BLOOMING MINDS

TEXTBOOK IN ENGLISH FOR CLASS 8

SEMESTER - 1

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C4E9N2

Teacher Corner

W8M7S7

Student Corner

AP SCERT

The National Education Policy 2020 (NEP 2020) envisions a holistic, flexible, and learner-centred education system. It emphasizes competency-based learning and experiential approaches that make education meaningful and engaging. NEP 2020 highlights the importance of 21st-century skills such as critical thinking, creativity, communication, and problem-solving. It encourages the integration of real-life learning, innovation, and technology-enabled pedagogies. Overall, the policy aims to build an inclusive and future-ready education system that empowers every learner to thrive in a rapidly changing world.

ENGLISH LANGUAGE- (R2) MIDDLE LEVEL	
CURRICULAR GOALS	**COMPETENCIES**
CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books.	**C-1.1** Applies varied comprehension strategies (inferring, predicting) to understand different texts. **C-1.2** Identifies main points, summarises after a careful reading of the text, and responds coherently. **C-1.3** Identifies and appreciates the main idea in the various texts. **C-1.4** Shows interest in choosing and reading a variety of books.
CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions).	**C-2.1** Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs. **C-2.2** Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing.
CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding.	**C-3.1** Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes.
CG-4 Explores different literary devices and forms of Literature.	**C-4.1** Identifies and appreciates different forms of literature (samples of prose, poetry, and drama). **C-4.2** Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing.
CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression.	**C-5.1** Uses appropriate grammar and structure in their writing.
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.	**C-6.1** Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. **C-6.2** Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable. **C-6.3** Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords).

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DAY 1 Kinds of Sentences

I1X1V2



I. A sentence is a group of words that make complete sense. Based on purpose, sentences are of four types:

1. Declarative Sentence	2. Interrogative Sentence
3. Imperative Sentence	4. Exclamatory Sentence

1. Declarative Sentence: Tells something or gives information & ends with a full stop (.)
   Example: The sky is blue.
2. Interrogative Sentence (Question): Asks a question & ends with a question mark (?)
   Example: Where are you going?
3. Imperative Sentence (Command, Request, Advice): Gives an order, request, instruction or advice & usually begins with a verb
   Example: Close the door. (command), Please sit down. (request)
4. Exclamatory Sentence (Strong Feeling): Shows strong emotions like surprise, joy, anger, fear and ends with an exclamation mark (!)
   Example: What a beautiful flower!, Oh no! I lost my keys!

II. Identify the kind of sentence in the given list.

Write: Declarative / Interrogative / Imperative / Exclamatory

1. Please help me with this bag.
2. Where do you live?
3. The children are playing outside.
4. What a fantastic match!

III. Punctuate and rewrite correctly. (Mark the correct punctuation and the type of sentence.)

1. What a lovely morning
2. Do you like ice cream
3. The train is late
4. Please open your notebook
5. How funny this is

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DAY 2 Let us Make Sentences



1. Rearrange the jumbled words to form a meaningful sentence.

1.bright/big/splashed/a/ tear/down/nose/her.
2. am/scared/I/go/to/school/to.
3. next/the/she/day/school/the/ reached.
4.saw/teacher/the/Jahnavi/steps/their/gate/up/to/next/the/evening/walking.
5. Polynesia/the /was/in/the/sitting/window/parrot.
6. know/that/you/animals/talk/did/can?
7. day/a/ plough/one/horse/to/him/brought/was.

II. Fill in the blanks with Prepositions.

1. The cat is ___ the table. (on/in / under)
2. I live ___ Hyderabad. (in/at)
3. She went ___ school. (to/from)
4. There is a big tree _____ of my school. (in front/ behind)
5. He is swimming _____ the bridge. (under/ above)
6. She ran _____ (up/on) the stairs.
7. She found a seat _____ (among/between) two friendly classmates.

III. Fill in the blanks with correct form of verb.

1. The boys _____(is/are) running in the corridor.
2. I _____(am / is) drawing a picture.
3. She _____(is / are) watering the plants.
4. We _____(are / am) listening to music.
5. A pair of sunglasses_____(is/are) essential.
6. Neither Ravi nor Susmitha _____(was/were) aware of the situation.
7. The information about the expenses _____(is/are) useful.

IV. Use the Present Continuous (verb + ing) form of the 'Be'form in brackets:

1. Sarala _____ (read) a story right now.
2. My friends _____ (play) in the playground.
3. I _____ (write) my homework.
4. The birds _____ (sing) in the tree.
5. We _____ (watch) a movie with my uncle.
6. My mother _____ (cook) dinner now.
7. The dog _____ (bark) loudly.
8. Harish _____(help) his sister in cycling.

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DAY 3 Let us Greet



I. Greetings:-Tick the correct greeting:

a) Morning greeting: (Good night / Good morning)

b) Afternoon greeting: (Good evening / Good afternoon)

c) Evening greeting: (Good night / Good evening)

d) Your friend is celebrating his/ her birthday: (I am sorry / Many Happy Returns of the day)

e) Your friend has won a competition: (All the best / Congratulations)

II. Requests: (Using Please…/Could you please….)

Fill in the blanks with please or could you please.

1. _____ open the door?
2. _____ give me a pen?
3. _____ help me in completing the project work?
4. _____ pass the water, I am thirsty?

III. Giving Advice (simple) Use You should…/ You should not.

1. Harita is sick. Advise her to take rest _____
2. Syam is late to school. Advise him not to be late _____
3. Your friend is not doing homework. Advise him/her to complete homework._____

IV. Conjunctions: Join with and / but.

1. He is tall. He is strong.
2. She is rich. She is unhappy.
3. She worked hard. She won the spell bee.
3. He studied hard. He got a job.
4. Srinu is fair. His siter is dark.

V. Match the request with the suitable response.

Request		Response
1. May I come in	( )	a. Yes, of course
2. Could you help me?	( )	b. Indeed, I will help you
3. Can I borrow your pen?	( )	3. Please come in
4. Excuse me, please	( )	4. Yes, here you are

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DAY 4 Let us read



1. Read the text and answer the exercises.

"The Day the River Spoke" is a touching story about Jahnavi, a girl who dreams of going to school. Her family follows an old tradition that allows only boys to study, while girls must stay at home and do the chores. Jahnavi watches her brothers read and wishes she could also learn.

One day, feeling sad, she goes to the riverbank. As she cries, the river seems to speak to her gently. The river tells her that girls are just as capable as boys and encourages her to be brave. Inspired by this magical guidance, Jahnavi gathers courage and secretly walks to the school. She listens from the back of the classroom, and the teacher notices her interest.

The teacher visits her home and talks to her parents. Jahnavi's mother, remembering her own unrealised dream of studying, convinces her father to let Jahnavi attend school. Her father finally agrees, and Jahnavi's dream of education begins to come true. The story highlights the power of courage, self-belief, and the importance of education for all children—especially girls. The river becomes a symbol of wisdom, hope, and strength.

Answer the following questions.

1. Why was Jahnavi not allowed to go to school?
2. What did Jahnavi do when she felt sad and helpless?
3. How did the river encourage Jahnavi?
4. What brave step did Jahnavi take after talking to the river?
5. How did the teacher help change Jahnavi's situation?

II. Prepositions -**A preposition is a word that shows the relationship between a noun or pronoun and another word in the sentence.**

Choose the suitable preposition.

1 . Jahnavi believed ___ (in / on) the river's message.

2. Her mother stood ___ (beside/between) her during the discussion.

3 . The teacher talked ___ (to/at) her father calmly.

4 . She dreamed ___ (of/for) learning like her brothers.

5. The story is ___ (about / along) courage and education.

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DAY 5 Let us Advice



1. Asking & Giving Advice

Asking for advice means requesting someone's help or opinion about what you should do.

You ask for advice when:
- You are unsure about a decision
- You have a problem
- You want suggestions or guidance
- You want to make a better choice

Common phrases to ask for advice:
- What should I do?
- Can you give me some advice?
- What would you suggest?
- Do you think I should…?
- Could you guide me on this?

Example: "I'm scared to join the music club. What should I do?"

Giving advice means 'offering someone suggestions to help them solve a problem or make a good decision.'

You give advice when:
- Someone asks for your opinion
- You want to help them
- You see someone struggling
- You have useful experience or knowledge

Common phrases to give advice:
- You should…
- You shouldn't…
- You could…
- Why don't you…?
- I advise you to…
- It's better to…

Example: "You're good at singing. You should join the music club."

Speaking Activity :

Exercise 1: Short Situations – Give Advice

1. Mira wants to join the school's science club, but her cousins tease her, saying science is "for boys." What advice would you give Mira?

_____

2. Arjun loves reading stories, but he is afraid to borrow books from the library because he thinks the librarian will scold him. Give him some advice.

_____

3. Lakshmi sits in the class but never speaks up in class, even when she knows the right answer. Advise Lakshmi.

_____

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DAY 6 Let us Learn



I. Choose the synonym that best fits the meaning of the underlined word in the sentence.

1. When Jahnavi tossed a pebble into the river, the water <u>splashed</u> gently against the rocks. ( )
   a) dried b) scattered c) tightened
2. A small snake <u>slithered</u> through the grass near the riverbank as Jahnavi sat listening.
   a) crawled smoothly b) jumped quickly c) froze suddenly ( )
3. She could hear the river <u>murmuring</u> softly as if speaking to her. ( )
   a) shouting b) whispering c) laughing
4. A sudden movement in the bushes <u>startled</u> Jahnavi, making her step back. ( )
   a) frightened suddenly b) amused c) comforted
5. Jahnavi pushed aside a thick <u>thicket</u> to make a small path toward the river. ( )
   a) desert b) open field c) dense bushes

II. Fill in the blanks with a synonym that fits the context.

(Use: whispering, dense bushes, shocked, slid, soft crackling, screamed, scattered water)

1. The children _____ water at each other as they played near the river.
2. The leaves made a _____ sound when the breeze passed through them.
3. A lizard _____ across the rock when it sensed movement.
4. The girl was _____ when the bird flew out suddenly.
5. Someone was _____ from behind the classroom door, so Jahnavi paused to listen.
6. The forest path was blocked by _____ that no one had cleared for years.
7. The baby _____ when the loud thunder crashed outside.

III. Choose the suitable antonym of the underlined word in the sentence.

1. The children **<u>splashed</u>** joyfully in the pond until their clothes were soaked. ( )
   a) baked b) soaked c) filled
2. The snake **<u>slithered</u>** quietly toward the shade. ( )
   a) jumped b) walked firmly c) dug
3. Jahnavi heard the river **<u>murmuring</u>**, as if it were singing to her. ( )
   a) shouting b) humming c) echoing
4. Jahnavi was **<u>startled</u>** by the sudden gust of wind. ( )
   a) calm b) tired c) curious

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DAY 7 Let us Write a Letter



Write a letter to your friend, who feels discouraged after failing an exam. Use the ideas from the poem "Try Again" to encourage your friend. Fill in the gaps with suitable words or sentences.

To address Date:_____.

_____

_____

Dear _____,

I am good, and hope you are doing well. I received your message, and I'm really sorry to hear that you are feeling upset because you couldn't _____ _____. I know it must be disappointing, but I want to remind you of something important.

Do you remember the poem, "Try Again", we studied? It teaches us that failure is not the end. In fact, it is just the _____. The poem says, "If at first you don't succeed, try, try again." This means you should never _____ when things don't go your way.

I know you have worked hard, and I believe that if you try once more, you will definitely _____. Instead of feeling sad, you should focus on _____. Every time you try, you become stronger and wiser.

Always remember:

- Success comes to those who _____.
- Giving up only makes the challenge _____.
- But trying again shows your _____.

I hope you feel better after reading this letter. I am always here to support you. Let me know how your next attempt goes—I'm sure it will be_____.

Yours lovingly,

_____.

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DAY 8 Let us Read and Reflect



1. Read the text and answer the tasks

Dr. John is a gentle, kind doctor who prefers the company of animals to that of humans. He lives in a small English village with many pets—dogs, ducks, cats, a parrot, and even goldfish. Although he is a good doctor, people begin to avoid him because his house is always full of animals.

One day, Dr. John's wise old parrot, Polynesia, and a friendly cat-food seller suggest that he should become an animal doctor instead, since animals love him and understand him better than people do. Dr. John likes this idea, but worries because he does not know how to speak to them.

Polynesia begins teaching him the language of animals and birds—their sounds, their words, and even their body movements like tail-wagging, scratching, or ear-twitching, which also carry meaning. As he learns more, Dr. John discovers that animals have a real, organised way of talking.

Once he becomes skilled at understanding them, animals from all over come to him for help. He treats many creatures, such as a plough horse with weak eyesight, for whom he makes green spectacles to help him see better.

By the end of the story, Dr. John becomes the world's first true animal doctor, respected and loved by all living creatures for his kindness, empathy, and ability to communicate with them.

Comprehension Questions

Short-Answer Questions

1. Why did people stop visiting Dr. John for medical treatment?
2. Who suggested that Dr. John should become an animal doctor?
3. How did Polynesia help Dr. John communicate with animals?
4. What did Dr. John learn about animal communication besides spoken sounds?
5. What treatment did Dr. John give to the plough horse?
6. How does the story show the theme of empathy?

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II. Fill in the blanks with the correct verb form

1. Polynesia _____(teach) him many animal-language words.
2. Animals _____ (have) trouble see clearly, by the end of the story.
3. The parrot_____ (help) him understand body movements.
4. Soon, animals_____ (trust) him completely.
5. He_____ (become) famous as an animal doctor.

Present Perfect Tense Tasks

(has/have + past participle)

Fill in the blanks. Use has/have + past participle:

1. She _____ (finish) her homework.
2. I _____ (eat) my lunch already.
3. Raju _____ (write) a letter.
4. We _____ (see) that movie before.
5. The teacher _____ (give) us a new project.
6. My friends _____ (come) to my house.
7. He _____ (lose) his pen.

3. Palindrome

A palindrome is a word that reads the same forward and backward.

Examples: level, noon, madam

1. Identify the palindromes in the list:

   dog, level, noon, parrot, pop, horse, civic, tail, eye, peep

   Write the palindromes: _____

2. Circle the palindromes hidden in the sentences

a. The civic centre near Dr. Dolittle's village was very old.

b. The cat sat with Mom while he treated other animals.

c. The horse made a sound like wow after getting spectacles.

