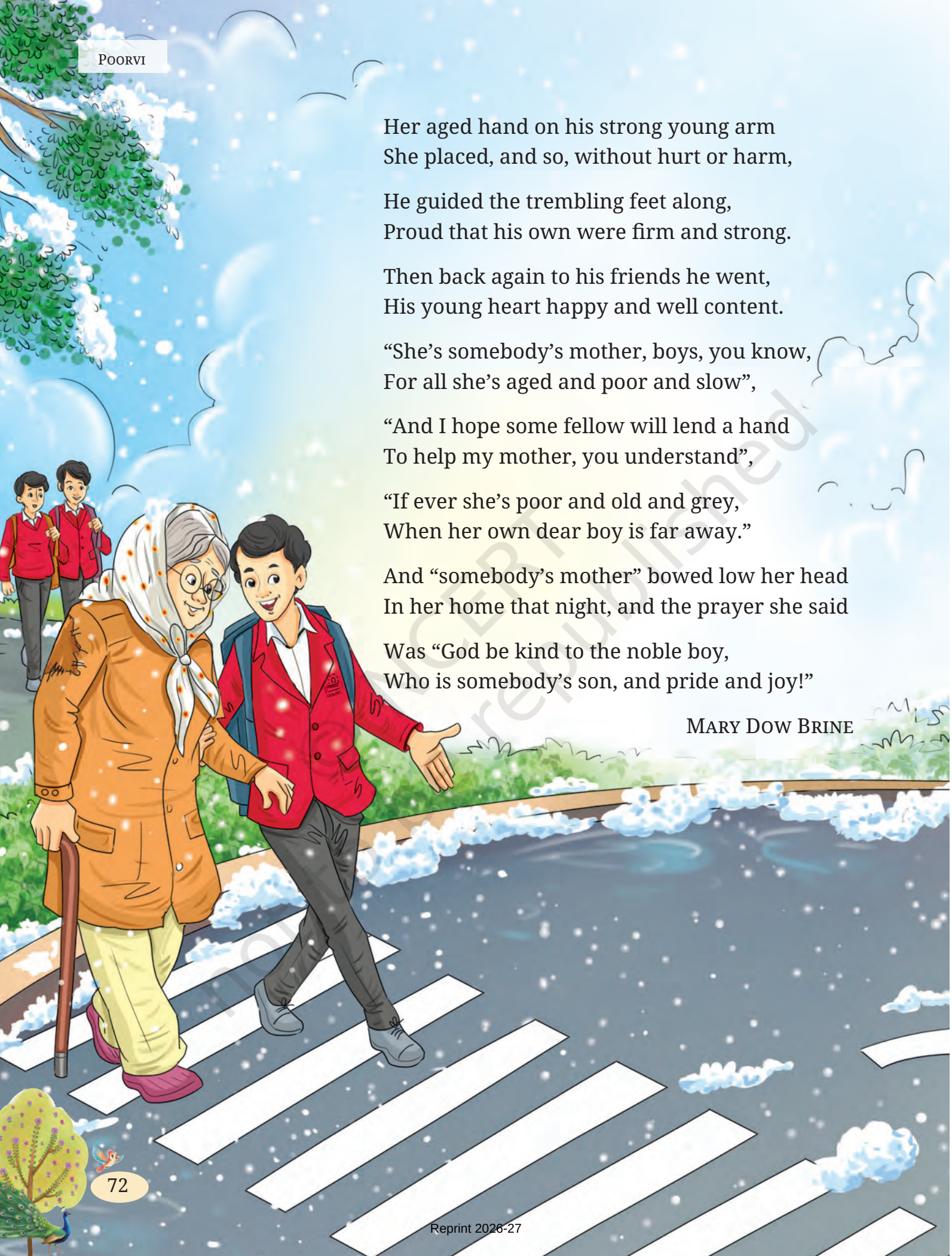
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;

He paused beside her and whispered low,
"I'll help you cross, if you wish to go."

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Her aged hand on his strong young arm
She placed, and so, without hurt or harm,

He guided the trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow",

"And I hope some fellow will lend a hand
To help my mother, you understand",

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

And "somebody's mother" bowed low her head
In her home that night, and the prayer she said

Was "God be kind to the noble boy,
Who is somebody's son, and pride and joy!"

Mary Dow Brine

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Let us discuss

I Arrange the events of the poem in the correct order of occurrence. Share your answers with your classmates and teacher.

1. The boy returned to his friends, feeling proud of what he had done.
2. The old woman stood alone at the crossing, hesitant to move.
3. A group of schoolboys passed by, playing, and laughing.
4. The boy offered to help the old woman cross the street.
5. The woman prayed for the boy who helped her.
6. The children hurried past the old woman without offering help.
7. The woman placed her hand on the boy's arm, and he guided her safely across the street.
8. The boy thought about his own mother and hoped someone would help her one day.

II Fill in the blanks by choosing the correct answer from the options given in the brackets.

1. The central theme of the poem is _____. (kindness and empathy/ adventure and courage)
2. The tone of the poem is _____. (humorous and playful/ sympathetic and hopeful)
3. The poem is written in couplets with _____ lines in each stanza. (four/two)
4. The structure of the poem gives a rhythmic flow that reflects both the _____. (narrative and emotions/story's pace and message)
5. The poem follows a rhyme scheme of _____. (AABB/ABAB)

III Pick examples from the poem for the following poetic devices.

1. Simile
2. Alliteration
3. Repetition

IV Complete the following sentences appropriately explaining the imagery.

1. The poem uses imagery to describe scenes of a bustling street. We know this by the phrase _____.
2. The line 'The street was wet with a recent snow' suggests a cold and _____ weather, emphasising the woman's helplessness.

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V Complete the following sentence with a suitable reason.

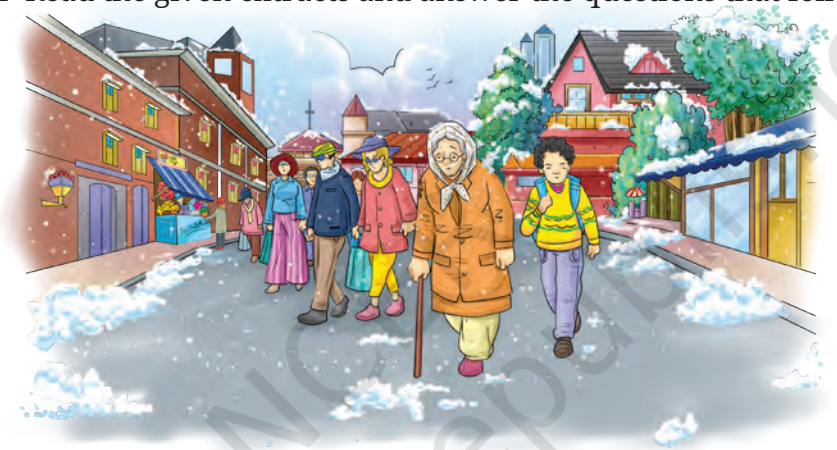
The poet repeats the phrase *Somebody's mother* because it _____.

VI Complete the analogy:

The old woman: vulnerable and neglected :: The young boy: _____.

Let us think and reflect

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



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

   (i) What does the phrase 'ragged and grey' refer to ?

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

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

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

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

   A. The street was wet with recent snow. _____
   B. The woman was too weak to cross the street on her own. _____

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

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



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

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

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

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

A. I'm so glad I could help her.
B. I'm worried about her safety.
C. I'm surprised she forgot to thank me.
D. I'm thankful for all your support.

(iv) Rectify the false sentence given below.

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

II Answer the following questions.

1. What might be the old woman's fears as she waited for a long time at the crossing?
2. How does the poet show the helplessness of the old woman? Support your answer with evidence from the poem.
3. Why does the boy decide to help the old woman? What does this tell us about him?
4. How was the boy's approach towards the old woman different from that of the other boys in the group?
5. Justify the appropriateness of the title of the poem.
6. What does the poem suggest about the role of empathy and humanity in society?

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Let us learn

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

firm meek merry kind anxious bent

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

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

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

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

Column 1	Column 2
1. get out of hand	(i) do something new
2. try your hand at something	(ii) applaud somebody
3. give somebody a free hand	(iii) work together
4. give somebody a big hand	(iv) become difficult to control
5. work hand in hand	(v) be very busy
6. have your hands full	(vi) allow somebody to do something with full freedom

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

1. _____ : winter :: heat : summer
2. hurt : _____ :: old: aged
3. whispered : shouted :: humble : _____
4. eyes : _____ :: legs : walk
5. having a lot of money: wealthy :: densely packed people: _____

Read the lines from the poem given below.

Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

'Lest' is a conjunction that means to prevent something bad or unpleasant from happening. To better understand its usage in a sentence, we can replace 'lest' with 'just in case'.

For example, in the sentence '*She showed all the documents **lest** we doubt her*', the word 'lest' can be replaced with 'just in case' to mean that she showed the documents to prevent any doubt.

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Let us listen

I You will listen to a woman read the special broadcast of the news. As you listen, arrange the pictures in the correct sequence of the events that took place. (Transcript for teacher on page 99)



1.



2.



3.



4.



5.



6.

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

1. The woman was having a difficult time staying afloat due to the _____.
2. Rohan leapt into the river to save the woman without any _____.
3. Rohan's act of bravery was witnessed by _____.
4. Rohan was honoured at the Vigyan Bhawan for his incredible courage and _____.
5. Rohan proved that when it comes to saving lives, age is _____.

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Let us speak

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

ragged	aged	waited	heeded
offered	paused	guided	whispered

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

Note: Adjectives that come before a noun and end with '-ed' have /id/as the final sound.

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

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

You may use the following prompts.

Beginning the Story	Describing the Experience
• It all started when... • The day began like any other... • I still remember... • At that moment, I realised...	• At that moment, I realised... • I was completely taken by surprise... • The next few hours were... • I couldn't believe my eyes when I saw...
Beginning the Story	**Describing the Experience**
• I was overjoyed/thrilled/ extremely satisfied • A wave of relief/joy/excitement washed over me... • I felt a mixture of emotions... • I have never felt...	• From that day on... • This memory reminds me to always... • This experience taught me the value of... • In the end, I realised...

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Let us write

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

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

You may begin like this:

26 April 20xx, Saturday 8:00 p.m.

Dear Diary,

Today, I feel was a special day...



Let us explore

I Did you know that even Earth has been referred to as mother in the ancient scriptures of India? In section 12.1.12 of *Pṛthvī-Sūkta* (hymn-to-the-earth) of *Atharva Veda,* Earth is referred to as mother and us as her children by stating:

माता भूमिः पुत्रोऽहं पृथिव्याः ।

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

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

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III Read the poem and enjoy.

A Nation's Strength

Not gold, but only men can make
A people great and strong...
Men who for truth and honour's sake
Stand fast and suffer long.

Brave men who work while others sleep,
Who dare while others fly...
They build a nation's pillars deep
And lift them to the sky.

RALPH WALDO EMERSON

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

IV Make a gratitude card for your mother/grandmother to thank her for at least five things that she does for you. Also write two things that you would do regularly to help them. Use recycled material to make and decorate the card.

Write your own message

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VERGHESE KURIEN — I TOO HAD A DREAM

Let us do these activities before we read.

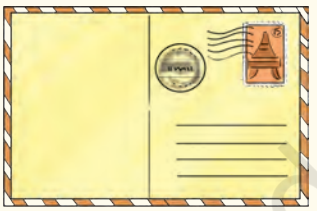
I Arrange the worldwide means of communication given below in the timeline provided. Share your answers with your classmates and teacher.



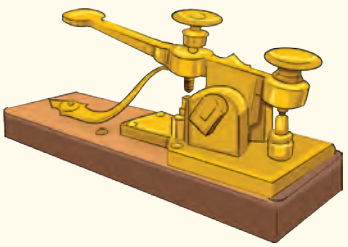
1. telephone



2. email



3. postcard



4. telegraph



5. mobile phone



6. carrier pigeons



old **new**

II Work in pairs and discuss the following things. Share your answers with your classmates and teacher.

1. The reasons for change in the means of communication over the years.
2. The means of communication that you prefer to use and the reason for your choice.
3. Communication through social media: its benefits and precautions that one should take against its misuse.

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Let us read



V KURIEN
ANAND 388001 INDIA

TO MY GRANDSON

Anand, 2005

My dear Siddharth,

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

You may not wish to read it all right away but, perhaps, a couple of decades or more from now, you will pick up these **jottings** of mine again and they will give you a deeper understanding of what I have done, and the reasons I pursued a life of service to our nation's farmers. You will then discover in them a valuable reminder of the days just before the world entered the twenty-first century. And you may want to share my memories with those of your generation, or even younger, to provide a glimpse of the world your grandparents lived in and knew.

I started my working life soon after our country became independent. The noblest task in those days was to contribute in whatever way we could towards building an India of our dreams—a nation where our people would not only hold their heads high in freedom but would be free from hunger and poverty. A nation where our people could live with equal respect and love for one another. A nation that would eventually be counted among the **foremost** nations of the world. It was then that I realised, in **humility**, that choosing to lead one kind of life means putting aside the desire to **pursue** other options. This transformation took place within me fifty years ago, when I agreed to work for a small cooperative of dairy farmers who were trying to gain control over their lives.

To be quite honest, service to our nation's farmers was not the career I had **envisioned** for myself. But somehow, a series of events swept me along and put me in a certain time with a choice that would transform my life. I could have pursued a career in metallurgy and become the

addicted: dependent on something

fleeting: momentary or short-lived

abiding pleasure: a feeling of happiness that continues for a long time

jottings: brief notes

foremost: leading

humility: modesty/ quality of being humble

pursue: follow

envisioned: imagined or expected something to happen in a particular way

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V KURIEN
ANAND 388001 INDIA

chief executive of a large company. Or, opted for a commission in the Indian Army and maybe retired as a general. Or, I could have left for the US and gone on to become a highly successful NRI. Yet, I chose none of these because somewhere, deep down, I knew I could make a more meaningful contribution by working here in Anand, Gujarat.

Your grandmother too made an important choice. She knew, in those days, life in Anand could not offer even the simple comforts that we take for granted today. However, she **ardently** supported my choice to live and work in Anand. That choice of your grandmother to stand by me has given me an everlasting strength, always ensuring that I shouldered my responsibilities with **poise**.

ardently: in a way that shows strong feelings

poise: in a calm and confident manner

Whenever I have received any recognition for my contributions towards the progress of our country, I always emphasised that it is a recognition of the achievements of many people with whom I had a privilege to be associated with. I would like to stress even more strongly that my contributions have been possible only because I have consistently **adhered** to certain values. Values that I have inherited from my parents and other family elders; values that I saw in my mentor and supporter here in Anand—Tribhuvandas Patel. I have often spoken of integrity as the most important of these values, realising that integrity—and personal **integrity**, at that—is being honest to yourself. If you are always honest to yourself, it does not take much effort in always being honest with others.

adhered: to continue to support

integrity: honest and strong moral principles

I have also learnt what I am sure you, too, will find out some day. Life is a privilege and to waste it would be wrong. In living this privilege called 'life', you must accept responsibility for yourself, always use your talents to the best of your ability and contribute somehow to the common good. That common good will present itself to you in many forms every day. If you look around you, you will find there is a lot waiting to be done: your friend may need some help, your teacher could be looking for a volunteer, or the community you live in will need you to make a contribution. I hope that you, too, will discover, as I did, that failure is not about not succeeding. Rather, it is about not putting in your best effort and not contributing, however modestly, to the common good.

In life you, too, will discover as I did, that anything can go wrong at any time and mostly does. Yet, there is little **correlation** between the circumstances of people's lives and how happy they are. Most of us compare ourselves with someone we think is happier—a relative, an acquaintance, or often, someone we barely know. But when we start looking closely we realise that what we saw were only images of perfection. And that will help us understand and cherish what we have, rather than what we don't have.

correlation: a connection between two or more things

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V KURIEN
ANAND 388001 INDIA

Do you remember when you accompanied me at the magnificent ceremony in Delhi where our President awarded me the Padma Vibhushan in 1999? With great pride, you slipped the medal around your neck, looked at it in awe and asked me very innocently if you could keep it. Do you remember the answer your grandmother and I gave you? We told you that of course, this medal was yours as much as it was mine but that you should not be satisfied in merely keeping my award—the challenge before you was to earn your own reward for the work that you did in your lifetime.

And in the end, if we are brave enough to love, strong enough to rejoice in another's happiness and wise enough to know that there is enough to go around for all, then we would have lived our lives to the fullest.

I would like to dedicate these **musings** to you, Siddharth, and to the millions of other children of your generation in our country, in the hope that upon reading them you will be inspired enough to go bravely out into the world and work tirelessly in your chosen field for the larger good of the country, for the larger good of humanity. Remember, rewards that come to you then are the only true rewards for a life well-spent.

musings: thoughts on something one has been thinking about carefully for a long time

With my fondest love,

Yours affly,
Dada.

(V KURIEN)



Let us discuss

A **fact** is something that can be proven true or false. A fact is not based on people's beliefs. An **opinion** on the other hand is a belief, feeling or judgement, and can vary from one person to another. An opinion cannot be proven.

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I Identify which of the following statements are facts and which are opinions. Share your answers with your classmates and teacher.

1. But speaking on the telephone only gives us an immediate but fleeting joy.
2. I started my working life soon after our country became independent.
3. To be quite honest, service to our nation's farmers was not the career I had envisioned for myself.
4. I knew I could make a more meaningful contribution by working here in Anand, Gujarat.
5. ... values that I saw in my mentor and supporter here in Anand—Tribhuvandas Patel.
6. Life is a privilege, and to waste it would be wrong.
7. I hope that you, too, will discover, as I did, that failure is not about not succeeding.
8. ... the magnificent ceremony in which the President awarded me the Padma Vibhushan in 1999?

Let us think and reflect

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

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



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

When the writer refers to a 'fast-paced world', he is speaking of a world where _____. (communication happens quickly but lacks depth/people have more time to write and reflect)

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

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

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

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

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

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

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

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

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

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

A. The Rise of Instant Communication

B. The Fleeting Delight of Phone Calls

C. The Lasting Joy of Written Words

D. Living in a Fast-paced World

2. *Your grandmother too made an important choice. She knew, in those early days, life in Anand could not offer even the simple comforts that we take for granted today. However, she ardently supported my choice to live and work in Anand. That choice of your grandmother to stand by me has given me an everlasting strength, always ensuring that I shouldered my responsibilities with poise.*

(i) How can we say that the grandmother shared her husband's dedication to a greater cause?

(ii) Complete the following with the correct option from the two given in brackets.

The fact that the writer (grandfather) praises his wife tells us that he _____ (truly values/quietly accepts) her role in his life.

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

Based on the information in the extract, we can infer that the grandmother had all of the following traits EXCEPT _____.

A. encouraging B. understanding

C. comforting D. thoughtful

(iv) Select the phrase that conveys— 'showed grace under pressure and carried out my duties with dignity and confidence'.

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II Answer the following questions.

1. What event does Dr. Kurien refer to when he mentions receiving the Padma Vibhushan?
2. How did Dr. Kurien's decision to join the cooperative in Anand affect his life?
3. Dr. Kurien's decision to work in Anand reveals his values and sense of duty. Explain.
4. Why did Dr. Kurien write the letter to his grandson?
5. According to Dr. Kurien "life is a privilege and it is wrong to waste it". What is your opinion on this?
6. What message does Dr. Kurien want to convey about selfless service and its long-term impact on the society?



Let us learn

I Replace the underlined words in each sentence with the correct synonym from the box. You may refer to a dictionary.

essential	swift	lifelong
momentary	useful	splendid

1. He received the award in a <u>magnificent</u> ceremony.
2. I felt a <u>fleeting</u> joy when I received the appreciation for my song.
3. With today's <u>instant</u> communication, we can share information across the world in seconds.
4. Our school focuses on the <u>core</u> values—collaboration, innovation, and unity.
5. My teacher's advice on time management is a <u>valuable</u> reminder of the importance of planning.
6. Reading books and listening to music can give <u>abiding</u> pleasure that will last forever.

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

Column 1	Column 2
1. in all humility	(i) to speak in a truthful way
2. hold their heads high	(ii) doing something using all your skills, talents, and knowledge
3. to be quite honest	(iii) observed with great respect and wonder
4. to the best of your ability	(iv) being humble and having no feeling of self-importance
5. looked at in awe	(v) in the innermost part of the self
6. somewhere deep down	(vi) be confident and have a positive feeling

III Make as many words as you can out of the following words. One example has been done for you.

1. community — city, toy, tune, unity, mutiny, cot
2. important
3. magnificent
4. satisfied
5. generation
6. achievement

IV Let us play a word game—*antakshari*.

1. Write the synonym of the word according to the clues given below.
2. For example, the synonym of the first word, 'IMPORTANT' ends with the letter 'T'. The synonym of the second word begins with 'T', 'TROUBLE'. Then write the synonym of the third word starting with the letter 'E'.
3. Now, continue with the word game.

I	M	P	O	R	T	A	N	T	R	O	U	B	L	E			
L					R												
Y				S												E	

(i) major (synonym)
(ii) problem (synonym)
(iii) uneven (antonym)
(iv) related to post office
(v) our moral duty
(vi) related to time
(vii) prosperous (synonym)
(viii) related to being alive

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V Study the highlighted punctuation marks in the following sentences from the text.

1. … but that you should not be satisfied in merely keeping my awards—the challenge before you was to earn your own rewards for the work that you did in your lifetime.
2. Writing—even if it is a letter—not only conveys our present concerns and views of the events taking place around us, but it becomes a possession.

The highlighted punctuation is a long dash that can be used to link words or numbers or to create a pause in a sentence. There are two main types: the shorter **en dash (–)** and the longer **em dash (—)**.

The **en dash** (–) represents a span or range in numbers or dates.

For example, it can indicate time periods, like 'train operates June–September' or page numbers, such as 'refer to pages 50–75' or to show scores, 'India won the series 2–1'.

The **em dash** (—) is used to add extra information or to show a change in thought within a sentence. For example, 'The exhibition—held in the main hall—features local artists.' Or 'I bumped into someone unexpected—my old teacher.'

Note: Do not add spaces around the dash and avoid overusing them.

Read the sentences below and insert either an em dash (—) or an en dash (–) suitably.

(i) The conference will be held from March 15 March 20.

(ii) I have lived in Kanpur Raipur for five years now.

(iii) The artist known for her vibrant paintings will be showcasing her work in Guwahati.

(iv) The scores for the final match were 2 3.

(v) My favourite snacks *samosas, pakoras,* and *jalebis* are all from India.

(vi) The train journey from Belagavi Bengaluru takes less than ten hours.

(vii) I just finished reading the book it was absolutely amazing!

(viii) The event will take place on September 1 September 5.

VI Study the highlighted words in the following sentences from the text.

1. We told you that of course, this medal was **yours** as much as it was mine…
2. …who were trying to gain control over **their** lives.
3. I have always emphasised that **it's** a recognition of the achievements of many people…

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In the given sentences, 'yours' and 'theirs' indicate possession—something belonging to you and them, respectively. But, 'it's' does not indicate possession rather is the contracted form of 'it is'.

Note the following differences

It's: is the contraction of 'it is' or 'it has'

- It's getting dark outside.

Its: indicates that something belongs to you.

- The dog wagged its tail.

You're: is the contraction of 'you are'

- You're going to love this book.

Your: indicates that something belongs to you.

- Can I have one of your books?

They're: is the contraction of 'they are'

- They're coming to the field trip.

Their: indicates possession

- We should contact their manager.

Fill in the blanks by choosing the correct word from the options given in the brackets.

(i) Please remember to bring _____ (your/you're) assignment book.

(ii) The team celebrated _____ (their/they're) victory after the match.

(iii) _____ (its/it's) important to stay hydrated during the hot summer days.

(iv) I can't believe _____ (your/you're) going to the mango festival today.

(v) The students said _____ (they're/their) excited for the field trip tomorrow.

(vi) The tree lost _____ (its/it's) leaves in the winter.

VII Read the following phrases from the text.

1. In today's fast-paced world
2. On the telephone
3. With great, abiding pleasure
4. In the chapters that follow

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5. At a certain time
6. With equal respect and love

The given phrases are **Prepositional Phrases**.

Prepositional phrases are groups of words that begin with a preposition and include a noun or pronoun as the object of the preposition. These phrases provide additional information about time, place, manner, cause, direction, or relationship.

Now, complete the following sentences with suitable prepositional phrases.



(i) The children played happily in _____.

(ii) Nisha placed the vase on _____.

(iii) We discussed the project in _____.

(iv) Preethi found the lost book under _____.

(v) The cat slept on _____.

VIII Rearrange the following jumbled words and phrases into meaningful sentences.

1. barked/at the strangers/the dog/loudly/the house/walking by
2. wrote/my classmate/during the/a story/summer vacations
3. enjoyed/under the trees/they/by the lake/a picnic
4. in his/grandfather's room/hung/he/the painting
5. studied/with great determination/for/students/the/exam

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Let us listen

I You will listen to the passage about Evelyn Glennie's journey in overcoming her hearing loss through music and turning a physical disability into a success story. (Transcript for teacher on page 100)

After listening, match the words given in Column 1 with their meanings given in Column 2.

Column 1	Column 2
1. percussionist	(i) a person who plays drums and similar instruments
2. impaired	(ii) the ability to keep going despite difficulties
3. vibrations	(iii) slow and steady over time
4. determination	(iv) physical sensations caused by sound damaged or weakened
5. gradual	(v) damaged or weakend

II Listen to the passage once again and state whether the statements given below are true or false.

1. Evelyn Glennie became deaf suddenly.
2. Her headmistress ignored the signs of her hearing loss.
3. Ron Forbes was a percussionist who helped Evelyn.
4. Evelyn used her skin and bones to sense music.
5. She gave up on music after her diagnosis.

III Answer the following questions in one or two words.

1. How did Evelyn turn her disability into strength?
2. What role did Ron Forbes play in her life?
3. What lessons can we learn from Evelyn's story about how to treat others who have different abilities or challenges?

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Let us speak

I Read the highlighted word in the following sentence from the text.

That common good will **present** itself to you in many forms every day.

The highlighted word is pronounced with the stress on the second syllable.

PreSENT (verb) the stress is on the second syllable.

PREsent (noun) the stress is on the first syllable.

Now, read aloud the given words with the correct syllable stress according to the part of speech given in the brackets.

PROduce (noun)	proDUCE (verb)
conTRACT (verb)	CONtract (noun)
PROject (noun)	proJECT (verb)
conTENT (verb)	CONtent (noun)
REfuse (noun)	reFUSE (verb)

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

...but it becomes a possession that can be **treasured** and re-read over the years, with great, abiding **pleasure**.

treasure [treh-Zhuh] pleasure [pleh-Zhuh]

In the highlighted words, -sure has a 'Zhuh' sound.

There are some words which end in -sure, but have a 'shuh' sound as in pressure [preh-shuh].

Now, read aloud the words given below with the 'shuh' or 'zhuh' sound.

measure	leisure	reassure	enclosure	exposure
ensure	seizure	fissure	composure	unsure

III **Pausing** and **chunking** are techniques used when speaking, to organise information for the listener. Speakers can split what they say into smaller segments—either individual words or groups of words—to convey ideas or emphasise key points clearly.

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1. Read aloud the following lines from the poem.

Don't Quit

When things go wrong, as they sometimes will,
when the road you're trudging seems all uphill,
when the funds are low and the debts are high,
and you want to smile but you have to sigh,
when care is pressing you down a bit—rest if you must,
but don't you quit.

EDGAR ALBERT GUEST

Now, read the lines of the poem once again by taking a shorter pause (/) or a long pause (//). Notice which version is easier for a listener to follow and understand.

When things go wrong,/as they sometimes will,//
when the road you're trudging/seems all uphill,//
when the funds are low/and the debts are high,//
and you want to smile/but you have to sigh,//
when care is pressing you down a bit/—rest if you must,/
but don't you quit.//

Have you listened to this song in Hindi or in your language? Share with your classmates and teacher.

2. Chunk the stanzas with (/) or (//) and read it aloud.

Life is queer with its twists and turns.
As everyone of us sometimes learns.
And many a fellow turns about when he might
have won had he stuck it out.
Don't give up though the pace seems slow—
you may succeed with another blow.
Often the goal is nearer than it seems to a faint and faltering man.

Let us write

I Write a letter to your grandparents thanking them for the valuable lessons they have taught you. Include how their wisdom has shaped your values and behaviour in life.

1. Thank them for teaching you important lessons, sharing stories, or helping others in the neighbourhood.
2. Share how their actions inspire you to contribute to the betterment of the society.

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Let us explore

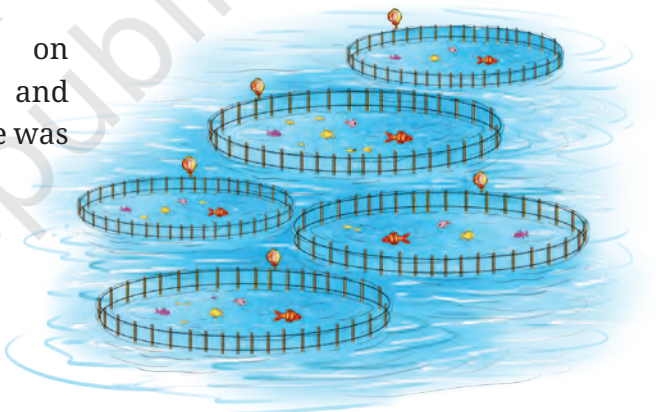
I The **White Revolution** led to a increase in milk production in India primarily due to the efforts of Dr. Verghese Kurien. Therefore, he is known as 'the Milkman of India'.





The **Green Revolution** in India introduced high-yielding varieties of wheat and rice. It was initiated by Dr. M.S. Swaminathan. He was awarded the Padma Shri in 1967, Padma Bhushan in 1972, Padma Vibushan in 1989, and Bharat Ratna in 2024.

The **Blue Revolution** focused on increasing fisheries production and productivity in India. This initiative was led by Dr. Hiralal Chaudhuri.



In groups of four, research more information about these revolutions. Share your findings with your classmates and teacher.

II Vocational training for people in rural regions is provided by the Jan Shikshan Sansthan (JSS), under the Ministry of Skill Development and Entrepreneurship, Government of India. The objective of JSS is to economically uplift the rural population by imparting essential skill-based training. This enables local trades to grow and creates new opportunities for the people in the region.

Find out more about JSS with the help of the link given below.

https://jss.gov.in/staticPages

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III Financial Literacy

Read the passage and discuss the questions given below.

Financial literacy is an essential lifelong skill that should be taught to children from an early age. Preparing children with financial literacy skills is an investment for their future well-being. By imparting an understanding of money, saving, budgeting, and wise spending, we empower them to navigate the financial world with confidence as they grow up.

Whether it is managing a cooperative society, a start-up, or a household budget, financial literacy is an ongoing learning process that evolves as children grow and their understanding deepens. An introduction to concepts of saving, budgeting, investing, and responsible spending equips them with essential life skills.

Children learn best through practical examples. Real-life situations help them understand the value of money and the importance of making wise financial choices. Thinking critically before spending helps cultivate responsible habits. The concept of saving and investing can be explained through relatable examples, such as planting seeds that grow into trees bearing fruit.

As children grow older, they will learn to differentiate between needs and wants, compare prices before making a purchase and understand importance of financial literacy.

Discuss in groups.

1. The importance of learning about money and saving from a young age. Share one example of it.
2. Imagine you received some money as a gift. How would you decide whether to save it, spend it, or invest it? What factors would you consider?
3. If you were in charge of planning a small event at school with a limited budget, how would you manage the money?
4. Why is financial literacy important for everyone?



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TRANSCRIPTS

A Tale of Valour
Major Somnath Sharma and the Battle of Badgam



Let us listen *(refer to page 66)*

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

Hello, everyone!

Let me tell you about the Param Vir Chakra. It is one of the most prestigious awards in India and signifies the 'Wheel of the Ultimate Brave.' This award is granted for 'exemplary bravery in the presence of the enemy.' This means that this award is given to someone who shows extraordinary courage and bravery while fighting the enemy.

The medal was instituted as a Gallantry Medal with retrospective effect from 15 August 1947 by Dr. Rajendra Prasad, the then President of India. The medal was designed by Mrs. Savitri Khanolkar, who drew inspiration from Sage Dadhichi, a Vedic rishi, who made the ultimate sacrifice by giving up his body so that the gods could create a deadly weapon called *Vajra*, or Thunderbolt, from his spine.

The Param Vir Chakra is cast in bronze. At its centre, on a raised circle, is the State Emblem of India. Surrounding it are four replicas of Indra's *Vajra*, lined with lotus flowers.

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

Thank you.

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Somebody's Mother



Let us listen *(refer to page 78)*

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

Now, for the special broadcast, we bring you the story of a young hero whose courage has captured the nation's heart.

On a fateful morning in Rajouri, young Rohan Ramchandra Bahir, a 15-year-old student, became a local hero when he fearlessly saved the life of a woman who had fallen into the Domri River while washing clothes. The 43-year-old woman was struggling to stay afloat in the strong currents, when Rohan, without a moment's hesitation, leapt into the river, putting his own life at risk.

With great determination and courage, Rohan managed to reach the woman and pull her to safety, despite the dangerous conditions of the river. Onlookers who witnessed the incident were in awe of the young boy's bravery.

Rohan's selfless act did not go unnoticed. His incredible courage was recognised at Vigyan Bhawan, where he was honoured with the prestigious Pradhan Mantri Rashtriya Bal Puraskar 2023 by the President of India, Droupadi Murmu.

This remarkable young boy is now a symbol of heroism in his community, and his story is an inspiration to all. We commend Rohan for his bravery and for showing that age is no barrier when it comes to saving lives.

(Adapted)

Courtesy: *Times of India*

Source: https://timesofindia.indiatimes.com/city/delhi/they-know-no-fear-childrens-acts-of-bravery-innovative-ideas-honoured/articleshow/97261236.cms

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

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VERGHESE KURIEN — I TOO HAD A DREAM



Let us listen *(refer to page 93)*

I You will listen to the passage about Evelyn Glennie's journey in overcoming her hearing loss through music and turning a physical disability into a success story.

Evelyn Glennie's loss of hearing had been gradual. By the time she was 11 her performance in school had deteriorated and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage. "Everything suddenly looked black," says Evelyn. But Evelyn was not going to give up. She was determined to lead a normal life and pursue her interest in music. One day she noticed a girl playing a xylophone and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist Ron Forbes spotted her potential. He began by tuning two large drums to different notes. "Don't listen through your ears," he would say, "try to sense it some other way." Says Evelyn, "Suddenly I realised I could feel the higher drum from the waist up and the lower one from the waist down." Forbes repeated the exercise, and soon Evelyn discovered that she could sense certain notes in different parts of her body. "I had learnt to open my mind and body to sounds and vibrations." She explains, "It pours in through every part of my body. It tingles in the skin, my cheekbones and even in my hair." The rest was sheer determination and hard work. She never looked back from that point onwards. And she got right to the top, the world's most sought-after multi percussionist with a mastery of some thousand instruments.

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UNIT 3

MYSTERY AND MAGIC

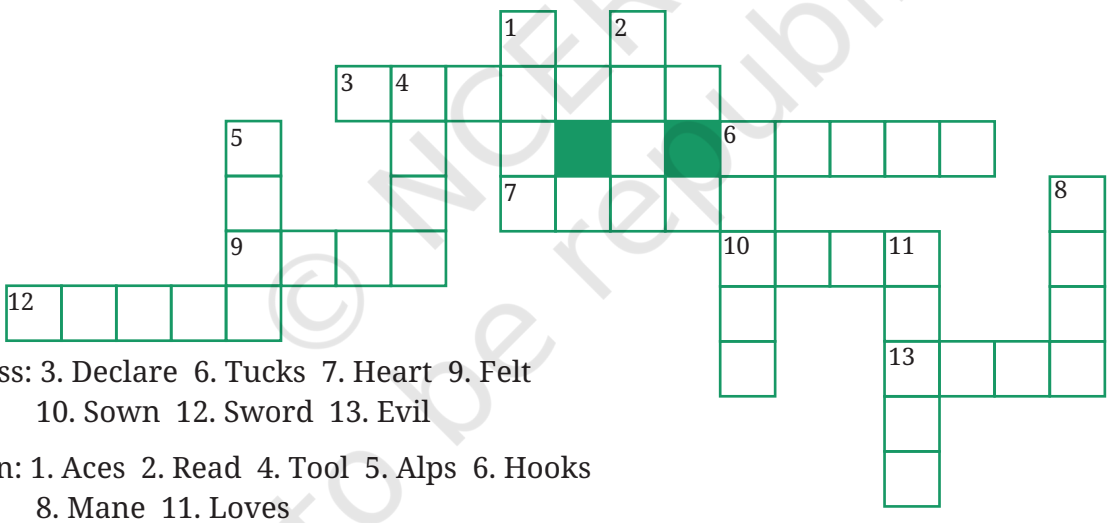
THE CASE OF THE FIFTH WORD

0873CH03

Let us do these activities before we read.