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DAY 9 Let us Use Phrasal Verbs



I. A phrasal verb is a verb + preposition/adverb that changes the meaning of the original verb.

Example:
- take (normal meaning) = hold something
- take off (phrasal verb) = remove or an areoplane leaving the ground

PHRASAL VERBS

TAKE
1. take off – remove / plane starts flying
2. take up – start a new hobby
3. take care of – look after
4. take out – remove from something

LOOK
1. look at – see something
2. look after – take care of
3. look for – search
4. look up – search for information in a book/dictionary

RUN
1. run away – escape
2. run out of – have no more left
3. run over – hit by a vehicle
4. run into – meet someone by chance

PUT
1. put on – wear
2. put off – postpone
3. put out – extinguish (fire)
4. put up with – tolerate (bear)

BREAK
1. break down – stop working (machine/car)
2. break into – enter by force
3. break up – separate / end
4. break out – suddenly begin (fire, fight, disease)

CALL
1. call back – return a phone call
2. call off – cancel
3. call out – shout / announce loudly
4. call up – phone someone

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II. Fill in the blanks with phrasal verbs.

(Choose the correct phrasal verb from the brackets.)

1. We have _____ milk; go buy some more. (run out of / break out / call off)
2. Please _____ your shoes before entering the house. (take off / look for / put on)
3. The teacher asked us to _____ the new words in the dictionary. (look up / call back / put off)

III. Choose the suitable phrasal verb.

1. The meeting was _____ because of heavy rain. ( )

a) called off b) put out c) taken up

DAY 10 Let us Know Binomials



I. A binomial is a pair of words joined by and/or that is always used together in a fixed order. The order cannot be changed.

safe and sound	far and wide
bread and butter	black and white
lost and found	give and take
high and low	quiet and still
day and night	neat and tidy

Examples: Jahnavi searched high and low near the river.

Dr. John worked day and night to help animals.

II. Fill in the correct binomial:

1. The river was quiet and _____ (still / silent) that day.
2. Dr. Dolittle travelled far and _____(away/wide) to help animals.
3. Keep the books neat and _____. (tidy/clean)
4. The children were safe and _____ (silent/sound) after the storm.

III. Choose the correct binomial:

1. Jahnavi searched (high and low/low and high).
2. The forest was (calm and cool/cool and calm).
3. The teacher said the work must be done (step by step/step after step).

IV. Make sentences using:

1. now and then
2. give and take
3. bread and butter

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DAY 11 ONOMATOPOEIC WORDS



I. Words that sound like the noise they describe.

These are very common in nature stories like The Day the River Spoke.

Examples:

a) rustle (sound of leaves), b) splash (water falling), c) buzz (bee sound),

d) chirp (bird sound) e) hiss (snake sound) f) murmur (soft water/voice sound),

g) The river murmured to Jahnavi h) Leaves rustled in the forest.

II. Match the following.

Sound Word		Action
1. chirp	( )	a) water flowing softly
2. murmur	( )	b) insects making noise
3. buzz	( )	c) small birds singing
4. splash	( )	d) sound of leaves

III. Identify the onomatopoetic word in each sentence.

1. The snake hissed loudly.
2. The children shouted and clapped.
3. The rain pattered on the roof.
4. The parrot squawked angrily.

Match the following:

Sound		Source
1. Buzz	( )	a. a lion
2. Thud	( )	b. metal objects hitting
3. Roar	( )	c. laughing children
4. Giggle	( )	d. a falling heavy object
5. Clang	( )	e. a bee

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DAY 12 IDIOMS



I. An idiom is a group of words that has a meaning different from the literal meaning.

Example: "Break the ice" does NOT mean breaking real ice.

It means "to start a friendly conversation."

Idiom	Meaning
A piece of cake	very easy
Break the ice	start talking
Once in a blue moon	very rarely
Under the weather	feeling sick
Hit the nail on the head	say exactly right
In hot water	in trouble
leave the coast clear	remove obstacles or people so that someone can act freely
get on our nerves	to irritate or annoy someone
fall over ourselves	to do something eagerly / try too hard to impress
frightened me half to death	to scare someone extremely
get a shelling	to be heavily scolded or criticized

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II. Now fill in the blanks with the correct idiom.(Use each idiom once)

1. When the teacher stepped out of the class, it _____ for the boys to start talking loudly.
2. My little brother keeps tapping the table, and it really _____.
3. We all _____ trying to help the guest speaker, just to impress her.
4. That loud thunderbolt at night _____!
5. Ravi _____ from his mother for breaking her favourite vase.

DAY 13 Let us Read and Reflect



1. Read the text and answer the tasks that followed.

"The Wit That Won Hearts" is a delightful story from the Vijayanagara Empire, showing how Tenali Rama uses his sharp mind and gentle humour to settle a conflict between King Krishnadeva Raya and Queen Thirumalambal. The trouble begins when the Queen yawns while the King proudly recites his poetry. Hurt by this, the King assumes that she did it out of disrespect. The Queen tries to explain, but he refuses to listen, and both of them become upset.

When things become tense, Tenali Rama steps into help. With his clever wit, he gently tells a story comparing the King's poetry to seeds that must be planted carefully. He explains that just like seeds grow naturally, yawning is also a natural action and does not mean disrespect. The King finally understands the truth. Realizing his mistake, he apologizes to the Queen, and peace returns to the palace.

This shows how Tenali's smart thinking and calm way of speaking helps solve problems that pride and anger cannot.

Short Answer Questions

1. Why did the King feel offended during the poetry recitation?
2. What did the Queen do when the King became upset?
3. How did Tenali Rama explain the Queen's yawning?
4. What change took place in the King after listening to Tenali Rama?
5. What qualities of Tenali Rama helped solve the problem?

II. Compound Words

A compound word is formed when two smaller words join to make a new word with a new meaning.

Examples:

- sun + light = sunlight
- king + dom = kingdom
- every + day = everyday

Compound words can be:

1. Closed compounds – written as one word (e.g., notebook).
2. Hyphenated compounds – written with a hyphen (e.g., mother-in-law).
3. Open compounds – written as two words but work as one idea (e.g., dining table).

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III. Choose the Correct Compound Word

Choose the correct compound word from the brackets.

1. The king ruled a vast _____. (kingdom/king house)
2. Tenali Rama was known for his quick _____. (clever mind/cleverness / clever-hand)
3. The queen wrote an _____ to explain her side. (apology letter / apology-letter / apology letter)
4. We should practise yoga _____ . (everyday / every day)
5. The king sat in the _____ to solve people's problems. (courtroom/court hall)

IV. **"If"** Clauses (Type 1 – Real Condition/Open condition)

We use If + present tense to talk about possible future results.

Structure: If + present tense, will + verb

Examples:

- If you listen carefully, you will understand better.
- If the king controls his pride, he will solve the problem peacefully.

V. Complete the Sentences.

Complete using 'will + verb'.

1. If the queen explains her problem, the king _____ (understand).
2. If Tenali uses humour, he _____ (solve) the issue.
3. If you speak kindly, people _____ (respect) you.
4. If we control our anger, we _____ (avoid) fights.
5. If the king apologizes, the queen _____ (forgive) him.

VI. Choose the right option from the brackets.

1. If you _____ (listen / listened), you will learn something new.
2. If the king acts with pride, he _____ (will hurt/hurts) others.
3. The queen will smile if the king _____ (says / will say) sorry.
4. Tenali Rama will help if they _____ (ask/asked) him.
5. If we show empathy, we _____ (will win/win) hearts.

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LET US PRACTISE

I. Choose the correct option:

1. Select the interrogative sentence from the following given sentences. [ ]
   A) We have an English class today. B) Listen carefully to the teacher.
   C) Where are you going? D) What a beautiful flower it is!
2. Choose the exclamatory sentence from the following given sentences. [ ]
   A) Do you like ice cream? B) The sun rises in the east.
   C) Do not make noise in the class. D) How fast the train is running!
3. Rearrange the jumbled words into a meaningful sentence.
   every / to / goes / morning / school / my / brother / bus / by [ ]
   A) My brother goes to school by bus every morning.
   B) My brother every morning goes to school by bus.
   C) My brother goes every morning to school by bus.
   D) My brother goes to school every morning by bus.
4. Identify the suitable 'Be' form to fill in the blank.
   Kiran ____ my classmate. [ ]
   A) am B) is C) are D) were
5. Identify the correct Preposition to fill in the blank.
   The children are playing _____ the playground. [ ]
   A) on B) in C) under D) through
6. Choose the suitable present tense 'Be' form to fill in the blank.
   The students _____ English grammar. [ ]
   A) are learning B) is learning C) am learning D) was learning
7. Identify the suitable greeting to fill in the blank from the options given below.
   _____, I am late because of heavy traffic. [ ]
   A) Congratulations B) Welcome C) Good luck D) I am sorry
8. Select the suitable polite form to fill in the blank.
   _____ tell me the way to the bus stop? [ ]
   A) Hello B) Hello dear C) Could you please D) Nice to see you
9. Choose the suitable form to give advice to fill in the blank.
   You _____ speak loudly in the classroom. [ ]
   A) might B) could C) should D) should not
10. Choose the suitable usage of conjunction to fill in the blank.
    Venkat is poor. Venkat is honest. [ ]
    A) Venkat is poor and honest. B) Venkat is poor because he is honest.
    C) Venkat is poor but honest. D) Venkat is poor after he is honest.

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11. Why does Jahnavi wish to go to school? [ ]

A) to play with her friends B) to avoid household work

C) to learn like her brothers D) to please her parents

12. What tradition does Jahnavi's family follow? [ ]

A) Children study only at home B) Only boys are allowed to study

C) Girls study first, then boys D) No child goes to school

13. Where does Jahnavi go when she feels sad? [ ]

A) her room B) the school C) the riverbank D) the fields

14. What message does the river give Jahnavi? [ ]

A) to obey her parents silently B) to forget her dream

C) that girls are as capable as boys D) to leave her village

15. How does the teacher come to know about Jahnavi? [ ]

A) Her mother tells him. B) She answers a question loudly.

C) He notices her listening from the back. D) Her brothers complain it.

II. Answer the following questions:

1. Why was Jahnavi unhappy at home?
2. What does the river symbolize in the story?
3. How does the teacher play an important role in Jahnavi's life?
4. Why is Jahnavi's mother able to understand her daughter's feelings?
5. How does Jahnavi show courage in the story? Explain in your own words.
6. Imagine the river could speak to all girls in the village. What message do you think it would give them?
7. Why was Dr. John worried about becoming an animal doctor?
8. How did Polynesia help Dr. John understand animals?
9. Why do you think animals trusted Dr. John more than humans did?
10. If you could talk to animals like Dr. John, which animal would you like to help first and why?
11. Why did King Krishnadevaraya misunderstand Queen Thirumalambal's action?
12. How did Tenali Rama's explanation change the King's thinking?
13. Why is yawning described as a natural action in the story?
14. What does the story teach us about handling anger and pride?
15. Imagine you were Tenali Rama. How would you calm the King in your own words?

AP SCERT



Unit 1
WIT AND WISDOM

Learning Outcomes

Learners will be able to:

- Discuss qualities of a witty person, enhancing understanding of character traits.(CG3)
- Read and comprehend the story about the Vijayanagara Empire identifying main ideas and details.(CG1)
- Infer feelings and motives of characters based on textual evidence, enhancing empathetic comprehension.(CG1)
- Express the importance of wit and humour in problem-solving and interpersonal relations.(CG3)
- Identify and understand the key vocabulary words such as "renowned", "insurmountable", "trivial", "forlorn", "vague", "profusely", intricately", "gnawed", "brimmed"etc.(CG1&CG5)
- Correct misconceptions about the story and communicate accurate details, sharpening critical analysis skills.(CG1)
- Recognise and use sound words in writing, understanding their stylistic effect.(CG6)
- Express apologies with a proper stress and intonation.(CG6)
- Frame questions in writing with the help of 'Wh'-words provided.(CG3)
- Draft a narrative essay with the guided features in an appropriate format.(CG2)

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THE WIT THAT WON HEARTS

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 260.

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

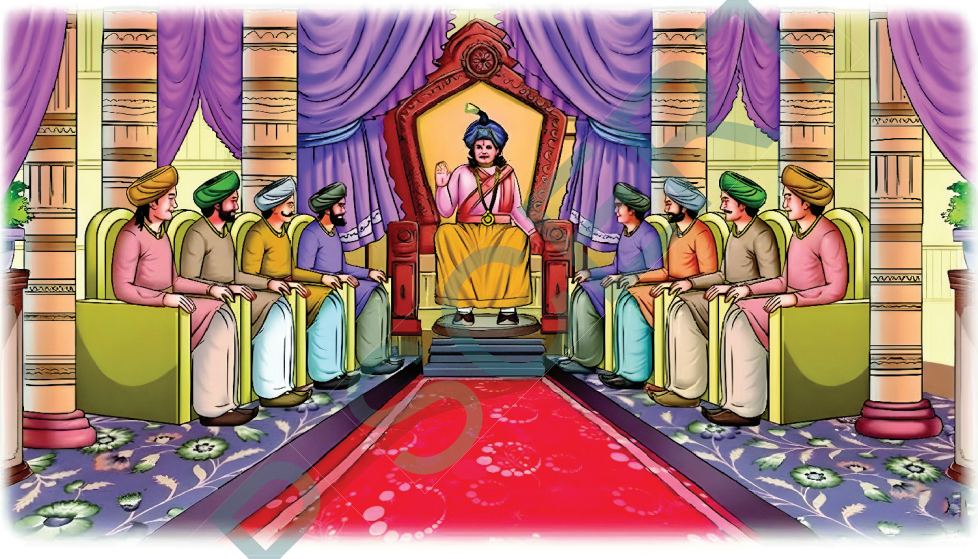


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renowned: well known
illustrious: respected and famous
patron: supporter
eminent: famous

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.





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**.

insurmountable: undefeatable
trivial: unimportant
forlorn: lonely

AP DIGITAL

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 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."

distraught: upset

vague: unclear



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

strategy: plan

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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.

profusely: in large amounts

bustling: busy

intricately: in a detailed manner

exquisite: fine and attractive

ornate: decorative

gnawed: (here) bothered

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.

yield: (here) harvest

sarcasm: mockery

snickers: suppressed laughter

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absurd: illogical

unfazed: not worried

furrowed: wrinkled

sceptical: doubtful

keenly: intensely

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

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."

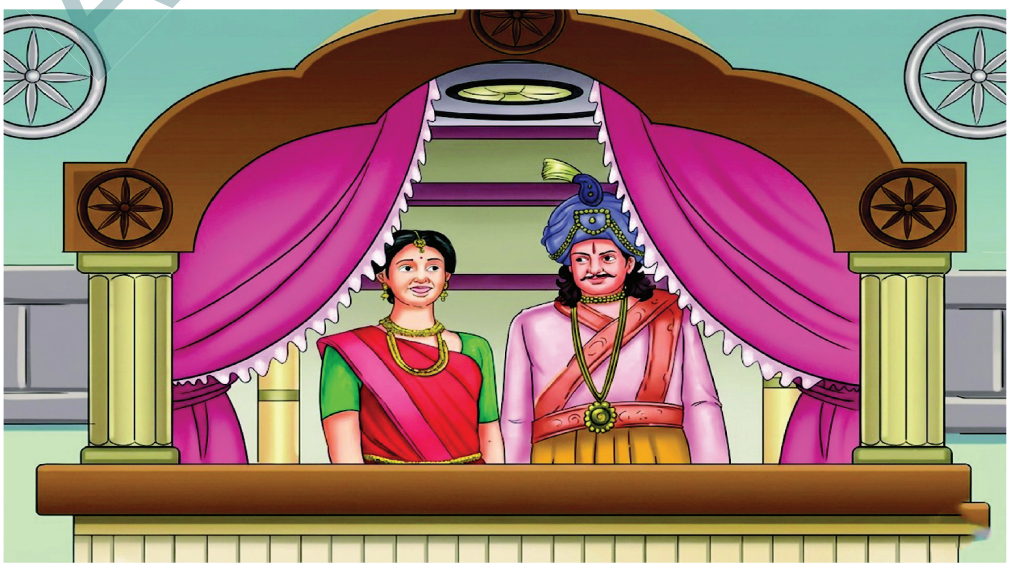
Rama smiled, **unfazed**. "That may be true, Your Majesty, but the real issue lies not with the seeds themselves but with the person who sows them."

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 Tenal Rama's idea about paddy cultivation.
5. The king never realised his mistake and continued to stay angry with the queen.

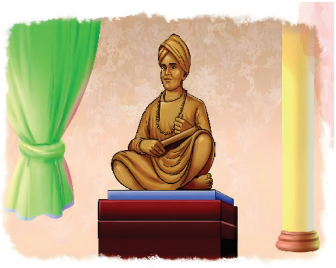


Let us think and reflect

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 of 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?
7. How does the author describe the change in atmosphere of the palace when the king stops visiting Queen Thirumalambal? What does this reveal about their relationship?
8. How does the king's reaction to Rama's words show a transformation in his attitude? What quality of a good ruler does this highlight?

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.

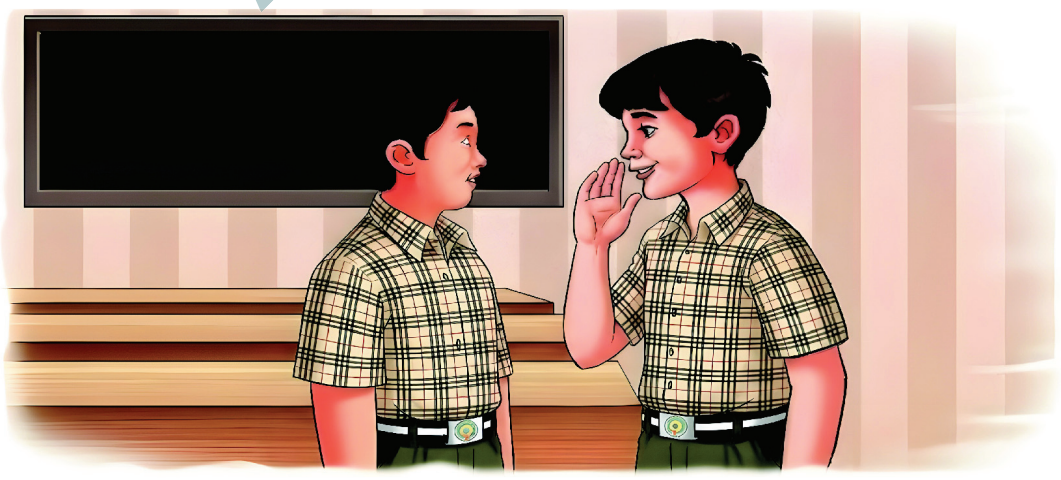
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6. Just then, Anaya tapped her book on the desk with a small _____, deep in thought.
7. 'Ah, I see it now!' she said stretching with a_____, as if it had taken her great effort
8. A small breeze made the windows _____, adding to the suspense of the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

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 efers 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 290).*

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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…?)

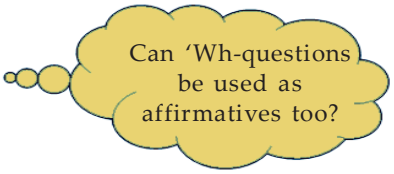
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Let us write



1. **Question words** are required to frame Interrogative Sentences. Many questions commence with 'Wh- words'. Perfect framing of these questions requires some essential structural knowledge. If you see examples like,

Ex.:- Who are you?
Where do you live?
Which is your favourite movie?
Whose book have you taken?



… the verb is split into main and helping verb with the insertion of a pronoun/a noun in between. This verb arrangement is called 'inversion', as in

Helping verb + Pronoun/Noun + Main verb.

This plays key role in framing 'Wh- questions'. Each 'Wh-word' demands a specific answer, like what – thing; who-person in subjective case; when-time; where-place; whose-person in possessive case; why-reason; which-thing; whom-person in objective case.

Imagine two courtiers, Dhanvin and Yajvin, were present in the court, where Tenali Rama cleverly solved the problem of the queen. They were discussing as shown below.

(Frame 'Wh- 'Questions to fill up the blanks, as per the corresponding responses supplied as prompts in the conversation, which is based on the content)

Yajvin : Good evening, Mr. Dhanvin.
Dhanvin : A very warm good evening. _____ about Tenali Rama? (what..)
Yajvin : I think, he was brave.
Dhanvin : May be, … but I felt, he was witty too.
Yajvin : Was it? _____so? (How..)
Dhanvin : because…he took the example of paddy cultivation, didn't he?
Yajvin : Yeah… I also doubted_____ such example. (Why..)
Dhanvin : It might be…true … as it was reality based.
Yajvin : _____ that idea to him? (Who..)
Dhanvin : None…might have given that idea….in particular, I felt. He had natural quality of wisdom, hadn't he?
Yajvin : Yes, it was proved several times. He was gifted.
Dhanvin : Yes, I too felt so.

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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

Learning Outcomes

Learners will be able to:

- Build comprehension of figurative language and symbolism in poetry, enhancing higher order reading skills.(CG4)
- Identify and understand the key vocabulary words such as “rockery”, “delicate”, “replied” etc.(CG1&CG5)
- Promote critical evaluation of themes, tone, and irony in the poem, deepening interpretive skills.(CG4)
- Share diverse perspectives on aesthetics and nature, linking living and non-living worlds.(CG2)
- Reinforce grammar and language usage through matching exercises and new words’ formation by supporting application and analysis.(CG5)
- Enhance understanding of narrative and poetic devices, promoting higher literacy skills.(CG4)
- Develop attentive listening and comprehension through audio presentations on thematic elements like the Rock Garden, integrating science and art.(CG6)
- Express regret and apologies appropriately for various social contexts, practicing effective oral communication.(CG5)
- Respond courteously to apologies in both formal and informal settings.(CG5)

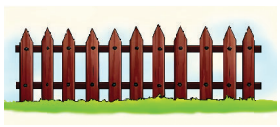
Let us do these activities before we read.

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









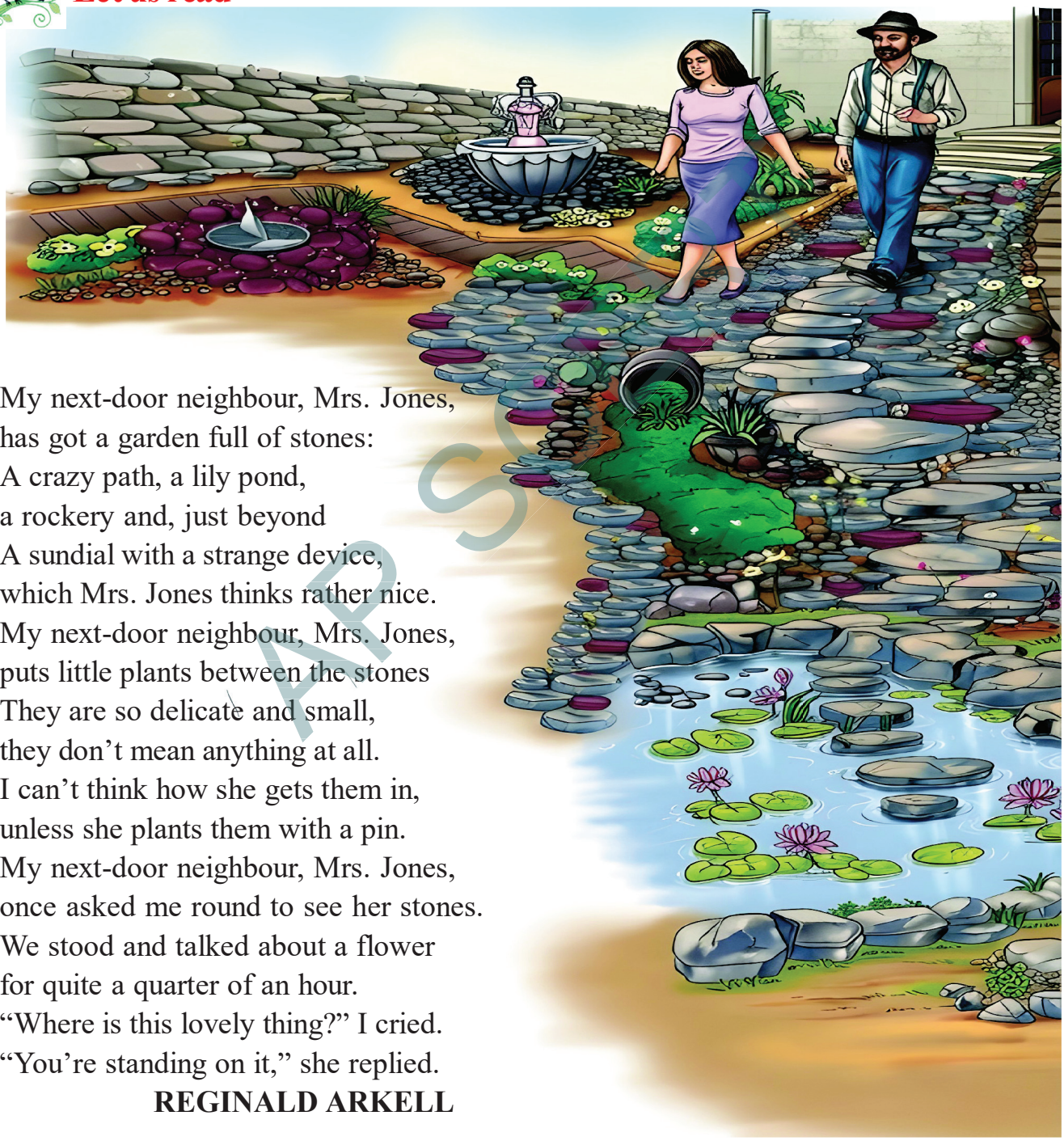



AP SCERT

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.

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

Reginald Arkell (1881–1959) was a British poet and author known for his humour and light-hearted style. His celebrated novel Old Herbaceous portrays rural life with gentle wit and warmth. Arkell's works are admired for their simplicity and quiet humour.



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

Alliteration : The repetition of the same initial consonant sounds in closely connected words.

AP SCERT

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)

APSCERT

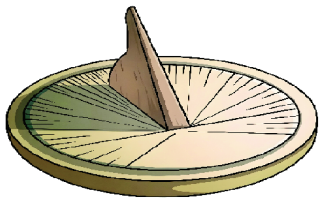


Let us think and reflect

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

1. *My next-door neighbour, Mrs. Jones,*

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



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

(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?
6. How does the poet describe Mrs. Jones's garden, and what feelings do these descriptions create in the reader?
7. Why does the speaker think the plants "don't mean anything at all"? What does this reveal about the speaker's initial attitude?
8. How does the final line, "You're standing on it," change the reader's understanding of the garden?



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)

AP SCERT

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

II 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.

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

AP SCERT

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 291)*

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.

AP SCERT

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…

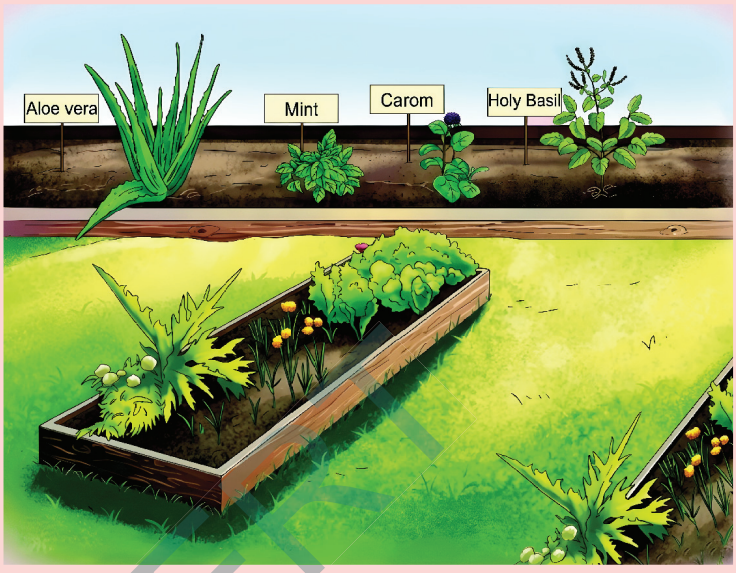
AP SCERT

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

AP SCERT

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.



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 art work. A sample has been given for your reference.