I Work in pairs. Solve the crossword puzzle given below with the clues in the form of anagrams.

Note: An **anagram** is a word or phrase that is made by rearranging the letters in a different order to make a new word or phrase. For example, 'Neat' is an anagram of 'a net'.



Across: 3. Declare 6. Tucks 7. Heart 9. Felt
10. Sown 12. Sword 13. Evil

Down: 1. Aces 2. Read 4. Tool 5. Alps 6. Hooks
8. Mane 11. Loves

II Work in pairs. Match the different meanings of 'case' in Column 2 with the correct usage in the sentences in Column 1. Share your answers with your classmates and teacher.

Column 1	Column 2
1. Lalit said that he could not sing but that was not the <u>case</u> as he sang melodiously later.	(i) writing format
2. The lawyer was waiting for the <u>case</u> to be taken up in court.	(ii) container
3. My pencil <u>case</u> is a gift from my grandmother.	(iii) situation
4. The subject of a formal letter is written in title <u>case</u>.	(iv) matter

Now, read the following text and find out which 'case' the title refers to.

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Let us read

I



Encyclopedia Brown is a young boy who lives in Idaville, USA. His father is the Chief of Police. In spite of being so young he often helps his father solve mysteries that even the police find difficult to solve. Their discussions are generally held at the dining table. Read this story to find out how the boy wonder solves a case that has been troubling his father...

Encyclopedia's father was Chief of Police. Everyone thought that he must be the smartest police chief in the country. Chief Brown was smart and quick. He didn't sit around and worry. When he came up against a case he couldn't solve, he acted at once. He cleared his desk, put on his hat, and went home to dinner. Encyclopedia solved the case for him before dinner was over.

Chief Brown would have liked to tell everyone about his only child. But who would believe him? Who would believe that the best detective alive was an eighth grader? So, he said nothing.

Encyclopedia never spoke of the help he gave his father. He didn't want to seem different from other boys. But there was nothing he could do about his nickname. He was stuck with it.

nickname: pet name

Only his parents and teachers called him by his real name, Leroy. Everyone else called him Encyclopedia.

An encyclopedia is a book or set of books filled with facts from A to Z. So was Encyclopedia's head. He read more books than

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anyone in Idaville, and he never forgot a fact. His pals said he was like a library and computer rolled into one, and more user-friendly.

At the dinner table on Tuesday night, Chief Brown stared at his cream-of-mushroom soup. Encyclopedia and his mother knew what that meant. He had a mystery he could not solve.

"Tim Nolan died yesterday," he announced in a matter-of-fact manner.

"That name is familiar," Mrs. Brown said. "Wasn't he mixed up in a jewellery robbery a few years ago?"

"Five years ago," Chief Brown replied. "Two masked men held up the Diamond Mart on Sixth Avenue. They got away with a million dollars worth of jewellery."

"I thought Tim Nolan was arrested," Mrs. Brown said.

"He was questioned, not arrested," Chief Brown corrected.

"I always believed that Nolan and a friend, a man named Daniel Davenport, pulled the hold-ups. There wasn't any proof, though."

Encyclopedia sat quietly. He knew his mother and father were discussing the case for his benefit.

His father filled in the facts.

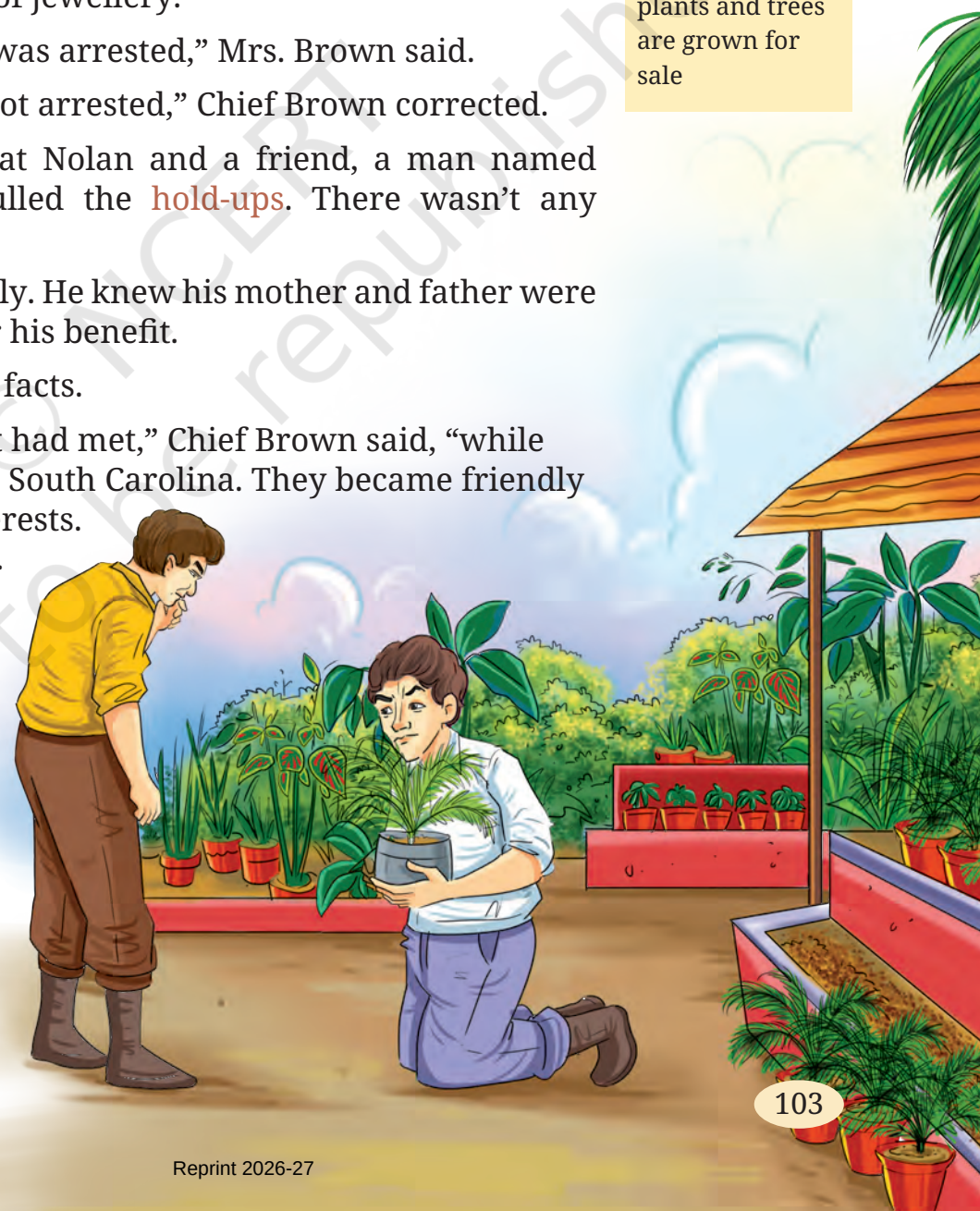
"Nolan and Davenport had met," Chief Brown said, "while both were in prison in South Carolina. They became friendly because of shared interests. Nolan was let out first. He settled in Idaville and started a small palm-tree nursery. It barely yielded him a living."

"Davenport came to live with Nolan a week before the jewellery store hold-up. During the hold-up, one

in a matter-of-fact manner: without showing much emotion

hold-ups: robberies conducted with the use of threat or violence

nursery: a place where young plants and trees are grown for sale



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gunman's mask slipped. A clerk thought she recognised Nolan. But she wasn't absolutely sure."

"I remember now," Mrs. Brown said. "The clerk refused to testify against him, and no trace of the stolen jewellery ever turned up."

"Davenport hasn't been seen since the hold-up," Chief Brown said. "My hunch is that he and Nolan decided to hide the loot until things cooled down."

"Didn't you search Nolan's house, dear?"

"I got a court order this morning," Chief Brown said. "Officers Lewis and Maloney just about took Nolan's house apart. They didn't find one piece of the stolen jewellery."

"Is there some mystery about Nolan's death yesterday?" Mrs. Brown inquired.

"Yes and no," Chief Brown answered. "Nolan suffered from a bad heart for many years. Yesterday morning he had a stroke. He must have realised he was dying. With his last strength, he managed to put his will on the kitchen table. It leaves everything he owns, including his palm-tree nursery to Davenport."

testify: make a statement in court to prove that something is true

hunch: a strong feeling about something

loot: stolen goods

stroke: a sudden serious illness causing inability to move

Let us discuss

I Complete the following statements with suitable reasons. Share your answers with your classmates and teacher.

1. Leroy's nickname was Encyclopedia and everyone called him by that name because _____.
2. At the dinner table on Tuesday night, Chief Brown stared at his cream-of-mushroom soup as _____.
3. Encyclopedia sat quietly at the dinner table because _____.
4. Nolan put the will on the kitchen table because _____.

II Do you think Chief Brown would need Leroy's help to solve this case? If yes, why? If no, why not?



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II



"What's suspicious about that?" Mrs. Brown asked.

"Nothing about the will itself—just about a sheet from his desk calendar. It was clipped to the will," said Chief Brown.

He took out his pocket notebook and leafed through the pages.

"I copied what Nolan wrote on the sheet," he said. "Here it is."

He handed the notebook to Mrs. Brown.

She read what he had copied. "It has Davenport's name and address," she said, "and a few words I don't understand."

She handed the notebook to Encyclopedia.

"What do you make of the four words, Leroy?"

Encyclopedia read the four words below Davenport's name and address: *Nom Utes Sweden Hurts.*

Mrs. Brown looked at him hopefully. Usually he needed to ask only one question to solve a case before dessert.

They were still on the soup.

Encyclopedia leaned back and closed his eyes when he did his hardest thinking.

After several seconds, he opened his eyes and asked his question. "Is there a young fir tree in Mr. Nolan's palm-tree nursery?" Chief Brown thought a moment. "Yes, there is... one. On the south side of the house. How did you know?"

"The four words say so," Encyclopedia answered.

"They do?" said Chief Brown.

"See for yourself," Encyclopedia urged.

Chief Brown studied the four words: *Nom Utes Sweden Hurts.* He shook his head and passed the notebook to Mrs. Brown again. "Can you figure it out?"

will: (here) a legal document that says what is to happen to somebody's money and property after their death

leafed through: quickly turned (the pages)

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confessed: admitted

"*Nom is a shortening of nominative*, a grammatical term," stated Mrs. Brown, who had taught English and other subjects in high school. "*Utes* are an American Indian tribe. *Sweden* is a country in northern Europe. *Hurts* is hurts."



She lifted her gaze to Encyclopedia and shook her head.

"I can't figure it out," she confessed.

"Davenport disappeared right after the hold-up," Encyclopedia reminded her.

"As Dad said, Davenport and Nolan must have hidden the stolen jewellery. Probably not a week or so ago, Nolan changed the hiding place."

"You think that he tried to tell Davenport by phone and failed to reach him?" Mrs. Brown asked. "So he wrote the four words as he was dying?"

Chief Brown nodded. "We'll find Davenport now that we know his address."

"He'll learn he has been left the palm-tree nursery," Mrs. Brown said. "And the four words will tell him where the jewellery is hidden!"

code: hidden message

"Right," Encyclopedia said. "The code is simple, especially as it's written on a sheet from a calendar. Davenport will understand it easily. Still, it wouldn't make much sense to someone who isn't looking for a hiding place."

"Leroy!" Mrs. Brown exclaimed. "What do the four words mean?"

"You already guessed, Mom. They tell where the jewellery is hidden."

Mrs. Brown looked ready to explode with impatience, "Where?"

Encyclopedia smiled.

"Why, under the fifth word," he said.

What Was The Fifth Word?



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To tell Davenport where he had hidden the stolen jewellery, Nolan wrote a four-word code.

As the key to the code, he wrote the four words on a sheet from a desk calendar.

The four words stood for days of the week.

Nolan dropped the letters d-a-y. Then he used the other letters to form words.

So, Nom = Monday, Utes = Tuesday, Sweden = Wednesday and Hurts = Thursday.

The unwritten fifth word was Fir, or Friday.

The jewellery was found inside a twenty-gallon jug of earth from which grew the young fir tree in Nolan's nursery—just as Encyclopedia had foreseen.

foreseen: predicted

DONALD J. SOBOL
(ADAPTED)

Let us discuss

I A **fact** is something that can be proven true or false. A fact is not based on people's beliefs. An **opinion** on the other hand is a belief, feeling, or judgement, and can vary from one person to another. An opinion cannot be proven.

Identify which of the following statements from part I and II of the story are facts or opinions. One example has been done for you. Share your answers with your classmates and teacher.

1. Encyclopedia's father was the Chief of Police. **Fact**
2. Everyone thought that Chief Brown must be the smartest police chief in the country.
3. An encyclopedia is a book or set of books filled with facts from A to Z.
4. Leroy's friends said that he was like a library and computer rolled into one, and more user-friendly.
5. Two masked men held up the Diamond Mart on Sixth Avenue.
6. Nolan and Davenport had met while both were in prison in South Carolina.

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7. Chief Brown's hunch was that Davenport and Nolan decided to hide the loot until things cooled down.
8. Nolan wrote a four words code to tell Davenport where he had hidden the stolen jewellery.

II Complete the table by choosing the character traits of Leroy given in the box below. There is an extra word that you do not need. One example has been done for you.

cleverness	knowledgeable	keen
listener	gentle	humble

Textual Evidences	Traits
1. He read more books than anyone in Idaville, and he never forgot a fact.	knowledgeable
2. Encyclopedia never spoke of the help he gave his father. He didn't want to seem different from other boys.	
3. Encyclopedia sat quietly. He knew his mother and father were discussing the case for his benefit.	
4. Usually, he needed to ask only one question to solve a case before dessert.	

Let us think and reflect

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

1. *Chief Brown would have liked to tell everyone about his only child. But who would believe him? Who would believe that the best detective alive was an eighth grader? So, he said nothing.*

   Encyclopedia never spoke of the help he gave his father. He didn't want to seem different from other boys. But there was nothing he could do about his nickname. He was stuck with it.

   Only his parents and teachers called him by his real name, Leroy. Everyone else called him Encyclopedia.

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(i) Complete the following sentence with a suitable reason.

Chief Brown's dilemma can be called unique because_____.

(ii) What can be inferred about why Encyclopedia never spoke of the help he gave his father?

A. He is shy and lacks confidence in his abilities to share his insights.

B. He wants to avoid the jealousy others might feel about his skills.

C. He desires to blend with the other boys to prevent seeming different.

D. He is embarrassed about being smarter than most adults around him.

(iii) The parents choose not to call their son 'Encyclopedia'. Select the reason that is false.

A. For them he is more than his unique abilities; he is their child, with a personal identity.

B. Calling him by his real name reflects their affection and the desire to acknowledge him as an ordinary boy.

C. They want him to be remembered as different from the others around.

(iv) What does the writer mean by the fact that Leroy was 'stuck with' the name Encyclopedia?

2. *Chief Brown studied the four words: Nom Utes Sweden Hurts. He shook his head and passed the notebook to Mrs. Brown again. "Can you figure it out?"*

"Nom is a shortening of nominative, a grammatical term," stated Mrs. Brown, who had taught English and other subjects in high school. "Utes is an American Indian tribe. Sweden is a country in northern Europe. Hurts is hurts."

She lifted her gaze to Encyclopedia and shook her head.

"I can't figure it out," she confessed.

"Davenport disappeared right after the hold-up," Encyclopedia reminded her.

(i) What does Chief Brown's reaction of shaking his head suggest about his understanding of the four words?



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A. He is confident that the words are a clue.

B. He is confused, unable to make sense of the words.

C. He believes the words are random and meaningless.

D. He thinks the words are unrelated to the case.

(ii) Identify whether the given statement is true or false.

Mrs. Brown explained the actual meanings of the individual words rather than decoding the hidden message behind them.

(iii) What does Mrs. Brown's inability to decode the words suggest about the message?

(iv) Complete the following sentence suitably.

The purpose of Encyclopedia's reminder in the last line of the extract was to _____. (refocus the discussion on the context of the crime/suggest that the coded message was meant for Davenport/imply that the message was likely a clue about the location of the stolen jewellery)

II Answer the following questions.

1. Nolan and Davenport were very close. Support this statement with evidence from the text.
2. Why did Davenport disappear right after the jewellery hold-up? What might his plans have been if, Nolan had not died?
3. What does Mrs. Brown's interest in the case tell us about her?
4. Explain why Chief Brown was proud of his son.
5. Why were Chief Brown's suspicions regarding Nolan and Davenport justified, even when there was a lack of concrete proof?
6. Analyse the role of the four-word coded message in the story.
7. Write a character sketch on Leroy with the help of the character traits table given in 'Let us discuss' section.

You may begin it like this:

Encyclopedia was a knowledgeable eighth grader who never forgot a fact that he read.

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Let us learn

I Match the phrasal verbs from the text given in Column 1 with their meanings in Column 2. You may refer to a dictionary.

Column 1	Column 2
1. put on	(i) appeared, been discovered
2. cooled down	(ii) solve a problem
3. turned up	(iii) became normal or calmed
4. make of	(iv) wear (clothes, hat, etc.)
5. figure out	(v) escaped without being punished
6. got away with	(vi) have an idea or understanding of something

Now, fill in the blanks with the phrasal verbs given in Column 1.

A. Finally, some important evidence about the case has _____.

B. After I _____, I understood that I had made a big mistake.

C. I couldn't _____ why he was angry with me.

D. He _____ his special coat and went to his friend's birthday party.

E. Ravi forgets to do his homework but he _____ it as teacher didn't ask for it that day.

F. I do not know what to _____ his behaviour.

II Fill in the blanks in the following sentences by choosing the correct word pairs from the box given below.

week/weak dying/dyeing fore/four
peace/piece break/brake

1. After running for 50 kilometres last _____, I felt _____ for two days.

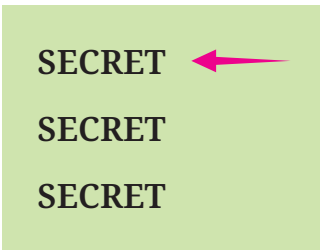
2. When the committee met yesterday, they brought _____ local cases to the _____.

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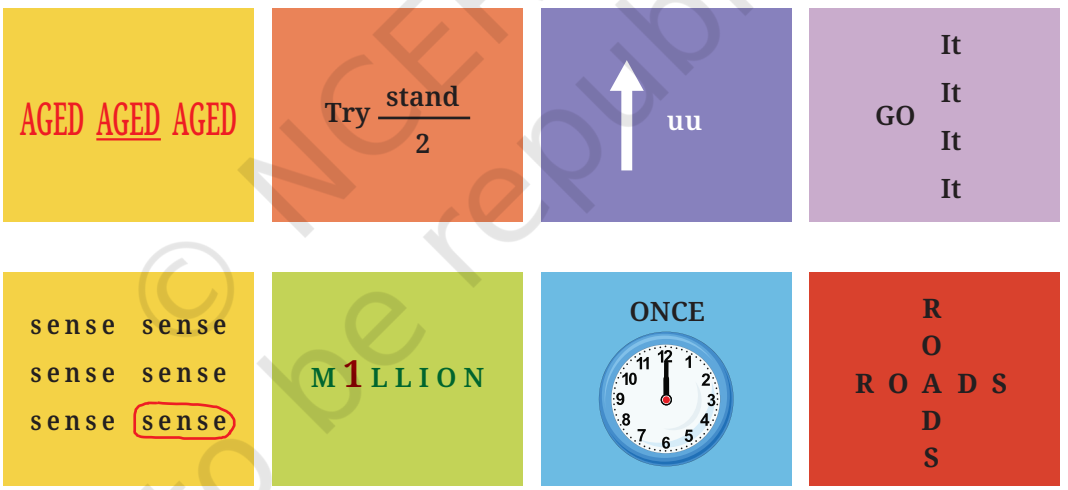
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3. While learning to drive, Rina used too much force on the _____, causing the car to _____ down.
4. He has composed a beautiful _____ of music in order to bring _____ to thousands of people.
5. She was busy _____ her hair not caring about the _____ flowers in her garden.

III Leroy solved the mystery of the missing fifth word with his critical thinking abilities. Work in pairs to solve the puzzles given in the illustrations below and infer what they say. One example has been done for you.

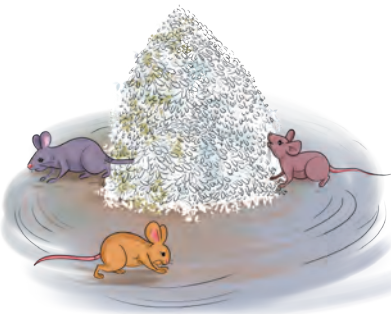


Answer: Top secret



IV **Spoonerism** is a mistake made when speaking, where the first sounds of the words in a phrase or a sentence are exchanged with each other. This usually gives a funny meaning.

Some examples of spoonerism are saying 'wrong load' instead of 'long road', 'round of mice' instead of 'mound of rice'.



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Find the correct order for the following spoonerisms.

1. knowing sits
2. it's roaring with pain.
3. plaster man
4. blarm wanket
5. tars and crucks
6. shake a tower
7. bead a rook
8. mardon me padam

V Read the following sentences from the text and study the highlighted words.

1. Everyone thought **that** he must be the smartest police chief in the country.
2. She read **what** he had copied.
3. They tell **where** the jewellery is hidden.
4. "Nom is a shortening of nominative, a grammatical term," stated Mrs. Brown, **who** had taught English and other subjects in high school.
5. "Nolan and Davenport had met," Chief Brown said, "**while** both were in prison in South Carolina."
6. **When** he came up against a case he couldn't solve, he acted at once.
7. The code is simple, especially **as** it's written on a sheet from a calendar.
8. They became friendly **because of** shared interests.
9. Encyclopedia solved the case for him **before** dinner was over.



Now, fill in the blanks with the words in the box given below to complete the following sentences. There are two extra words that you do not need.

where	why	who	though	which
when	because	whose	if	how

Detective stories are exciting, keeping readers guessing (i) _____ the real culprit is. They take place in settings (ii) _____ clues are hidden carefully. (iii) _____ the mystery seems tricky, a clever detective always finds answers. Readers often wonder (iv) _____ criminals leave small but important clues. The challenge is to decide (v) _____ suspect is guilty. (vi) _____ the truth is revealed, everything makes sense. But one may wonder (vii) _____ they could have solved it themselves. These stories are fun (viii) _____ they make readers think till the very end.

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VI Combine the following pairs of sentences using the word given in brackets. One example has been done for you.

1. We gave him the signal. He was waiting for the signal. (that)

   Answer: We gave him the signal <u>that</u> he was waiting for.

2. We went to a place. The incident occurred there. (where)
3. Teacher said she would retire soon. She is now nearly sixty. (who)
4. It was the day. Half the class was absent. (when)

VII Read the following sentences from the text.

1. "What's suspicious about that?" Mrs. Brown asked.
2. "What do you make of the four words, Leroy?"
3. "Wasn't he mixed up in a jewellery robbery a few years ago?"
4. "Didn't you search Nolan's house, dear?"
5. "Is there a young fir tree in Mr. Nolan's palm-tree nursery?"

The given sentences are the direct words of the speaker, hence, they are in **direct speech**.

While reporting these direct words to someone else at some other time and some other place, we make certain modifications in person, tense, and adverbs of place and time.

Tense Changes (Time Shift)

- Present → Past
- Past → Past Perfect
- Past Perfect → No change
- Present Progressive → Past Progressive
- Past Progressive → Past Perfect Progressive
- Present Perfect → Past Perfect
- Present Modal (e.g., will) → Past Modal (e.g., would)
- Past Modal → No change

Pronoun Changes (Subject-Perspective Shift)

- I → she/he
- you (singular) → she/he
- you (plural) → us
- we → they
- my → her/his
- our → their
- your → her/his/their
- me → her/him
- us → them
- mine → hers/his
- ours → theirs
- yours → hers/his/theirs

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Time and Place Changes

- now → then
- ago → before
- today → that day
- tomorrow → the following day
- yesterday → the day before
- next week/month/year → the following week/month/year
- here → there
- this → that
- these → those

There are two types of Interrogative sentences. They are Wh– questions and Yes/No questions.

Steps for Reporting Wh– questions and Yes/No questions

1. Replace the reporting verb 'said' with words like 'asked', 'inquired' 'interrogated', or 'questioned'.
2. Convert the interrogative sentence into a declarative one.
3. Apply the appropriate tense shift as per the rules of tense changes.
4. Remove quotation marks and the question mark.
5. Omit the conjunction 'that' in the reported speech.
6. In Wh– questions, place the Wh– word immediately after the reporting verb in the reported speech.
7. In Yes/No questions, use 'if' or 'whether' immediately after the reporting verb in the reported speech.

Now, follow these steps to transform the sentences given as examples from direct speech to indirect speech.

Indirect Speech

(i) Mrs. Brown asked _____.

(ii) Mrs. Brown questioned Leroy _____.

(iii) Mrs. Brown inquired _____.

(iv) Mrs. Brown asked Chief Brown _____.

(v) Mrs. Brown inquired _____.

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VIII Rewrite the following sentences in Reported Speech.

1. "Why did you stop talking to me?" asked Rohan.

   Rohan questioned _____.

2. "Did you enjoy the family gathering yesterday?" asked my aunt.

   My aunt asked _____.

3. "When will you visit us again?" asked my grandmother.

   My grandmother inquired _____.

4. Madavi said to Ravi, "Will you come with me to meet our old teacher tomorrow?" asked Madavi.

   Madavi asked Ravi _____.

5. My friend said, "What gift are you planning to give your brother?"

   My friend inquired _____.

6. "Shall I carry these notebooks to the staffroom, Ma'am?" asked Veenu.

   Veenu asked her teacher _____.

IX Read the conversation between Aditi and Rahul.

ADITI: Did you see anyone leave a package near the lift?

RAHUL: I noticed a man wearing a blue jacket drop it off.

ADITI: What time did you see this happen?

RAHUL: It was around 6:45 p.m.

ADITI: Were you able to see his face?

RAHUL: He wore a hood and so I couldn't see his face.



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Complete the following paragraph by transforming the dialogue in indirect speech.

Aditi asked Rahul 1. _____.

Rahul replied that he had noticed a man wearing a blue jacket drop it off.

Aditi asked Rahul 2. _____.

Rahul replied that it had been around 6.45 p.m.

Aditi further inquired 3. _____.

Rahul said that he had worn a hood, so he couldn't see his face.

Let us listen

I You will listen to a podcast about ways of improving observation skills. As you listen, mark the statements 1–4 as true or false. (Transcript for teacher on page 151)



1. Observation skills help improve your common sense.
2. Rushing through tasks helps you focus better and observe more.
3. Taking notes or making sketches helps with what you observe.
4. Incorporating tips on observation skills will soon lead to success.

II You will once again listen to the podcast. As you listen, complete the given sentences by filling in the blanks with one to three exact words you hear.

1. It is important to slow down and _____ to notice several aspects around you more clearly.
2. The more senses like hearing and smelling you use, the more _____ you absorb.
3. People who are _____ tend to be better observers because they seek to understand what they notice.
4. When you make a note of things, it helps reinforce the _____ in your memory.
5. Practising mindfulness helps a person stay _____ with their surroundings.

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Let us speak

I Read the following words from the text loudly with the help of pronunciation guide given in brackets.

jewellery (jool-ree) clerk (claak) dessert (dih-zuht)—a sweet dish

Now, practise reading the following words.

January (ja-nyoo-uh-ree) sour (sau-uh) pizza (peet-zaa)
Wednesday (wenz-day) bowl (bol) buffet (buh-fay)
pronunciation (pruh-nuhn-see-ay-shn)

II Work in groups of five or six. Conduct a group discussion on the topic, 'The Interesting Aspects of a Mystery Story'.



Guidelines

- The moderator initiates the discussion inviting the speakers to share their views on the subject.
- The speakers take turns to put forth their viewpoint using polite expressions to agree or disagree.
- The speakers may interrupt by raising their hands to add or clarify a point.
- The moderator ensures equal participation of all the members in the group, consolidates views, and calls upon other speakers to respond.
- The moderator sums up the points of discussion, suggests guidelines for future action and thanks the members of the group.

Note: Choose a moderator. Decide upon the duration of the discussion.

Phrases for Turn-taking

- If I may say something...
- May I draw the attention of this group...
- If I may interrupt...
- Sorry for this interruption...
- I would like to add to what (speaker) mentioned a few minutes ago...

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Phrases for Expressing Agreement

- I'm totally in agreement with that...
- That's absolutely true.
- There's no question about that...
- I fully agree...
- I am with (speaker) on this...

Phrases for Expressing Disagreement

- I'm afraid I don't agree...
- Not quite so...
- I'm sorry, but I don't quite agree...
- Maybe I'm wrong...
- If you look at it this way, then...

Let us write

I A **report** is written for an event that has already occurred. The purpose of a report is to provide first-hand details of an incident or event. It presents the information in a proper sequence.

Read the sample report written about the 'Inter-school Football Tournament' organised by your Vidyalaya.



Note the format, content, and language used.

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Inter-school Football Tournament by _____	**Title—Byline (Reporter's Name and Class)**
An Inter-school Football Tournament was organised by our Vidyalaya from 21 April 20XX to 24 April 20XX at Motinagar Football Ground. Ten teams participated in the tournament.	Paragraph 1: • What • Who • When • Where **Note:** use of past tense, for example, organised, participated, etc.
The tournament was declared open by the Chief Guest, Dr. Singh, Honorary Sports Secretary of the State, on Wednesday, 21 April 20XX in the presence of all the teams and spectators from the participating schools. The matches were held from 8:30 a.m. to 11:30 a.m. on all the days of the tournament. Following a tough competition, the teams from ABC Senior Secondary School and XYZ Senior Secondary School emerged as the finalists. For the final match, players from both these teams were cheered by students from their respective schools. After an exciting match, the score was tied at 3–3. Subsequently, a penalty shootout was used as tie breaker by the referee to decide the winner. Finally, the team from ABC Senior Secondary School won the penalty shootout and was declared the winner.	Paragraphs 2 and 3: • Description of the event in detail Note: (i) use sequence markers: following, after, subsequently, finally (ii) use of passive form: was declared, were held, were cheered, etc.
The winning team was awarded with a trophy, medals, and certificates by the Chief Guest. Addressing the students, he said, "All of you must take up a sport to keep yourself healthy." The inter-school football tournament was a great success, showcasing exceptional talent, teamwork, and sportsmanship among the participating teams.	Paragraph 4: • Prize giving ceremony • Remarks by the Chief Guest

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Now, as a member of the Art and Craft Club, write a report on an 'Inter-school Art Exhibition' organised by your school. Include the necessary details.

Let us explore

I Work in pairs. Read the words and observe the images given below. Check if your answers match. Share your answers with your classmates and teacher.

1. 

2. 

3. 

4. 

5. 

6. 

These are optical illusions which may trick the eye and make you think that you can see two different things.

II Read the steps to play a language game—Name the Mystery Object.

1. Divide the class into teams.
2. Each team chooses an object and prepares three hints to enable the other teams to name the object.
3. Each team takes turns to name the object given by the other team.
4. If a team names the object with the first hint, they get 20 points, with the second hint 10 points, and with the third hint 5 points.

One example with three hints:

(i) I display information for all to share, with a swipe I'm clean and bare.

(ii) I am rectangular or a square, whom neither teacher nor student can spare.

(iii) I am mostly black, sometimes green, now in white too I am seen.

III Visit the library and look for an encyclopedia. What is it? Check how it is different from a dictionary. Share your answers with your classmates and teacher.

IV A thesaurus is a reference book or digital tool that provides a collection of words with similar meanings, allowing users to find alternative words or phrases to express the same idea. Choose any five words and find out their alternative words from the thesaurus.

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The Magic Brush of Dreams

Let us do these activities before we read.

I Work in pairs. Discuss the following questions. Share your answers with your classmates and teacher.

1. Mention a magical object that you would like to have. Give a reason for your choice.
2. What would you draw for yourself, if you had a magic paint brush? Why?
3. Would you use the magic paint brush to draw for someone else? If yes, why? If no, why not?

II Work in pairs. Discuss instances of acts of kindness that you have heard, read, or experienced. Share your answers with your classmates and teacher.

III Work in pairs and guess the meanings of the words given below and draw pictures depicting their meanings. Share with your classmates and teacher.

paintbrush	joy	fortress	feast	fear
winding	twig	bows	drawing	cold

Now, arrange these words into different categories as given below.

Things: .....

.....

Actions: .....

.....

Emotions: .....

.....



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Let us read

"Go and gather wild beans, Gopi,
Go and fetch some rice.
Go and pluck the mangoes
And bring home something nice."

Gopi sits beneath the banyan,
A twig is in her hand.
She sits there drawing pictures,
Pictures in the sand.

The winds blow by and sweeps away
The pictures in the sand.





But on a stone there sits a man,
A brush is in his hand.

He looks around. He calls to Gopi.
"Come here!" he whispers. "Hush!
We mustn't let the village know
About this magic brush."

He slips the brush into her hand
And tells her to be sure,
"Paint not for the wealthy ones,
But only for the poor."

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"Did you gather wild beans, Gopi?
Did you fetch some rice?
Did you pluck the mangoes
And bring home something nice?"

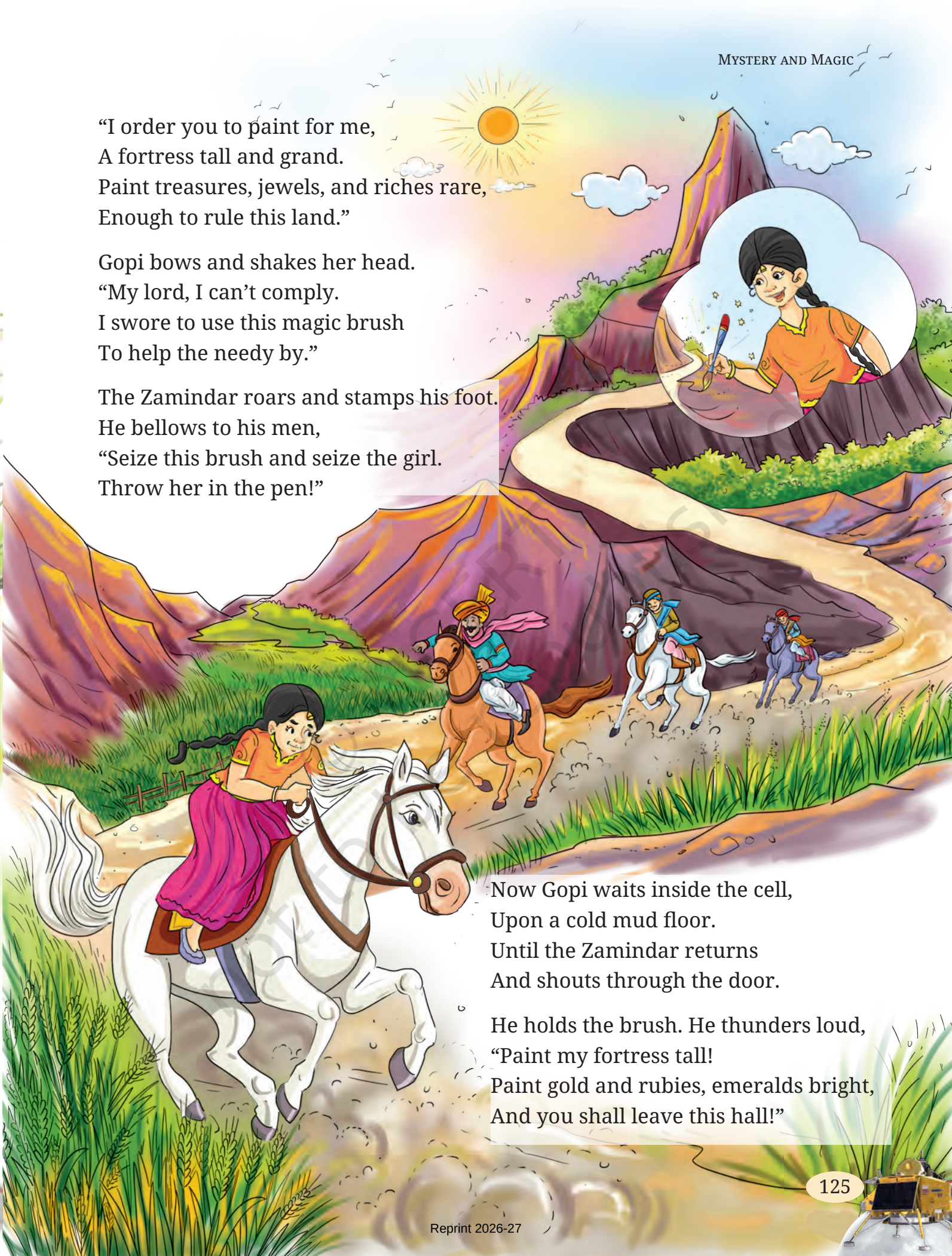
"No beans, no rice, no mangoes!"
Gopi grins and runs inside.
She paints a bowl of *khichdi*
and waits,
Until the paint has dried.