III Read and enjoy the poem.

AP SCERT

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

WISDOM PAVES THE WAY

Learning Outcomes

Learners will be able to:

- Make differentiation between 'knowledge' and 'wisdom'.(CG1)
- Understand and analyze the dialogue and action in the play "Wisdom Paves the Way," identifying themes of prudence, wisdom and justice (CG1)
- Summarize plot development and character actions clearly and coherently (CG1)
- Identify and understand the key vocabulary words such as "adorned", "tapestries", "bustling", "deliberate", "scrutinise", "countenance", "distressed", "astray", "indignant", "fended off" etc. (CG1&CG5)
- Sequence events logically and discuss characters' actions and consequences, enhancing comprehension and reasoning skills. (CG1)
- Analyze character motivations and make inference about decisions and reactions in the play. (CG1)
- Use modals verbs appropriately. (CG5)
- Practice word stress and intonation on statements and exclamatory sentences. (CG6)
- Write a formal complaint letter, clearly, and following the correct format and language conventions. (CG3)

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.

Knowladge	Wisdom

AP SCERT

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



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.)*



AP SCERT

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



© SCERT

scrutinise: to look carefully at

in haste: in a hurry

pursued: (here) chased

countenance: facial expression

distressed: worried

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.)*

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**!

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

RAM DATT : A merchant indeed, and judging by his **countenance,** he has lost something of great value—perhaps his camel. *(The Merchant, panting and* ***distressed,*** *reaches the group. He pauses to catch his breath, then addresses them anxiously.)*



APSCERT

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.



APSCERT

indignant: angry

yonder: over there

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.)



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 _____.

AP SCERT

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.)*

draperies: long thick curtains

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

grievance: complaint

accusations: claims that someone has done something wrong



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?

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deduce: to determine by reasoning

discern: to see or notice something

foliage: green leaves and plants

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.



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.

© NCERT

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

AP SCERT



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

AP SCERT

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)

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_____.

APSCERT

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

(i) 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.
7. How do the four young men show patience and hope despite their long and tiring journey to Ujjain? What does this reveal about their character?
8. How does the King's behaviour during the trial reflect his qualities as a just and wise ruler?



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 notobvious
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.)

Word	Meanings	Sentences
Face	1. (n.) the front part of a person's head from the forehead to the chin	(i) Ravi turned to face his father, when he was called.
	2. (v.) to be positioned with the face or front towards	(ii) The face of the clock was painted red and blue.
	3. (v.) to deal with a difficult task or situation	(iii) She has a round, smiling face.
	4. (n.) the front or surface of a thing	(iv) We should be ready to face life's challenges.
	1. (v.) tolerate	(i) The trees that I planted in my garden took a long time to bear fruit.
	2. (v.) accept	(ii) I spotted a bear on a wildlife safari.
	3. (n.) a large heavy mammal	(iii) Riya agreed to bear the responsibilities with confidence.
	4. (v.) produce; give birth to	(iv) I can't bear 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 an 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** beunited 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 292)*

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 promptresponse...

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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*

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"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

TRANSCRIPTS

THE WIT THAT WON HEARTS



Let us listen *(refer to page 255)*

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 267)*

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 286)*

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, theyalwayshaveacleverresponse. Suchcharacters 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

U5U4X4

Learning Outcomes

Learners will be able to:

- Get awareness of their national events, parades and bravery awards. (CG3)
- Enhance reading comprehension and vocabulary through engagement with a biography of Major Somnath Sharma, integrating scientific temper and values of sacrifice. (CG1)
- Identify and understand the key vocabulary words such as “etched”, “valour”, “infiltrators”, “eerily”, “tenacity”, “ammunition”, “crouched”, “posthumously”, “forged”etc. (CG1&CG5)
- Identify and infer meanings of difficult words and phrases in context to develop vocabulary and interpretive skills. (CG1)
- Analyze textual content to infer meaning and draw conclusions about characters, events, or themes. (CG1)
- Reflect thoughtfully on the values and lessons portrayed in the text and relate them to personal experiences. (CG2)
- Recognize and use new vocabulary and expressions from the text to enhance language skills. (CG5)
- Identify and apply subject-verb agreement and grammatical structures correctly in sentences. (CG5)
- Use polite and formal language in group speeches or presentations on chosen themes related to social responsibility. (CG3)
- Compose formal letters with appropriate style and structure for enquiry purposes. (CG3)
- Sequence ideas logically within paragraphs, using appropriate grammar and vocabulary and explore cultural and historical themes related to the text and share findings with peers, fostering research skills. (CG2)

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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

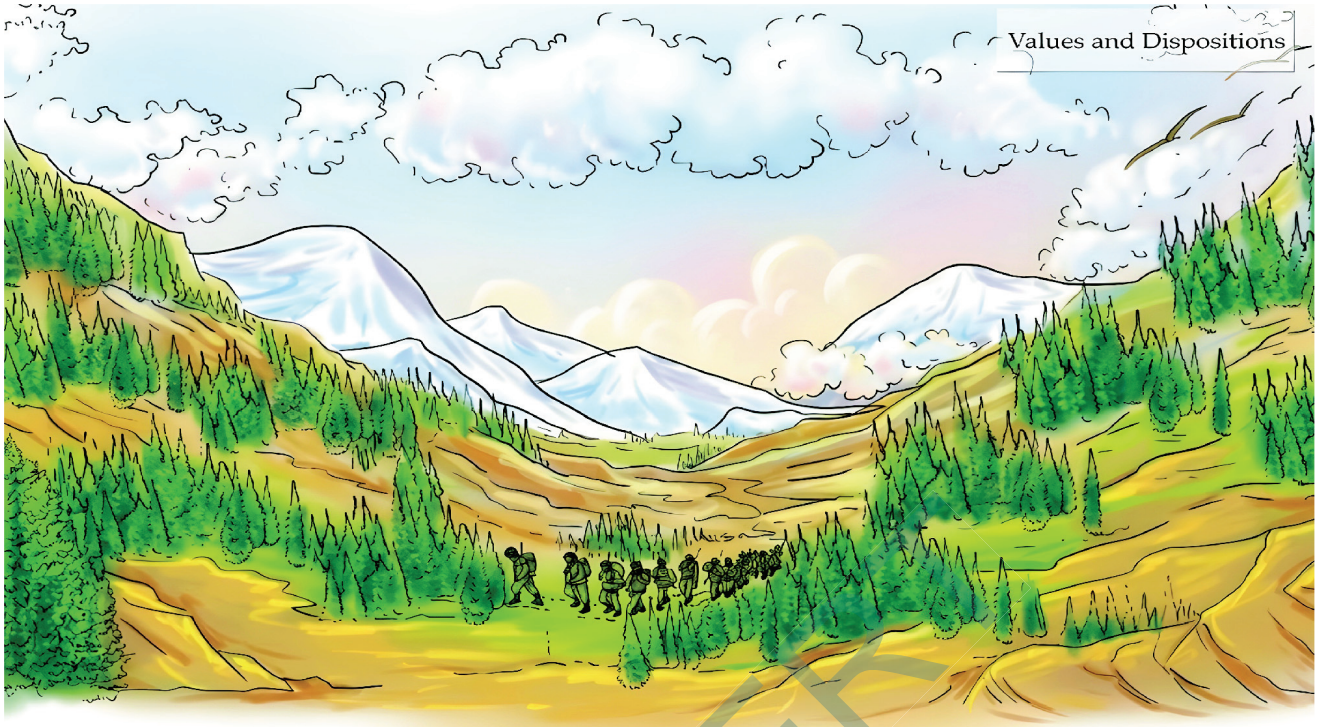
beacon: a source of inspiration

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 sacrifice to protect

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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.

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 their plan was to engineer a revolt in Kashmir,

infiltrators: people who secretly invade

annex: to take possession of

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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 of Indian soldiers were

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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

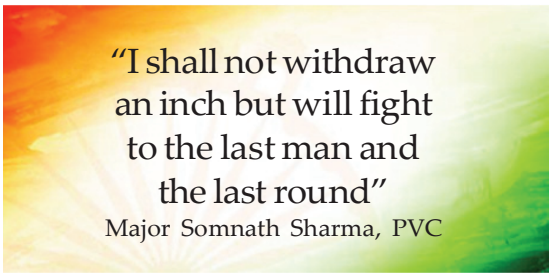
tenacity: determination

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

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".

crouched: sat with knees bent

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.

conspicuous: noticeable

posthumously: after death

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





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)

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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

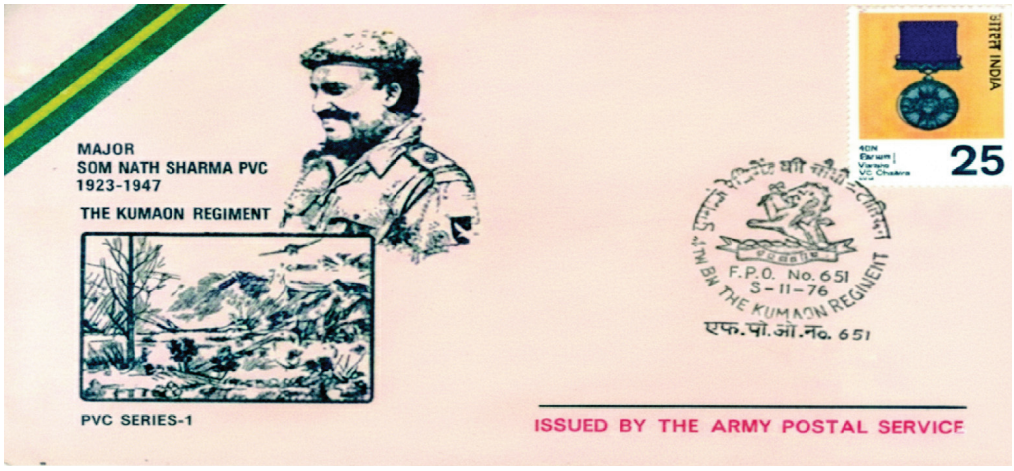
despatches: official reports on military affairs

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 SOM TH SHARM

On 03 Nov 1947, Major Somnath Sharma' company was ordered on a fighting patrol to Badgam in the Kashmir Valley. He reached his objective at first light on 03 Nov and tookup a position south of Badgam at 1100 hour . The enemy estimated at 500, attacked his company poition with three side 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 section 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. Her repeatedly exposed himself to the full fury of enemy fire and laid out cloth strip to guide our aircraft onto their target in full view of the enemy.

Realising that casualties hsd affected the effectiveness of his light **automatics,** this officer whose left hand was in plaster commenced filling magazines and issuing them to light machine gunner . 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 stem the tide of the enemy advance. His leadership, gallantry and tenacious defence were such that his men were inspired to fight the enem 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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poignant: emotional and sad

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**

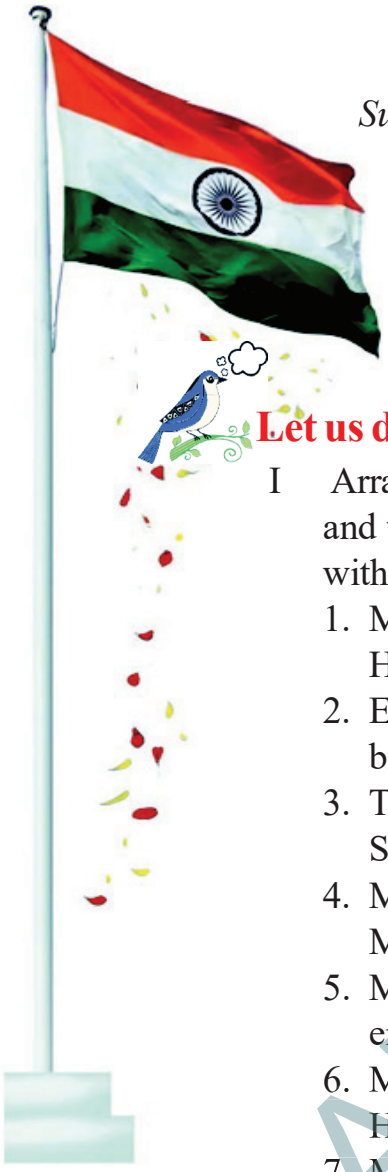


Honour Wall with Names of Bravehearts at the National War Memorial



Medal of Honour

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Let us salute this braveheart.

Vande Mataram, vande matara
Sujalam suphalam malayaja shitalam,
Shasya shyamalam Cataram!
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 Somnath 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?
7. How does the author create a sense of respect and reverence while describing Major Somnath Sharma's bravery and sacrifice?
8. How did the sacrifice of Major Somnath Sharma and D Company contribute to saving Srinagar and the Kashmir Valley for India?
9. How does the story of Major Somnath Sharma inspire a sense of patriotism and responsibility towards the nation among readers?

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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.

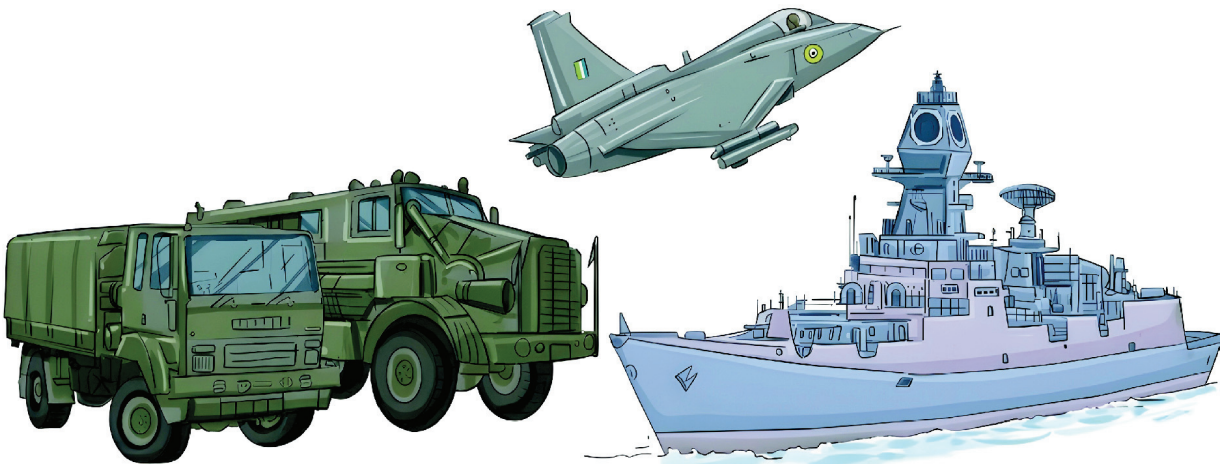
II Read the highlighted words in the following sentence from the text.

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	Column2
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

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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.

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.

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.

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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 346)

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.

II Mystery Guest Interview

Prior preparation:

- One student (or teacher) plays the role of **Mystery Guest** — a famous Indian patriot, freedom fighter, soldier, or social reformer.
- The rest of the class are **Interviewers** — journalists trying to uncover the guest's identity through smart questioning.

  Let the students choose any one of the characters of Unit -2 secretly
- Interviewers brainstorm 10–15 yes/no questions to guess the guest's identity. Examples:
- "Did you fight in a war?"
- "Are you known for bravery?"
- "Did you receive a national award?"
- "Are you from the 20th century?"

Conducting the Interview

1. The Mystery Guest answers only with **"Yes," "No," or "I can't say."**
2. Interviewers take turns asking questions.
3. After 10–15 questions, they guess the identity.

Sample Speech Prompt for the Guest

"I am [Name]. I served my country with courage and honour. My story reminds you that freedom is never free — it is earned through sacrifice. I hope you carry forward the spirit of service and love for our motherland."

Reflection Questions (Post-Activity)

1. What qualities made this person a patriot?
2. How can we show love for our country in daily life?
3. What does "service to the nation" mean to you?
4. The Mystery Guest reveals his name and shares a **short speech** (prepared in advance) about his contribution to India.

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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)

- Use the cues given below to draft the letter.

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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 power ful 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 co mmitment 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

Learning Outcomes

Learners will be able to:

- Comprehend a narrative poem, identifying poetic devices such as simile, Alliteration, Allusion and imagery. (CG4)
- Sequence events from the poem logically, improving narrative comprehension. (CG2)
- Identify and understand the key vocabulary words such as "ragged", "crossing", "heeded", "glance", "school let out", "hastened", "meek", "slippery", "whispered"etc. (CG1&CG5)
- Identify facts and opinions within a discussion context and debate perceptions respectfully. (CG5)
- Justify their choices of descriptive terms and poetry interpretations clearly. (CG4)
- Infer meaning from poetic expressions and reflect themes of empathy and kindness. (CG1)
- Analyse the tone and structure of the poem to understand its emotional impact. (CG4)
- Match idiomatic expressions and phrases with their meanings, enriching linguistic knowledge and locate antonyms appropriately in the crossword.(CG5)
- Improve pronunciation and fluency by reading aloud words ending with specific sounds. (CG6)
- Write diary entry reflecting personal experiences based on the guided techniques. (CG3)
- Use appropriate grammar and vocabulary in the structured personal writing. (CG5)
- Engage in creative activities like making gratitude cards to express appreciation. (CG-5)

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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	

I 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.

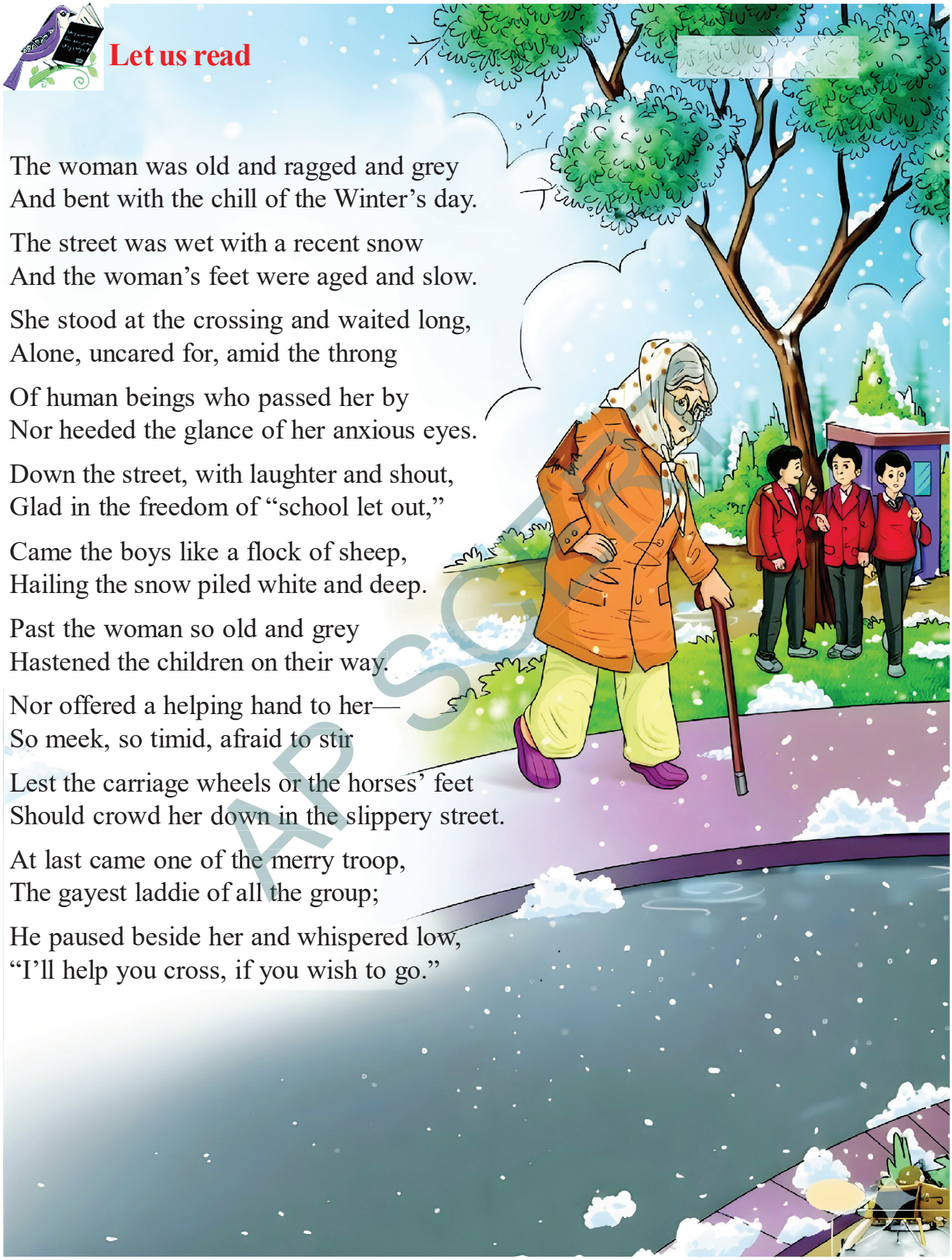
Past the woman so old and grey
Hastened the children on their way.

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

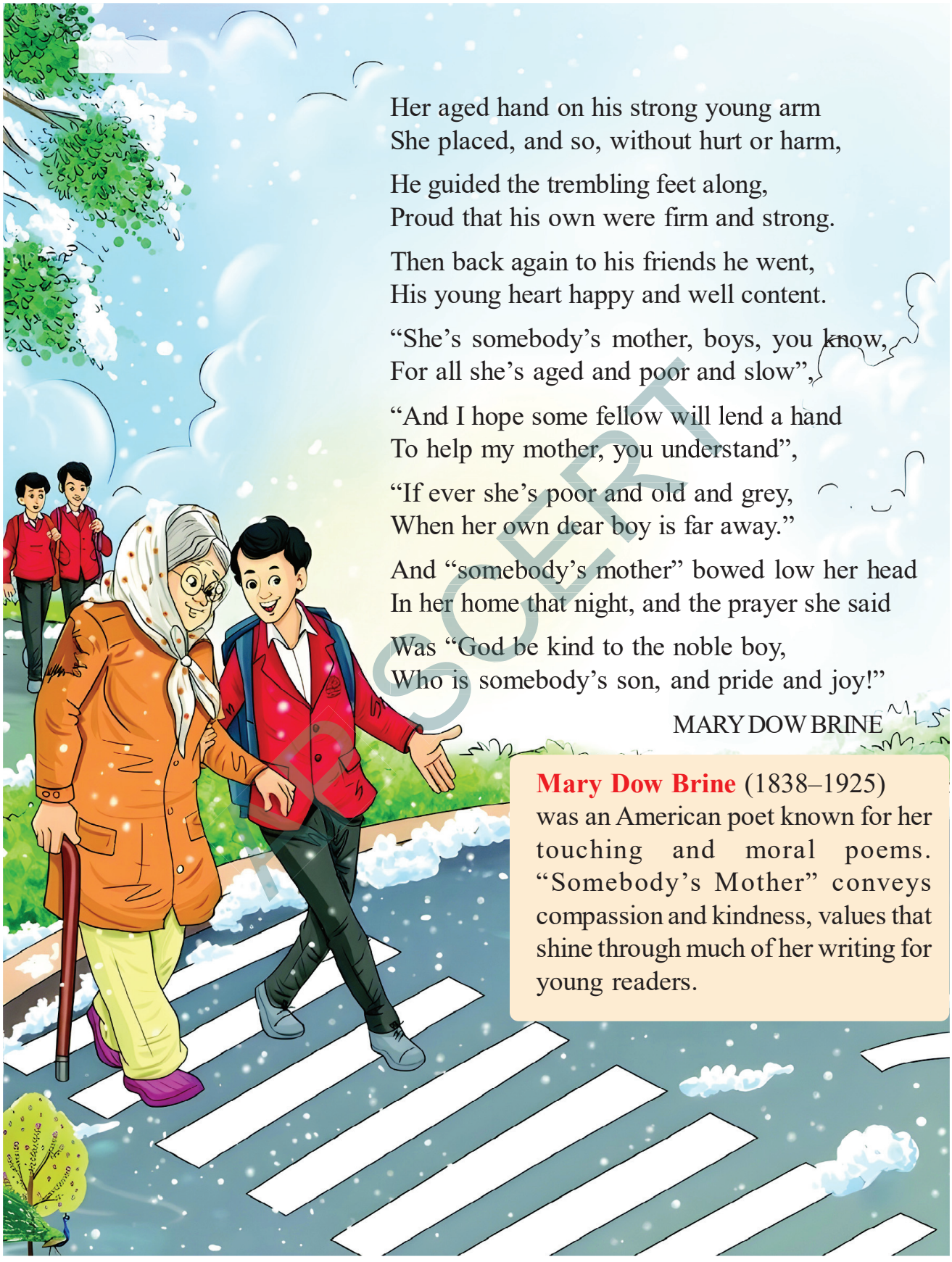
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

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

Mary Dow Brine (1838–1925) was an American poet known for her touching and moral poems. "Somebody's Mother" conveys compassion and kindness, values that shine through much of her writing for young readers.

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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
4. Euphony
5. Cacophony

Euphony: The language which seems musical to the ear.

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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.

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: _____.

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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.

_____

(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.

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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?
7. How does the poet describe the old woman at the beginning of the poem, and what feelings do these descriptions evoke in the reader?
8. Explain the significance of the line, "She's somebody's mother, boys, you know." What message does the poet convey through this thought?
9. How does helping the old woman change the boy's feelings about himself? Support your answer with details from the poem.
10. What values does the poem promote, and how can these values be practised in our daily lives?



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.

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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 347)*



1.



2.



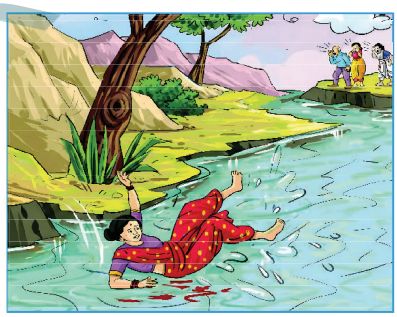
3.



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, is a special day...

II Look at the pictures given below. What do you think?





Reflect on this man's condition and write a short essay of 10 lines addressing his challenges and offering solutions to his condition; how society responds to people with disabilities and what changes could make public spaces more inclusive and humane

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Let us explore

I Did you know that even Earth has been referred to as mother in the ancient scriptures of India? In section 12.1.12 of *Prthvi-Sûkta* (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.

III Read the poem and enjoy.

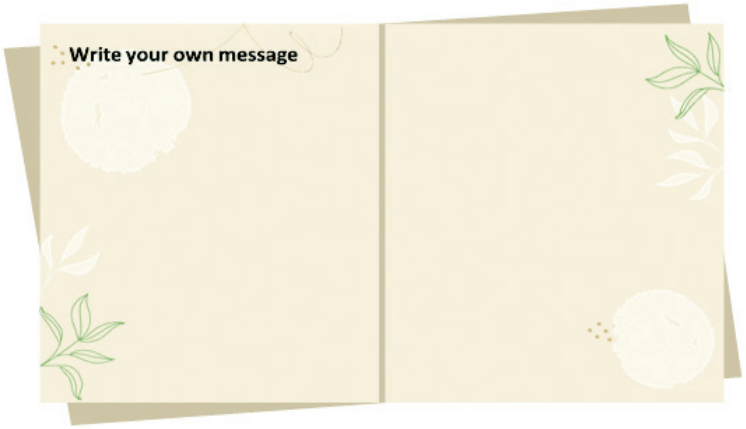
A Nation's Strength

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. Stand fast and suffer long.



AP SCERT

VERGHESE KURIEN – I TOO HAD A DREAM

Learning Outcomes

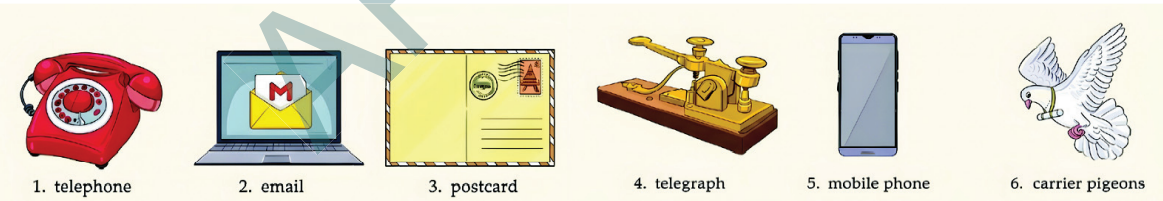
Learners will be able to:

- Discuss changes in communication methods, promoting analysis of technological impact on society.(CG5)
- Analyze text for understanding complex ideas of selfless service and community contribution. (CG1)
- Understand the value of sharing and its advantage for the strong family relations. (CG-2)
- Identify and understand the key vocabulary words such as "fleeting", "abiding pleasure", "envisioned", "ardently", "adhered", "musings" etc. (CG1&CG5)
- Share personal viewpoints on life, privilege, and responsibility, enhancing self-awareness and moral reasoning. (CG2)
- Identify synonyms and prepositional phrases to develop vocabulary and grammatical competence. (CG5)
- Practice usage and function of punctuation marks to enhance writing clarity and style. (CG5)
- Answer comprehension questions to assess listening retention and inferential skills. (CG6)
- Write formal letters and reflective pieces emphasizing personal values and societal contributions. (CG2)

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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.