"The bowl is full of *khichdi,* Gopi!"
Into the house the villagers streamed
The young and old all wish to see
The magic brush of dreams.

She paints a muffler for a farmer,
A plough for another man,
A shawl for a grandmother,
And for a girl, a fan.

And soon the news spreads far and wide,
Through forests, fields, and plains,
Until the Zamindar himself
Hears of these magic gains.

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"I order you to paint for me,
A fortress tall and grand.
Paint treasures, jewels, and riches rare,
Enough to rule this land."

Gopi bows and shakes her head.
"My lord, I can't comply.
I swore to use this magic brush
To help the needy by."

The Zamindar roars and stamps his foot.
He bellows to his men,
"Seize this brush and seize the girl.
Throw her in the pen!"

Now Gopi waits inside the cell,
Upon a cold mud floor.
Until the Zamindar returns
And shouts through the door.

He holds the brush. He thunders loud,
"Paint my fortress tall!
Paint gold and rubies, emeralds bright,
And you shall leave this hall!"

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That night the Zamindar lies in bed,
Dreaming of his gold,
While Gopi paints a winding road,
A horse both strong and bold.

The road leads out of prison gates.
The horse, she swiftly urges
Gopi leaps on and gallops fast,
Through fields and many villages.

“It’s Gopi! It’s Gopi! She’s back again!”
Say the villagers, merry and kind.
But Gopi keeps on painting still,
With the Zamindar’s men following behind.

She paints a mighty river wide,
Its currents fast and deep.
The Zamindar and all his men
Stop short and cannot leap.

“Now should I paint a beast
To leap and chase you through?
Stop this chase or it will feast
On you, and you and you!”

The Zamindar cries, “No, no, no more!
I’ll leave, I’ll go away!”
He turns and flees; his men behind
Dare not choose to stay.

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Now Gopi paints for the village folk,
A feast of sweets and tea.
A courtyard bright, a band to play,
And songs of victory.

Adapted from a Folk Tale

Let us discuss

I Arrange the events in order of occurrence in the poem. The last one has been marked for you. Share your answers with your classmates and teacher.

1. Gopi paints a bowl of *khichdi,* which becomes real and amazes the villagers.	
2. The Zamindar orders Gopi to paint treasures for him.	
3. Gopi is told to gather food but instead sits drawing pictures in the sand.	
4. Gopi returns to the village with the Zamindar and his men chasing her.	
5. The Zamindar throws Gopi into prison.	
6. Gopi paints a road and a horse to escape.	
7. Gopi uses the magic brush to paint useful items for the villagers.	
8. Gopi paints a wide river, stopping the Zamindar and his men.	
9. A man gives a magic brush to Gopi to paint only for the poor.	
10. Gopi scares the Zamindar away, and celebrates with the villagers.	10

II Fill in the blanks by choosing the correct answer from the box given below.

triumphant and celebratory tension and suspense
playful and innocent

The tone of the poem shifts throughout, reflecting the different moods of the story. Initially, the tone is 1. _____ as Gopi uses her imagination to draw in the sand, and later when the Zamindar enters the story, the tone shifts to one of 2. _____. In the final part of the poem, the tone becomes 3. _____ as Gopi escapes, the Zamindar is defeated, and the villagers rejoice.

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III Fill in the blanks by choosing the correct option from within the brackets.

1. The poem mostly follows a simple rhyme scheme, _____, which adds a rhythmic flow. (ABCB, ABBA, ABAB)

2. This poem belongs to the _____ poetry genre, which tells a story through verse. (descriptive, narrative or ballad, free style)

IV Give examples from the poem for the following explanations.

1. The poem is rich in imagery, creating clear pictures in the reader's mind. For example, _____.

2. What is the effect of repetition in the line—'On you, and you and you!'?

V Match the phrases from the poem in Column 1 with what they symbolise in Column 2.

Column 1	Column 2
1. The magic paintbrush	(i) greed and the desire for wealth
2. The grand fortress	(ii) barriers to protect Gopi from the Zamindar's anger
3. The river and the beast	(iii) the power of art and imagination to change the world

VI Identify whether the following statement is true or false.

While Gopi uses the magic brush to help others, the Zamindar wants to use it for personal gain. This contrast drives the moral of the story.

Let us think and reflect



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

1. *But on a stone there sits a man,*
   A brush is in his hand.
   He looks around. He calls to Gopi.
   "Come here!" he whispers. "Hush!
   We mustn't let the village know
   About this magic brush."
   He slips the brush into her hand

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And tells her to be sure,
"Paint not for the wealthy ones,
But only for the poor."

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

The man is whispering and telling Gopi to keep the brush a secret reflects his _____ (careful and secretive/magical and delightful) nature.

(ii) What is the significance of the man slipping the brush into Gopi's hand?

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

The most likely reason the man instructs Gopi to 'Paint not for wealthy ones but only for the poor' is because he _____.

(iv) Select the most appropriate title for the extract from the two given below.

A. The Magic Brush's Secret

B. Gopi's Special Gift

2. *And soon the news spreads far and wide,*
Through forests, fields, and plains,
Until the Zamindar himself
Hears of these magic gains.

"I order you to paint for me,
A fortress tall and grand.
Paint treasures, jewels, and riches rare,
Enough to rule this land."



(i) Complete the following sentence with the correct reason.
The news of Gopi's magic brush spreads *'through forests, fields, and plains'* because of its _____.

(ii) Why does the poet refer to things painted by Gopi's paintbrush as *'magic gains'*?

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(iii) Which of the following statements given below is false? Rectify the false statement.

A. Gopi's magic brush draws the attention of the powerful Zamindar.

B. The Zamindar requests Gopi to paint a grand fortress and jewels.

(iv) What does the Zamindar's demand for a grand fortress and jewels reveal about his character?

II Answer the following questions.

1. Explain why Gopi made the right decision by refusing to paint for the Zamindar.
2. Gopi threatens to draw a beast to scare away the Zamindar. Justify her action. How would you have dealt with the situation differently?
3. What is the significance of Gopi celebrating with the villagers at the end of the poem?
4. Compare Gopi's use of the magic brush to how the Zamindar would have used it.
5. What can be inferred about Gopi's character based on her refusal to follow the Zamindar's orders?
6. Justify the appropriateness of the title of the poem.
7. If you had the magic brush, how would you use it in today's world?



Let us learn

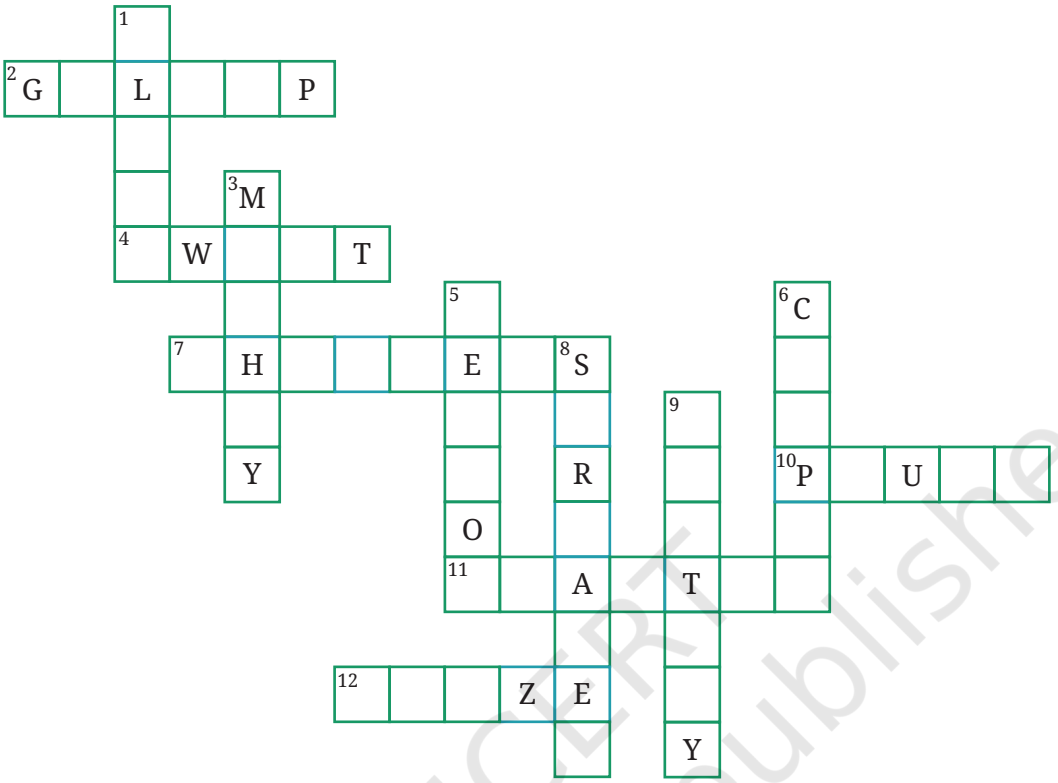
I The verb 'draw' has different meanings in different contexts. Match the sentences in Column 1 with their appropriate meanings in Column 2.

Column 1	Column 2
1. His speech <u>drew</u> loud applause from the audience.	(i) opened
2. The event will <u>draw</u> huge crowds from all neighbouring places.	(ii) pulled out
3. Plants <u>draw</u> water from the soil.	(iii) got a reaction
4. I reached the station when the train was <u>drawing</u> into the station.	(iv) attract
5. The room was dark, so she <u>drew</u> the curtains to let the sunlight in.	(v) moving
6. He <u>drew</u> a piece of paper from the folder.	(vi) absorb

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II Fill in the crossword. Clues have been given below. You will find the words in the poem.



Across	Down
2. the fastest pace of a horse	1. runs away from a place
4. happen fast	3. possessing a great deal of strength or power
7. speaks very softly	5. a deep loud shout in pain or anger
10. take hold of (something) and quickly remove it from its place	6. to act according to rules
11. having a lot of money; rich	8. moved in a continuous flow in a specified direction
12. take hold of something suddenly and forcibly	9. a win after overcoming an enemy

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III There are certain expressions that convey a sudden feeling or reaction. They can be used to express a variety of emotions and thoughts.

Example: ... he whispers. "Hush!"

('Hush' denotes the act of silencing someone)

Now, match the expressions in Column 1 with what emotions or reactions they convey, in Column 2.

Column 1	Column 2
1. Phew!	(i) surprise
2. Eek!	(ii) pain
3. Ouch!	(iii) mistake
4. Yippee!	(iv) attract attention
5. Whoa!	(v) relief
6. Oops!	(vi) delight
7. Hey!	(vii) alarm

Now, create sentences using any five expressions from Column 1.

Let us listen

I You will listen to five speakers speak about a magical power they wish for. As you listen, match statements 1–7 with speakers (i)–(v). There are two statements you do not need. (Transcript for teacher on page 152)

Statements	Speaker No.
1. Power of healing ailments	
2. Ability to end poverty in the world	
3. Power to control the weather as per need	
4. Ability to make wise business decisions	
5. Power to predict one's own future clearly	
6. Ability to remember information quickly	
7. Power to move around without using vehicles	

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Let us speak

I **Intonation** is the rise and fall of the pitch of tone while speaking.

The 'falling' tone is the fall in the pitch of the voice from a high level to a low level. It is marked [↘]. The falling tone is generally used in **imperative sentences**. Such sentences are used in speech for different communicative purposes— to express a command or an instruction, to ask for a favour or to give a warning.

Read the following sentences from the text with the falling tone.

- Come here↘!
- Seize this magic brush↘...
- Paint my fortress tall↘!
- Go and fetch some rice↘.

II Work in pairs. Take turns to make requests for the following formal and informal situations.

Formal Requests

Situation 1	Situation 2	Situation 3
You request your teacher to organise a class picnic.	You request your class teacher for an extra sports period, since you missed it last week.	You request your Activity incharge teacher to include you in the upcoming inter-school event.

Informal Requests

Situation 1	Situation 2	Situation 3
You request your sibling to help you with the completion of your project.	You request your mother to enroll you in a dance class.	You request your cousin to come over to spend the weekend with you.

You may use the following phrases when you make the request.

Formal	Informal
• Would you mind if...	• Can/Will you...
• Do you think you could...	• Do you mind if...
• I would like to...	• By any chance do you know...
• Would it be possible...	• I was wondering if...

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Let us write

I Imaginative **essay** is a type of creative writing where the writers use their imagination. An imaginative essay can be based on real-life events, observation, or experiences. It is usually a descriptive piece or a personal reflection.

Read the sample of an imaginative essay.



My Life as EcoFlash

Imagine an ordinary 13-year-old student who is also a secret superhero protecting the environment. That's my life as EcoFlash! By day, I'm Meenu, an ordinary Grade 8 student. By evening, I use my powers to keep my neighbourhood green and clean.

As EcoFlash, I have the ability to grow plants, purify water, and clean polluted air with a wave of my hand. I wear a green suit with a glowing leaf symbol and carry a small seed pouch that holds magic seeds to restore damaged areas. My mission is to fight pollution, save trees, and educate people about taking care of our planet. My friends wonder why I'm always carrying a plant in my bag or why my shoes are muddy, but I can never tell them the truth.

Once, my little brother saw me turning a garbage dump into a beautiful garden and almost spilled my secret to our parents. I had to convince him it was a magic trick!

Being EcoFlash is not just about powers but also responsibility. Every time I see clean streets, blooming flowers, and children playing in green parks, I feel proud. I know that even small changes can make a big difference, and that's what keeps me going.

II Complete the given checklist based on your observations and understanding of what an imaginative essay includes. Share the answers with your classmates and teacher.

1. **Title** — A relevant title

2. **Introduction**
   - Captivating opening sentence to catch the reader's attention
   - Clear statement of the setting, situation, or main idea

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- Establishes the tone (e.g., playful, serious, and adventurous)
- Introduces the narrator briefly (if applicable)

3. **Setting and Context**
   - Description of the setting to create a mental picture
   - Clear time frame (past, present, or future)
   - Brief explanation of any unique or imaginative elements (e.g., powers, fantasy world)
4. **Characters**
   - Main character introduced with unique traits
   - Supporting characters briefly described (if relevant)
5. **Central Idea**
   - Clear focus on a single powerful idea or narrative
   - Logical flow of events, even if the story involves imagination or fantasy
6. **Language and Style**
   - Use of sensory details (sight, sound, touch, smell, and taste) to enhance the narrative
   - Creative metaphors or similes to enrich descriptions
7. **Resolution**
   - Key turning point or moment of realisation
   - Resolution of the main idea
   - Clear takeaway message
8. **Conclusion**
   - Ends on a reflective or thought-provoking note
   - Summarises the main message or leaves the reader with a strong final impression

III Write an imaginative essay on any one of the following.

1. Imagine you were a scarf that flew away from a clothesline. Describe the places you travelled to and how you came back. Also write about what you thought was the most valuable experience.
2. Imagine you stumbled upon a magical book in the library. The book transported you to a different time period. Describe your experience and an important learning.

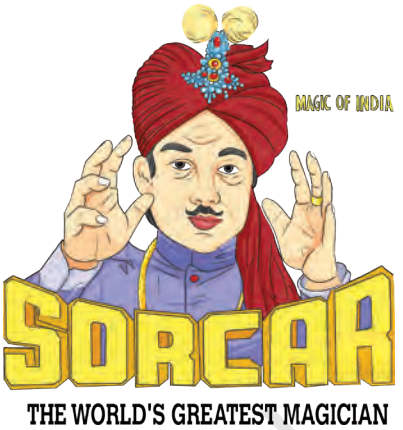
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Let us explore

I Have you heard of India's famous magician, P. C. Sorcar Sr.? He is known as one of the 'World's Greatest Magician' and performed live magic shows in front of audiences and on television, internationally.

He was awarded Padma Shri on 26 January 1964 for his contribution to the world of magic.





II Words can also play tricks. Read the riddles about things that seem to be unreal and find what they refer to.

1. I can fill a room, but I take up no space. I'm often heard, but never seen. What am I?
2. The more you take, the more you leave behind. What am I?
3. I have cities but no houses, I have forests but no trees. What am I?
4. I'm tall when I'm young and short when I'm old, in a dark room, my story is told.

III You are asked to create a magical object. What object would you create? Make a drawing with all its details and mention its special quality on the same sheet. Put up the sheet on the display board.

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Spectacular Wonders

Let us do these activities before we read.

I Look at the pictures given below and sort them into natural and man-made wonders.


1.


2.


3.


4.


5.


6.


7.


8.

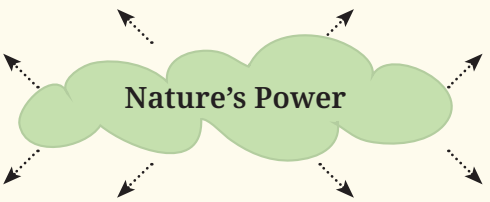
Natural: _____, _____, _____, and _____

Man-made: _____, _____, _____, and _____

II Which of these wonders—man-made or natural—are more appealing and why? Share your answers with your classmates and teacher.

III Work in pairs. Write down two wonders of nature that have amazed you. Discuss what makes them impressive. Share your answers with your classmates and teacher.

IV Work in groups of four. Complete the web chart given below with words that you associate with the phrase, 'Nature's Power'. Share your answers with your classmates and teacher.



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Let us read

India is home to some of the most mystifying natural phenomena that surprise and spark our imagination.

1. THE VALLEY OF FLOWERS, UTTARAKHAND



The Valley of Flowers is an eye-catching spectacle with around 600 species of exotic flowers, including orchids, poppies, primulas, marigold, daisies, and anemones. It is a place where nature blooms in its full glory offering an attractive view. The trek to the valley offers spectacular views of beautiful waterfalls and wild streams. The valley is also home to rare wildlife species like the grey langur, flying squirrel, red fox, lime butterfly, and snow leopard, to name a few.

With a stunning backdrop of the mighty Himalayan ranges, the Valley of Flowers National Park presents an unforgettable experience for visitors. Spread over a huge area in the Chamoli district, the Valley of Flowers National Park is a UNESCO World Heritage Site. Between the months of May and October, this area turns into a botanical wonderland!

2. THE LIVING ROOT BRIDGES, MEGHALAYA



Imagine building a bridge without the use of cement, stones, concrete, etc. Is it possible? The living root bridges are incredible feats of engineering built by the indigenous people of Meghalaya. The living root bridges are one of Meghalaya's most beautiful tangible UNESCO world heritage sites.

Crossing the many waterways without bridges was difficult for people in the past, during monsoons.

mystifying: strange or impossible to explain

spectacle: an unusual sight that attracts interest

exotic: uncommon

botanical: relating to plants

feats: tasks difficult to achieve, especially those involving a lot of skill

indigenous: native

tangible: noticeable

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Attempts to use bamboo or wooden bridges across these waterways proved futile as these bridges could not last long in the heavy rains and strong waters. Living root bridges are an innovative and indigenous solution to solve this age-old problem.

They are made of intertwined roots which are a sort of magic, but they aren't imaginary. These bridges have been built for centuries by the indigenous people of the land. It is a naturally built ecosystem of local flora. It also symbolises the relationship and knowledge that the local people have over their region and the cultural significance that it holds for them. Under ideal conditions, a root bridge is thought to be able to persist for hundreds of years. These bridges frequently rise 50 to 100 feet in the air. The state's longest living root bridge is said to be a whopping 175 feet in length. There are approximately 100 or so known living root bridges across different villages.

3. The Lonar Crater Lake, Maharashtra



The Lonar Crater Lake is a geological wonder, nestled in the town of Lonar in Buldhana district, Maharashtra. It is believed to have been formed thousands of years ago. This ancient landform, consisting of a giant hole, came into existence when a colossal meteorite, blazing at an extremely high speed, crashed into the Earth, leaving behind a stunning mark. It is the only crater in India formed in basaltic rock by a meteorite impact and ranks as the third largest in the world, placing it among the top five largest craters globally.

The crater's perfectly circular depression cradles a unique saline lake at its core, creating a striking visual contrast against the surrounding rugged terrain. This site is a rare and extraordinary blend of celestial impact and terrestrial beauty. The rim of the meteor crater offers a breath-taking spectacle of nature's power and the enduring allure of our planet's ancient past.

futile: useless

intertwined: twisted together

persist: continue to exist

whopping: huge

nestled: situated in a half-hidden or sheltered position

colossal: extremely large

cradles: holds

rugged: rough

terrestrial: on or related to earth

allure: attraction

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4. Magnetic Hills in Leh district, Ladakh



In the travels around Leh-Ladakh, is a fascinating sight which arouses curiosity to no end—the Magnetic Hill, a place where gravity takes a backseat!

Lying at a distance of around 30 km from Leh, the Magnetic Hill is marked by a yellow signboard which reads 'The Phenomenon That Defies Gravity'. It also instructs visitors to park vehicles in the box marked with a white point on the road, which is known as the Magnetic Road. When the vehicles are parked at the indicated spot, they begin moving forward at a speed of almost 20km/h. This unusual place creates an optical illusion where vehicles appear to roll uphill, a sight that has left tourists in disbelief for years, caused by the peculiar alignment of surrounding slopes and the horizon line.

5. Glowing Waters of Kerala



Situated 15 kms from Kerala's Kochi town, Kumbalangi is a beautiful village with vast green vegetation. In the serene backwaters of Kumbalangi village, one can see magically glowing waters in the night.

This phenomenon is called bioluminescence, and is caused by a high concentration of micro-planktons in the sea, which are small organisms found in marine and freshwater. This beautiful sight has captured the attention of locals as well as tourists, making Kumbalangi an eco-tourism village in India. One can experience the village life in all its beauty and simplicity, and acquaint oneself to their cuisine and culture.

optical illusion: something that tricks your eyes and makes you see it differently from how it really is

serene: calm

backwaters: a part of a river where the water does not flow

bioluminescence: light produced inside the body of a living organism by a chemical reaction

eco-tourism: tourism that is responsible towards preserving the environment

acquaint: to become familiar with something

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6. The Sundarbans



Can a forest exist in a coastal zone? Yes, they are called mangrove forests, where trees take root under water in the low-oxygen soil. The roots slow down the movement of tidal waters, stabilising the coastline and reducing erosion. The Sundarbans is one such mangrove forest spread over 1,400 kms in West Bengal, lying in the delta of rivers, such as the Ganga, the Brahmaputra, and the Meghna. The name is derived from *sundari* trees that are plentiful in the area.

The area is also populated by an extensive range of flora and fauna, including many bird species, the majestic Bengal tiger, and other threatened species, such as the estuarine crocodile and the Indian python.

7. The Invisible Chandipur Beach, Odisha



Have you seen things disappearing in front of your eyes? Well, such things happen at times, when we keep things at some place, and just forget where we have kept them. But, what if there's a sea that disappears?

This happens in Odisha. It is a beach in the Balasore district where one can witness the sea disappearing mysteriously—the Chandipur Beach which is known for its unique feature of playing hide-and-seek with its visitors.

The sea can actually be witnessed disappearing and reappearing. This is because the sea water moves. It retreats by 2–5 km during ebb tide, the duration between the high tide and low tide, and comes back to the shore at the time of high tide. This unusual natural phenomenon keeps on happening

estuarine: living in an estuary (an area where a freshwater river meets the ocean)

retreats: goes backwards

ebb tide: period of time when water flows away from the shore

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daily, where one can actually see the sea, and then watch it disappear in front of their eyes!

These awe-inspiring natural wonders of India highlight the mystique of the country's landscapes, each phenomenon telling its own story of nature's artistic flair and enigmatic charm. They challenge our understanding of the natural world and captivate our senses. They serve as a reminder of the extraordinary forces that shape our environment, blending scientific intrigue with the magic of folklore.

mystique: mystery

enigmatic: puzzling

intrigue: interest

Let us discuss

I Complete the information in the table given below. One example has been done for you. Share your answers with your classmates and teacher.

Amazing Natural Phenomena	Location	One Unique Feature
1. The Valley of Flowers	Chamoli district, Uttarakhand	Around 600 species of exotic flowers
2. The Living Root Bridges		
3.	Buldhana district, Maharashtra	
4. Magnetic Hills		
5. Glowing Waters		
6.	West Bengal	
7.	Balasore district, Odisha	

Let us think and reflect

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

1. *India is home to some of the most mystifying natural phenomena that surprise and spark our imagination.*

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(i) Replace the underlined phrase with one from the extract. India is <u>the birthplace of</u> several rare species of flora and fauna that thrive in its diverse ecosystems.

(ii) What does the phrase 'nature's unusual side' suggest about the phenomena described?

(iii) Complete the similarity by choosing the correct option.

spark: imagination : : _____ : _____.

A. inspiration; creativity

B. wonder; amazement

C. effort; reward

D. knowledge; books

(iv) Identify whether the following statement is true or false.

Some natural phenomena can surprise people.

2. *Have you seen things disappearing in front of your eyes? Well, such things happen at times, when we keep things at some place, and just forget where we have kept them. But, what if there's a sea that disappears?*

This happens in Odisha. It is a beach in the Balasore district where one can witness the sea disappearing mysteriously—the Chandipur Beach which is known for its unique feature of playing hide-and-seek with its visitors.

(i) Complete the following sentence with a suitable reason.

The writer's most likely purpose to introduce the information about the Chandipur Beach phenomenon with a question is to _____. (engage the reader's curiosity and create a sense of suspense/draw the reader to learn more about the unusual phenomenon/set the tone for the surprising nature of the content that follows)

(ii) Select the option that is correct for both Assertion (A) and Reason (R).

(A): Chandipur Beach in Odisha is known for its unique feature of the sea disappearing.

(R): The tides retreat drastically, exposing the Chandipur beach.

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

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

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

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

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(iii) What does the term 'unique' suggest about the beach in Balasore?

A. very popular
B. one of its kind
C. ancient place
D. far from city

(iv) What does the writer want to convey with the use of the phrase 'playing hide-and-seek with its visitors'?

II Answer the following questions.

1. How are the living root bridges a boon for the local people of Meghalaya?
2. Why is the Lonar Crater Lake considered a remarkable and rare site?
3. What might be the writer's purpose of highlighting the awe-inspiring natural wonders of India?
4. The writer uses descriptive language and introductory questions for some of the natural phenomena. What impact does it have on the readers?
5. Which of these unusual phenomena did you find the most interesting and why?



Let us learn

I Fill in the blanks with the correct expressions from the text given in the box below.

came into existence	to no end	in full glory
in disbelief	to name a few	age-old problem

1. I have read many stories _____.
2. Do you know when this little town _____?
3. His hard work has helped him _____.
4. There are no simple solutions to the _____ of traffic jams.

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5. He opened the ancient wooden box and stared at the treasure _____.

6. The garden is _____ in spring with lots of beautiful flowers in bloom.



II Select the correct synonyms from the box given below that match the list of words in 1–5. You may refer to a thesaurus.

colossal	exotic	serene
enigmatic	spectacular	

1. mysterious, puzzling, baffling
2. mighty, gigantic, huge
3. breath-taking, stunning, awe-inspiring
4. peaceful, calm, tranquil
5. unusual, peculiar, foreign

III The expressions 'hide-and-seek' and 'flora and fauna' are used in the text. These are called **binomials**—a pair of fixed words joined by 'and' or 'or'. The binomials are mostly synonyms, antonyms, rhyming words, same sound words (alliterations), etc.

Match the binomials in Column 1 with their meanings in Column 2. You may refer to a dictionary.

Column 1	Column 2
1. odds and ends	(i) put different things together to get a range of possibilities
2. on and off	(ii) complete part of or belong to
3. mix and match	(iii) choose only the best (things, people, etc.)
4. all or nothing	(iv) at some time in the future
5. part and parcel	(v) sometimes, occasionally
6. pick and choose	(vi) increase or develop very quickly
7. sooner or later	(vii) small, unimportant things
8. leaps and bounds	(viii) something to be done completely or not at all

Use the binomials given in Column 1 in sentences of your own.

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IV Study the highlighted words in the following sentences from the text.

- The **living** root bridges are one of Meghalaya's most beautiful...
- ...creating a **striking** visual contrast against the surrounding **rugged** terrain.

In the given sentences, the highlighted words 'living', 'striking', and 'rugged' are examples of verbs used as adjectives. Such verbs are called **participles**.

Participles are verb forms that can function as **adjectives**, and they come in two types: **present participles** ('living' and 'striking') usually ending in –ing, and **past participles** ('rugged') usually ending in -ed, -d, -t, -en, or –n. (though irregular verbs may vary)

Present participles are used to describe ongoing or continuous actions.

For example,

People have seen these lights **moving** quickly in random directions but often **hanging** out in one spot for a while before **fading**.

Past participles usually describe actions that have already been completed.

For example,

When the vehicles are parked at the **indicated** spot, they begin moving forward at a speed of almost 20km/h.

Now, fill in the blanks using present participle or past participle form of the verbs in the box given below.

stand	amaze	carve	scatter	glow

1. The _____ marble monument looks even more spectacular in the moonlight.
2. The _____ view of the Himalayas from Darjeeling attracts visitors from all over the world.
3. The Sun Temple in Konark features intricately _____ stone wheels and walls.
4. _____ at a height of 182 m, the Statue of Unity is dedicated to Sardar Vallabhbhai Patel.
5. The _____ islands of the Andaman and Nicobar offer some of the cleanest beaches in India.

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V Study the highlighted word in the following sentence from the text.

Crossing the many waterways without bridges was difficult for people in the past, during monsoons.

In the given sentence, the highlighted word 'crossing', is one example of a verb used as a noun. Such a verb is called **gerund**.

Gerunds are verb forms that can function as **nouns** and they end in –ing. They can serve as the subject, complement, or object in a sentence, as well as the object of a preposition.

For example,

- Subject of a sentence:

  Swimming is my favourite hobby.
- Subject complement:

  Her passion is **painting**.
- Object of a verb:

  I enjoy **reading** books in my free time.
- Object of a preposition:

  She is interested in **learning** new languages.
- After certain verbs:

  Shekar avoided **talking** about his weekend plans.

Underline the gerunds and participles in the following sentences. Write 'G' for gerunds and 'P' for participles in the space provided. One example has been done for you.

1. Dancing is a great way to express emotions. **G**
2. Travelling can broaden your perspective.
3. The falling leaves signalled the arrival of autumn.
4. She enjoys cooking new recipes for her family.
5. Reading helps improve your vocabulary.
6. He watched the shimmering stars in the night sky.
7. Forgetting the keys inside, Kanchan locked the door.

VI Combine the following pairs of sentences using participles or gerunds. You may use the clues given in brackets. One example has been done for you.

1. Nitesh entered the room. He saw his friend sitting in the corner. (participle)

   Entering the room, Nitesh saw his friend sitting in the corner.

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2. Smitha walked carelessly. She slipped on the doormat. (participle)
3. Sleep for eight hours. It is good for health. (gerund)
4. Ranjith felt happy about the result. He called his parents. (participle)
5. Father encouraged Meena. Meena joined the course. (gerund)

Let us listen

I You will listen to a brother and sister discuss a natural phenomenon. As you listen, mark the four true statements from 1–6 given below. (Transcript for teacher on page 153)

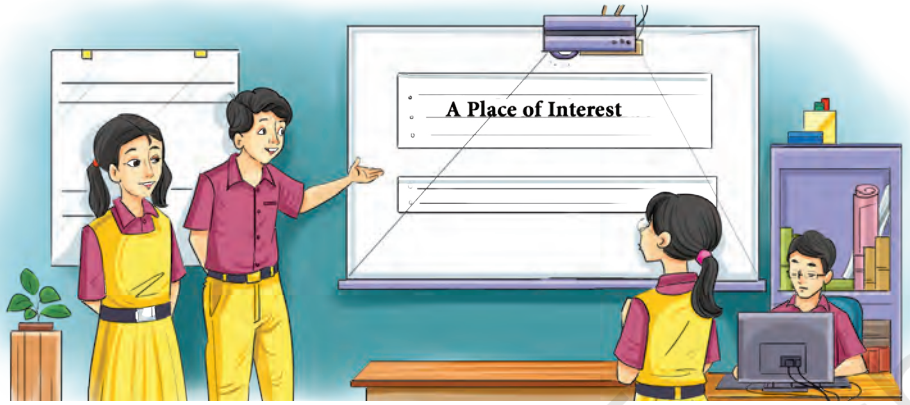


1. The brother was taken aback to see the posted pictures.
2. The brother admitted to not knowing about his sister's favourite picture.
3. The sister stated that the rainbow mountain was like any other mountain.
4. The brother was aware of the reason for the formation of colours on the mountain.
5. The brother was surprised to learn about the mountain being covered with snow till recently.
6. The sister understood nature's role in the beauty of the mountain.

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Let us speak

I Work in groups of four. Make a presentation on a place of interest in and around your region that people like to visit. You may use the following guidelines to make your presentation.



Guidelines:

1. Slides 1–2: Choose any popular place of interest in your region.
2. Slides 3–4: Mention where it is located and how to reach there.
3. Slides 5–6: Describe the attractions of the place, why it is popular and explain its historical importance, if any.
4. Slides 7–8: List out weather conditions, local food, customs, and language.
5. Slides 9–10: Suggest the best time of the year to visit and why you recommend this place.

Let us write

I You just read vivid descriptions of the natural wonders of our country. Write a descriptive essay for your school magazine describing anything from nature that attracted your attention. It may be an object, a place, or an event experienced by you. Remember to give a title to your essay.

Use proper format and content organisation—begin with a title, include introduction (one paragraph), body (two to three paragraphs), and conclusion (one paragraph).

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Let us explore

I Man-made Wonders

1. Kallanai Dam (The Grand Anaicut) in Tamil Nadu is one of the world's oldest dams and is still in use. The Kallanai Dam represents a significant achievement in ancient Indian hydraulic engineering. It was built by the Chola King Karikala around 150 CE.

2. Another spectacular legacy of ancient wisdom that we have is the world's first residential university at Nalanda in Bihar. Nalanda was established much before any European university, providing higher education to thousands of students. It was declared as a UNESCO heritage site in 1980.

   You may visit the site given below to know more about this.

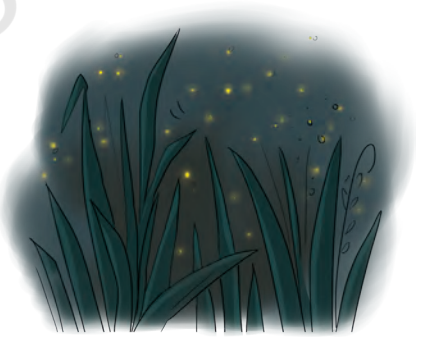
   https://nalandauniv.edu.in/about-nalanda/history-and-revival/

3. Hampi, a town in Karnataka, is also a UNESCO World Heritage Site. The Vittala Temple in Hampi was built in the 15th century. This temple has 56 special pillars known as the *SaReGaMa* pillars. When these pillars are tapped, they produce musical notes that can be heard clearly.



4. Some of the man-made wonders of modern India include the Bandra–Worli Sea Link in Mumbai; Statue of Unity in Gujarat; Bhupen Hazarika Setu (The Dhola-Sadiya Bridge) in Assam; and many more.

II Some micro-planktons in the sea are bioluminescent. Have you seen any other life form that has this quality? Identify the insect given below and find out what it is called in your language. Look out for it when you visit a field or a place with a wetland.





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TRANSCRIPTS

The Case of the Fifth Word



Let us listen *(refer to page 117)*

I You will listen to a podcast about ways of improving observation skills. As you listen, mark true or false for the statements 1–4.

Hello everyone! In today's episode, we'll be discussing some simple but effective ways to improve our observation skills. Being observant isn't just about seeing, it's about truly noticing details in the world around us. Whether it's in daily life or in the workplace, observation skills can help us become more aware, make better decisions, and even improve memory. Let's get started!

First, slow down and take your time. Rushing through tasks often leads to missed details. When you take time to focus on what's in front of you, you're more likely to notice features you might otherwise overlook. When you pause and observe, the details become clearer.

Another effective method is to engage all your senses. Observation isn't just about seeing; it's also about hearing, smelling, touching, and even tasting. The more senses you engage, the more information you absorb. For example, when you're in a new environment, don't just look around—pay attention to sounds, smells, and textures too.

A third tip is to ask questions. Curious people tend to be better observers because they actively try to understand what they're noticing. Asking questions about what you see, like "Why is this here?" or "What purpose does it serve?" forces your brain to think critically about what you're observing.

Next, take notes or make sketches. Writing down what you observe can help reinforce details in your memory. Even quick sketches of an object or place can strengthen your understanding of its features.

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Finally, it's important to practise mindfulness. Mindfulness helps you stay present in the moment and fully engage with your surroundings. When you're mindful, you're not distracted by anything, this leads to improved observation skills.

Start incorporating these techniques into your daily routine, and soon you'll be observing things you never noticed before!

II You will once again listen to the podcast. As you listen, complete the given sentences by filling in the blanks with one to three exact words you hear.

The Magic Brush of Dreams



Let us listen *(refer to page 132)*

I You will listen to five speakers speak about a magical power they wish for. As you listen, match statements 1–7 with speakers (i)–(v). There are two statements you do not need.

SPEAKER (i) : If I could have any magical power, I'd choose the ability to predict the future. Imagine being able to see profits and losses before time. I could make better savings and secure my business. Plus, I'd use it to help others make wise financial decisions as well.

SPEAKER (ii) : I think having the power to learn instantly would be amazing! Exams would be easy, and I'd have more time for activities I enjoy, like playing cricket. If I could remember everything, it would make life so much easier!

SPEAKER (iii) : I would want the power of flying. Imagine being able to see the world from up above clearly. I would be able to go from one place to another quickly without using any means of transport. It would be a dream come true.

SPEAKER (iv) : At my age, I'd love to have the power of healing. There are so many aches and pains

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that come with growing old, but it's not just for me. If I could heal others too, I'd help my family stay healthy and happy.

SPEAKER (V) : If I had a magical power, I'd want control over the weather. We depend so much on the rains. With this power, I could ensure that crops always get the right amount of rain and sunshine.

SPECTACULAR WONDERS



Let us listen *(refer to page 148)*

I You will listen to a brother and sister discuss a natural phenomenon. As you listen, mark the four true statements from 1–6 given below.

BROTHER : I liked the pictures Uncle Dileep posted yesterday from the Republic of Peru. Can you guess which was my favourite?

SISTER : I know it was the Rainbow Mountain. I say that because it was certainly my favourite.

BROTHER : Really! I didn't know it was your favourite too. Can you imagine the creativity in Nature? What a marvellous natural phenomenon!

SISTER : I could not believe my eyes when I saw that picture. There are so many colours there. Do you know how it's formed?

BROTHER : Of course! It's actually quite amazing. The mountain gets its colours from layers of minerals like clay, limestone, and sandstone that got deposited millions of years ago.

SISTER : Wow, I read that too. I think each colour is due to a different mineral. Like, the green comes from copper, and the red from clay. It's like nature painted the mountain!

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BROTHER : I cannot believe the fact that it was all buried under snow until recently.

SISTER : Oh! The melting snow must have made it visible again. That's why it looks so fresh and bright today.

BROTHER : Those layers of minerals were actually deposited by water from ancient seas and lakes.

SISTER : Each colour represents a different time in history. That's why it's called the rainbow mountain.

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UNIT 4

ENVIRONMENT

THE CHERRY TREE

0873CH04

Let us do these activities before we read.

I Work in pairs and answer the questions that follow. Share your answers with your classmates and teacher.

1. Have you ever used a seed or a sapling to grow a plant?
2. What kind of care did the plant need? Who helped you with it?
3. How did you feel when you saw the plant grow?

II What kind of trees do people plant in their homes? Why is it important to plant trees?

III Name some fruit trees that grow in your region. What type of conditions help these fruit trees to grow?



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Let us read

I

One day, when Rakesh was six, he walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir Valley.



Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar.

Rakesh lived with his grandfather on the outskirts of Mussoorie, just where the forest began. His father and mother lived in a small village fifty miles away, where they grew maize and rice and barley in narrow terraced fields on the lower slopes of the mountain.

stunted: stopped (from growing to the usual size)

outskirts: the areas that form the edge of a town or city

But there were no schools in the village, and Rakesh's parents were keen that he should go to school. As soon as he was of school-going age, they sent him to stay with his grandfather in Mussoorie.

He had a little cottage outside the town.

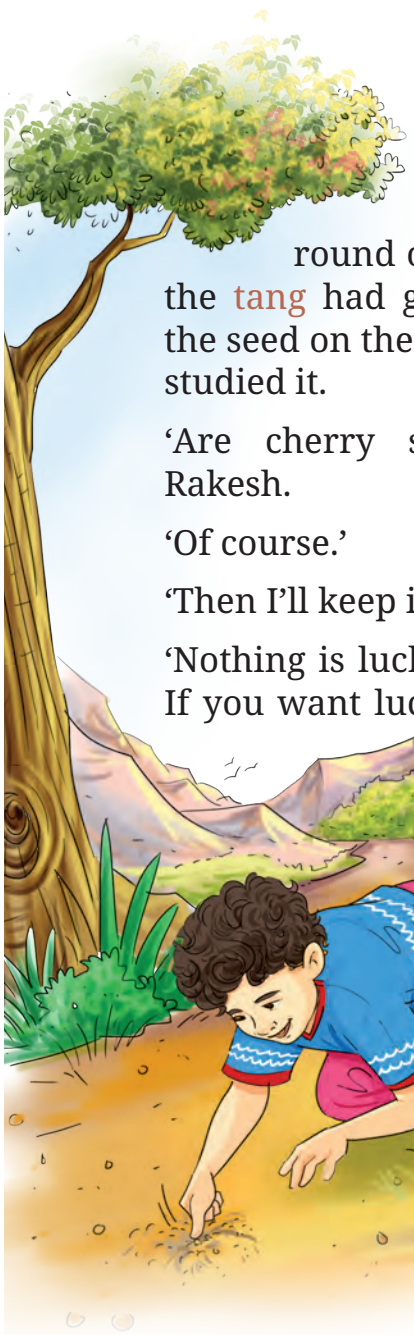
Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half-an-hour to walk home, and by the time he reached the cottage there were only three cherries left.

'Have a cherry, Grandfather,' he said, as soon as he saw his grandfather in the garden.

Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time,

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rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

'Are cherry seeds lucky?' asked Rakesh.

'Of course.'

'Then I'll keep it.'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.' 'What can I do with a seed?'



'Plant it.'

So Rakesh found a small space and began to dig up a flowerbed.

'Hey, not there,' said Grandfather. 'I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed.'

Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig.

He pressed the seed into the soil with his thumb and it went right in.

Then he had his lunch, and ran off to play cricket with his friends, and forgot all about the cherry seed.

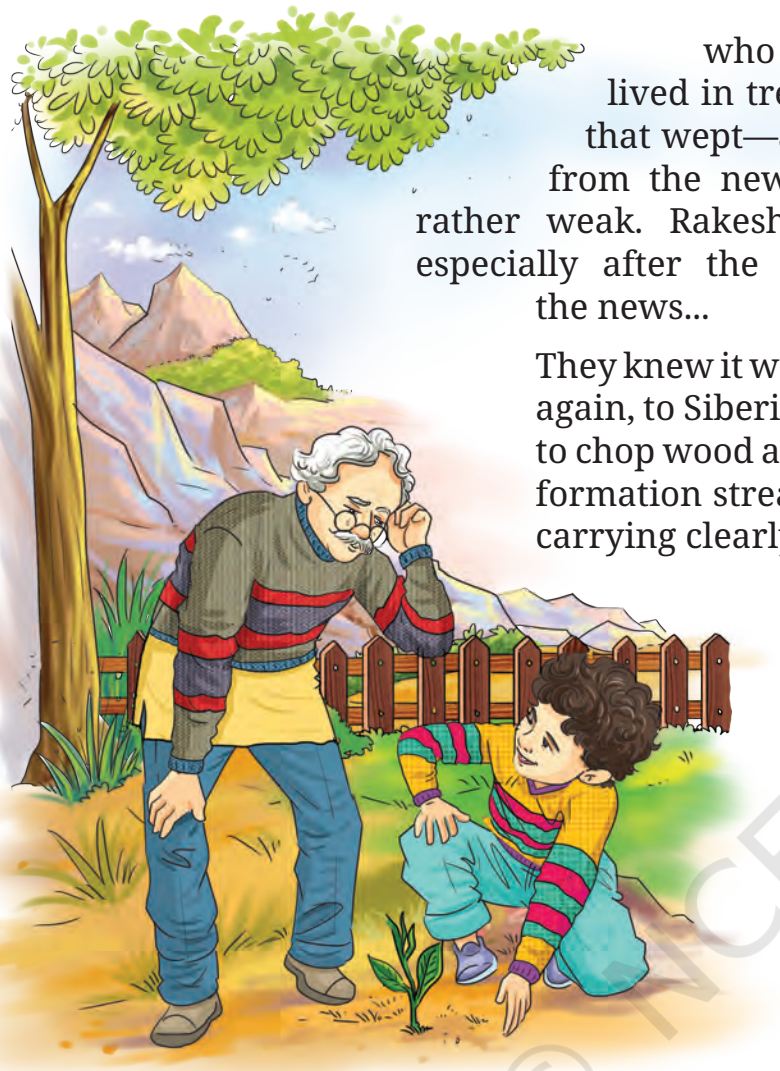
When it was winter in the hills, a cold wind blew down from the snows and went whoo-whoo-whoo in the deodar trees, and the garden was dry and bare.

In the evenings Grandfather and Rakesh sat over a charcoal fire, and Grandfather told Rakesh stories—stories about people

tang: a strong, sharp taste

yielding: giving way under pressure

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who turned into animals, and ghosts who lived in trees, and beans that jumped and stones that wept—and in turn, Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull—especially after the stories—but Grandfather wanted all the news...

They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation streaming northward, the calls of the birds carrying clearly through the thin mountain air.

One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted. He stared at it for a moment, then ran to fetch Grandfather, calling, 'Dada, come and look, the cherry tree has come up!'

'What cherry tree?' asked Grandfather, who had forgotten about it. 'The seed we planted last year—look, it's come up!'

Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

haunches: sit on the feet with legs bent

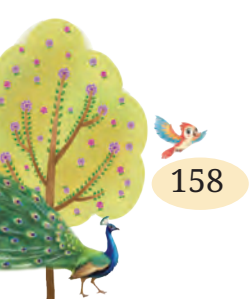
peered down: looked carefully or with difficulty

'Yes, it's a cherry tree,' said Grandfather. 'You should water it now and then.'

Rakesh ran indoors and came back with a bucket of water.

'Don't drown it!' said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles.



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'What are the pebbles for?' asked Grandfather.

'For privacy,' said Rakesh.

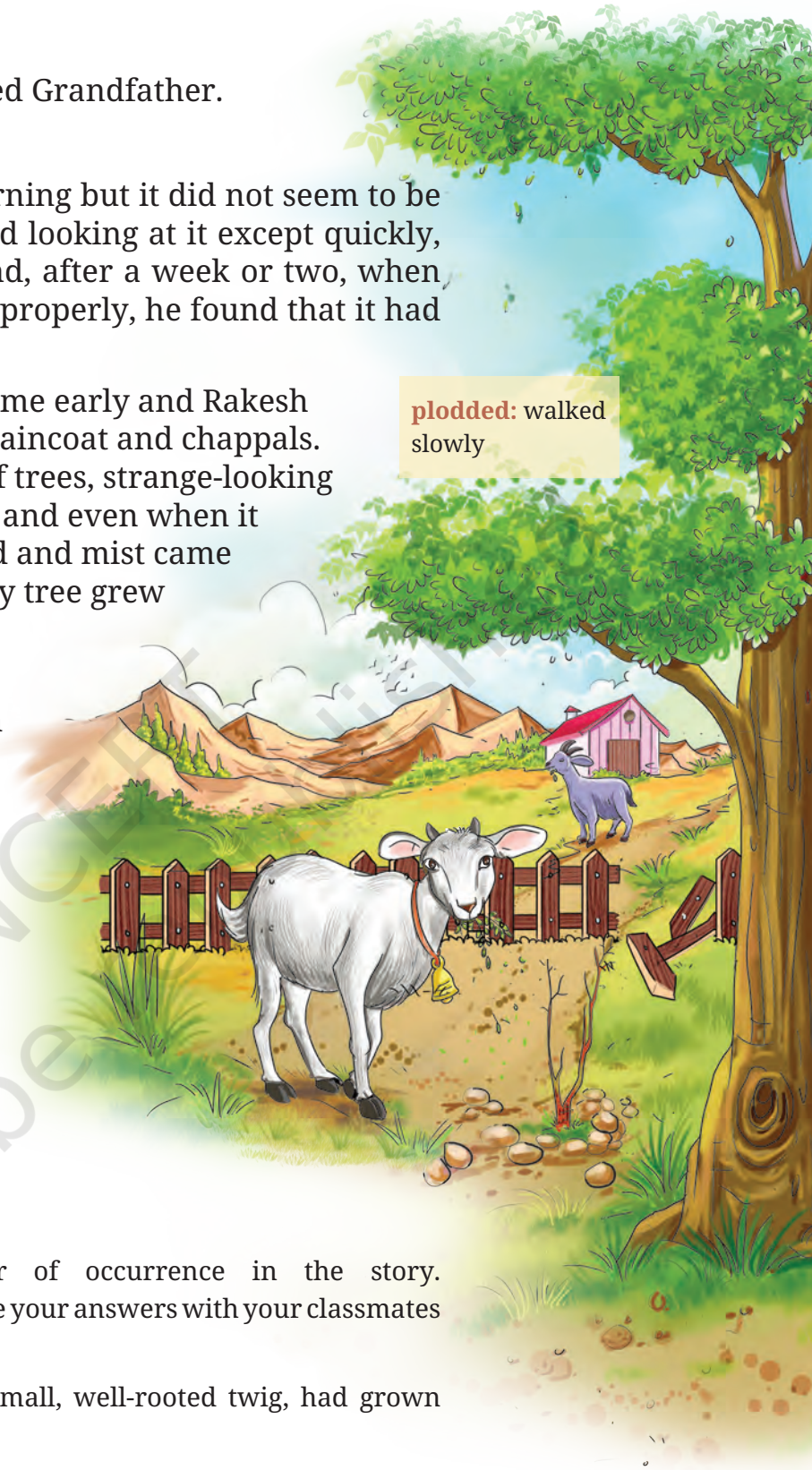
He looked at the tree every morning but it did not seem to be growing very fast, so he stopped looking at it except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and Rakesh plodded to and from school in raincoat and chappals. Ferns sprang from the trunks of trees, strange-looking lilies came up in the long grass, and even when it wasn't raining the trees dripped and mist came curling up the valley. The cherry tree grew quickly in this season.

plodded: walked slowly

It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again, cherry trees are tough.'



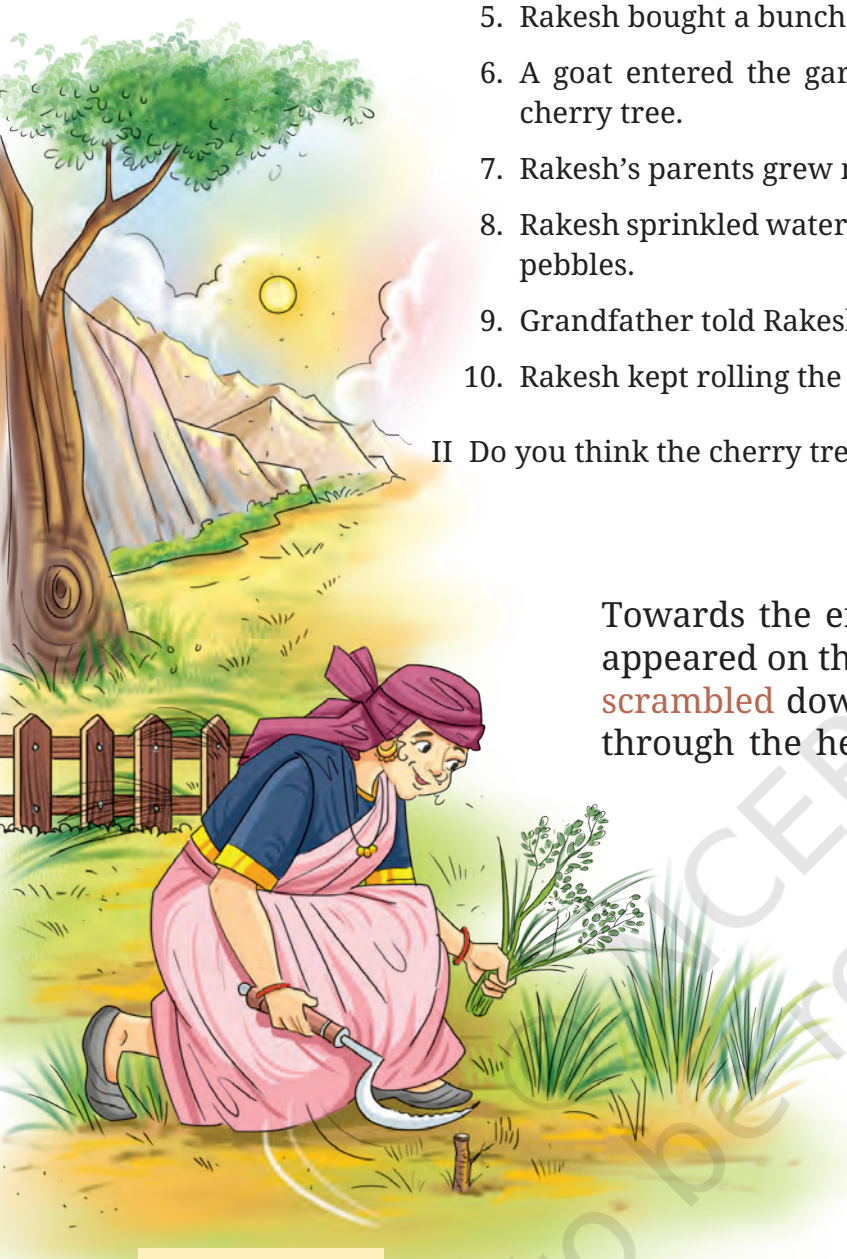
Let us discuss

I Arrange the events in order of occurrence in the story. Two have been done for you. Share your answers with your classmates and the teacher.

1. Rakesh discovered that the small, well-rooted twig, had grown into a cherry tree.
2. Rakesh was sent to live with his grandfather in Mussoorie.
3. Rakesh pressed the cherry seed into the soft soil with his thumb. **(5)**
4. The cherry tree grew quickly after the rains arrived early.

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5. Rakesh bought a bunch of cherries and ate most of them.
6. A goat entered the garden and ate all the leaves of the young cherry tree.
7. Rakesh's parents grew maize, rice, and barley in a village. **(1)**
8. Rakesh sprinkled water on the cherry tree and surrounded it with pebbles.
9. Grandfather told Rakesh that cherry trees were tough.
10. Rakesh kept rolling the last cherry seed in his mouth.

II Do you think the cherry tree would survive? Why do you think so?

II

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass scrambled down the hillside, her scythe swishing through the heavy monsoon foliage. She did not try to avoid the tree: one sweep, and the cherry tree was cut in two.

When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

'Maybe it will die now,' said Rakesh.

'Maybe,' said Grandfather.

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent out several new shoots with tender green leaves.

Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. Blackberry eyes, Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and

scrambled: moved quickly and with difficulty

scythe: a tool with a long, sharp, curved blade with a long handle

foliage: green leaves

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sowing. He was thinner but stronger when he came back to Grandfather's house at the end of the rains to find that the cherry tree had grown another foot. It was now up to his chest.

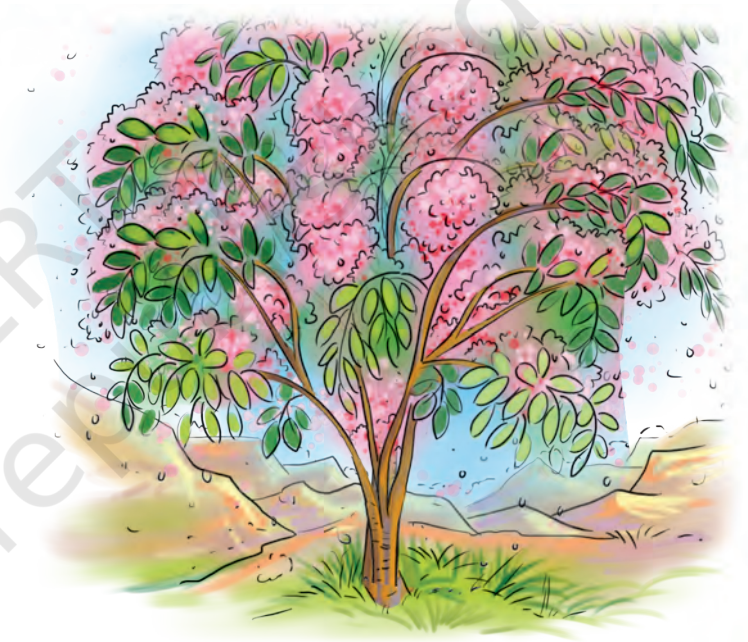
Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

One day he found a bright green praying-mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there; it was the cherry tree's first visitor.

praying-mantis: an insect

The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

'Come back when you're a butterfly,' he said.



Winter came early. The cherry tree bent low with the weight of snow. Field-mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy. His stories began to have unhappy endings.

In February it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh.

One morning, when the sun came out, Grandfather came into the garden to let some warmth 'get into my bones,' as he put it. He stopped in front of the cherry tree, stared at it for a few moments, and then called out, 'Rakesh! Come and look! Come quickly before it falls!'

grumpy: bad-tempered

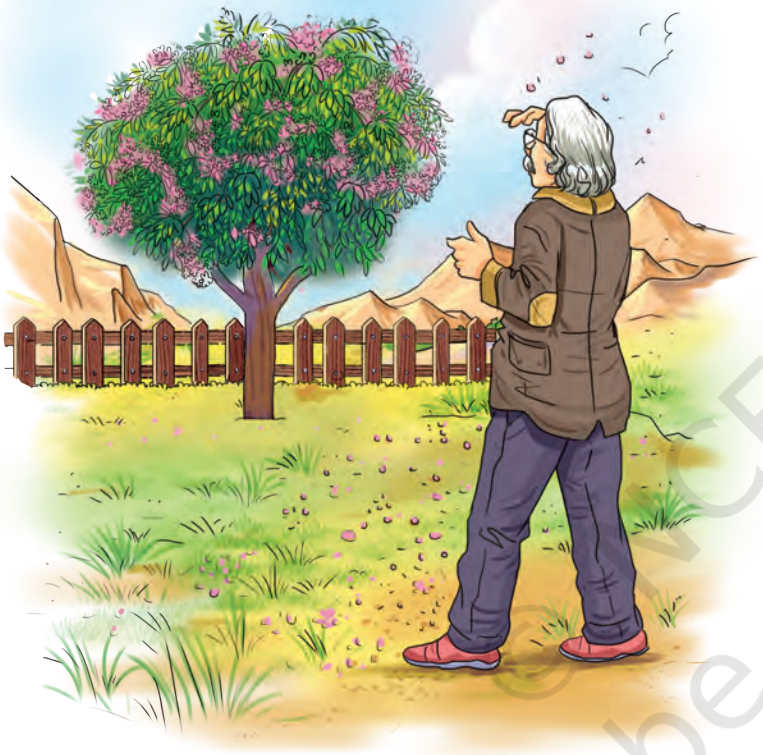
gazed: looked at something for a long time with admiration

Rakesh and Grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom at the end of a branch.

The following year there were more blossoms.

And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than Grandfather, who was older than some of the oak trees.

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But Rakesh had grown too. He could run and jump and climb trees as well as most boys, and he read a lot of books, although he still liked listening to Grandfather's tales.

In the cherry tree, bees came to feed on the nectar in the blossoms, and tiny birds pecked at the blossoms and broke them off. But the tree kept blossoming right through the spring, and there were always more blossoms than birds.

That summer there were small cherries on the tree. Rakesh tasted one and spat it out.

'It's too sour,' he said.

'They'll be better next year,' said Grandfather.

But the birds liked them—especially the bigger birds, such as the bulbuls and scarlet minivets—and they flitted in and out of the foliage, feasting on the cherries.

On a warm sunny afternoon, when even the bees looked sleepy, Rakesh was looking for Grandfather without finding him in any of his favourite places around the house. Then he looked out of the bedroom window and saw Grandfather reclining on a cane chair under the cherry tree.

flitted: flew quickly

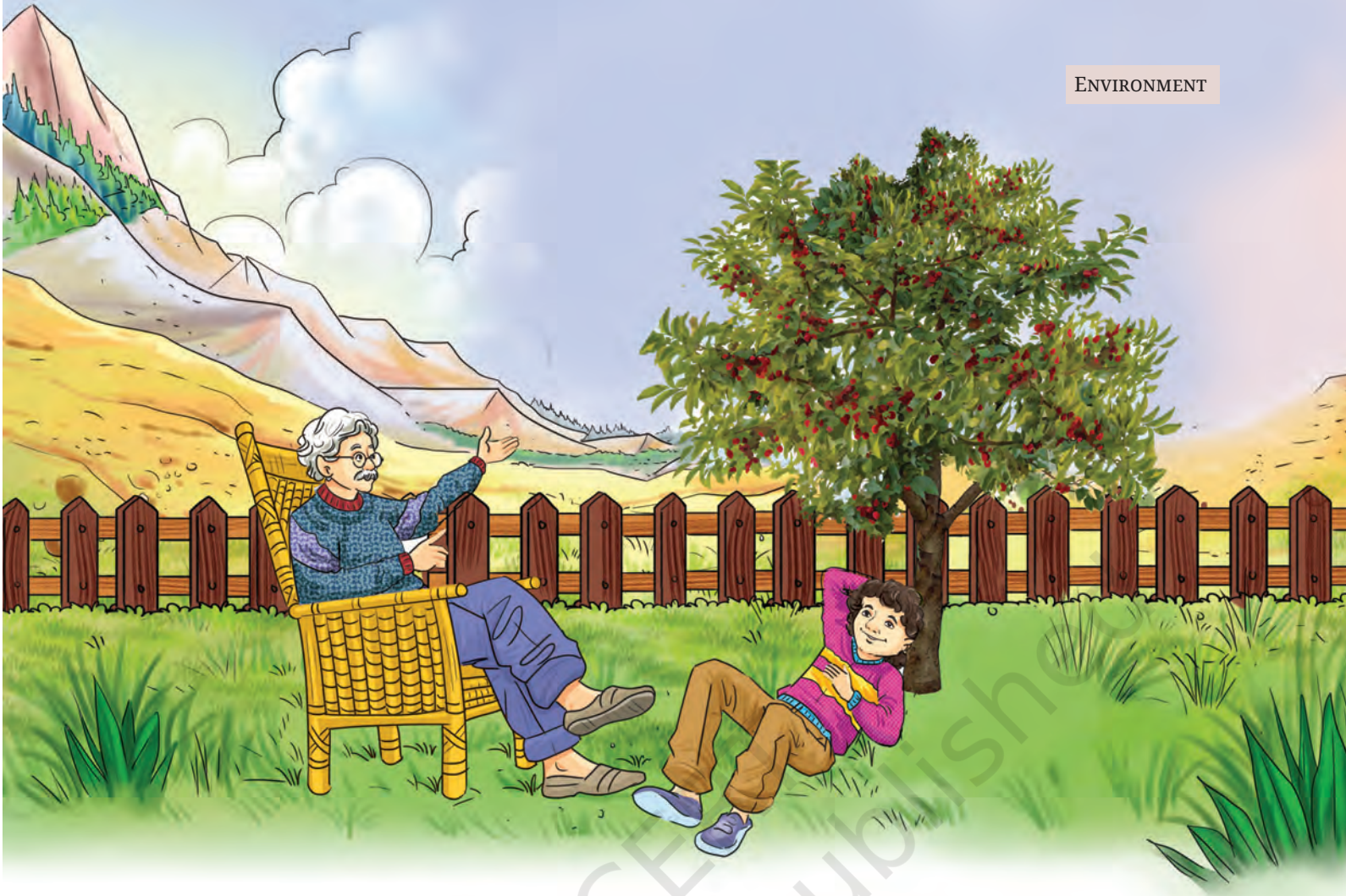
reclining: lying back

'There's just the right amount of shade here,' said Grandfather. 'And I like looking at the leaves.'

'They're pretty leaves,' said Rakesh. 'And they are always ready to dance, if there's a breeze.'

After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountains striding away into the clouds.

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He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh, and they waited in silence until the stars came out and the nightjar began to call. In the forest below, the crickets and cicadas began tuning up; and suddenly the trees were full of the sound of insects.

'There are so many trees in the forest,' said Rakesh. 'What's so special about this tree? Why do we like it so much?'

'We planted it ourselves,' said Grandfather. 'That's why it's special.'

'Just one small seed,' said Rakesh, and he touched the smooth bark of the tree that he had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. 'I wonder,' he whispered. 'Is this what it feels to be God?'

RUSKIN BOND

nightjar: a bird

cicadas: insects known for their loud distinctive calls, especially during evenings

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Let us discuss

I Complete the table given below based on your understanding of Part II of the story. One example has been done for you. Share your answers with your classmates and teacher.

Cause	Effect
1. A woman cut the cherry tree while cutting grass.	(i) Grandfather scolded the woman.
2.	(ii) Rakesh was thinner but stronger when he came back.
3. A hairy caterpillar started eating the leaves of the cherry tree.	(iii)
4.	(iv) Rakesh and Grandfather gazed at the tree as though it was a miracle.
5. Rakesh tasted one of the small cherries during summer.	(v)



Let us think and reflect

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

1. *"Have a cherry, Grandfather," he said, as soon as he saw his grandfather in the garden.*

   Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it.

   "Are cherry seeds lucky?" asked Rakesh.

   "Of course."

   "Then I'll keep it."

   "Nothing is lucky if you put it away. If you want luck, you must put it to some use."

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(i) Substitute the underlined phrase with a correct word from the extract.

The Kho-kho captain changed her strategy quickly and without delay when a new player came in from the opposing team.

(ii) What does Rakesh's action of rolling the cherry seed in his mouth most likely suggest about his mood at that moment?

A. He is feeling impatient and restless.

B. He is enjoying the taste and the moment.

C. He is bored and has nothing better to do.

D. He is thoughtful and feeling playful.

(iii) Complete the following sentence suitably with reference to Rakesh and his grandfather.

Rakesh's decision to plant the seed shows that _____.
(he respects and values his grandfather's advice/he has a close bond with his grandfather and a willingness to learn from him)

(iv) How does the grandfather's advice reflect his view about luck and effort?

2. *Winter came early. The cherry tree bent low with the weight of snow. Field-mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy. His stories began to have unhappy endings.*

In February it was Rakesh's birthday. He was nine—and the tree was four, but almost as tall as Rakesh.

(i) Complete the following sentence suitably.

The phrase *'field-mice sought shelter in the roof of the cottage'* suggests that _____.

(ii) What can be inferred about the cherry tree's toughness from the line, *'The cherry tree bent low with the weight of snow'*?

A. The weight of the tree was more than the snow.

B. The tree could withstand harsh weather.

C. The tree was growing close to the ground.

D. The snow gave support to the tree.

(iii) How did the early winter affect Grandfather's mood and storytelling?

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(iv) Complete the sentence by choosing the correct option.

The comparison of Rakesh's age to the cherry tree's age symbolises _____. (the tree's growth paralleling Rakesh's own development/the tree standing as a dear one on Rakesh's birthday)

II Answer the following questions.

1. Why did Rakesh's parents send him to Mussoorie?
2. Why did Rakesh let the praying-mantis remain on the branch of the cherry tree?
3. How is life in the Himalayan foothills described in the story?
4. What might Rakesh mean when he says, *"Is this what it feels to be God?"* at the end of the story?
5. How does the writer describe the relationship between Rakesh and his grandfather?
6. What can you infer about the connection between humans and nature based on the story?
7. Imagine Rakesh reflects on his wonderful experience of watching a seed being transformed into a full-grown cherry tree. Write how he must have felt.



Let us learn

I Each word list has one word that does not match with the other words. Identify the odd word. One example has been done for you.

1. chop, trim, slice, mince

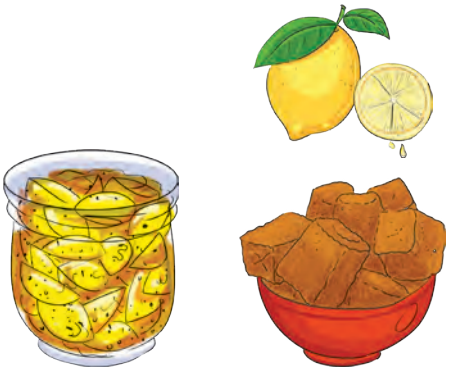
   ('chop', 'slice' and 'mince' are words used for cutting with a knife; whereas 'trim' is to cut a part with a pair of scissors)

2. plodded, galloped, scrambled, trudged
3. tender, delicate, soft, smooth
4. stared, peered, pecked, gazed
5. growing, blossoming, progressing, planting

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II Choose the most suitable taste words given in the box below and write against the food items that follow.

sweet	sour	tangy	bitter
spicy	salty	bland (tasteless)	



1. tamarind
2. jaggery
3. neem leaves
4. paneer (cottage cheese)
5. lemon
6. pickle
7. a dish of vegetables

Now, use any five taste words and make sentences of your own.

III Choose the correct antonyms for the textual words given below from the box. There are two extra words that you will not need.

growing	ordinary	unprotected	cheerful	hard
wide	fasting	shaky	fussing	coldness

1. tender		5. feasting	
2. sturdy		6. grumpy	
3. narrow		7. sheltered	
4. warmth		8. special	

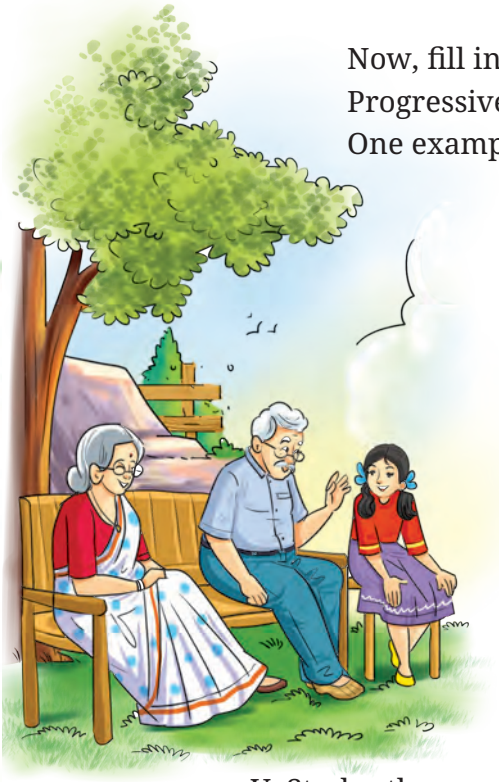
IV Read the following lines from the text and underline all the verbs and identify the form of tense.

1. Rakesh was on his way home from school when he bought the cherries.
2. Rakesh was looking for Grandfather without finding him in any of his favourite places around the house.
3. Rakesh and Grandfather gazed at the tree as though it had performed a miracle.

The forms of tenses in the given statements are Simple Past Tense (1 and 3), Past Progressive Tense (2), and Past Perfect Tense (3).

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Now, fill in the blanks with the correct form of Simple Past, Past Progressive, or Past Perfect Tenses of the verbs given in brackets. One example has been done for you.

(i) I was sitting (sit) with my grandparents in the garden, sharing the wonderful memories from my childhood. As we (ii) _____ (talk), I (iii) _____ (realise) how much wisdom they (iv) _____ (impart) to me over the years. While I (v) _____ (listen) to their stories for hours together, I (vi) _____ (remember) the times we (vii) _____ (spend) together planting flowers and learning about life. By the time I left, the sun (viii) _____ (set), and I (ix) _____ (feel) a deep sense of gratitude for the bond we (x) _____ (nurture) through love, care, and countless memories.

V Study the punctuation marks in the following sentences from the text.

- *"Hey, not there," said Grandfather, "I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed."*
- *When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.*
- *She did not try to avoid the tree: one sweep, and the cherry tree was cut in two.*

Punctuation refers to the symbols used in writing to clarify meaning and separate sentences and their components. Proper punctuation ensures the clarity and flow of a text, guiding readers through its structure.

Here are some of the most common punctuation marks:

- Full stop (.)—ends a declarative sentence

  For example: She went to the store.

- Comma (,)—separates components in a list, clauses, or phrases within a sentence

  For example: We bought apples, oranges, and bananas.

- Question Mark (?)—ends a direct question

  For example: Where are you going?

- Exclamation Mark (!)—indicates strong emotion or emphasis

  For example: Watch out!

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- Colon (:)—introduces a list, explanation or elaboration

  For example: He had one goal: win the race.

- Semicolon (;)—connects closely related independent clauses or separates complex list items

  For example: She likes reading; he prefers writing.