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.

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 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**.

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)



Who says one man cannot make a change?

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.

(i) 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.

(ii) 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?
7. How did the support of Siddharth's grandmother strengthen the writer in his decision to work in Anand? What does this show about partnership in life?
8. According to the author, why is personal integrity the most important value? How does being honest to oneself help in being honest to others?
9. How does the writer redefine the idea of failure in life? Why is this perspective important for young people?



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—*antyakshari*.

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									L				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 asit 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 348)*

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

II **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.

AP SCERT

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

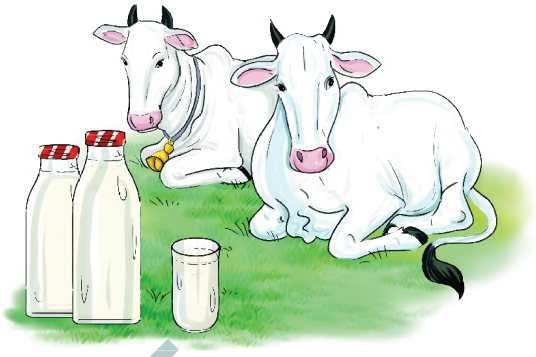
I Write a letter to your grandparents thanking them for the valuable lessons they have taught you. Include how their wisdom has shaped your values and behaviour in life.

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.

AP SCERT

Let us explore

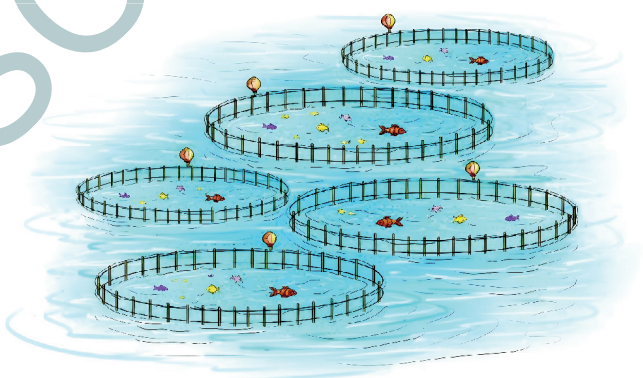
I The **White Revolution** led to a increase in milk production in India primarily due to the efforts of Dr. Verghese Kurien. Therefore, he is known as 'the Milkman of India'.





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

AP SCERT

II 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?



AP SCERT

TRANSCRIPTS

A TALE OF VALOUR
MAJOR SOMNATH SHARMA AND THE BATTLE OF BADGAM



Let us listen *(refer to page 311)*

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.

AP SCERT

SOMEBODY'S MOTHER



Let us listen *(refer to page 326)*

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.

AP SCERT

VERGHESE KURIEN — I TOO HAD A DREAM



Let us listen *(refer to page 341)*

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.

AP SCERT



Unit 3

MYSTERY AND MAGIC

N6R2F8

Learning Outcomes

Learners will be able to:

- Recognize literary elements such as mystery and narrative structure within the text. (CG4)
- Identify and understand the key vocabulary words such as "in a matter-of-fact manner", "hold-ups", "hunch", "leafed through", "will", "foreseen", etc. (CG1&CG5)
- Facilitate expressive communication and argumentation skills in sharing and justifying views orally and in writing. (CG5)
- Analyze characters' motives and critically reflect on factual versus opinion statements in the text. (CG1)
- Identify and use phrasal verbs and homophones correctly in context, improving grammar and vocabulary. (CG5)
- Differentiate between direct and indirect speech and use them effectively. (CG5)
- Complete given statements based on audio input, reinforcing listening comprehension. (CG6)
- Participate in group discussions using learned phrases and expressions for polite interaction. (CG3&CG5)
- Write a structured report with appropriate sequencing and clear paragraphing about a given event. (CG2)

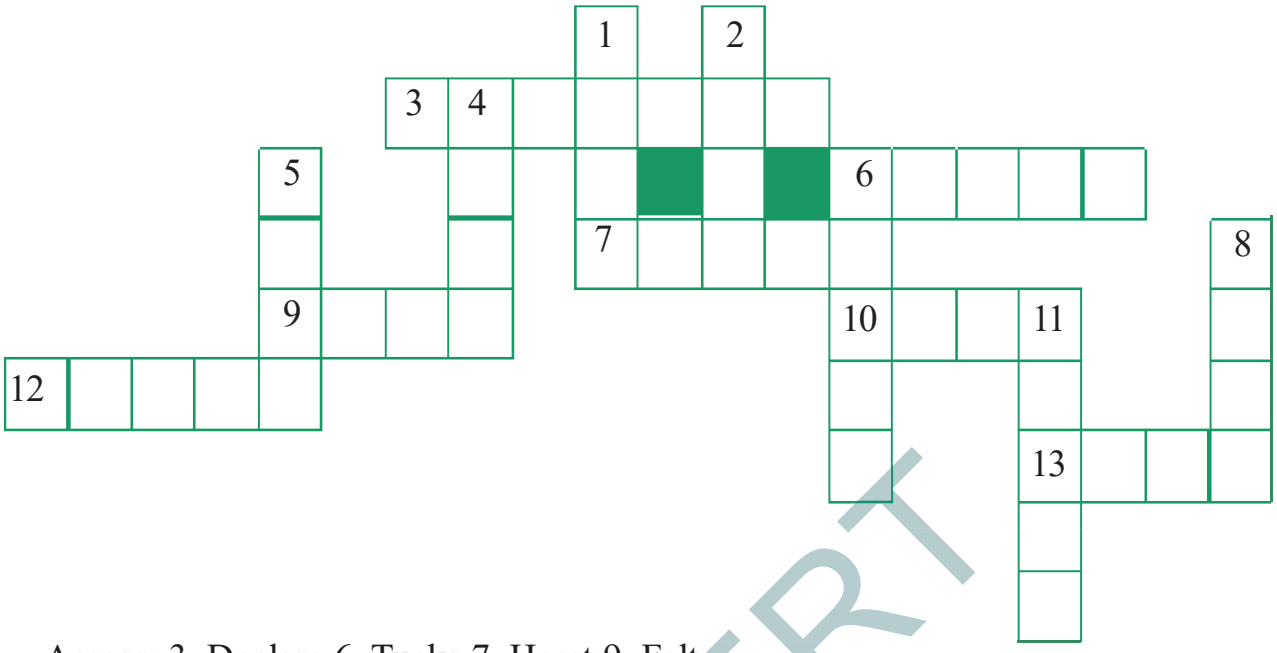
AP SCERT

THE CASE OF THE FIFTH WORD

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.

AP SCERT

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.

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

nickname: pet name

AP SCERT

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.

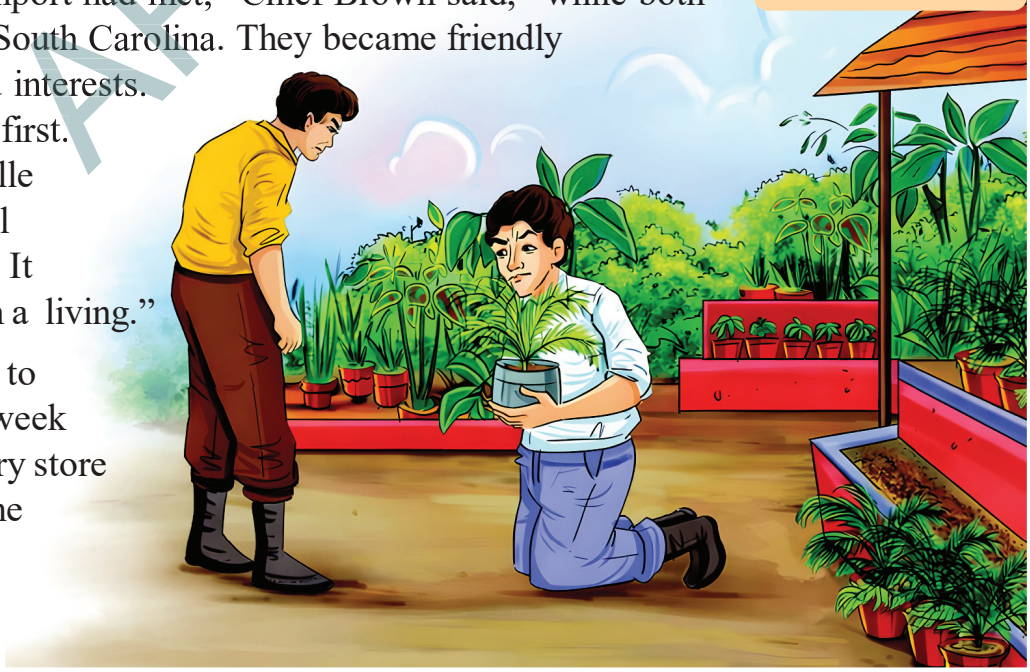
"Nolan and Davenport had met," Chief Brown said, "while both were in prison in South Carolina. They became friendly because of shared interests. Nolan was let out first. He settled in Idaville and started a small palm-tree nursery. It barely yielded him a living."

"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



AP SCERT

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

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."



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?

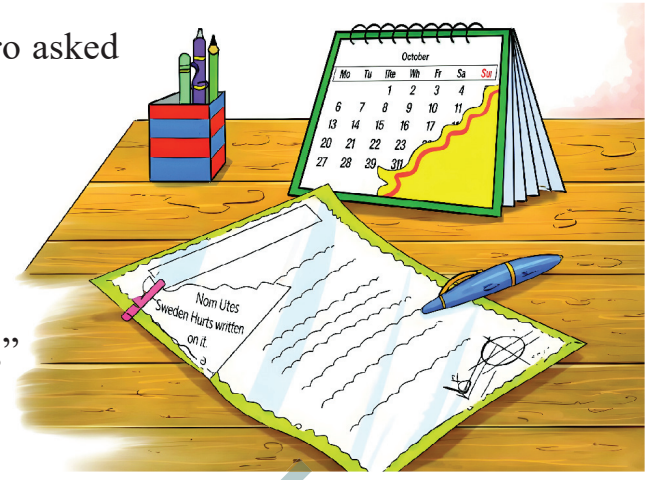
AP SCERT

II

"What's suspicious about that?" Mrs. Bro 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)

AP SCERT

"*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 orthern Europe. *Hurts* is hurts."

confessed: admitted



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 at we know his address."

code: hidden message

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

"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?



APSCERT

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)

About the author: Donald J. Sobol (1924–2012) was an American author best known for his *Encyclopedia; Brown mystery series*. His stories encourage reasoning, observation, and curiosity, inspiring young readers to think

AP SCERT

Let us discuss

I A **fact** 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.

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 inIdaville, 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 onequestion 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.

(i) Complete the following sentence with a suitable reason.
Chief Brown's dilemma can be called unique because _____.

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(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.

(vi) 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?

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.

APSCERT

(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.
8. Why does Chief Brown go home to dinner whenever he faces a case he cannot solve? What does this reveal about his relationship with Encyclopedia?
9. Why does Encyclopedia Brown never speak about helping his father solve cases? What does this show about his personality and values?
10. How does the author use the dinner-table setting to highlight Encyclopedia's intelligence and problem-solving skills?
11. What clues in the story show that Nolan wanted to communicate something important before his death?
12. How does Encyclopedia Brown's reasoning help uncover the meaning of the four strange words written on the calendar sheet?

AP SCERT

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

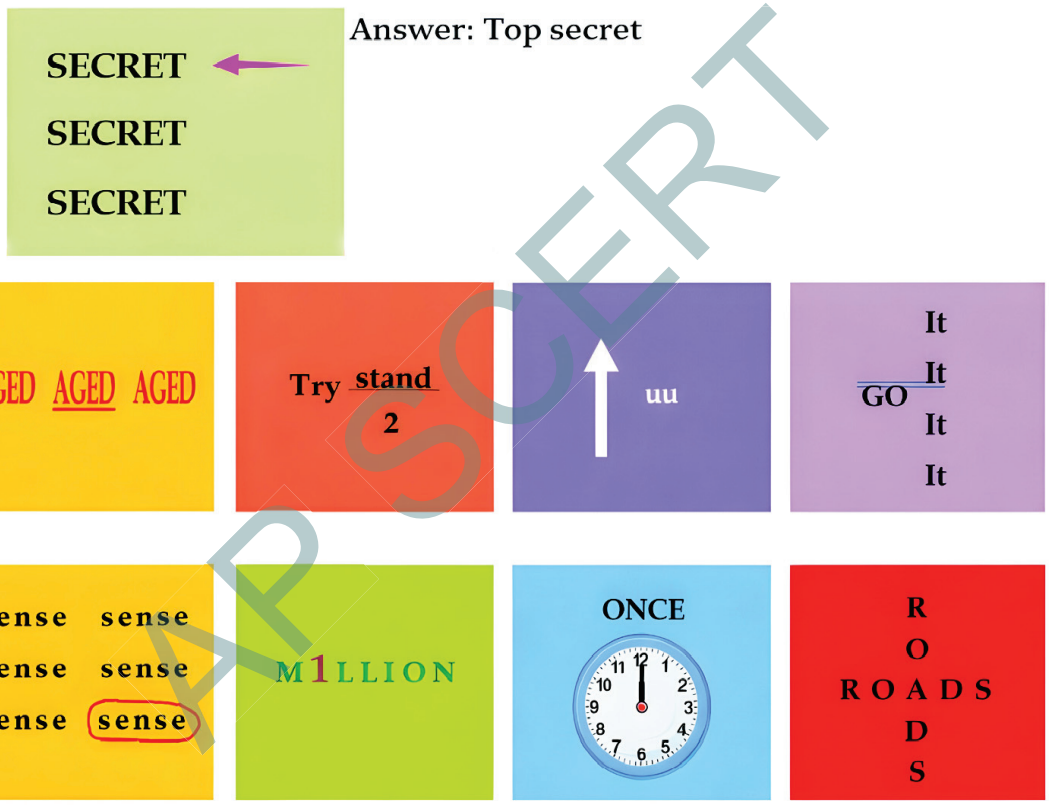
1. After running for 50 kilometres last _____, I felt _____ for two days.