- Apostrophe (’)
  - ✓ In contractions—He’s (He is), they’ll (they will), I’m (I am)
  - ✓ To show possession—Jagan’s book, the girls’ toys
  - ✓ If the noun ends in -s, add only the apostrophe—Manas’ car
- Quotation Marks (“ ”)—enclose direct speech or quotations

  For example: She said, “I’m happy.”

- Dash (– or —)—adds emphasis or separates related thoughts

  For example: He was late—again.

- Capitalisation Rules
  - ✓ Names of people and places—Priya, India
  - ✓ Days, months, festivals—Monday, December, Diwali
  - ✓ Titles with names—Dr. Sneha, Mr. Patel
  - ✓ Deities and holy books—God, the *Quran,* the *Bhagawad Gita*
  - ✓ First person pronoun—I
  - ✓ Adjectives from proper nouns—Indian, American
  - ✓ Geographical features, races, religions, languages—the Himalayas, Hindu, French
  - ✓ Titles of books, poems, or plays—*Malgudi Days, The Road Not Taken, Good Heavens, etc.*

Now, punctuate the following paragraph appropriately.

every sunday roshni would visit her grandparents house on their farm come sit grandpa would say patting the bench on their porch
roshni loved these moments where the world slowed down and stories flowed like magic grandma would bring tea her eyes twinkling with joy im excited to hear about your younger days the adventures the lessons and the memories roshni said eagerly
grandpa smiled softly his wrinkled hands resting on the cane ah the old days... when everything was simple and happiness was all we had
roshni could feel the warmth of those memories he sat in silence bound not by words but by a timeless bond

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Let us listen

I You will listen to a conversation between a son and his mother. As you listen, select four true statements from 1–7 given below. (Transcript for teacher on page 201)

1. The mother encouraged her son to deliver a presentation on the Chipko Movement.
2. The son was surprised to know about the Appiko Movement.
3. The son agreed that the Chipko Movement was about people uniting to make an impact.
4. The mother expressed a desire to share more details about Saalumarada Thimakka.
5. The mother was curious to hear about Saalumarada Thimakka.
6. The mother and son were in disagreement about the work of Jadav Payeng.
7. The son found the information on Jadav Payeng wonderful.

Let us speak

A **syllable** is a single, unbroken vowel sound in a word. Some words have only one syllable. Some have two and some more than two. For example, the word 'tree' has one syllable.

The word 'cherry' has two syllables—che-rry. (Here the hyphen is used to mark the gap between the two syllables.)

> A syllable can also be called a 'beat' because you can clap out the 'beats' in the word.

I Work in pairs. Read aloud the following words from the text. Write the number of syllables in each word. Check your answers with your classmates and teacher.

mountains	grandfather	tender	disturbed
caterpillar	Himalayan	performed	intention
slope	newspaper	favourite	

Now, read the words aloud again with the beats. Check if the number of syllables matches with the number of beats.

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II Speak about Van Mahotsav Diwas and its significance. Before you speak in the class or assembly, prepare yourself on the following points:

- When is it celebrated?
- Who celebrates it?
- Why is it celebrated?
- How is it celebrated?
- What is the message it conveys?



Let us write

An **article** is a piece of writing on a specific topic. It showcases independent opinions expressed by a writer. Articles are published in newspapers, newsletters, magazines, journals, and online portals.

Let us understand how to draft an article for a school magazine.

Remember to

- write the heading or title at the top,
- write the name of the writer below it as a byline, and
- follow the correct layout.
  - ✓ Paragraph 1: Give a brief introduction of the topic or issue. Focus on the main idea of the paragraph.
  - ✓ Paragraph 2: Elaborate by giving facts and advantages.
  - ✓ Paragraph 3: Include consequences and disadvantages.
  - ✓ Paragraph 4: Provide suggestions. End with a word of hope, a word of caution or a call for action.



Now, complete the article for a magazine on 'Trees–Our Lifeline'. Use the words and phrases given in the box below.

absorb carbon dioxide	Moreover, our planet	reduces pollution
Additionally	would stop existing	ensures a better future
climate control	Trees–Our Lifeline	To conclude
If trees were not there		

(i) _____ -by _____ (write your name and class)

Trees are essential for life on Earth. Without them, life as we know (ii) _____. This is the reason why trees are our lifeline. Trees provide us with food, shelter, and even medicine. Trees (iii) _____ and release oxygen, helping us breathe. This process also (iv) _____ and keeps the environment clean. (v) _____,

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trees give us fruits, nuts, and other foods. Trees also help in (vi) _____ and prevention of soil erosion. (vii) _____, the air would be polluted, and we would struggle to breathe. (viii) _____ would be barren, lacking food, shelter, and life-giving greenery. (ix) _____, trees are true friends. Protecting and planting trees (x) _____ for everyone on Earth. Therefore, we must act now to protect and plant more trees, preserving Earth's green lifeline for future generations.



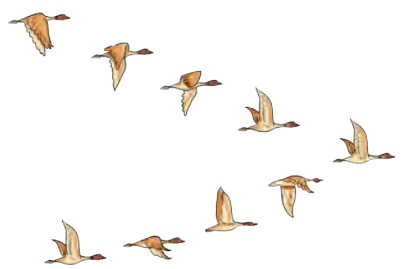
Let us explore

I Did you know that the banyan tree is the National Tree of India? Our country has age-old banyan trees. Some of them are:

1. The Great Banyan, located in Shibpur, Howrah, near Kolkata.
2. Dodda Aalada Mara, located in Kethohalli village, near Bengaluru.
3. Thimmamma Marrimanu, in Anantapur District in Andhra Pradesh. It was recorded as the largest tree specimen in the world in the Guinness Book of World Records in 1989.

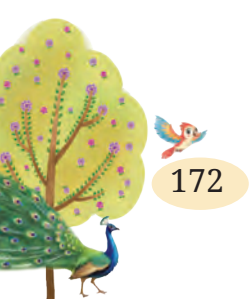
II Kailash Sankhala, 'The Tiger Man of India', was an Indian biologist and conservationist. He carried out a census of the tigers in India in 1971. Later, because of his studies, he was appointed the first director of Project Tiger—an initiative to prevent the extinction of the Indian Tiger. He was awarded the Padma Shri in 1992.

Now, find more information about such Indian environmentalists and share with your classmates.



Rakesh saw the *V-shaped formation of wild ducks flying northward.*
Did you know?
There is a reason that these birds fly in this V-shaped formation.
The birds position themselves to fly just behind and to the side of the bird in front (V-shape), timing their wing beats to catch the uplifting wind currents. This helps them fly long distances easily and save their energy too.

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HARVEST HYMN

Let us do these activities before we read.

I Work in pairs and share your responses with your classmates and teacher.

1. India celebrates many harvest festivals. When is the harvest festival celebrated in your region and how is it celebrated?
2. A hymn refers to a song of praise.
   (i) To whom do we offer a hymn?
   (ii) When and where do we sing a hymn?
   (iii) Why do we offer it?

II Some poets and authors use words that are no longer a part of common usage. Such words are called **archaic** words.

Work in pairs. Read the sentences given below. Match the underlined archaic words in Column 1 with their meanings in Column 2. Share your answers with your classmates and teacher.

'Thou art my friend, and I trust thee. Thy kindness is great, and everything that is mine is thine.'

Column 1	Column 2
1. thou	(i) yours
2. art	(ii) you (object)
3. thee	(iii) you (subject)
4. thy	(iv) are
5. thine	(v) your

III Work in pairs. Read the paragraph and select the correct meaning for each underlined word from the options given below. Share your answers with your classmates and teacher.

Under the golden 1. radiance of the evening sun, the villagers gathered to pay 2. tribute to their 3. cherished elder, who had dedicated his life to their well-being. His wise 4. counsel had guided generations, steering them through challenges. Known for his 5. munificent spirit, he never hesitated to share his resources generously.

1. radiance : (i) glow (ii) brilliance
2. tribute : (i) respect (ii) gratitude
3. cherished : (i) preserved (ii) loved
4. counsel : (i) advice (ii) decision
5. munificent : (i) rich (ii) generous

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Let us read

Men's Voices:

Lord of the lotus, lord of the harvest,
Bright and munificent lord of the morn!
Thine is the bounty that prospered our sowing,
Thine is the bounty that nurtured our corn.
We bring thee our songs and our garlands for tribute,
The gold of our fields and the gold of our fruit;
O giver of mellowing radiance, we hail thee,
We praise thee, O Surya, with cymbal and flute.

Lord of the rainbow, lord of the harvest,
Great and beneficent lord of the main!
Thine is the mercy that cherished our furrows,
Thine is the mercy that fostered our grain.
We bring thee our thanks and our garlands for tribute,
The wealth of our valleys, new-garnered and ripe;
O sender of rain and the dewfall, we hail thee,
We praise thee, Varuna, with cymbal and pipe.

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Women's Voices:

Queen of the gourd-flower, queen of the harvest,
Sweet and omnipotent mother, O Earth!
Thine is the plentiful bosom that feeds us,
Thine is the womb where our riches have birth.
We bring thee our love and our garlands for tribute,
With gifts of thy opulent giving we come;
O source of our manifold gladness, we hail thee,
We praise thee, O Prithvi, with cymbal and drum.

All Voices:

Lord of the Universe, Lord of our being,
Father eternal, ineffable Om!
Thou art the Seed and the Scythe of our harvests,
Thou art our Hands and our Heart and our Home.
We bring thee our lives and our labours for tribute,
Grant us thy succour, thy counsel, thy care.
O Life of all life and all blessing, we hail thee,
We praise thee, O Bramha, with cymbal and prayer.

SAROJINI NAIDU

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Let us discuss

I Write the stanza number for the main idea of each stanza given below. Share your answers with your classmates and teacher.

1. The speakers recognise the lord's kindness and praise him for nourishing the field.	
2. The speakers praise the generosity of the creator of the universe who ensures a rich harvest.	
3. The speakers devote their lives and work as a mark of respect to the lord and seek his support, wisdom, and care.	
4. The speakers pay homage to the Earth and appreciate her role in supporting life, by dedicating their harvest.	

II Fill in the blanks by choosing the appropriate words or phrases from within the brackets.



1. The setting of the poem is a rural landscape, possibly during a _____ (harvest/religious) festival.
2. The tone of the poem is respectful and celebratory because it praises _____ (the men and women/ nature and the Lord) with deep respect and gratitude.
3. In the line '*Thou art our Hands and our Heart and our Home*', the letter 'h' is capitalised in 'Hands', 'Heart' and 'Home' because _____. (it represents the hard work of farmers/God resides in them)

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III Identify the poetic device used in the following lines from the poem.

- *Bright and munificent lord of the morn!*
- *We bring thee our lives and our labours for tribute*

IV Match the lines from the poem in Column 1 with their expressions in Column 2. Choose the appropriate poetic device from the box given below and write in Column 3.

imagery alliteration simile metaphor personification

Column 1	Column 2	Column 3
1. *sweet and omnipotent mother*	(i) creates a clear description of the scene and appeals to the senses	
2. *The wealth of our valleys, new-garnered and ripe*	(ii) implied comparison of growth and reaping with beginning and end of all life	
3. *Thou art the Seed and the Scythe*	(iii) the earth is being given human-like qualities	

V Certain words or phrases are repeated in the same line of the poem.

For example, *The gold of our fields and the gold of our fruit*;

Find more such repetitions from the poem. What is the poet's purpose of using repetition in the poem?

VI The poem uses **symbolism** to convey deeper meanings. Match the symbols in Column 1 with the meanings they convey in Column 2.

Column 1	Column 2
1. *Prithvi* (the Earth)	(i) light, energy, life—representing the giver of warmth and prosperity
2. *Surya* (the Sun)	(ii) mercy and nourishment—crucial for agriculture and sustenance
3. *Varuna* (Rain)	(iii) fertile land, motherhood, nurturing—the source of all life

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Let us think and reflect

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

1. *We bring thee our songs and our garlands for tribute,*
   The gold of our fields and the gold of our fruit;
   O giver of mellowing radiance, we hail thee,
   We praise thee, O Surya, with cymbal and flute.

   (i) What does the act of bringing songs and garlands as tribute suggest about the people's relationship with the divine?

   A. They fear the gods and wish to calm them in any way possible.

   B. They have a deep sense of reverence and gratitude towards the divine.

   C. They are forced to perform rituals without understanding the divine.

   D. They depend on the gods for their daily needs and activities.

   (ii) Complete the following sentence suitably.

   The word *'gold'* in the phrases *'the gold of our fields'* and *'the gold of our fruit'* symbolises _____.

   (iii) How does the description *'O giver of mellowing radiance'* help us understand Surya's role in the harvest?

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

   The use of cymbal and flute signifies _____. (joy and celebration/meditation and worship)

2. *All Voices:*
   Lord of the Universe, Lord of our being,
   Father eternal, ineffable Om!
   Thou art the Seed and the Scythe of our harvests,
   Thou art our Hands and our Heart and our Home.

   (i) In the phrase *'Lord of our being,'* what does the word *'being'* most likely refer to?

   A. Our physical body

   B. Our entire existence

   C. Our spiritual practices

   D. Our earthly possessions





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

The imagery of 'the Seed and the Scythe' symbolises the divine's role as both the beginning (creation) and the end (harvest) of the agricultural cycle.

(iii) Identify the phrases from the extract that mean the following:

A. The divine as a timeless, everlasting presence

B. Beyond human comprehension or description

(iv) How do we know that these lines from the extract are spoken as a chorus?

II Answer the following questions.

1. Why do the farmers hail the God of rain?
2. What is being referred to as 'wealth of our valleys'? Why?
3. State one reason why the women refer to the Earth as a 'source of manifold gladness'.
4. Why does everyone in the poem offer their 'labours for tribute'?
5. Why has the poet presented the poem as voices of men, women, and all voices?
6. How does the poet create the joyous atmosphere of rural India at harvesting time?
7. Why is the poem presented as a hymn?



Let us learn

I Match the pictures of the farming implements given in Column 1 with their use given in Column 2. Then, fill in the blanks in Column 3 to complete the name of the implement.

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Column 1	Column 2	Column 3
1. 	(i) A tool with a long handle with metal teeth for collecting hay or leaves.	S __ C K L __
2. 	(ii) A small hand tool used for digging and making shallow furrows.	S C __ T H __
3. 	(iii) A hand-held tool with a curved blade attached to a short handle. It is used for harvesting crops.	P L __ __ G H
4. 	(iv) A tool pulled by oxen. It is used for turning over the soil in the field so that seeds can be sown or planted.	T R __ W __ L
5. 	(v) A farm tool having a flat rectangular blade attached to a long wooden handle used for digging the soil.	R __ K __
6. 	(vi) A hand-held tool with a long-curved blade attached to a long handle used for cutting tall grass.	S P __ D __

II Choose the correct synonyms for the underlined words in the given sentences from the box below. Circle the words or phrases in the sentences that helped you to infer the meanings. One example has been done for you.

generous help brightness indescribable kind

1. The king was <u>beneficent</u> to the poor because he took good care of them.

   synonym: kind

2. He was <u>munificent</u> towards the needy and donated a lot for their health care.

   synonym: _____

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3. When he lost his job, all his friends gave him succour by supporting him with money.

   synonym: _____

4. When the sun's rays came into the dark room, the whole room was full of radiance.

   synonym: _____

5. The little girl was speechless with ineffable joy when she got her birthday gift from her aunt.

   synonym: _____

III You have learnt about some archaic words. Some more archaic words are given below. Refer to a dictionary to find commonly used words which are similar in meaning.

1. morrow
2. hither
3. quoth
4. betwixt
5. yonder



Let us listen

I Listen to the talk about paddy cultivation. As you listen, number the events in the correct order in which they happen. (Transcript for teacher on page 203)

1. Transplanting of seedlings
2. Ploughing of soil
3. Threshing of grains
4. Puddling of land
5. Harvesting of paddy
6. Irrigating the field
7. Milling of rice



II Now, listen to the talk again. As you listen, choose the correct option to answer the questions that follow.

1. What is the main step in preparing the soil for cultivation of rice?

   (i) Ploughing the soil (ii) Clearing the soil (iii) Puddling the soil

2. How long does it take for rice seeds to grow into seedlings before being transplanted?

   (i) 2–3 weeks (ii) 4–5 weeks (iii) 6–7 weeks

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3. Why is drying rice grains important after threshing?

(i) To get rice seeds for plantation

(ii) To separate the rice grains easily

(iii) To store the rice grains for longer

Let us speak

I In English, some letters are not pronounced in certain words. For example, in words like 'knife', 'knowledge', and 'know', the first letter '**k**' is not pronounced. Let us look at a few more such examples.

- In the words given below the letter '**n**' is silent when it appears with 'm' at the end of the word.

  hymn, column, autumn, solemn

  Now, say these words aloud.

- In the words given below the letter '**b**' is silent when it appears with 'm'.

  womb, tomb, bomb, climb, comb

  Now, say these words aloud.



II In our country, harvest is celebrated with the preparation of delicious dishes. Work in groups and make a presentation on any popular dish made during the harvest festival in your region. Use the prompts given in the box to make your presentation. Make sure that all the members share their views.

Include the following:

- What is the dish called? Is it known by any other name in other parts of India?
- What ingredients are used to make the dish?
- How is the dish prepared?
- How is the dish served?
- What does the dish taste like?
- What is the special ritual related to the preparation of this dish?
- Describe any special memory associated with the preparation of this dish.

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Column 1	Column 2
Greet the audience	Good morning to all of you gathered here...
Introduce the members of your group and your topic	Today we, ____, ____ and ____ are here to tell you about...
Explain the structure of your presentation	• We will start off with... • Following this, we will move on to... • The next point we will deal with is... • Finally, we will speak about...
Speak about the first point	• Let's begin by... • I'd like to start by...
Describe the details	• Now I'll move on to... • Next... • I'd like to now discuss... • Let's now consider... • Let me tell you about
Conclude your presentation	• In conclusion, I'd like to say... • To summarise...
Thank the audience	• Thank you for listening. • Thank you for your attention.



Let us write

Creative slogans are used to spread a message to capture the reader's attention. Some examples are given below:

- Education is the Key, Unlock Your Destiny!
- Protect the Environment Today for a Better Tomorrow
- Learn, Grow, Succeed
- Go Green by Keeping the Planet Clean

Your school wishes to express gratitude to the farmers who play an important role in providing us the food on our plates. Draft a creative slogan to be put up on the school notice board.

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Remember to

- focus on the main idea to be expressed
- use simple language
- be concise—express yourself in a few words

You may write the slogan on a chart paper and decorate it.



Let us explore

I Millets are a varied group of small-seeded grasses. They have more fibre and minerals than other cereals. Millets have been a part of the Indian cuisine for years. They have been rediscovered worldwide as superfoods.

1. Read the information on Pearl Millet given below.

Pearl Millet (Pennisetum glaucum (L.) R. Br.)

Common name: Bajra

Vernacular names: Spiked millet or Pearl millet (English), Bajra (Bengali, Hindi, Oriya, Punjabi, Urdu), Bajree (Rajasthani, Gujarati, Marathi), Sajje (Kannada), Kambu (Tamil), Sajja (Telugu)

Cultivation areas: Rajasthan, Maharashtra, Gujarat, Uttar Pradesh and Haryana

Nutritional Profile:

Highest niacin content amongst all cereals; rich in protein and dietary fiber.

NUTRIENTS	VALUE PER 100 GRAMS
Energy (Kcal)	347
Protein (g)	10.9
Fat (g)	5.43
Carbohydrate (g)	61.8
Ca (mg)	27.4
Fe (mg)	6.4
Folic Acid (µg)	36.1

It is the sixth major cereal in terms of area and production and has the highest drought tolerance potential of all millets. Pearl millet is the most widely cultivated cereal in India after rice and wheat.

Health benefits:

- Reduces cholesterol
- Promotes bone health
- Beneficial in treating stomach ulcers
- Promotes heart health
- Aids in weight loss

Uses: Khichdi, Roti, Upma, Idli, Khakhra, Parathas

Use the link given below to know more about other kinds of millets.

https://eatrightindia.gov.in/millets2023/assets/documents/Millets%20-%20Nutritious%20Cereal%20of%20India.pdf

2. Work in groups of four and do the following activities.
   (i) Find out if millets are a part of your cuisine.
   (ii) Find recipes with millets and compile them into a booklet.
   (iii) Create a recipe of your choice.

II Songs related to harvest season form a part of our culture and heritage. Talk to the elders in your house and learn a song sung on a harvest festival. Share it with your classmates and teacher. Then, compile all the songs to create a songbook with the help of teacher.

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Waiting for the Rain

Let us do these activities before we read.

I Have you ever waited for the rains? Why?

II How do you feel when it rains after a long time?

III Why do you think the farmers wait for the rains?

IV Discuss in groups what happens when you wait for something or someone for a long period of time.

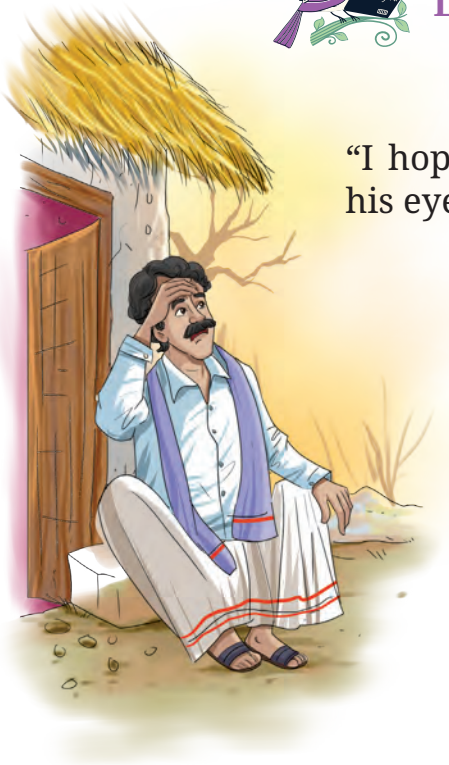
1. How do you spend the waiting period?
2. What do you think about?
3. How do you feel?

Share your answers with your classmates and teacher.



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Let us read



I

"I hope it rains at least today," Velu thought, as he opened his eyes.

Velu was a farmer. The sun was beginning to rise, glowing crimson like fire. Velu scanned the sky. There was not a cloud.

"It doesn't look encouraging," he muttered to himself and got up.

Rain or no rain, a farmer wakes up early. Velu worked hard. His piece of land never failed him. Season after season he cultivated it, harvesting jowar one season and dhal the next. Throughout the year he worked, never thinking of rest or taking a holiday. For nearly six years it had been so, ever since he had got his own piece of land.

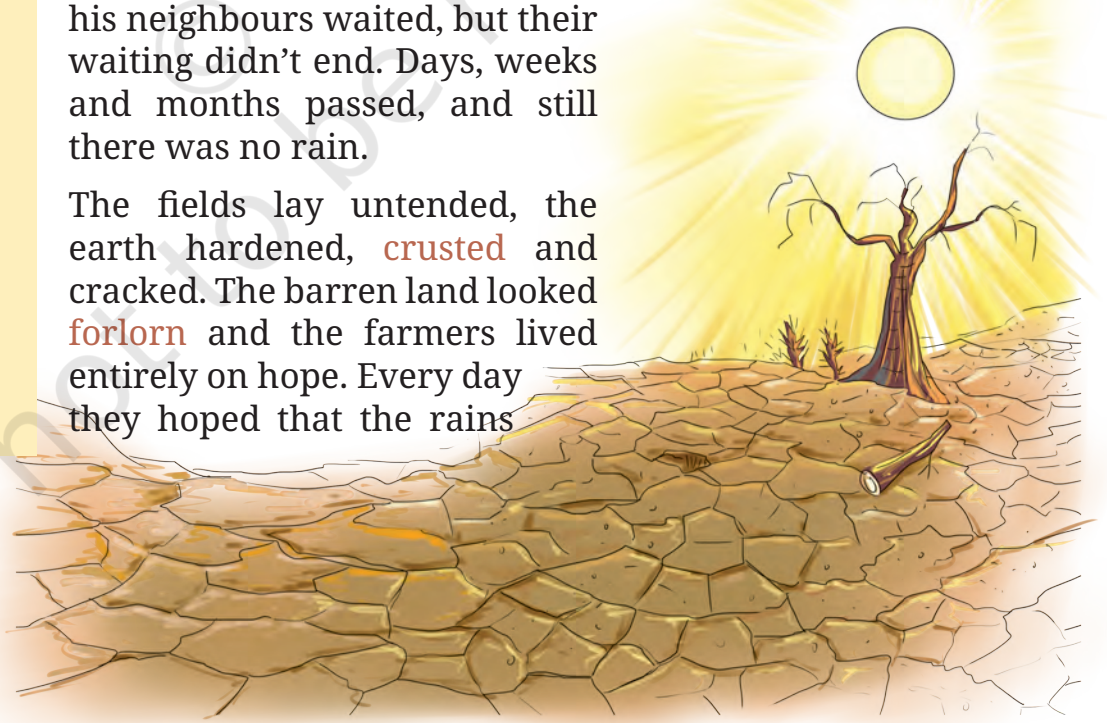
crimson: deep red colour

crusted: formed a hard outer layer

forlorn: sad and neglected

But this year turned out to be different. At the end of summer, the rains didn't come. Velu and his neighbours waited, but their waiting didn't end. Days, weeks and months passed, and still there was no rain.

The fields lay untended, the earth hardened, crusted and cracked. The barren land looked forlorn and the farmers lived entirely on hope. Every day they hoped that the rains



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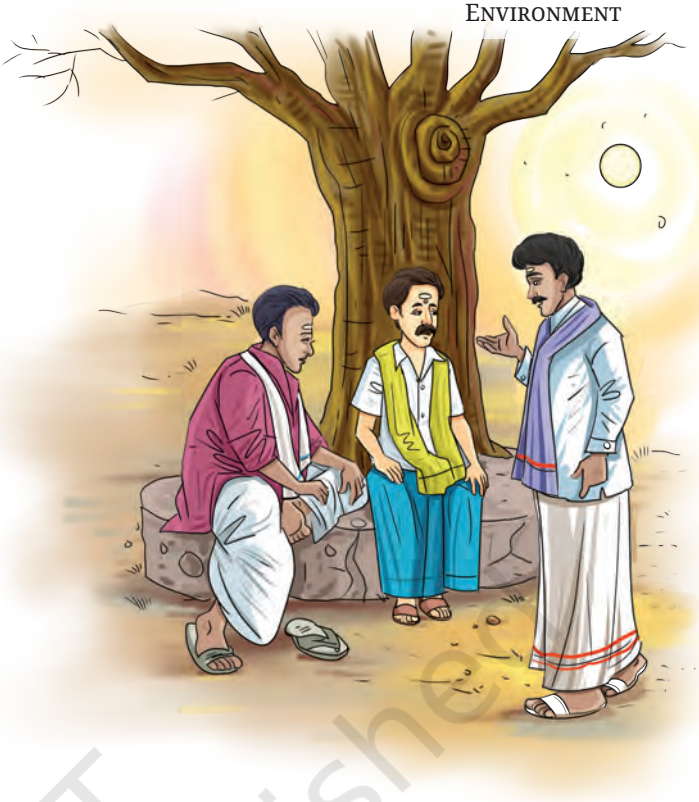
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would come.

Someone said, “We ought to talk to some astrologers. They can tell us what will please the heavens and the heavens will send down rain.”

Velu didn’t agree. He said, “The rains came all these years without any such consultations; I can’t see how talking to astrologers will bring rain.”

He decided to go to the weather office in the city and talk to someone. But the people at the weather office said they couldn’t really tell him when the sky would gather clouds and bring rain. “We are at a loss ourselves!” they exclaimed. “So many favourable conditions but still no rain. Very odd!”



Velu, too, was at a loss. He walked back to the village, tired, and dejected. He was thirsty and the dust made him cough and sneeze. He decided to rest for a while.

He saw a large tree. Its shade was cool and inviting. As he sat down, he noticed that an old woman was also sitting there, sheltering from the sun.

consultations: discussions

dejected: sad and disappointed



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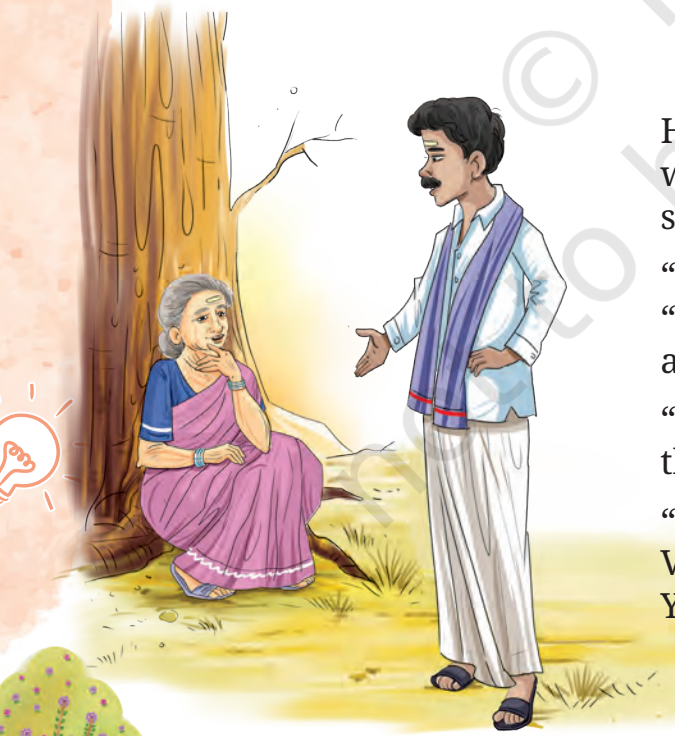
Let us discuss

I Complete the table given below. One example has been done for you. Share your answers with your classmates and teacher.

What was Said	Who Said	What was Said	Who Said
1. It doesn't look encouraging.	Velu	to himself	He looked up at the sky.
2. The rains came all these years without any such consultations...	Velu		
3. So many favourable conditions but still no rain.			

II Do you think the old woman would help Velu? If yes, why? If no, why not?

III Will Velu's wait continue or will it rain?



II

Her skin was wrinkled, but her eyes sparkled when she smiled. She looked at Velu and her smile grew wider, her wrinkles deeper.

"What are you smiling at, Amma?" Velu asked. "Without the rains, there's nothing to smile about."

"Yes, yes, you're right," the old woman said, the smile leaving her lips.

"I wonder what I have done to deserve this," Velu began. "I have worked hard and honestly. Yet I am being punished. Without the rains I can't till the land. If I don't till the land no crop will grow.

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What will happen to me? How shall I feed my family?" he asked, somewhat bitterly. He wasn't speaking to anyone in particular, but the old lady thought that he was opening his heart to her.

"Perhaps you have worked too hard," she said.

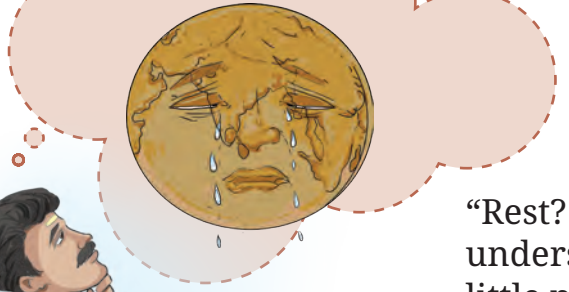
"What do you mean? Can anyone work too hard? I have only done what any hard-working farmer would do. I shall work and never rest until I am too old. This is the first season in five, no, six years that I have not sown, nor ploughed.Oh, it is hard not to be able to work..." said Velu a little angrily.

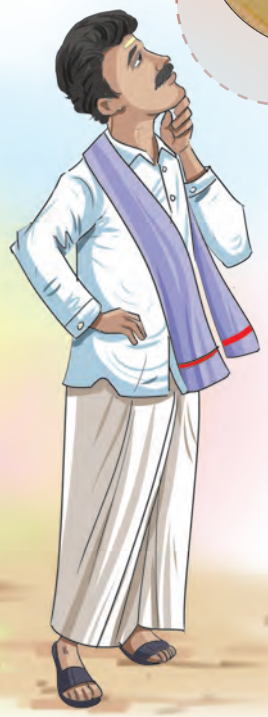


"But my son, that is what I am talking about. You have strength now. You can work without a break. But have you thought about the land? The earth works, too, when you plough, and sow, and plant. The earth has worked for years, centuries, in fact, thousands of years. The soil, the land, the earth... shouldn't someone let the land rest a bit?" the old woman said, softly, smiling.

bitterly: hurtfully

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"Rest? Let the land rest? I don't understand," Velu looked at her, a little puzzled.

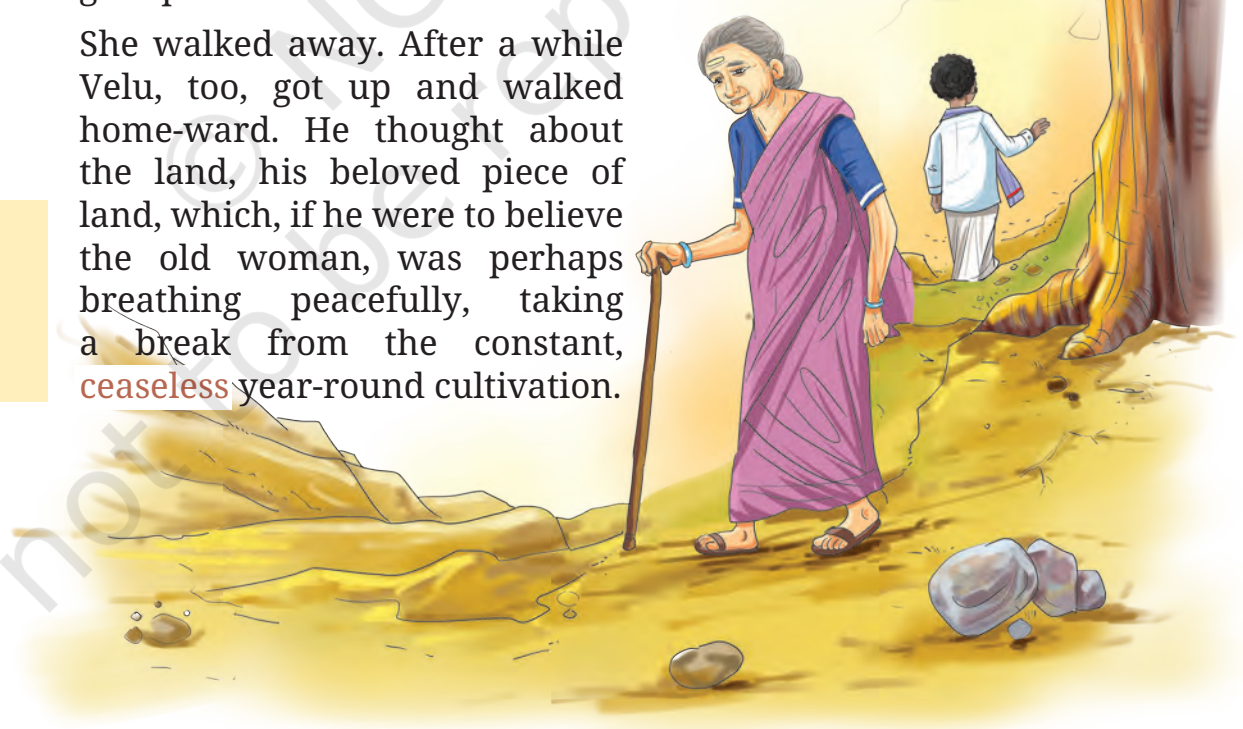
"Yes, my son, that is the difficulty. You don't realise that the earth is old... But Nature is a mother to all of us. To you and to me. And to the trees, the water and the soil. She takes care to give her children the rest they need..."

Velu began to understand.

"When the rains don't come, you are dejected. But in that way the land is left alone. The land lies undisturbed, staring at the sky, resting... And when the rains come, it will spring back into activity, fresh and ready for your crop. Go home, my son, Nature knows a thing or two... go home," she said, and got up.

She walked away. After a while Velu, too, got up and walked home-ward. He thought about the land, his beloved piece of land, which, if he were to believe the old woman, was perhaps breathing peacefully, taking a break from the constant, ceaseless year-round cultivation.

ceaseless: continuous



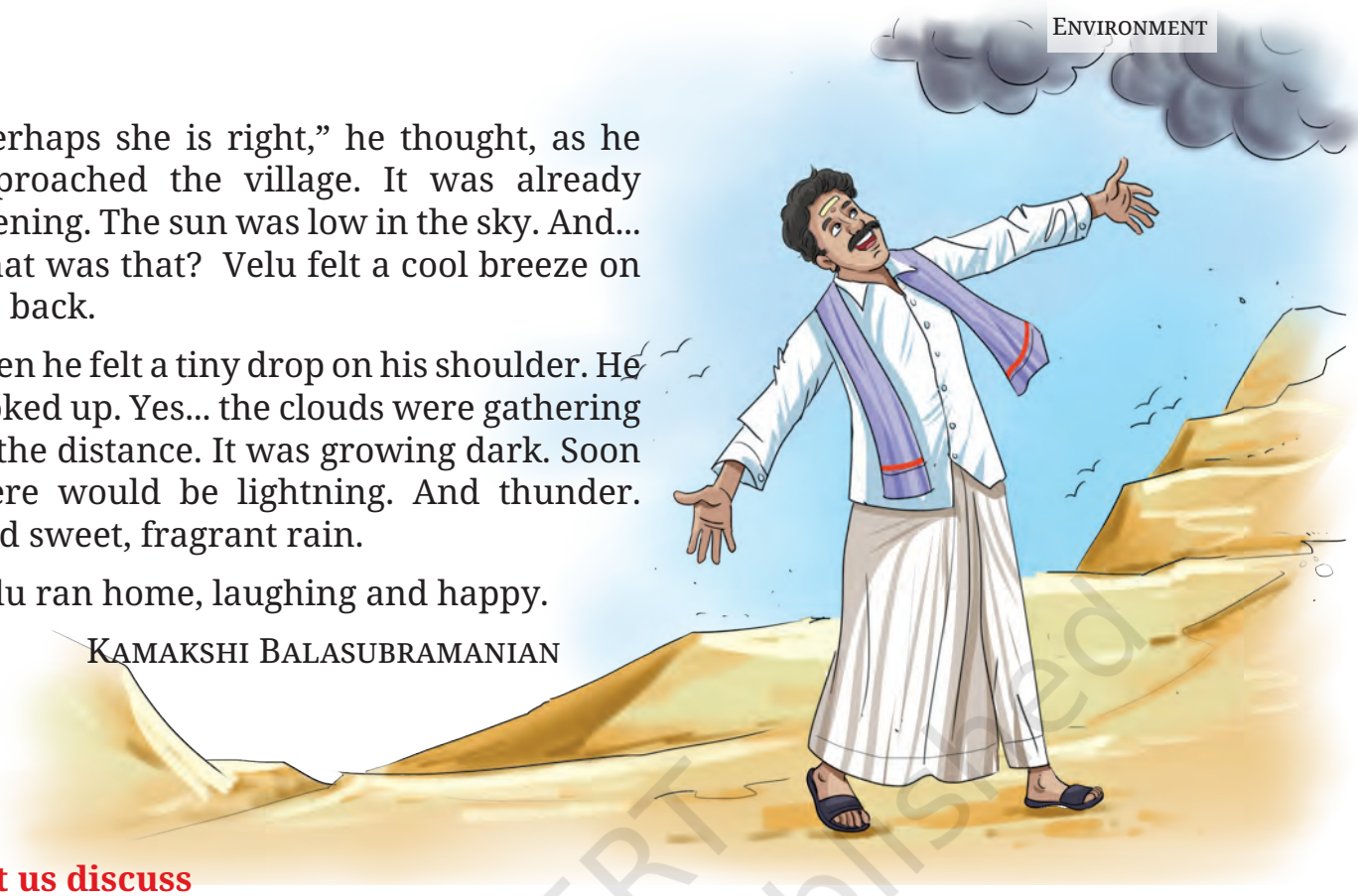
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"Perhaps she is right," he thought, as he approached the village. It was already evening. The sun was low in the sky. And... what was that? Velu felt a cool breeze on his back.

Then he felt a tiny drop on his shoulder. He looked up. Yes... the clouds were gathering in the distance. It was growing dark. Soon there would be lightning. And thunder. And sweet, fragrant rain.

Velu ran home, laughing and happy.

KAMAKSHI BALASUBRAMANIAN



Let us discuss

I Complete the following statements given below with suitable reasons.

1. Velu asked the old woman to stop smiling because _____.
2. Velu said that it was hard not being able to work since _____.
3. Velu was confused when the old lady said that the land needed rest because _____.
4. The old lady said that it was good for the land when it didn't rain as _____.
5. Velu ran home laughing and happy because _____.



Let us think and reflect

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

1. *"...I can't see how talking to astrologers will bring rain."*

   He decided to go to the weather office in the city and talk to someone. But the people at the weather office said they couldn't really tell him when the sky would gather clouds and bring rain. "We are at a loss ourselves!" they exclaimed. "So many favourable conditions but still no rain. Very odd!"

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(i) What does the first line of the extract tell us about Velu's beliefs?

(ii) Complete the following sentence with a suitable reason.

Velu is determined to seek information about the rain because _____. (he was at a loss of words/he wants to find a practical solution to the drought affecting his farm)

(iii) Complete the table with reference to Velu's weather office visit.

Expectation (What I think will happen)	Outcome (What actually happened)

(iv) Complete the following sentence with a suitable option.

The absence of rain despite favourable conditions, shows _____.

A. lack of astrological knowledge
B. ineffectiveness of farmers like Velu
C. delay in understanding the weather
D. unpredictability of nature

2. *"The soil, the land, the earth... shouldn't someone let the land rest a bit?" the old woman said, softly, smiling.*

"Rest? Let the land rest? I don't understand," Velu looked at her, a little puzzled.

"Yes, my son, that is the difficulty. You don't realise that the earth is old..."

(i) The old woman's advice was accompanied with a soft tone and a smile. What does that tell us about her?

(ii) Fill in the blank with the correct option from those given below.

The old woman's advice _____ Velu, at that moment.

A. failed to impress
B. confused
C. scared
D. made sense to

(iii) State one thing about the old woman when she referred to Velu as 'my son', while offering advice.

(iv) Complete the following sentence with a suitable explanation.

The 'difficulty' that the old woman mentions is due to the fact that _____.

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II Answer the following questions.

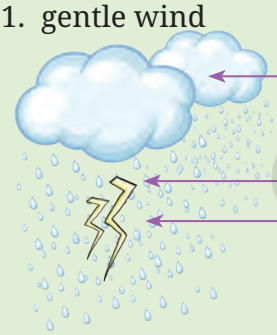
1. How does the old woman convey Nature's wisdom to Velu?
2. The writer says, 'The fields lay untended…' Why couldn't the farmers tend to their fields in the absence of rain?
3. Support the old woman's perspective that the land needs rest just like people do.
4. What can be inferred about Velu's character based on his reaction to the drought?
5. What does the story suggest about the life of farmers and their relationship with nature?
6. How might the rest and care of land contribute to a balanced and sustainable ecosystem?

Let us learn

I Solve a crossword using picture and word clues. All clues are related to the words from the text that are connected to weather or agriculture.

Down

1. gentle wind



3. rumbling sound with rain
4. grains etc. grown in large quantity in fields

Across

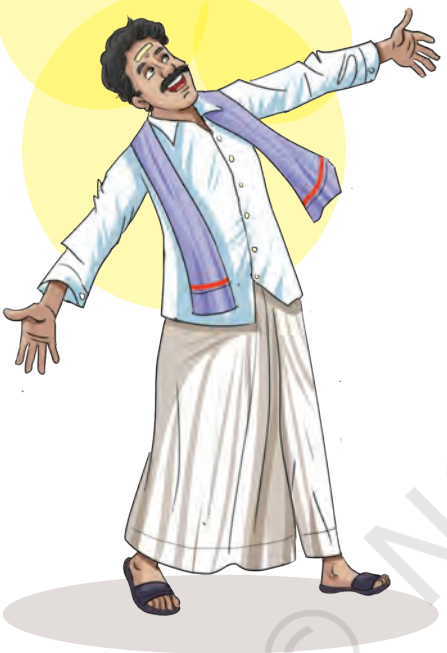
5. collected crops
8. 
9. prepare and use land for crops
10. turn up the field soil
11. plant seed/s

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II The text uses words like 'piece,' 'weather,' 'son,' and 'rain'. These words are the same as other words that are spelt differently—peace, whether, sun, and reign.

Words that are pronounced the same as other words but differ in meaning or in spelling are called **homophones**.

Now, complete the paragraph by filling in the correct option of homophones given in the brackets.



The farmer looked at the sky and wondered 1. _____ (weather/whether) the clouds would finally bring rain. He sat down on the ground, breaking a small 2. _____ (piece/peace) of roti for his meal. The 3. _____ (plain/plane) fields stretched endlessly before him, completely dry. He thought about how he could 4. _____ (sell/cell) his last sack of grain to buy some essentials for his family. Without the rains, it didn't 5. _____ (seam/seem) possible to grow another crop this season. Despite his worries, he smiled, knowing that every farmer hopes for the next 6. _____ (rain/reign) by nature to bring life back to the land.

III Choose the correct meanings from the given options for the underlined words or phrases in the following sentences.

1. Being annoyed, she <u>muttered</u> something which nobody heard.
   (i) spoke in a low voice (ii) spoke slowly (iii) spoke angrily
2. At the new work place, Riya felt <u>forlorn</u> for a week.
   (i) upset and irritated (ii) angry and bitter (iii) sad and neglected
3. When all his friends had gone, he was <u>at a loss</u> because he did not know what to do.
   (i) confused (ii) shocked (iii) lonely
4. When the little child saw her father, her eyes <u>sparkled</u>.
   (i) glowed dimly (ii) showed joy (iii) opened wide

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IV Match each word (adjective) in Column 1 with a word (noun) that collocates in Column 2. Write the adjective-noun collocation in Column 3. One example has been done for you.

Column 1	Column 2	Column 3
1. favourable	(i) country	favourable weather
2. wrinkled	(ii) activity	
3. dejected	(iii) weather	
4. fragrant	(iv) skin	
5. ceaseless	(v) garden	
6. beloved	(vi) expression	

V Underline the verbs and identify the forms of tenses for the following sentences from the text.

1. Oh, it is hard not to be able to work...
2. ...I am too old.
3. What are you smiling at, Amma?
4. But my son, that is what I am talking about.
5. The earth has worked for years, centuries...
6. I have worked hard and honestly.

The forms of tenses in the given statements are Simple Present Tense (1 and 2), Present Progressive Tense (3 and 4) Present Perfect Tense (5 and 6).

Now, fill in the blanks with the correct form of Simple Present, Present Progressive or Present Perfect tenses of the verbs given in brackets.

Ravi (i) _____ (be) a farmer who (ii) _____ (practise) crop rotation on his land. Each season, he (iii) _____ (plant) different crops to maintain the soil's health. This year, he (iv) _____ (grow) legumes, which help restore the nutrients in the soil. Over the years, Ravi (v) _____ (learn) that planting the same crop repeatedly (vi) _____ (deplete) the soil, making it less fertile. By rotating crops, he (vii) _____ (keep) the land productive and fertile. He (viii) _____ (see) a noticeable improvement in his yields since adopting this method. Now, Ravi (ix) _____ (share) his knowledge with other farmers, explaining how crop rotation(x) _____ (benefit) both the soil and their harvests.

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VI Study the highlighted words in the following sentences from the text.

- **The** rains came **all** these years without **any** such consultations.
- So **many** favourable conditions, but still no rain.
- **Every** day they hoped that **the** rains would come.
- But **this** year turned out to be different.
- This is **the** first season in **five**, no, **six** years that I have not sown, nor ploughed.
- We ought to talk to **some** astrologers.
- I have only done what **any** hard-working farmer would do.
- Velu looked at her, **a little** puzzled.
- She takes care to give **her** children **the** rest they need...
- Velu felt **a** cool breeze on **his** back.

The highlighted words or phrases that come before a noun but do not describe them are called **determiners**.

Let us learn the use of some common determiners.

- Articles: a, an, the

  These are used to introduce nouns.
- Demonstrative Determiners: this, that, these, those

  These are used to point out specific items.
- Possessive Determiners: my, our, your, his, her, its, their, one's

  These indicate ownership or relationship.
- Definite Numeral Determiners: one, two, three, etc.

  These specify exact quantities.
- Indefinite Numeral Determiners: some, any, no, all, much, many, few, less, several, little and few
  - ✓ 'Some' is used in affirmative sentences, while 'any' and 'no' are used in negative and interrogative sentences.
  - ✓ 'All' refers to the entirety of a group.
  - ✓ 'Much' and 'many' denote large quantities of uncountable and countable nouns, respectively.
  - ✓ 'Few' indicates a small number, 'less' refers to a smaller quantity, and 'several' means more than two but not many.
  - ✓ 'Little' means not much, 'few' means not many. Use 'a little' and 'a few' to convey a positive sense.

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- Distributive Determiners: each, every, either, neither
  - ✓ 'Each' refers to individual items or people, 'every' refers to all items or people collectively.
  - ✓ 'Either' means one of two options and 'neither' means not one of the two options.

Now, fill in the blanks by choosing the correct determiner from those given in the brackets.

It was 1. _____ (a/an) rainy afternoon, and 2. _____ (a/the) sky was thick with dark clouds. Mala noticed a large puddle quickly forming in front of 3. _____ (her/their) house. Excited, she called for her brother to join her, knowing that both of them always loved playing in 4. _____ (a/the) rain. While jumping from 5. _____ (some/one) puddle to another, Mala spotted 6. _____ (few/a few) snails slowly creeping along the wet sidewalk and pointed them out to her brother. With 7. _____ (each/every) jump, the sound of both 8. _____ (her/their) squeals and laughter was heard through the soft patter of raindrops. Though they were fully drenched 9. _____ (either/neither) siblings minded it. It had been a perfect rainy day.





Let us listen

I Listen to the weather forecast. As you listen, fill in the blanks with the exact word you listen to. (Transcript for teacher on page 204)

1. Delhi will mostly have a _____ sky with light rain.
2. Moderate rain is likely to happen in _____.
3. Kolkata is likely to have a maximum temperature of around _____ °C.
4. There is a chance of a _____ in Chennai.
5. Bengaluru will have a _____ temperature of 29 °C.
6. Taking an _____ is advisable because of the weather conditions.

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Let us speak

I Here is a tongue twister about 'weather'. Practice saying it as fast as you can.

> Whether the weather be fine, or whether the weather be not, whether the weather be cold, or whether the weather be hot, we'll weather the weather, whatever the weather, whether we like it or not.

II Rain has arrived after a long dry spell on the Earth. Imagine the Rain and the Earth have a conversation. Work in pairs and present the role-play.

You may use the hints in the table given below.

You may start the conversation in the following way.

Rain: Greetings, Earth! It's been a while since we've met. How have you been?

Earth: Hello Rain! I am so glad to see you.

To continue the conversation, use the hints given below.

Rain	Earth
Ask about how the Earth has been.	Respond and express relief at the arrival of Rain.
Speak about your long journey from the Earth to the sky and back again to the Earth.	Enquire why it took so long for Rain to arrive.
	Express gratitude for the gift of water.
Ask about how the Earth can use the gift you brought—rain water.	Speak about how important Rain is to you—for agriculture, for plants and animals to survive.
Elaborate how much you enjoy being on the Earth.	Enquire how Rain feels about being on Earth.
Thank the Earth for the invite. Promise to return on time the next year.	Invite Rain to join the celebration of the rivers, forests, and people of Earth.

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Let us write

I You have observed the difficulties faced by the people in your neighbourhood due to scarcity of water especially during the summer months. Write a letter to the Councillor of your Municipal ward, requesting her/him to set up a rain water harvesting unit. Provide suggestions to address the issue.

Remember to

- use formal language
- keep sentences short and to the point
- state the purpose clearly and concisely
- give relevant details

Format and Layout:

Sender's address

Date

The Municipal Councillor *(Receiver's designation and address)*

Subject: Request to Install a Rainwater Harvesting Unit in Ward No. 44

Dear Madam,

Paragraph 1: Drawing attention to the problem

Paragraph 2: Causes and Consequences

Paragraph 3: Request and Suggestions

Paragraph 4: Conclusion

} Body of the letter

Yours sincerely,

Signature of the sender
(Sender's full name in brackets)



Let us explore

I Rest is very important for us to function in a proper manner. Even the Earth needs rest. This is known as **fallowing**.

Read the facts given below related to fallowing:

- A fallow year refers to leaving the land without sowing for one, or several vegetative cycles.

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- This is done to allow the land to recover its nutrients and retain moisture. It also helps to avoid spreading of diseases and controlling pests.
- The sustainable land management method has been applied for centuries, wherein a field is divided into two halves—one is planted with crops while the other remains unplanted. Then, the process is reversed in the following year.

II Find out from your Vocational Education teacher about Agriculture as a vocation and other related vocations, such as horticulture, etc.

III India's rich tradition of meteorological knowledge includes indigenous forecasting systems, grounded in ancient wisdom. These provide sophisticated methods for predicting climate, calculating rainfall, and issuing early warnings.

References to rain and weather are found in numerous ancient texts, including the *Rigveda*, *Shrimad Bhagavad*, *Parashara Samhita*, *Panini's Ashtadhyayi*, and *Meghmala*. These texts offer insights into rainfall patterns and seasonal changes.

IV Meteorological Services for Agriculture in India

The primary objective of the Agricultural Meteorology Division, India Meteorological Department (IMD) is to minimise the impact of adverse weather on crops and to leverage crop-weather relationships to boost agricultural production.

In addition to forecasts and advisories, several other weather related services are also provided.

For detailed information, please visit: https://mausam.imd.gov.in/responsive/servicesMetEnvironment.php



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TRANSCRIPTS

The Cherry Tree



Let us listen *(refer to page 170)*

I You will listen to a conversation between a son and his mother. As you listen, select four true statements from 1–7 given below.

SON : Amma, could you help me with this project?

MOTHER : Why not? What's the project about?

SON : It's about the Chipko Movement. I have to make a PowerPoint presentation and talk about it in class.

MOTHER : That's good! Chipko Movement was all about hugging trees to prevent them from being cut, isn't it? Such an inspiring movement it was!

SON : Yes, it was the first time that common people came together for the noble cause of saving trees. It showed how people can also make a difference. Have you heard or read about something similar?

MOTHER : Yes, of course. The success of the Chipko Movement led to the Appiko Movement.

SON : Really? Doesn't appiko mean 'hugging' in Kannada? So, did they also hug trees to protect them?

MOTHER : Yes they did. In this movement people not only hugged trees to protect them but also regenerated the forest areas in the Western Ghats.

SON : That's great! This reminds me of what my teacher shared about Saalumarada Thimakka last week. She is a Padma Shri awardee.

MOTHER : What an amazing personality! I've heard about her and I'm interested to know what your teacher has shared with you.

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SON : She is an Indian environmentalist who has been planting trees since 1948. She has planted over 8000 trees in the area around her village.

MOTHER : Wonderful!

SON : What I admire about her is the commitment she has towards conserving the environment.

MOTHER : Incredible! That is one superwoman! But do you know who the Forest Man of India is?

SON : Yes, I've read about him. It is Jadav Payeng, from Assam. He too is a Padma Shri awardee. Isn't he the one who single-handedly turned a barren land of around a thousand acres into a lush green forest? He did so by planting nearly forty million trees.

MOTHER : Yes, you're absolutely right. It was not something that happened overnight. It took him thirty years to achieve this. This forest has become a habitat for different kinds of animals including migratory birds.

SON : Fascinating, isn't it? I've read a book and watched a documentary in school about him which has really inspired me.

MOTHER : I'm glad that you have begun to care about the environment too.

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Harvest Hymn



Let us listen *(refer to page 181)*

I Listen to this talk about paddy cultivation. As you listen, number the events in the correct order in which they happen.

Hello everyone!

Did you know that rice is actually a type of grass, and the part we eat is its seed? Let me tell you about the process of cultivating rice.

It all starts with preparing the land. First, the soil has to be ploughed. Rice is typically grown in fertile soil that holds a lot of water. The most important step in preparing the soil is to soak it with plenty of water. This step is called puddling. Once the nursery bed is prepared, the seeds can be planted. After that, we sow the seeds on the soil's surface.

Paddy farmers have to ensure that their fields stay flooded with water because irrigation is crucial. It takes around 4 to 5 weeks for the seeds to grow into seedlings. After this comes the most important step—transplanting. The seedlings that were prepared in the nursery bed are uprooted and then transplanted into the flooded field.

In around 120 days, the rice plants are fully grown. At this point, the crops are harvested by cutting them. Following this, the seeds are separated from the plant. This is called threshing. To reduce the moisture content even more, the separated grains are dried. This ensures that they can be stored or processed further. Through a process called milling, the rice is separated from the outer covering on it.

Finally, the rice reaches the market, and that's where we get it to make all kinds of delicious foods. Whether it's *Appam*, *Pulao*, *Khichdi*, or *Daal Bhaat*, rice is a big part of many meals.

II Now listen to the talk again. As you listen, choose the correct option to answer the questions that follow.

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Waiting for the Rain



Let us listen *(refer to page 197)*

I Listen to the weather forecast. As you listen, fill in the blanks with the exact word you listen to.

Hello and welcome to today's weather forecast.

Delhi is expected to have a generally cloudy sky with light rain. The temperature will range between a minimum of 25 °C and a maximum of 36 °C.

The sky will generally be cloudy with moderate rain in Mumbai. The minimum temperature is 24 °C and the maximum will be around 30 °C.

Moving eastwards, Kolkata will have a partly cloudy sky with one or two spells of rain or thundershowers. The minimum temperature will be 28 °C and the maximum will be around 34 °C.

Chennai is expected to have a partly cloudy sky with a possibility of thunderstorm. The minimum temperature will be 27 °C and the maximum will be around 36 °C.

Bengaluru will have a generally cloudy sky with light rain. The minimum temperature will be 21 °C and will rise to a maximum of around 29 °C.

Hyderabad is expected to have a generally cloudy sky with light rain or drizzle. Temperature will be between a minimum of 23 °C and a maximum of 33 °C.

That's all from me today. Have a beautiful day ahead. Don't forget to carry your umbrellas!

https://www.newsonair.gov.in/weather-forecast-for-today/

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UNIT 5

SCIENCE AND CURIOSITY

FEATHERED FRIEND

0873CH05

Let us do these activities before we read.

I Work in pairs and discuss the questions given below. Share your answers with your classmates and teacher.

1. Who can a 'feathered' friend be?
2. Which 'feathered' friend do you like? Why?
3. If you have a choice between a 'feathered' and a 'furry' friend, who would you choose? Why?
4. Do you think a 'feathered' or a 'furry' friend can accompany astronauts to space? If yes, why? If no, why not?

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II Complete the words given below by inserting vowels. Refer to their meanings given alongside. Share your answers with your classmates and teacher.

1. official rule that controls how something is done: R _ G _ L _ T _ _ N
2. to not allow something: F _ R B _ D
3. join or blend to form a single entity: F _ S _
4. suddenly: _ B R _ P T L Y
5. admit one's mistake: C _ N F _ S S
6. a person who advises what to eat to keep healthy: D_ _ T _ T _ _ N

Let us read



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I

To the best of my knowledge, there's never been a regulation that forbids one to keep pets in a space station. No one ever thought it was necessary—and even had such a rule existed, I am quite certain that Sven Olsen would have ignored it.

Actually he was a **wiry** little fellow, like most of the early spacers, and managed to qualify easily for the 150-pound bonus that kept so many of us on a reducing diet. Had he been built otherwise, his chances of getting a job in space would have been very slim.

Sven was one of our best construction men, and excelled at the tricky and specialised work of collecting **assorted girders** as they floated around in free fall, making them do the slow-motion, three-dimensional ballet that would get them into their right positions, and fusing the pieces together when they were **precisely dovetailed** into the intended pattern: it was a skilled and difficult job, for a space suit is not the most convenient of **garbs** in which to work. However, Sven's team had one great advantage over the construction groups you see putting up skyscrapers down on Earth. They could step back and admire their **handiwork** without being **abruptly** parted from it by gravity.

Don't ask me why Sven wanted a pet, or why he chose the one he did. I'm not a psychologist, but I must admit that his

wiry: thin but strong

assorted: consisting of various types mixed together

girders: long, thick piece of steel or concrete that supports a large structure

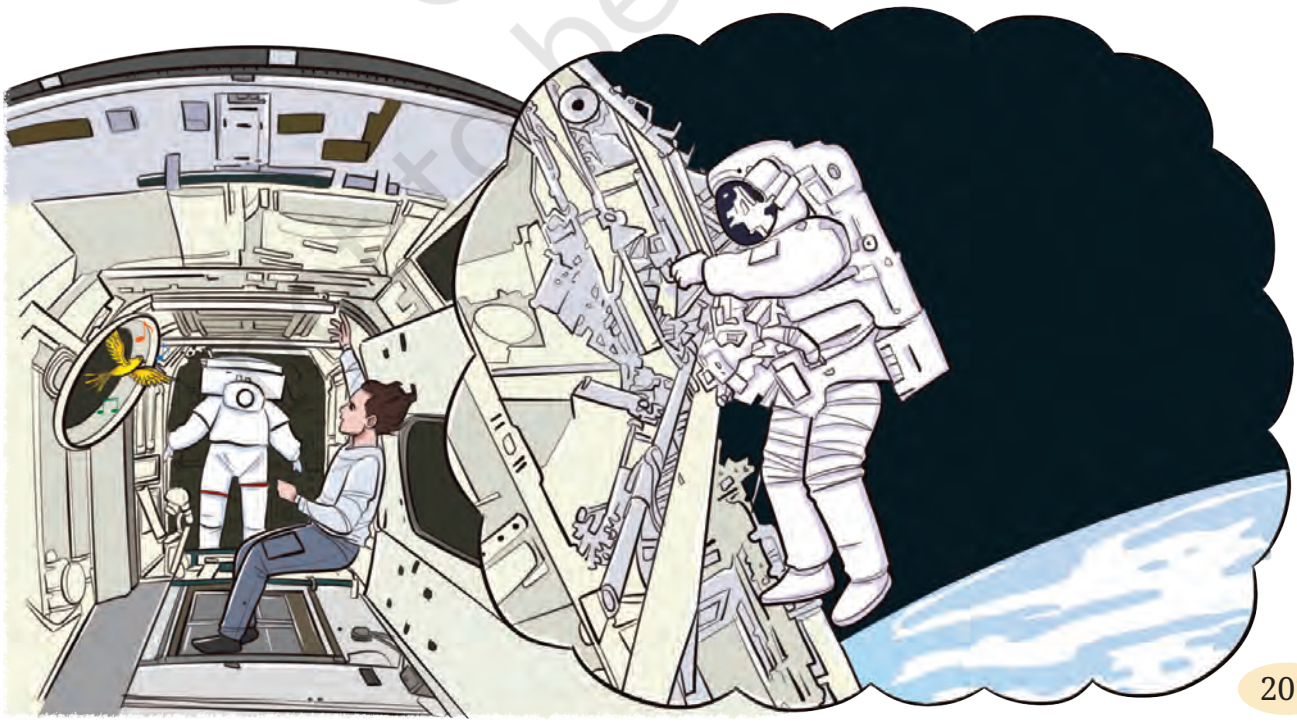
precisely: exactly

dovetailed: fitted together

garbs: clothing of a special kind

handiwork: creation

abruptly: unexpectedly/ suddenly



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selection was very sensible. Claribel weighed practically nothing, her food requirements were tiny—and she was not worried, as most animals would have been, by the absence of gravity.

I first became aware that Claribel was **aboard** when I was sitting in the little **cubbyhole** laughingly called my office, checking through my lists of technical stores to decide what items we'd be running out of next. When I heard the musical whistle beside my ear, I assumed that it had come over the station intercom, and waited for an announcement to follow. It didn't; instead, there was a long and involved pattern of melody that made me look up with such a start that I forgot all about the angle beam just behind my head. When the stars had **ceased** to explode before my eyes, I had my first view of Claribel.

She was a small yellow **canary**, hanging in the air as motionless as a hummingbird—and with much less effort, for her wings were quietly folded along her sides. We stared at each other for a minute; then, before I had quite recovered my **wits**, she did a curious kind of backward loop I'm sure no earthbound canary had ever managed, and departed with a few leisurely **flicks**. It was quite obvious that she'd already learned how to operate in the absence of gravity, and did not believe in doing unnecessary work.

Sven didn't confess to her ownership for several days, and by that time it no longer mattered, because Claribel was a general pet. He had smuggled her up on the last ferry from Earth, when he came back from leave—partly, he claimed, out of sheer scientific curiosity. He wanted to see just how a bird would operate when it had no weight but could still use its wings.

Claribel thrived and grew fat. On the whole, we had little trouble **concealing** our guest when VIPs from Earth came visiting. A space station has more hiding places than you can count; the only problem was that Claribel got rather noisy when she was upset, and we sometimes had to think fast to explain the curious peeps and whistles that came from **ventilating shafts** and storage **bulkheads**.

There were a couple of narrow escapes—but then who would dream of looking for a canary in a space station?

aboard: on an aircraft

cubbyhole: a small enclosed space or room

ceased: stopped

canary: a popular bird which people love to keep as pets; found in open areas with small trees and shrubs

wits: ability to think quickly

flicks: sudden, quick movements

concealing: hiding

ventilating shafts: passageways or ducts that allow fresh air in a closed space

bulkheads: dividing walls or barriers between separate compartments in an aircraft

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Let us discuss

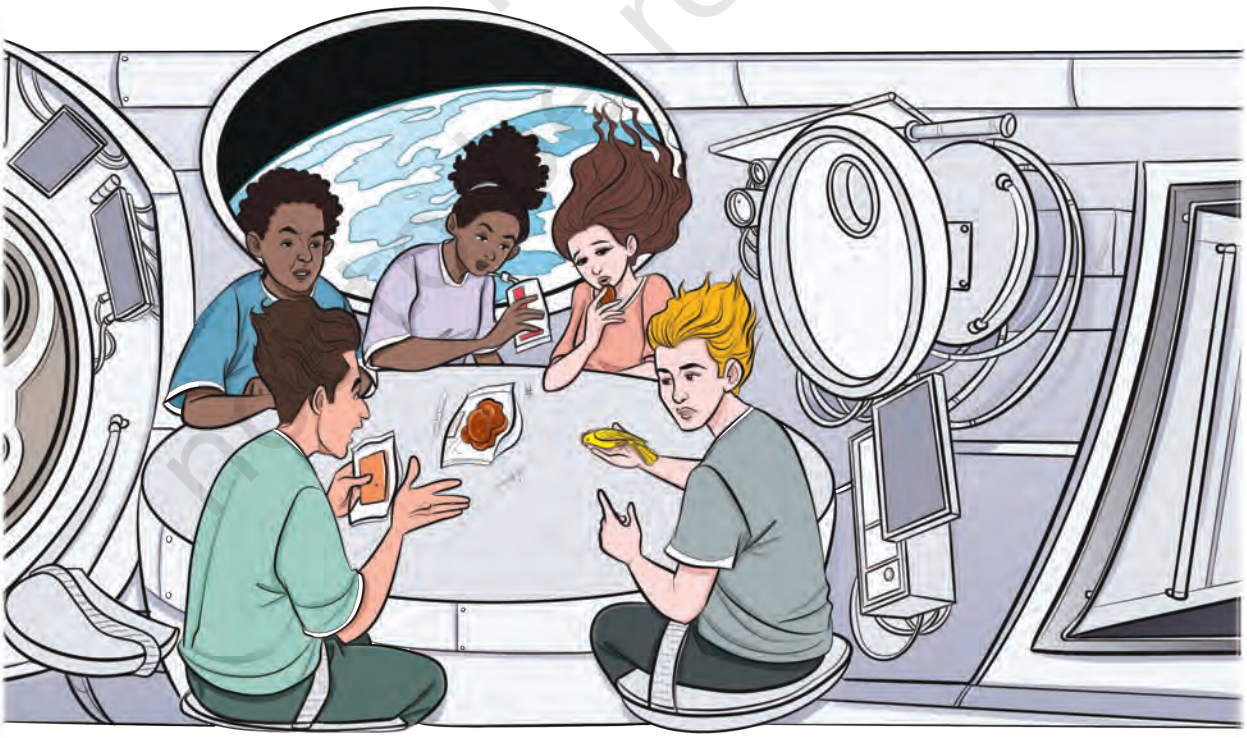
I Answer the following questions briefly.

1. Why did the narrator think Sven had sneaked a bird aboard? What was Sven's scientific reason?
2. How did Claribel adjust to the new surroundings?
3. What made the narrator mistake the musical whistle for a sound from the intercom?
4. Do you think the presence of the canary would lead the spacers into trouble? If yes, why? If no, why not?

II

We were now on twelve-hour watches, which was not as bad as it sounds, since you need little sleep in space. Though of course there is no 'day' and 'night' when you are floating in permanent sunlight, it was still convenient to stick to the terms. Certainly when I woke that 'morning' it felt like 6:00 a.m. on Earth. I had a **nagging** headache, and vague memories of fitful, disturbed dreams. It took me ages to undo my bunk straps, and I was still only half awake when I joined the remainder of the duty crew in the mess. Breakfast was unusually quiet, and there was one seat vacant.

nagging: persistently painful



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"Where's Sven?" I asked, not very much caring.

"He's looking for Claribel," someone answered. "Says he can't find her anywhere. She usually wakes him up."

Before I could **retort** that she usually woke me up, too, Sven came in through the doorway, and we could see at once that something was wrong. He slowly opened his hand, and there lay a tiny bundle of yellow feathers, with two **clenched** claws sticking pathetically up into the air.

"What happened?" we asked, all equally distressed.

"I don't know," said Sven mournfully. "I just found her like this."

"Let's have a look at her," said Jock Duncan, our cook-doctor-dietitian. We all waited in **hushed** silence while he held Claribel against his ear in an attempt to detect any heartbeat.

Presently he shook his head. "I can't hear anything, but that doesn't prove she's dead. I've never listened to a canary's heart," he added rather apologetically.

"Give her a shot of oxygen," suggested somebody, pointing to the green-banded emergency cylinder in its recess beside the door. Everyone agreed that this was an excellent idea, and Claribel was tucked **snugly** into a face mask that was large enough to serve as a complete oxygen tent for her.

To our delighted surprise, she revived at once. Beaming broadly, Sven removed the mask, and she hopped onto his finger. She gave her series of "Come to the cookhouse, boys" trills—then promptly **keeled** over again.

"I don't get it," lamented Sven. "What's wrong with her? She's never done this before."

For the last few minutes, something had been **tugging at** my memory. My mind seemed to be very **sluggish** that morning, as if I was still unable to cast off the burden of sleep. I felt that I could do with some of that oxygen—but before I could reach the mask, understanding exploded in my brain. I whirled on the duty engineer and said urgently: "Jim!" There's something wrong with the air! That's why Claribel's passed out. I've just remembered that miners used to carry canaries down to warn them of gas."

retort: answer/ respond

clenched: pressed together tightly

hushed: quiet

snugly: cosily

keeled: collapsed/ fainted

tugging at: causing to remember something

sluggish: inactive

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"Nonsense!" said Jim. "The alarms would have gone off. We've got duplicate circuits, operating independently."

"Er—the second alarm circuit isn't connected up yet," his assistant reminded him. That shook Jim; he left without a word, while we stood arguing and passing the oxygen bottle around like a pipe of peace.



He came back ten minutes later with a **sheepish** expression. It was one of those accidents that couldn't possibly happen; we'd had one of our rare eclipses by Earth's shadow that night; part of the air purifier had frozen up, and the single alarm in the circuit had failed to go off. Half a million dollars' worth of chemical and electronic engineering had let us down completely. Without Claribel, we should soon have been slightly dead.

So now, if you visit any space station, don't be surprised if you hear an **inexplicable** snatch of birdsong. There's no need to be alarmed; on the contrary, in fact. It will mean that you're being doubly **safeguarded**, at practically no extra expense.

ARTHUR C. CLARKE

sheepish: embarrassed

inexplicable: unexplainable

safeguarded: protected

Let us discuss

I Identify whether the following statements from parts I and II are true or false. Share your answers with your classmates and teacher.

1. The alarm at the space station failed to work properly because they were not connected.
2. Claribel was brought to the space station for an official experiment on animal behaviour in space.

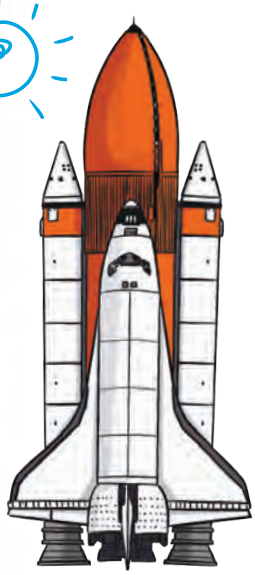
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3. The canary's suffering helped the crew discover a problem with the air purifier.
4. The air purifier froze because there was a rare eclipse.
5. Claribel could fly gracefully in the space station, performing loops in the air.
6. The space station crew was uninterested in Claribel and hardly noticed her presence after she was discovered.
7. Claribel had fainted and had to be revived with oxygen supply.