2. When the committee met yesterday, they brought _____ local cases to the _____.

AP SCERT

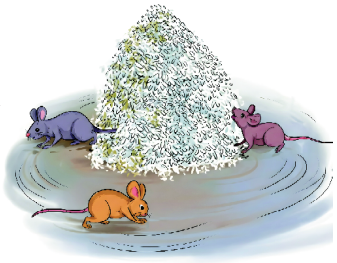
3. While learning to drive, Rina used too much force on the _____, causing the car to down.
4. He has composed a beautiful _____of music in order to bring _____to thousands of people.
5. She was busy _____her hair not caring about the _____ flowers in her garden.

II 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.



II **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'.



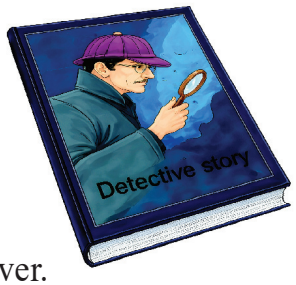
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Find the correct order for the following spoonerisms.

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 that he was waiting for.
2. We went to a place. The incident occurred there. (where)
3. Teacher said she would retire soon. She is now nearly sixty. (who)
4. It was the day. Half the class was absent. (when)

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 _____.

III 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 402)*

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. Addressingthestudents, hesaid,"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

Learning Outcomes

Learners will be able to:

- Understand and summarize a narrative poem, identifying use of poetic devices and evaluate appropriateness of the poem's title and thematic content. (CG4)
- Identify and appreciate imagery, repetition, and symbolism employed in the poem. (CG4)
- Analyse character traits and identify moral lessons from the poem and helping learners to develop empathy and moral reasoning. (CG1)
- Identify and understand the key vocabulary words such as "fetch", "twig", "wealthy", "dried", "treasures", "zanimdar" etc. (CG1&CG5)
- Encourage use of language skills in context with grammatical structures such as participles and phrasal verbs. (CG5)
- Improve listening skills with podcasts related to magical powers, identifying facts and opinions to build critical listening and memory. (CG6)
- Develop creative writing skills through imaginative essays, promoting descriptive language use and coherent narrative structure. (CG3)
- Support self-expression and literary creativity aligned with personal experiences and imaginative scenarios. (CG6)

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.

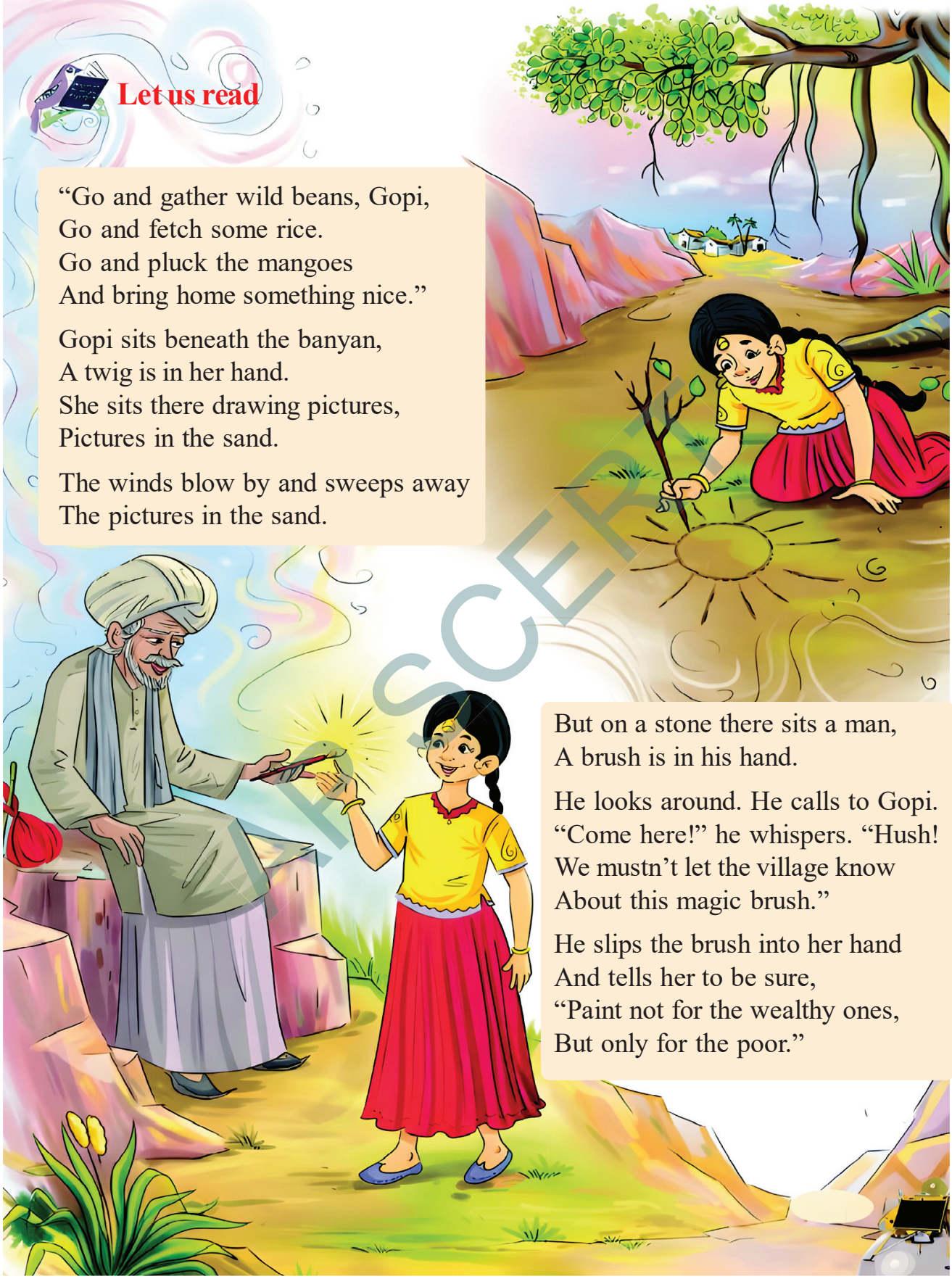
Things: .....

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.

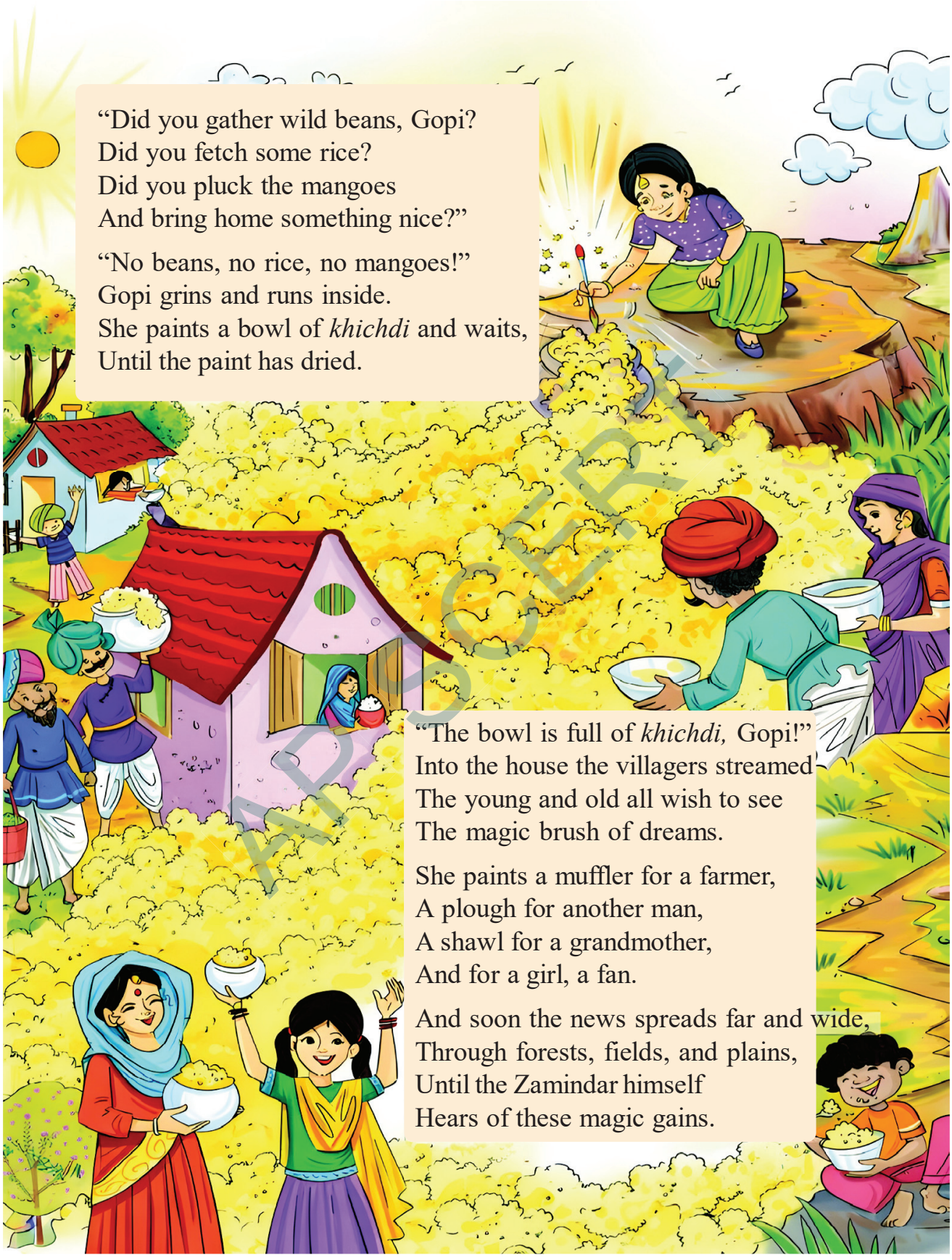
The winds blow by and sweeps away
The pictures in the sand.

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?"

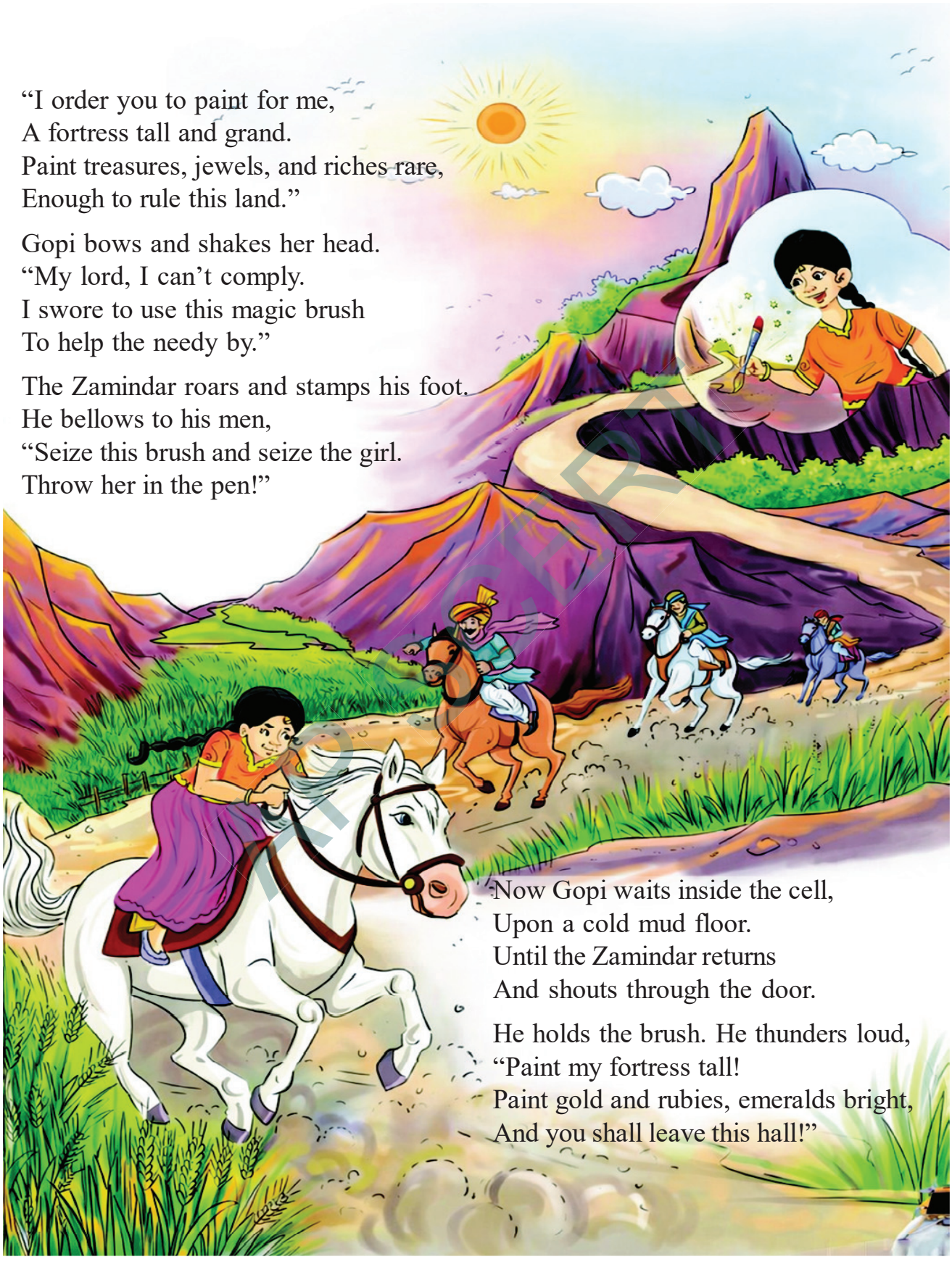
"No beans, no rice, no mangoes!"
Gopi grins and runs inside.
She paints a bowl of *khichdi* and waits,
Until the paint has dried.