Let us think and reflect

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

1. *Sven was one of our best construction men, and excelled at the tricky and specialised work of collecting assorted girders as they floated around in free fall, making them do the slow-motion, three-dimensional ballet that would get them into their right positions, and fusing the pieces together when they were precisely dovetailed into the intended pattern: it was a skilled and difficult job, for a space suit is not the most convenient of garbs in which to work.*



(i) What can be inferred about Sven's abilities from his job description?

A. He is good at following instructions but lacks creativity.
B. He possesses a strong understanding of working in space.
C. He struggles with the complexities of construction in space.
D. He prefers working on simpler tasks rather than complex jobs.

(ii) How can we conclude that Sven was working in zero gravity?

(iii) Select the option that is correct for both Assertion (A) and Reason (R).

(A): Sven's job required him to make girders perform a 'three-dimensional ballet' in space.

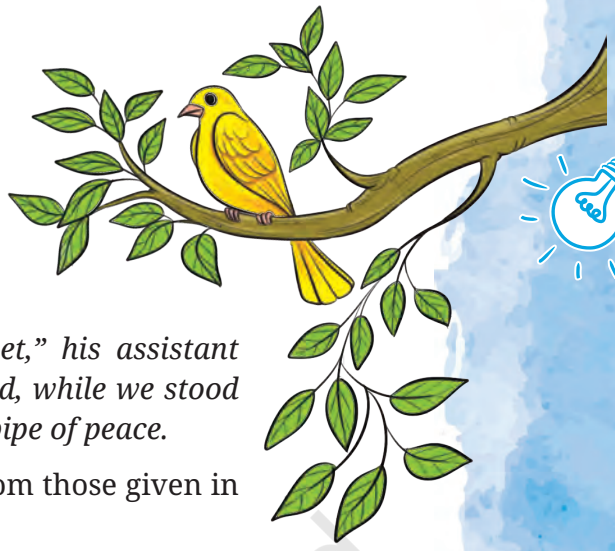
(R): Working in zero gravity allows objects to float, making precise positioning more challenging.

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

(iv) Replace the underlined word with a word similar in meaning from the extract.

During the festival, people wore colourful <u>outfits</u> that represented their culture.

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2. *"Jim!" There's something wrong with the air! That's why Claribel's passed out. I've just remembered that miners used to carry canaries down to warn them of gas."*
"Nonsense!" said Jim. "The alarms would have gone off. We've got duplicate circuits, operating independently."
"Er—the second alarm circuit isn't connected up yet," his assistant reminded him. That shook Jim; he left without a word, while we stood arguing and passing the oxygen bottle around like a pipe of peace.

(i) Fill in the blank by selecting the correct option from those given in the brackets.
The narrator references canaries and miners in order to _____.
(highlight the historical use of canaries as warning systems/explain the reason that caused Claribel to faint suddenly)

(ii) Complete the following sentence with a suitable reason.
Jim initially dismisses the warning about the air because _____.

(iii) What does the phrase *'shook Jim'* mean in the context of the information in the extract?
Jim was _____.
A. physically pushed by someone
B. startled by unexpected information
C. cold and needed to warm up
D. trying to shake off sleepiness

(iv) What does the crew's action of passing the oxygen bottle around *'like a pipe of peace'* suggest about their response to the situation?

II Answer the following questions.

1. What was the purpose of the alarm? What had caused its failure?
2. How does the crew's reaction to Claribel change over the course of the story?
3. What does the last part of the story tell us about the significance of unusual ways of problem solving?
4. Justify the appropriateness of the title of the story.
5. *'Without Claribel, we should soon have been slightly dead.'* What does this line suggest about uncertainty of life in space?
6. Explain how has the writer presented science fiction with a touch of humour.
7. How would Sven reflect on his experience of almost losing Claribel and for saving the lives of the entire crew?

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Let us learn

I Choose the appropriate adjectives from the box given below to match with the words 1–8 that follow.

nagging	vague	delighted	narrow
sluggish	hushed	inexplicable	sheepish

1. _____ path
2. _____ worry
3. _____ plan
4. _____ look
5. _____ reason
6. _____ traffic
7. _____ voices
8. _____ expression

Now, underline the sentences that use these adjectives in the text.

II The word 'intercom' is used in the text. It is called a **merged word** as it is made by combining the parts of two words—'internal' and 'communication'. Merged words are made by combining two words.

Combine the words in Column 1 with the words in Column 2 to make merged words. Write the merged word and its meaning.

One example has been done for you.

Column 1	Column 2	Merged word	Meaning
breakfast	lunch	(i) brunch	meal eaten between breakfast and lunch hours
motor	hotel	(ii)	
smoke	fog	(iii)	
situation	comedy	(iv)	
video	log	(v)	
spoon	fork	(vi)	
web	seminar	(vii)	

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III Read the following sentence from the text and fill in the blank.

It will mean that you're being doubly safeguarded.

In the given sentence, 'will' denotes _____ (past/present/future) time.

There are several ways to use verbs to talk about the future in English. The following table lists some of the usages of future time references.

S. No.	Tense	Usage	Examples
1.	'will' [**Note:** also common in offers, promises, and orders expressing willingness, certainty or obligations]	When we provide information about future events or discuss possible future occurrences.	• I think the Kailash House will win.
2.	Simple Present Tense	When we talk about the future only in situations that are a part of a regular schedule or planned action.	• My school reopens on 03 January.
3.	Present Progressive Tense	When we use for future actions and events mostly for personal arrangements and fixed plans.	• My exams are getting over this weekend. • I am visiting my grandparents during the vacation.
4.	'Going to'	Present Progressive Tense of 'go'— This is common in informal style, especially in speech or conversation.	• We're going to get a new motorbike soon.
5.	Future Perfect (will have + Past Participle)	When we say that something will be finished or completed by a certain time in future.	• The teacher says, she will have completed the portions by next month.

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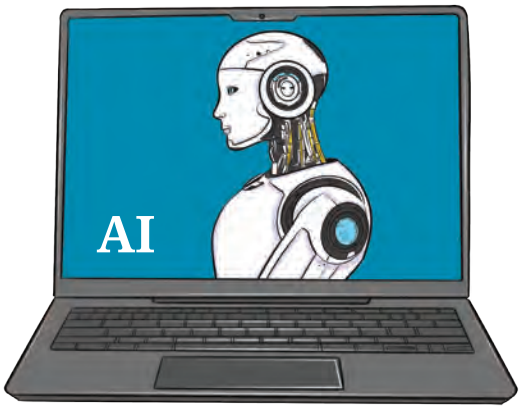
6.	Future Progressive (will + be + -ing)	When we say that something will be in progress at a particular moment in the future.	• This time tomorrow I will be relaxing at home.
7.	Future in the Past	Sometimes, when we talk about the past, we need to mention something that was still in the future at that time—something that had not happened yet.	• I had no time to shop as I was leaving for Chennai in an hour. (instead of 'am leaving') • Last time I saw you, you were going to start a new business. (instead of 'are going to') • In 2024, I arrived in a town where I would spend the rest of my life. (instead of 'will spend')

IV Fill in the blanks with the correct form (Simple Present, Present Progressive, 'will', or 'going to') to indicate future time.

1. Our flight _____ (leave) at 10.00 a.m. tomorrow.
2. They _____ (finish) the project by the end of this week.
3. The weather forecast says it _____ (rain) later today.
4. We _____ (move) into our new house next month.
5. I _____ (start) my new hobby class next Monday.
6. She _____ (go) to the mall this afternoon.
7. The team _____ (have) a meeting at 3.00 p.m. tomorrow.
8. I _____ (help) you with your homework after dinner.

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V Fill in the blanks with the suitable forms of verbs given in brackets to express future time reference.



By 2040, artificial intelligence 1. _____ (revolutionise) medical treatments. Researchers 2._____ (develop) AI-powered diagnostic tools that 3. _____ (transform) healthcare by the end of this decade. Next week, the International Science Congress 4. _____ (open) to showcase advancements in AI and robotics. In the coming years, robots 5. _____ (assist) surgeons in performing complex operations. Years ago, experts had predicted that AI would reshape our world, and now, as we approach the future, this 6. _____ (be) our new reality.

Let us listen

I You will listen to a conversation between Monika and Toby. Toby is a Martian and is stranded on Earth. He has become Monika's friend. As you listen, put a tick mark (✓) against the correct statements and a cross against the wrong ones. (Transcript for teacher on page 249)

1. Toby misses his school.
2. Monika accepts Toby as her friend.
3. Monika asks Toby about one of his facial features.
4. Toby tells Monika that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.



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II Listen to the conversation again and fill in the blanks with the exact words you hear.

1. Toby: I miss my _____ and home.
2. Toby: Well, we _____ don't need to eat anything. We get our _____ from the Sun.
3. Monika: Oh! Don't you ever feel like having ice-creams and _____!
4. Monika: Okay, tell me one thing. How are you able to see only with _____ eye?
5. Toby: I can see beyond mountains and _____, woods and even _____.



Let us speak

I Read the following words from the text aloud and circle the letters that are not pronounced (silent letters).

ballet (ba-lay) [ba pronounced as in bat] whistle (wi-sl)

alarm (uh-laam) psychologist (sai-ko-luh-juhst)

Now, read some more words with silent letters. As you read, circle the letters that are not pronounced.

receipt	debris	pneumonia	almond	foreign
island	wreck	aisle	campaign	fasten

II Work in pairs. Use the given situations to ask for and give suggestions.

- You need to make a model of the solar system for the Science Exhibition but don't know what materials to use. Ask your friend for suggestions.
- You need to prepare for the inter-class quiz on the topic Chandrayaan-3. Ask your friend for advice on how to prepare.

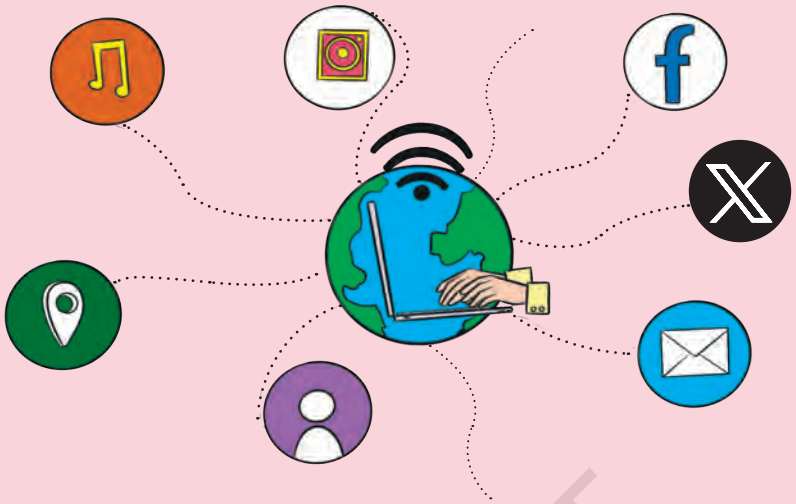
You may use the prompts given below.

Asking for Advice	Giving Advice
• What should I do... ?	• I feel you should...
• How can I... ?	• You should ensure...
• What are the best ways... ?	• It's good to prepare yourself...
• How can I make sure... ?	• If you have an issue... , try...
• What should I... ?	• It is best to use...

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Let us write

I Complete the social media web given below with the uses of the internet.



Now, write an article titled 'The Importance of Internet' with the help of the social media web.

Points to remember:

Heading/Title

Name of the writer

PARAGRAPH 1: Give a general introduction to the topic.

PARAGRAPH 2: Explain the uses of the internet and why it is important. Give examples to support your view.

PARAGRAPH 3: End with a comment and leave the reader with a thoughtful idea or quote.

Let us explore

'A canary in the coal mine' is a popular phrase to describe early signs of potential danger.

I Coal miners in places like Arunachal Pradesh used canary birds to detect the presence of carbon monoxide. Such gases are a potential risk to the life of the miners. These little birds are particularly sensitive to carbon monoxide and can prevent mining accidents.

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II Astronauts living in space stations have to do things differently. Read how they manage the routine tasks in the absence of gravity. You may find out more information about it from the internet.

1. Write: Astronauts use a special Space Pen which has a cartridge with ink combined with resin. The ink remains solid until friction with the ball at the point of the pen liquefies it. It works in all positions, in extreme heat and cold, and in atmospheres ranging from pure oxygen to vacuum.
2. Exercise: Astronauts use resistance exercise equipment. Weight training is done by applying a load using vacuum cylinders. Running on the treadmill is made possible with the bodies held down using rubber straps.
3. Eat: Astronauts eat preserved foods which is dried, canned, vacuum-packed, and frozen. These can be prepared by adding cold or hot water, and some can be heated in an oven. They also eat ready-to-eat items, such as nuts, breads, and fruits.
4. Sleep: Astronauts can sleep on a floor, wall, or ceiling as there's no distinction between up and down but they may gradually float away while sleeping. Therefore, they need to restrain their bodies in small sleeping compartments or sleeping bags.

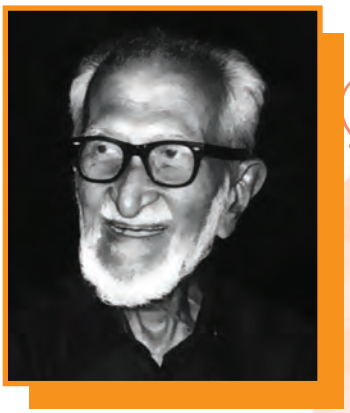
III Did you know that animals can save humans from natural calamities? Animals can sense natural calamities. Read the following examples and decide if this is true.

- In 2004, before a tsunami could hit the coastline of Indonesia, some animals made efforts to flee—elephants ran for higher ground, flamingos abandoned low-lying nesting areas, and dogs refused to go outdoors.
- Minutes before the Naples quake of 1805, oxen, sheep, dogs, and geese started making alarm calls in unison.
- Migratory birds crossing the Pacific are able to dodge storms and other hazards.
- In the Gulf of Mexico, sharks sense the drop in barometric pressure that precedes hurricanes and tend to swim to deeper waters as a result. Dolphins have also been observed swimming away from storm-prone areas.

Scientists have studied this behaviour and found that when severe stresses arise in deep rock before the earthquake, ultra-low frequency electromagnetic waves are generated that animals can sense.

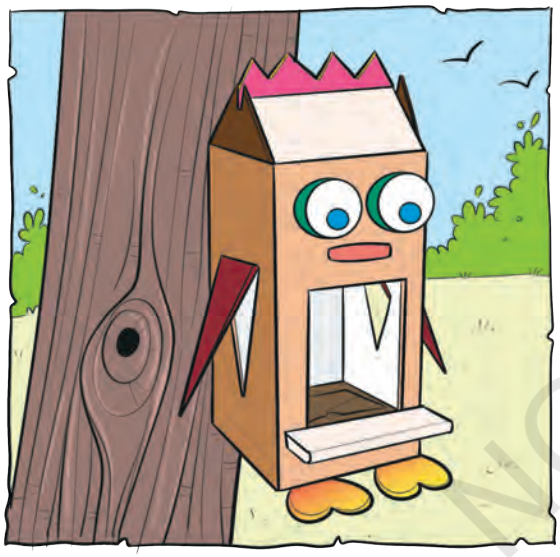
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IV Salim Ali, the 'Birdman of India', was an Indian ornithologist (a person who studies birds). He was the first Indian to conduct systematic bird surveys across India and wrote several books on birds. He was awarded the Padma Bhushan in 1958 and the Padma Vibhushan in 1976.



V We need to conserve our 'feathered' friends. Work in groups of four.

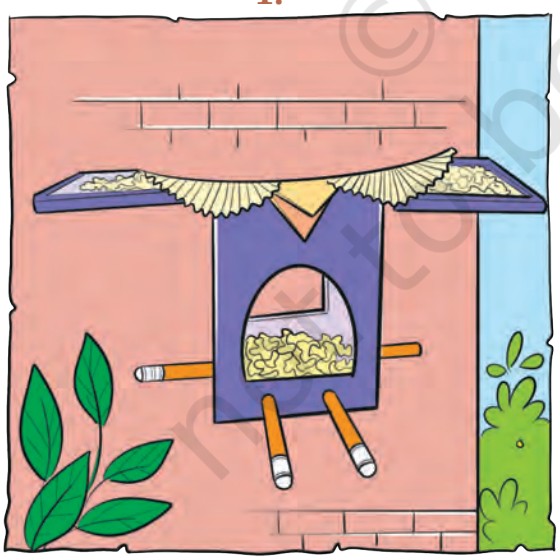
Look at the pictures and make a bird feeder with cardboard, chart paper, etc.



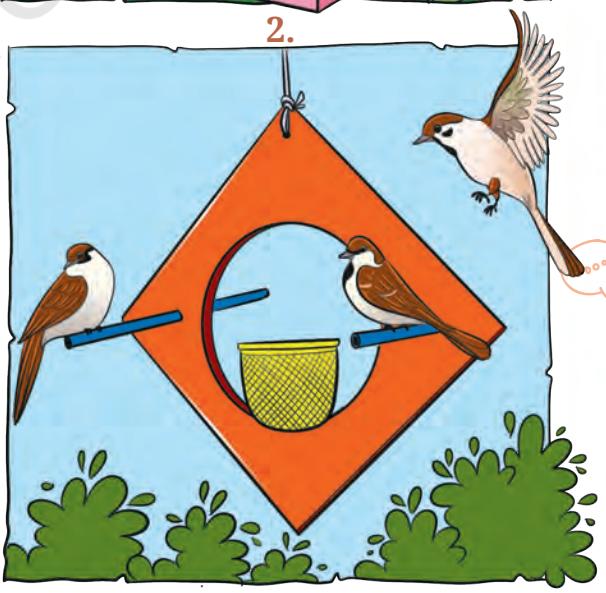
1.



2.



3.



4.

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Magnifying Glass

Let us do these activities before we read.

I Work in pairs. Answer the questions that follow the pictures given below. Share your answers with your classmates and teacher.



1. What is common in all these pictures?
2. Select the pictures you are familiar with.
3. Why do you think the people in the pictures need to use a magnifying glass?
4. What other instruments magnify objects?

II If you have a magnifying glass, what would you like to use it for and why? Share your answers with your classmates and teacher.



Let us read

With this round glass
I can make Magic talk—
A myriad shells show
In a scrap of chalk;

Of but an inch of moss
A forest—flowers and trees;
A drop of water
Like hive of bees.



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I lie in wait and watch
How the deft spider jets
The woven web-silk
From his spinnerets;

The tigerish claws he has!
And oh! the silly flies
The stumble into his net—
With all those eyes!

Not even the tiniest thing
But this my glass
Will make more marvellous
And itself surpass.

Yes, and with lenses like it,
Eyeing the moon,
'Twould seem you'd walk there
In an afternoon!

WALTER DE LA MARE

Let us discuss

I Complete the summary of the poem given below with suitable words from the poem.

The poem describes the magic of seeing the world through a 1. _____. It reveals how tiny things like 2. _____ and 3. _____ can appear vast and complex. Even a 4. _____ of water can seem like a hive of 5. _____. The poet is impressed at how the spider spins its 6. _____ from its 7. _____. The poem ends with the idea that, through lenses, the 8. _____ could seem within reach.

II Fill in the blanks by choosing the correct answer from the brackets.

1. The main idea of the poem is the transformative power of _____ (wonders in nature/close observation) through the magnifying glass.
2. The tone of the poem is _____ . (wonder and curiosity/peaceful and emotional)
3. The poem has _____ stanzas with _____ lines in each stanza. Hence, it is a quatrain. (four; six/six; four)
4. The rhyme scheme of the poem is _____. (ABCD; ABCB)

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III Pick examples from the poem for the following poetic devices.

1. Simile
2. Alliteration
3. Metaphor

IV The poem is rich in visual imagery, painting vivid pictures of small, everyday things magnified into something grand.

1. In the line, *'A myriad shells show in a scrap of chalk'*, the magnifying glass reveals _____.
2. In the line, *'A forest—flowers and trees'* the poet uses the imagery of nature to emphasise _____.

V Complete the following sentences with a reason.

1. The poet uses exclamation marks in lines, *'The tigerish claws he has!'*, *'With all those eyes!'* and *'In an afternoon!'* because it _____.
2. In the phrase, *'Magic talk'* the poet uses personification to describe the magnifying glass because it _____.
3. Each stanza follows a repetitive pattern of introducing a small or ordinary object and then describing the extraordinary details revealed through magnification.

   This is because it supports the theme of _____ as the speaker reveals _____.
4. In the final stanza the poet shifts from small, everyday objects being magnified to a celestial body like moon because _____.

Let us think and reflect

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

1. *With this round glass*
   I can make Magic talk—
   A myriad shells show
   In a scrap of chalk;
   Of but an inch of moss
   A forest—flowers and trees;

   (i) Identify whether the following statement is true or false.

   The poet uses his magical powers to make the round glass powerful.

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(ii) Select the line from the extract that expresses the presence of intricate patterns in ordinary objects.

(iii) What does the comparison of *'an inch of moss'* to a *'forest'* suggest about the speaker's view of the world through the magnifying glass?

(iv) How does the poet feel about the ability of the magnifying glass to reveal hidden wonders?

A. Satisfied
B. Fascinated
C. Grateful
D. Determined

II Answer the following questions.

1. What is the significance of the spider in the poem?
2. How might the speaker's view of the natural world change if there was no use of a magnifying glass?
3. Why does the poem end with the idea of the moon being within reach?
4. What is the speaker's attitude towards nature and the act of observation?
5. Which is your favourite part of the poem? Why?



Let us learn

I Fill in the blanks in the sentences with the words given in the box below.

woven	myriad	deft
stumble	surpass	marvellous

With his 1. _____ description, the author has written the story beautifully 2. _____with fascinating details. When you read the story, you will surely enjoy the 3. _____storytelling technique that attracts all kinds of readers. What makes the story interesting is the superb way of describing the 4. _____emotions and feelings of the characters. The reader will 5. _____upon the unexpected twists and turns that 6. _____ all our understanding and make us wonder at the narrative power of the author.

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II The collective noun 'a hive of bees', is used in the poem. Match the phrases in Column 1 with suitable words in Column 2 to make collective nouns.

Column 1	Column 2
1. a swarm of	(i) ships
2. a constellation of	(ii) soldiers
3. a grove of	(iii) dancers
4. a troupe of	(iv) locusts
5. a battalion of	(v) trees
6. a fleet of	(vi) stars

III The poet uses the expression 'eyeing the moon' in the poem. Match the idiomatic expressions with 'eye' given in Column 1 with their meanings in Column 2. You may refer to a dictionary.

Column 1	Column 2
1. apple of one's eye	(i) watch something or someone closely
2. in the blink of an eye	(ii) act as if you do not see or notice
3. keep an eye on something or somebody	(iii) something that happens very quickly
4. turn a blind eye	(iv) an overall look at something
5. see eye to eye	(v) a person who is very precious or important
6. bird's-eye view	(vi) agree with each other

IV The poet uses the adjective form 'tigerish' in the poem by adding the suffix -'ish' to the noun 'tiger'. In the same way, we can make adjectives by adding the suffix -'ish' to some nouns.

Choose the nouns to which you can add the suffix -'ish' to make adjectives.

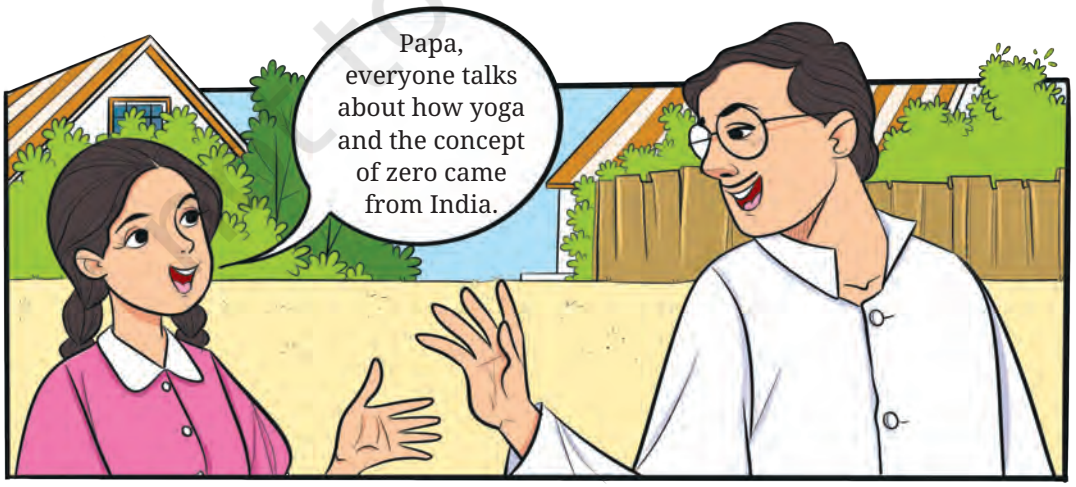
girl	glass	book	silk
boy	water	moon	scrap

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Let us listen

I You will listen to a conversation between a father and daughter about lesser-known Indian inventions. As you listen, mark the four true statements from (1)–(6) given below. (Transcript for teacher on page 250)

1. The father is surprised by the fact that India was involved in the invention of radio broadcasting and fibre optics.	
2. The daughter appears indifferent when learning the origins of the USB port.	
3. The father shows little interest in the information about the origin of snakes and ladders.	
4. The father was simply confirming all the facts shared by the daughter.	
5. The daughter expresses pride and admiration for India's role in global inventions.	
6. The daughter is excited as she shares new discoveries about India's contributions with her father.	



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Let us speak

I When pronouncing /v/ and /f/, the lower lip lightly touches the edge of the upper teeth. Air flows through the small gap, creating a soft friction sound.

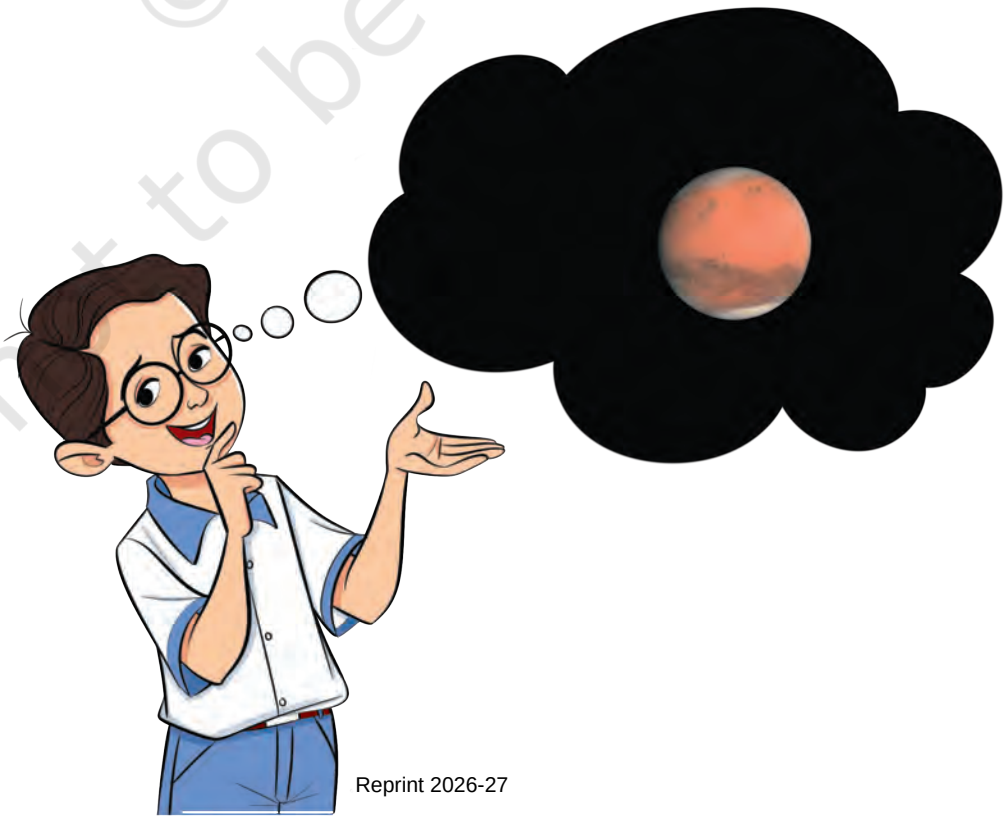
Note the difference between /v/ and /f/. When we pronounce words with /v/ sound, there is a vibration, whereas /f/ sound has no vibration. Both the sounds can occur in the beginning, middle, or at the end of words.

Read these words aloud with the help of your teacher.

beginning sound /f/: forest	flowers	from	
middle sound /f/:	deft	afternoon	
end sound /f/:	of	itself	
beginning sound /v/: vase	valour	victory	
middle sound /v/:	woven	even	marvellous
end sound /v/:	hive		

II If you could travel to space, which planet would you like to visit? Why? What preparations would you like to make? Speak about any five things that you would like to take along.

III If you could invent something, what would you like to invent and how? Give reasons for the choice of your invention. Speak about your wonder invention.



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Let us write

I In a conversation, we communicate through dialogues. While writing a conversation, we need to ensure that the dialogues are engaging and serve a purpose.

Points to remember:

- Mention where, when, and with whom the conversation is taking place.
- Identify the word choice and tone—formal or informal.
- Include key information, points of agreement and disagreement, etc.
- Use words in brackets to express emotions or actions, such as (joyfully) (sits down).
- You may use filler words like Uff, Er… , Ugh, etc.

Deepa and Asma, members of the Science Club have a conversation to take a decision about making a model for an upcoming Science Fair. Create this conversation between Deepa and Asma.

You may begin the conversation like this.

DEEPA: Hi Asma! Our Science teacher mentioned that you have a wonderful idea for the Science Fair project.

ASMA: *(hesitatingly)* Yes, I do. But I'm not sure if it is good enough.

DEEPA: *(encouragingly)* Don't worry…



Let us explore

I Children with low vision may benefit from different types of visual aids, such as magnifying spectacles, stand magnifiers, hand-held magnifiers, and telescopes. Magnifying spectacles are used for reading, threading a needle or doing other close-up tasks. Stand magnifiers rest above the object and are hands-free and help to keep the magnifying lens at a proper distance. Hand-held magnifiers with and without built-in lights, are usually smaller and lighter to move over printed material. They can be moved more easily. Telescopes are used to see objects or signs far away. Some telescopes can even be attached to eyeglasses.

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II Did you know that telescopes also use lenses?

1. The largest telescope in India for studying celestial objects is located in the district of Nainital, Uttarakhand. Commissioned in 2016, it is maintained and operated by ARIES (Āryabhaṭa Research Institute of Observational Sciences).

2. The Indian Astronomical Observatory (IAO) is a high-altitude astronomy station located in Hanle, Ladakh, India. It is situated at an elevation of 4,500 meters (14,764 ft), and supports optical, infrared, and gamma-ray telescopes.

3. The largest, most powerful, and most complex telescope ever launched into space is the James Webb Space Telescope. NASA launched it on, 25 December 2021. It orbits the Sun at a distance of 1.5 million kilometres from Earth. To learn more, visit the link below.
   https://science.nasa.gov/mission/webb/

4. The Mauna Kea Observatory, astronomical observatory in Hawaii, US, that has become one of the most important in the world because of its outstanding observational conditions. The Mauna Kea Observatory is operated by the University of Hawaii and lies at an elevation of 4,205 metres (13,796 feet) atop the peak of Mauna Kea, a dormant volcano on north-central Hawaii island. The summit hosts a world-renowned collection of astronomical research facilities and large telescope observatories, including the Keck Observatory and Subaru Telescope, for optical, infrared, and submillimeter astronomy.

   The observatories are set up here because of Mauna Kea's high elevation, dry environment, and stable airflow that make it a prime location for astronomical observation. The focus is scientific research across the electromagnetic spectrum.

   Public Access: The Onizuka Center for International Astronomy provides visitor information and exhibits about the mountain and its observatories, and offers guided tours of the summit.

   Find out more about them from the internet and discuss with your science teacher and classmates.

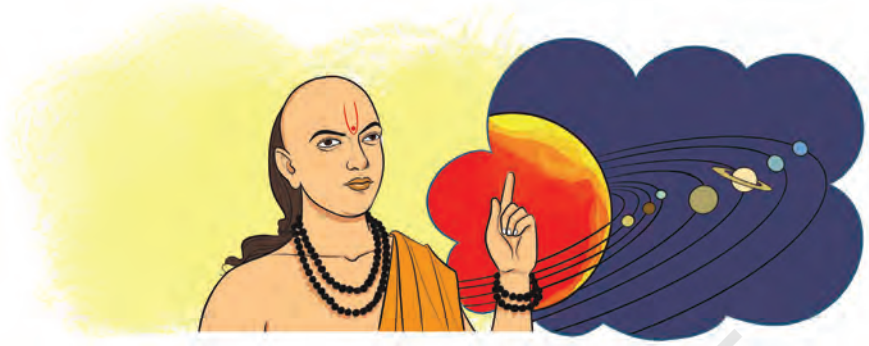


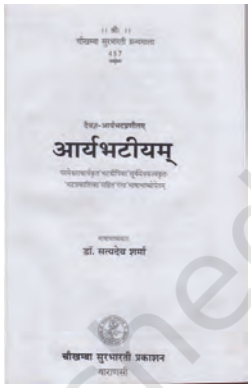
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III Read about ancient Indian scholars.

1. One of the eminent astronomers of the ancient India was Āryabhaṭa. His work *Āryabhāṭiyam*, laid the groundwork for various astronomers to develop in subsequent centuries and continues to be an important work even today. Āryabhaṭa proposed a heliocentric model of the solar system centuries before Copernicus. He also gave a scientific explanation of lunar and solar eclipses.





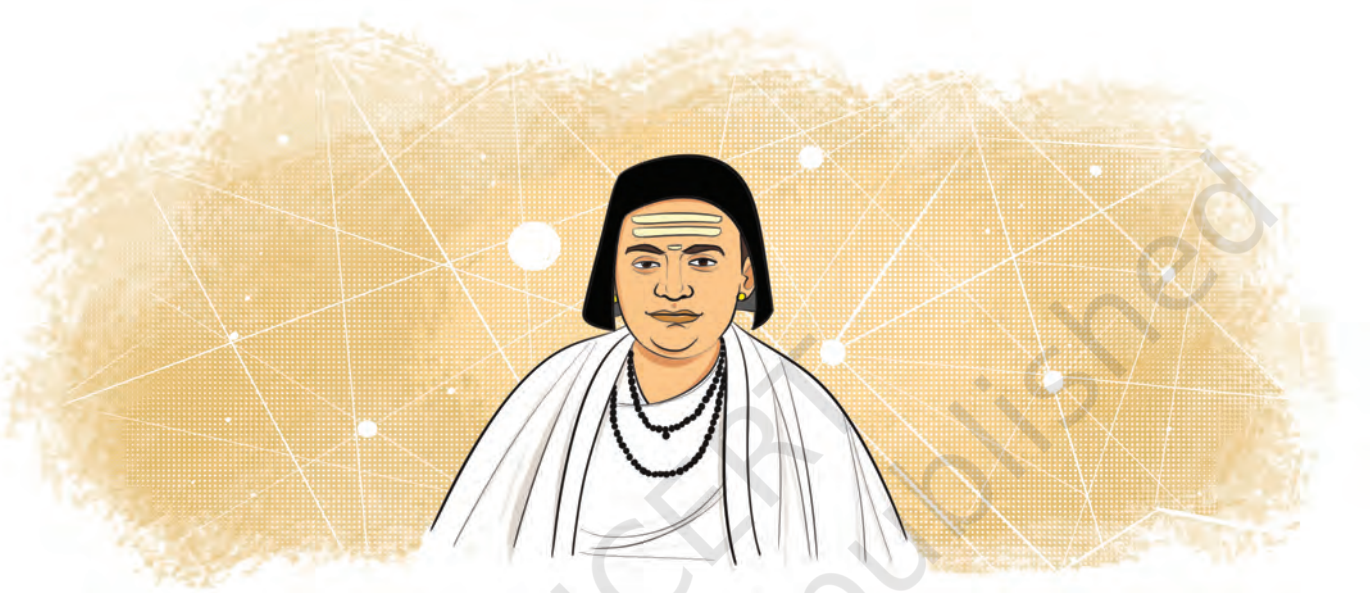
2. Varāmihira, the sixth-century CE astronomer, philosopher, and mathematician wrote the astronomical treatise *Pañchasiddhāntika* (Five Treatises), a compendium of Greek, Egyptian, Roman, and Indian astronomy.



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3. The tenth-century CE mathematician-astronomer Bhāskarachārya II contributed significantly to the advancement of astronomical concepts. His works *Siddhāntaśiromaṇi* and *Karaṇakutūhala,* include compiled data on planetary positions, conjunctions, and eclipses.

https://indianculture.gov.in/timeless-trends/unveiling-cosmos-journey-through-history-astronomy-india



IV Jantar Mantar in New Delhi is an astronomical observatory. It has large-scale astronomical instruments designed for precise calculations and measurements of celestial movements. It was built in 1724 by Maharaja Sawai Jai Singh II. The observatory is a UNESCO World Heritage Site. Five such observatories were built by Jai Singh II, the other four are located in Ujjain, Mathura, Varanasi, and Jaipur.

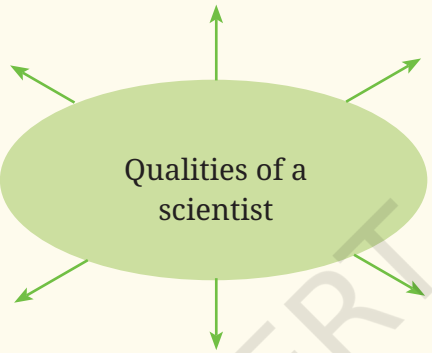
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Bibha Chowdhuri

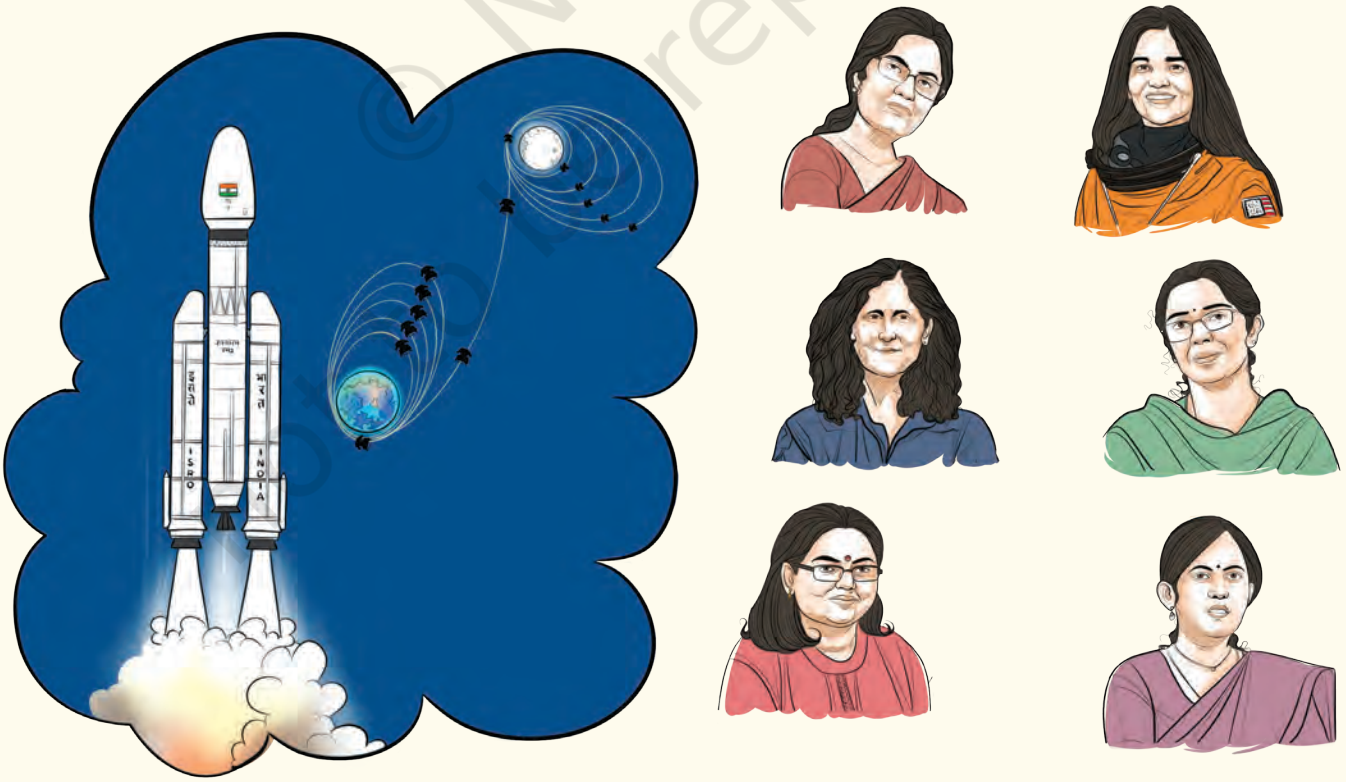
The Beam of Light that Lit the Path for Women in Indian Science

Let us do these activities before we read.

I Work in pairs. What qualities do you associate with a scientist? Share your answers with your classmates and teacher. Complete the word web given below.



II Some pictures of women scientists are given below. What do you know about their work? Share your answers with your classmates and teacher.



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Let us read

In a world where women's potential in science, technology, engineering, and mathematics (STEM) is being recognised beyond doubt, India has seen its share of **trailblazers** who paved the way. Today, the women behind ISRO's Mars Orbiter Mission and Chandrayaan-3 are celebrated for their brilliance and achievements. However, the foundation was laid by early pioneers like Bibha Chowdhuri—India's first woman physicist—who carved a path in the male-dominated field of physics.



At a time when Indian women struggled to seek knowledge and **equitable** access to education, Bibha Chowdhuri emerged as a rare beam of light—a woman who **defied the odds** and lit a path for others to follow. Born in 1913 in Kolkata, in an India that still followed the traditional path. Bibha's story was anything but ordinary. She was a scientist who rose not only against the societal expectations of women but also amidst the **towering** giants of science—men whose names the world would come to celebrate, while hers was whispered only in the halls of those who recognised her brilliance.

Bibha's **persistence** eventually earned her a place at the Bose Institute. She had already begun to chip away at the walls of exclusion, becoming the first Indian woman to excel in high-energy particle physics.

Breaking Boundaries

In 1945, Bibha's academic journey took her to the University of Manchester. Under the guidance of the celebrated Nobel Laureate, Patrick M.S. Blackett, she **delved** deeper into the field of cosmic rays. Her Ph.D. thesis on cosmic rays earned local recognition, with newspapers introducing her as 'India's

trailblazers: people who are the first to do something that other people do later

equitable: treating everyone fairly and in the same way

defied the odds: achieved something despite difficulties

towering: very high or great

persistence: ability to keep doing something difficult

delved: examined something in detail to find information

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New Woman Scientist—She has an eye for Cosmic Rays'. This title reflected the awe she inspired in a world still **sceptical** of her capabilities.

In an era marked by towering scientific discoveries, Bibha was often on the cusp of greatness but remained in the shadows of her male counterparts. Her most **notable** contribution was the discovery of pi-mesons, a subatomic particle. Her nomination for a Nobel Prize in 1950 by Erwin Schrödinger, though unsuccessful, reflected her remarkable talent. Her life, full of challenges and struggles, was marked by an uphill battle to be heard and seen in the field of science. Chowdhuri never received any awards during her lifetime, but continued her work tirelessly.

In 1949, upon her return to India, she became the first woman faculty member at the Tata Institute of Fundamental Research (TIFR), personally selected by Homi J. Bhabha. Chowdhuri's contributions spanned across research institutes like the Physical Research Laboratory in Ahmedabad and the Saha Institute of Nuclear Physics in Kolkata. This is where she continued her work on cosmic rays and subatomic particles. Through decades of crucial research, from Kolar Gold Mines to the Physical Research Laboratory under the mentorship of Vikram Sarabhai, Bibha's work went on quietly, as she remained in the **periphery** of Indian scientific **acclaim**. She passed away in 1991, her story untold, her name largely forgotten.

sceptical: doubtful

notable: remarkable

periphery: boundary

acclaim: praise

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The Legacy of Bibha Chowdhuri and Today's Women in Indian Science



The stars are not meant to remain hidden forever. In 2019, the International Astronomical Union (IAU) honoured her legacy by renaming a star in the constellation Leo—HD 86081—as 'Bibha,' meaning 'beam of light.' Fittingly, she is now a 'star in heaven,' a symbol of the light she brought to Indian science. A fitting tribute

to a woman whose life was a radiant example of **tenacity**, brilliance, and quiet determination. In 2020, the Government of India declared a chair professorship in her name.

tenacity: determination to continue what you are doing

Fast forward to the present day, and the advancements made by women in Indian science reflect Chowdhuri's pioneering spirit and the progress she helped **ignite**. Women in ISRO, for instance, are no longer participants but leaders in missions that make global headlines.

ignite: arouse

One such luminary is Dr. Ritu Karidhal Srivastava, popularly referred to as the 'Rocket Woman of India.' Her pivotal role in ISRO's Mars Orbiter Mission and subsequent leadership in Chandrayaan-2 and Chandrayaan-3 reflect the leaps women have made in STEM in India. Over 50 women contributed to Chandrayaan-3, and their success is built upon the shoulders of pioneers like Bibha Chowdhuri. Their roles in developing **autonomous** systems for spacecraft and managing mission-critical operations highlight the capabilities of women in pushing India's space programme forward.

autonomous: independent

From Shadows to the Stars

The journey from Bibha Chowdhuri's era to today's women scientists has been long and **arduous**, but it is also inspiring. The struggles Chowdhuri faced are a **stark** reminder of how far we've come—and how much further we have to go. But with every cosmic achievement—be it landing on the moon or reaching Mars—these women prove that the journey is well worth it.

arduous: difficult, needing a lot of effort and energy

stark: clear

Bibha Chowdhuri's legacy lives on. Her story continues to inspire young women to pursue their passions, break barriers, and leave their mark on the world. Whether exploring cosmic rays or sending rockets to Mars, India's women scientists are writing the next chapter in a story that Bibha Chowdhuri helped begin.

As the stars of Indian science shine brighter, Bibha Chowdhuri, the **beacon**-'beam of light,' will always guide the way.

beacon: a good example that gives people hope and encouragement

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Let us discuss

I Arrange the following events from Bibha Chowdhuri's life in the correct order of occurrence. Share your answers with your classmates and teacher.

1. The International Astronomical Union (IAU) honoured her legacy by renaming a star in the constellation Leo—HD 86081—as 'Bibha'.
2. She became the first woman faculty member at the Tata Institute of Fundamental Research (TIFR).
3. Bibha Chowdhuri was born in pre-independent India.
4. The Government of India declared a chair professorship in Bibha's name.
5. She joined the University of Manchester under the guidance of the celebrated Nobel Laureate, Patrick M.S. Blackett.
6. She was nominated for a Nobel Prize by Erwin Schrödinger.

Let us think and reflect

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

1. *In 1945, Bibha's academic journey took her to the University of Manchester. Under the guidance of the celebrated Nobel Laureate, Patrick M.S. Blackett, she delved deeper into the field of cosmic rays. Her Ph.D. thesis on cosmic rays earned local recognition, with newspapers introducing her as 'India's New Woman Scientist—She has an eye for Cosmic Rays'.*

(i) Why is the mention of Patrick M.S. Blackett, a Nobel Laureate, significant in this extract?

(ii) What can be inferred about the public perception of women scientists in the 1940s from the title given to her by the press 'India's New Woman Scientist'?

A. Women scientists were widely accepted and celebrated at that time.

B. The world was still doubtful about the capabilities of women scientists.

C. Women scientists were as common and renowned as men in the 1940s.

D. Women were not allowed to study sciences or pursue scientific careers.

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(iii) In the phrase 'celebrated Nobel Laureate,' the word 'celebrated' refers to all of the following EXCEPT someone who is

A. famous and highly respected
B. frequently seen in public
C. renowned for their achievements
D. well-regarded in their field

(iv) Complete the following sentence suitably.

The phrase 'She has an eye for Cosmic Rays' suggests that _____.

2. *The journey from Bibha Chowdhuri's era to today's women scientists has been long and arduous, but it is also inspiring. The struggles Chowdhuri faced are a stark reminder of how far we've come—and how much further we have to go. But with every cosmic achievement—be it landing on the moon or reaching Mars—these women prove that the journey is well worth it.*

Bibha Chowdhuri's legacy lives on. Her story continues to inspire young women to pursue their passions, break barriers, and leave their mark on the world. As the stars of Indian science shine brighter, Bibha Chowdhuri, the beacon–'beam of light,' will always guide the way.

(i) What can be inferred about the challenges faced by women scientists today, as compared to Bibha Chowdhuri's era?

A. Women scientists no longer face any barriers.
B. The challenges remain, but progress has been made.
C. The struggles have become more difficult over time.
D. The struggles are the same as they were for Chowdhuri.

(ii) The phrase 'Bibha Chowdhuri's legacy lives on' suggests that _____.

(iii) Why is Bibha Chowdhuri referred to as a 'beacon' and a 'beam of light' in the extract?

(iv) State whether the following sentence is a fact or an opinion.

Bibha Chowdhuri was the beacon, the 'beam of light' whose story continues to inspire young women.

II Answer the following questions.

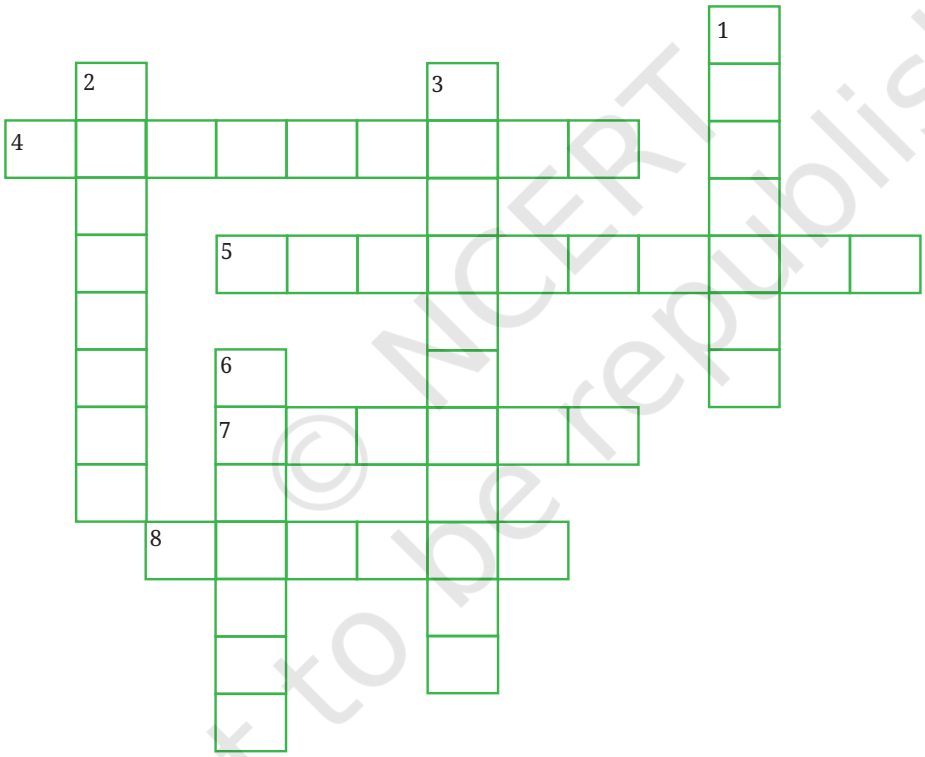
1. Why is Bibha Chowdhuri considered a pioneer in the field of science?
2. What does Bibha Chowdhuri's nomination by Erwin Schrödinger tell us about her abilities?
3. Bibha Chowdhuri never worked for awards or recognition. Support this statement with evidence from the text.

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4. How does the renaming of a star as 'Bibha' serve as both a literal and symbolic recognition of her contributions to science?
5. How do the roles of women in ISRO today reflect broader changes in societal attitudes towards women in STEM in India?
6. What is the writer's purpose of highlighting the contributions of Bibha Chowdhuri and other modern women scientists?
7. How might this text help shape people's perception of the role of women in other traditionally male-dominated fields?

Let us learn

I Complete the crossword puzzle by filling in the antonyms from the clues given below in the table. You may refer to the text.



Across	Down
4. core	1. effortless
5. dependent	2. weakness
7. extinguish	3. neglect
8. terrestrial	6. trivial

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II Substitute the underlined phrase in the sentences with the suitable words from the box given below.

physicist	luminaries	pioneers
peers	barriers	persistence

1. They are considered to be <u>the first people to start</u> the online markets.
2. A <u>scientist who studies matter, energy, light</u>, etc.
3. Most of my <u>friends are my classmates and are my age</u>.
4. We first welcomed all the <u>famous and important people</u> in folk song for the award ceremony.
5. My brother finally succeeded in his business because of his <u>continuous efforts and determination</u>.
6. We should remove all the <u>things that block our way</u> in achieving success.

III The words 'professorship', 'mentorship', and 'leadership' are used in the text. These words are made by adding the suffix '-ship' to the words 'professor', 'mentor' and 'leader'. Similarly, we can make words by adding -ment and -hood to certain words.

Now, make words by adding suitable suffixes -ship, -ment, and -hood to the words given below. One example has been done for you.

achieve + ment = achievement

1. member + _____ = _____
2. govern + _____ = _____
3. partner + _____ = _____
4. child + _____ = _____
5. citizen + _____ = _____
6. entertain + _____ = _____
7. brother + _____ = _____
8. agree + _____ = _____

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IV The abbreviations—ISRO and STEM—used in the text are called acronyms because they are read or pronounced as full words.

The grid given below has acronyms for the following. Circle the acronyms in the grid.

1. National Aeronautics and Space Administration
2. All India Institute of Medical Sciences
3. Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homoeopathy
4. National Institute of Pharmaceutical Education and Research
5. World Health Organization

A	C	B	G	A	I	I	M	S
Y	R	T	H	A	I	T	A	W
U	S	W	H	O	C	M	T	J
S	A	R	O	F	G	C	R	T
H	B	N	I	P	E	R	B	I
D	G	N	O	J	T	O	N	M
E	F	N	A	S	A	J	E	E

Clipping

The short form of laboratory is lab. In making this short form, the front part of the word is retained and the end part is removed or clipped.

Clipping is a method of making words from larger words in English. There are three clipping methods.

1. Back clipping: a word is made by removing the end part of a word and retaining the front part (exam—**exam**ination, ad—**ad**vertisement, gas—**gas**oline, memo—**memo**randum, gym—**gym**nasium, photo—**photo**graph, etc.).
2. Front clipping: a word is made by removing the front part of a word and retaining the end part (phone—tele**phone**, net—inter**net**, bike—motor**bike**, etc.).
3. Middle clipping: a word is made by removing the front and the end parts of the word and retaining the middle part (flu—in**flu**enza, fridge—re**frige**rator, etc.).

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V Read the following sentence from the text and the table that follows.

..., the foundation was laid by early pioneers like Bibha Chowdhuri...

Subject	Verb	Object
The foundation	was laid	early pioneers like Bibha Chowdhuri...

Here the verb is expressed in passive form.

Verbs can be expressed in either active voice or passive voice.

When the subject performs the action, the sentence is said to be in active voice. On the other hand, when the subject receives the action, the sentence is in passive voice.

Generally, sentences written in active voice are considered effective. However, passive voice is used when the

- action is more important than the doer,
  A cure for the disease was discovered.
  (The focus is on the discovery, not on who discovered it.)
- doer of the action (agent) is obvious,
  The national anthem is sung at the beginning of the event.
  (It is clear that people sing it, so mentioning the doer is unnecessary.)
- doer of the action is unknown.
  The car was stolen last night.
  (The identity of the thief is unknown.)

Now, complete the following news report with the passive form of verbs given in the box below. (Remember that the verb must agree with the subject.)

discover test measure publish record take

Last year, significant advancements in medical science 1. _____ in leading medical journals when a new vaccine for malaria 2. _____. The vaccine 3. _____ through several clinical trials and results 4. _____ in those journals. During the trials, blood samples 5. _____ regularly from participants to monitor their immune response. The amount of antibodies produced 6. _____ carefully to assess the effectiveness of the vaccine.

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VI Read the following report of an experiment. Rewrite the report using passive verbs wherever necessary.

I conducted an experiment to investigate the effects of light on plant growth. I placed various plants under different light conditions and measured their growth over several weeks. I recorded data daily to track the height of each plant. At the end of the experiment, I analysed the results and found that plants exposed to natural light grew significantly taller than those under artificial light. I concluded that sunlight plays a crucial role in plant development. I presented my findings to the class, highlighting the importance of light in enhancing photosynthesis and overall plant health.

You may begin like this.

An experiment was conducted...

VII Read the instructions given in the box on landing of Chandrayaan. Complete the passage by choosing the correct answer from the options given.

- Launch the spacecraft towards the Moon from Earth.
- Position the spacecraft to enter the Moon's orbit.
- Adjust the spacecraft's path for landing.
- Slow down the spacecraft as it nears the Moon's surface.
- Release the rover to explore the surface and collect valuable data.



Chandrayaan's landing mission involves several key steps. First, the spacecraft 1._____ towards the Moon from the Earth. Then, it 2. _____ to enter the Moon's orbit. After reaching the Moon's orbit, the spacecraft's path 3. _____ for landing. Next, the spacecraft 4. _____ as it nears the Moon's surface. Finally, the rover 5._____ to explore the surface and collect valuable data.

(i) A. launched B. were launched
C. was launched D. is launched

(ii) A. position B. was positioned
C. is positioned D. has positioned

(iii) A. adjusted B. was adjusted
C. is adjusted D. were adjusted

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(iv) A. slowed down
B. was slowed down
C. is slowed down
D. were slowed down

(v) A. is released
B. has released
C. were released
D. was released



Let us listen

I You will listen to a podcast about Artificial Intelligence. As you listen, answer the following questions by selecting the correct options. (Transcript for teacher on page 251)

1. What is one of the key benefits of AI in the healthcare sector?
   (i) Helps doctors communicate faster with patients.
   (ii) Provides personalised treatments and faster diagnoses.
   (iii) Focuses on cosmetic surgeries to improve appearance.

2. How did AI play a crucial role during the global pandemic?
   (i) AI robots monitored patient behaviour in hospitals.
   (ii) AI assisted in speeding up the discovery of new medicines.
   (iii) AI developed different types of vaccines by itself.

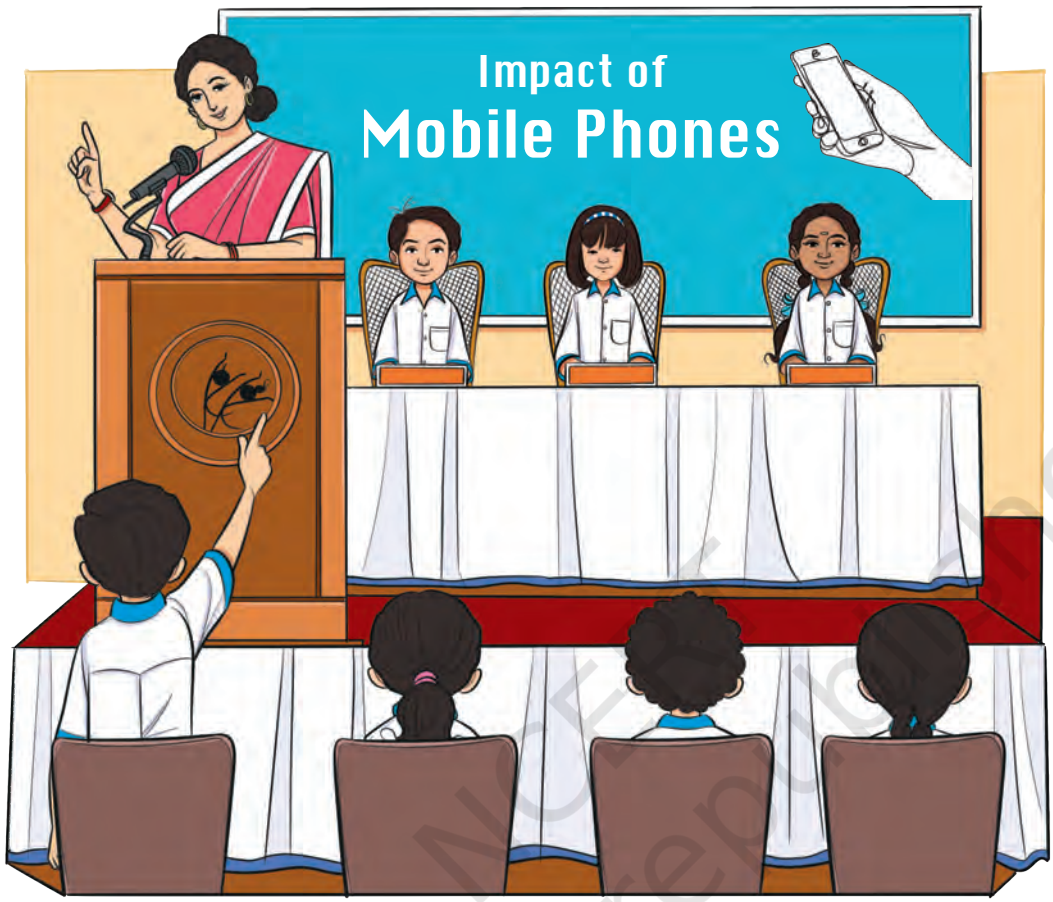
3. What example was given regarding AI's role in renewable energy?
   (i) AI is optimising the placement of wind turbines and solar panels in cities.
   (ii) AI is promoting alternative energy from wind turbines and solar panels.
   (iii) AI is improving the performance of wind turbines and solar panels.

4. What does AI offer to teachers in the field of education?
   (i) Helps teachers assign grades more quickly.
   (ii) Allows teachers to communicate better with students.
   (iii) Helps teachers analyse student performance.

5. What is one of the user-friendly features that AI is enhancing for people with disabilities?
   (i) Helps them find better jobs in the mainstream.
   (ii) Improves speech recognition and voice command technologies.
   (iii) Trains individuals to interact with robots.

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Let us speak



I Form a group of five. Conduct a panel discussion on the topic, 'Evaluating the Impact of Mobile Phones—Beneficial or Harmful'. Each student will take on one of the following roles.

- Moderator (initiates and directs the flow of the discussion inviting the speakers to share their views on the subject; at the end sums up the points of discussion and thanks the members of the group)
- Principal (opposed to—focus on discipline in school)
- Teacher (in favour of—partially in favour, educational use with limitations)
- Parent (opposed to—concerned about health and social effects on children)
- Student (in favour of—highlighting the benefits like connectivity and learning)

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You may use the cues given below and add your own ideas when speaking.

Principal
As a Principal, I strongly believe mobile phones are largely disruptive because...

Teacher
From an educator's perspective, I think mobile phones can be valuable but...

Parent
As a parent, I'm concerned that mobile phones pose certain risks to children's health and social development...

Student
As a student, I feel mobile phones are essential because...



Let us write

I Your school recently hosted the Zonal Science Exhibition, in which teams of students from 25 schools participated enthusiastically. As the student editor, write a report on the exhibition to be published in your school magazine. Use the cues given below with your own ideas to compose this report.

- Who was the organiser and who hosted the exhibition?
- When (date and time) and where was it held?
- Why was it held?
- Who participated?
- Who was the Chief Guest?
- What were the competitions held? For example: Science Quiz, Science Models, etc.
- What were the topics of models exhibited? Give details.
- Which team got the trophy for best exhibit?
- What were the observations of the Chief Guest and other visitors?

Points to remember:

1. Write the report in past tense, passive voice, and third person.
2. Follow proper format with a headline, reporter's name, and three paragraphs.

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Let us explore

I In the recent times, Augmented Reality and Virtual Reality are changing the way students learn. Let us know more about them.

- Augmented reality (AR) enhances a person's environment by adding digital elements to what can be seen in real time, usually through a smartphone camera.
- Virtual reality (VR) offers a fully immersive experience, replacing the real world with a simulated one.
- Through AR and VR, the students can see and interact with things that they could not interact with in real life. This enables younger students to understand difficult ideas easily.
- To keep up with the times, NCERT has developed the e-Pathshala AR (Augmented Reality) App under the aegis of MHRD, Government of India.
- This App aims to enable students to go beyond textbooks and four walls of the classrooms and learn concepts by directly experimenting rather than only through reading and memorisation.
- This revolutionary effort will change most students from passive listeners to active learners.
- This effort is in line with the Prime Minister's Digital India vision to empower varied sectors using technology and addressing the triple need of skill, scale, and speed.

Gear up for the new age education!

https://ciet.ncert.gov.in/ar-vr

II The Government of India has come out with a new set of National Awards in the field of Science, Technology, and Innovation known as 'Rashtriya Vigyan Puraskar'.

The objective of the Rashtriya Vigyan Puraskar (RVP) is to recognise the notable and inspiring contribution made by the scientists, technologists, and innovators individually or in teams in various fields of science, technology, and technology-led innovation.

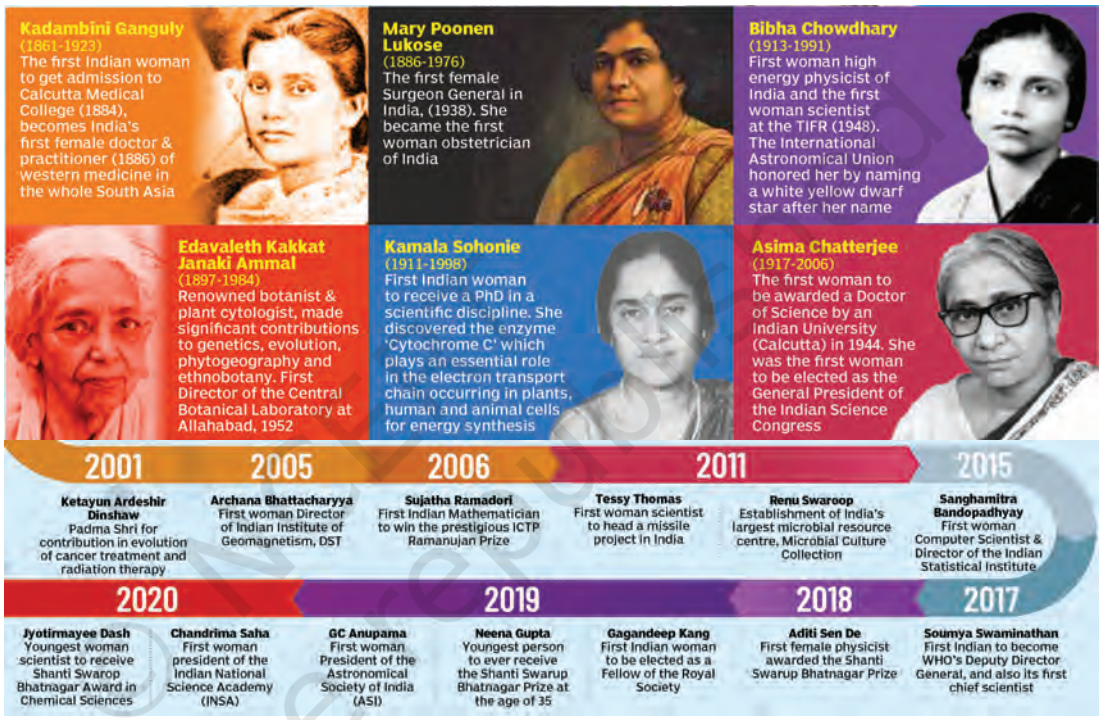
1. Vigyan Ratna (VR) award will recognise lifetime achievements and contributions made in any field of science and technology.
2. Vigyan Shri (VS) award will recognise distinguished contributions in any field of science and technology.

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3. Vigyan Yuva-Shanti Swarup Bhatnagar (VY-SSB) award will recognise and encourage young scientists up to the age of 45 years, who have made an exceptional contribution in any field of science and technology.
4. Vigyan Team (VT) award to be given to a team comprising three or more scientists/researchers/innovators, who have made an exceptional contribution working in a team in any field of science and technology.

https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1959262

III A glimpse of women pioneers from different fields.



Source: https://www.indiascienceandtechnology.gov.in/sites/all/themes/vigyan/images/Women's_Scientist_Brochure_Low_Res.pdf

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TRANSCRIPTS

Feathered Friend



Let us listen *(refer to page 217)*

I You will listen to a conversation between Monika and Toby. Toby is a Martian and is stranded on Earth. He has become Monika's friend. As you listen, put a tick mark against the correct statements and a cross against the wrong ones.

MONIKA : Hi, Toby! Do you miss your planet?

TOBY : Very much, Monika! I miss my people and home.

MONIKA : Oh! I wish I could do something about it! But I am happy to have you as my friend.

TOBY : Thank you, Monika!

MONIKA : Er... could you tell me something more about yourself?

TOBY : Why not! What do you want to know about me, Monika?

MONIKA : What do you eat for breakfast?

TOBY : Well, we Martians don't need to eat anything. We get our energy from the Sun.

MONIKA : Oh! Don't you ever feel like having ice creams and chocolates? I can't think of life without them!

TOBY : No, Monika! We are made of different stuff.

MONIKA : Okay, tell me one thing. How are you able to see with only one eye? I see only one big eye in the centre of your face.

TOBY : My friend, we Martians need only one eye to see clearly. In fact, I can see even with my eye closed. I can see beyond mountains and clouds, wood and even metals. I can see that you are carrying a toy in your pocket. It's a blue aeroplane. Isn't it? And yes! That apple you just had for breakfast is going round-and-round in your stomach right now!

MONIKA : *(gasps in disbelief)* Oh my goodness!

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Reprint 2026-27

II Listen to the conversation again and fill in the blanks with the exact words you hear.

Magnifying Glass



Let us listen *(refer to page 227)*

I You will listen to a conversation between a father and daughter about lesser-known Indian inventions. As you listen, mark the four true statements from 1–6 given below.

DAUGHTER : Papa, everyone talks about how yoga and the concept of zero came from India, but I recently found out there are so many more inventions that people don't really know about!

FATHER : Oh really? Like what?

DAUGHTER : Well, did you know that radio broadcasting has roots in India? We usually credit Marconi, but Jagadish Chandra Bose, a Bengali scientist, actually conducted an experiment using microwaves before Marconi.

FATHER : Wow, I didn't know that! That's incredible. I can recollect something about fibre optics.

DAUGHTER : Yes! You're absolutely right Papa. Can you imagine life without fibre optics? No fast internet, no clear communication... And guess what? It was pioneered by Narinder Kapany, an Indian physicist from Punjab. He's called the 'father of fibre optics.'

FATHER : That's something I use every day, but I just had an idea that the origins were in India. What about fun things? Any of those that you've found out about?

DAUGHTER : Yes indeed! You'll love this one—Snakes and Ladders! It was actually invented as a game to teach children values, with ladders representing virtues and snakes representing evil. It wasn't just a board game like we think today. It had a spiritual meaning in ancient times.

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FATHER : So even that simple game had such deep roots. Let me tell you about one that I just remembered.

DAUGHTER : Of course! I'd love to know.

FATHER : Well, the USB port, something we rely on all the time to connect devices, was invented by Ajay Bhatt. He's an Indian-born engineer who helped revolutionise the way we use technology.

DAUGHTER : That's amazing. USB is such a basic part of life now. It's hard to imagine a time without it.

FATHER : That's incredible. And all this from India. I definitely learned a lot from this conversation.

Adapted from— https://www.bbc.co.uk/programmes/articles/5rnsYs1QcP-B7CsyjzvTcmjf/7-surprising-things-india-has-given-the-world

BIBHA CHOWDHURI
THE BEAM OF LIGHT THAT LIT THE PATH FOR WOMEN IN INDIAN SCIENCE

Let us listen *(refer to page 244)*

I You will listen to a podcast about Artificial Intelligence. As you listen, answer the following questions by selecting the correct options.

Hello and welcome to Tech Talks, the podcast where we explore how technology is shaping our world! I'm Faizy, your host, and today we're diving into the fascinating topic of artificial intelligence, or AI, and how it's benefiting humankind.

AI is often seen as futuristic, but it's already making everyday tasks easier and more efficient. Let's look at some of the incredible ways AI is improving our lives in four of the many segments.

Let's begin with **Segment 1: Healthcare Transformation**

AI systems can analyse medical data much faster and more accurately than humans, leading to quicker diagnoses and personalised treatments.

AI-powered robots are also assisting in surgeries, making them more precise and less invasive. And during the global pandemic, AI played a crucial role in speeding up the discovery of new medicines.

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Let's now talk about **Segment 2: Environmental Sustainability**

AI is helping us fight climate change. It helps in predicting natural disasters, and managing resources like water and agriculture more efficiently.

In renewable energy, AI is improving the performance of wind turbines and solar panels, pushing us toward a greener future.

Next, we have **Segment 3: Enhancing Education**

In education, AI is offering personalised learning experiences to students.

Teachers also benefit from AI, which helps analyse student performance and manage administrative tasks, giving them more time to focus on teaching.

Segment 4: Accessibility and Inclusion is the final segment of the podcast today.

You see, AI is also improving accessibility for people with disabilities. Technologies like speech recognition, text-to-speech, and voice commands make communication easier and faster.

Now you know how AI is improving life for humankind. AI is a powerful force for good but we need to use it responsibly.

Thanks for tuning in to Tech Talks. Join us next time for another deep dive into the world of technology. Until then, stay curious, and keep exploring!

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