"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.

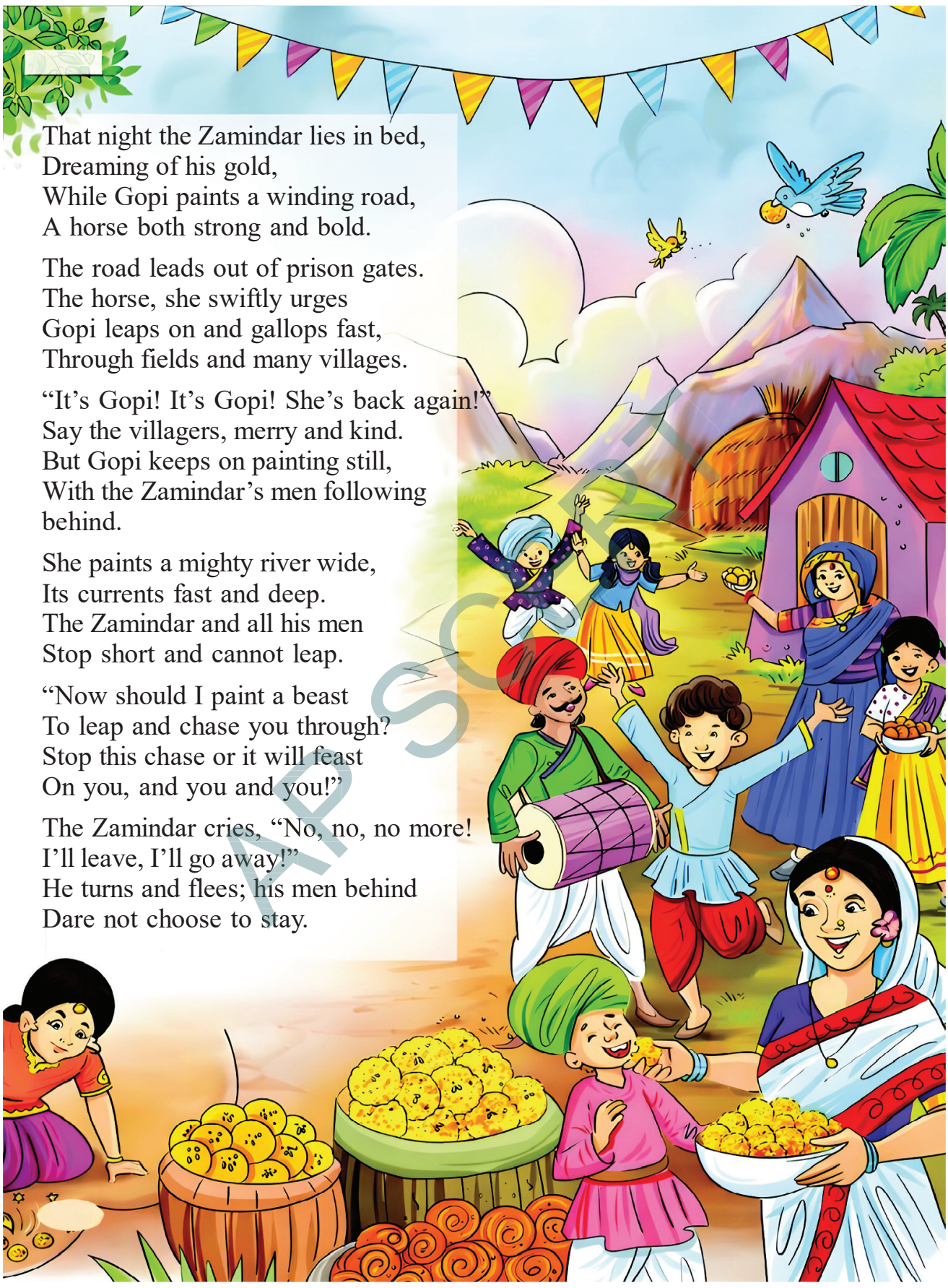
The road leads out of prison gates.
The horse, she swiftly urges
Gopi leaps on and gallops fast,
Through fields and many villages.

"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 picturesin 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
   And tells her to be sure,
   "Paint not for the wealthy ones,
   But only for the poor."

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(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'*?

(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?

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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?
8. Why does Gopi ignore her mother's instructions at the beginning, and what does this reveal about her character and interests?
9. The man with the magic brush gives Gopi a strict condition. Why do you think he insists that the brush should be used only for the poor and not the wealthy?
10. How do Gopi's paintings change the lives of the villagers, and what values of kindness and generosity are highlighted through her actions?
11. How does Gopi use intelligence rather than violence to escape from the Zamindar and his men? What message does this convey to the reader?



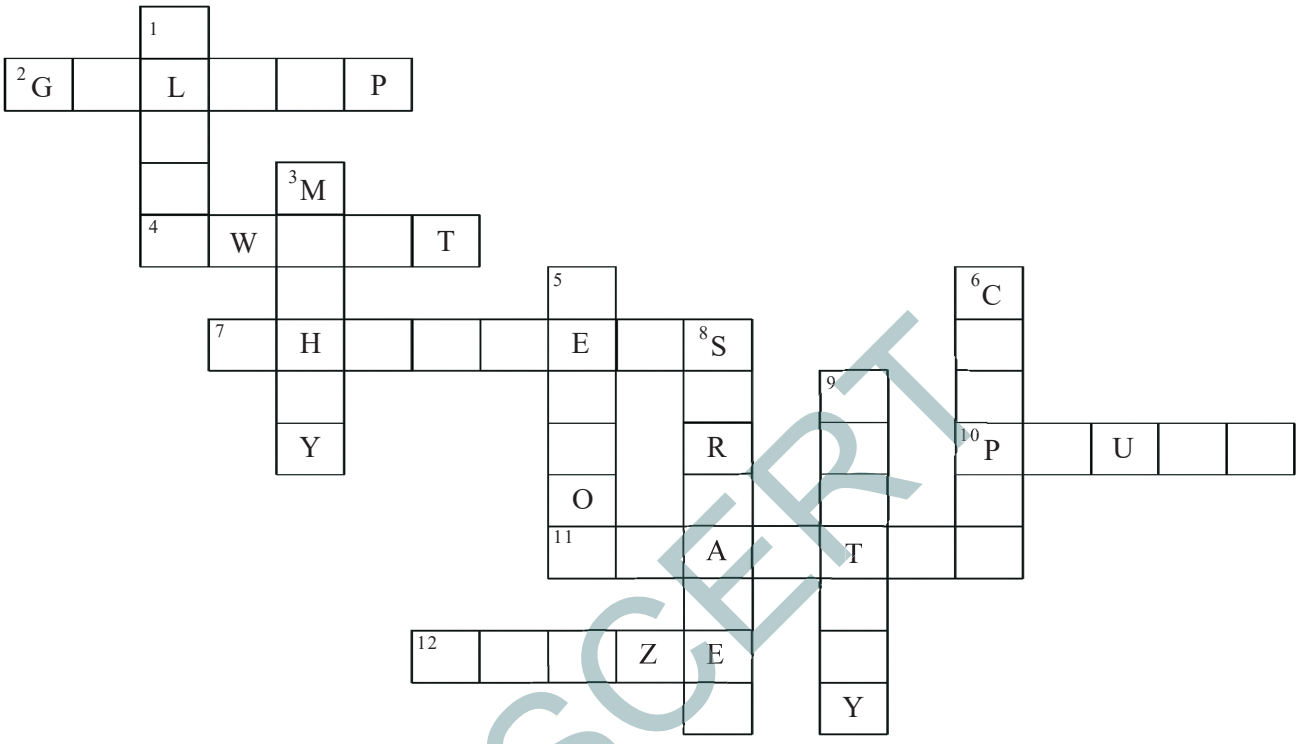
Let us learn

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 drew loud applause from the audience.	(i) opened
2. The event will draw huge crowds from all neighbouring places.	(ii) pulled out
3. Plants draw water from the soil.	(iii) got a reaction
4. I reached the station when the train was drawing into the station.	(iv) attract
5. The room was dark, so she drew the curtains to let the sunlight in.	(v) moving
6. He drew 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 4. happen fast 7. speaks very softly 10. take hold of (something) and quickly remove it from its place 11. having a lot of money; rich take hold of something suddenly and forcibly 12. take hold of something suddenly and forcibly.	1. runs away from a place 3. possessing a great deal of strength or power 5. a deep loud shout in pain or anger 6. to act according to rules 8. moved in a continuous flow in a specified direction 9. a win after overcoming an enemy

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II 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 403)*

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

5. **Resolution**
   - Key turning point or moment of realisation
   - Resolution of the main idea
   - Clear takeaway message

6. **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.

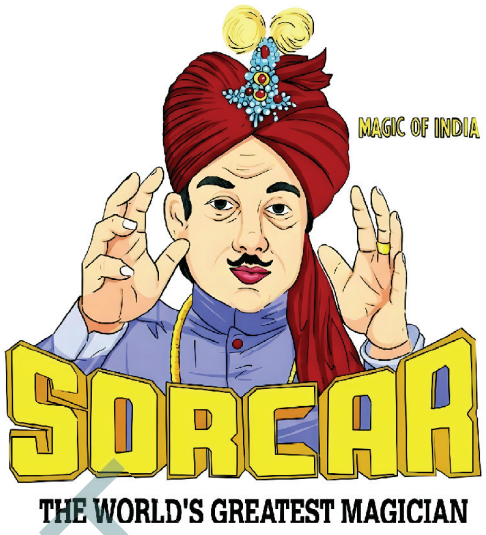
2. Imagine you stumbled upon a magical book in the library. The book transported you to a different time period. Describe your experience and an important learning.

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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

Learning Outcomes

Learners will be able to:

- Strengthen descriptive comprehension and factual understanding of natural phenomena with scientific terminology. (CG1)
- Promote critical reflection on scientific content and personal responses, encouraging sharing of ideas and evidence-based opinions and discuss phenomena and cultural significance. (CG2)
- Identify and understand the key vocabulary words such as “mystifying”, “exotic”, “indigenous”, “tangible”, “intertwined”, “colossal”, “terrestrial”, “allure”, “serene”, “bioluminescence”, “ estuarine”, “ebb tide” etc. (CG1&CG5)
- Infer author’s intent and evaluate statements as assertion or reason. (CG1)
- Recognise and use stylistic devices such as binomials to enhance language fluency. (CG4)
- Listen critically to informative conversations, distinguishing truth from error.(CG6)
- Foster scientific curiosity by encouraging exploration of local and global wonders, linking cultural heritage with scientific knowledge. (CG2)

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.

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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 a





Let us read

mystifying: stranger 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

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

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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.

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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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

biolumine-scence: 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

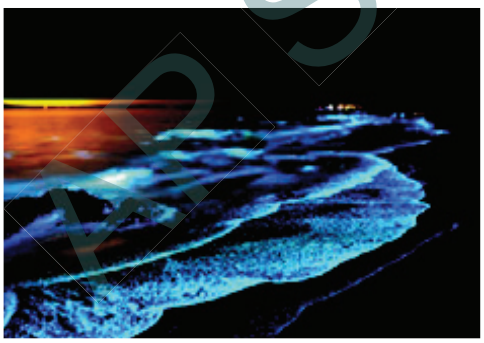
4. MAGNETIC HILLS IN LEH DISTRICT, LADAKH



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 glowingwaters 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.

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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 reducingerosion. 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 disappear - ing 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 daily, where one can actually see the sea, and then watch it disappear in front of their eyes!

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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mystique: mystery
enigmatic: puzzling
intrigue: interest

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.

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	

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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.*

1. Replace the underlined phrase with one from the extract. India is the birthplace of several rare species of flora and fauna that thrive in its diverse ecosystems.
2. What does the phrase 'nature's unusual side' suggest about the phenomena described?
3. Complete the similarity by choosing the correct option. spark: imagination : : _____ : _____.
   A. inspiration; creativity
   B. wonder; amazement
   C. effort; reward
   D. knowledge; books
4. 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?
6. How does the description of the Valley of Flowers make the reader feel about nature? What emotions does it evoke?
7. The living root bridges are described as a "sort of magic." How does this help us understand the creativity and knowledge of the indigenous people?
8. The Sundarbans mangrove forest is home to many endangered species. How does learning about such ecosystems make us feel about protecting nature and respecting wildlife?



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 404)*

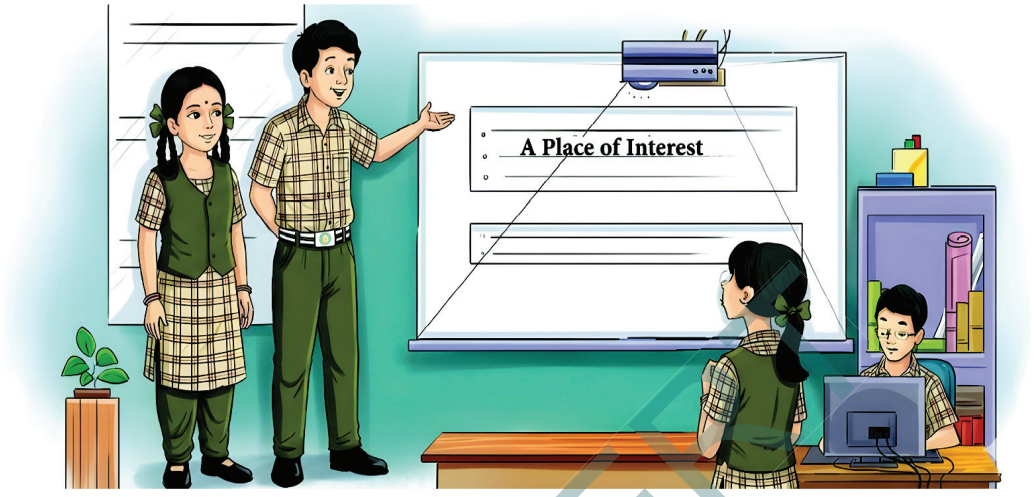


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1. The brother was taken aback to see the posted pictures.
2. The brother admitted to not knowing about his sister's favourite picture.
3. The sister stated that the rainbow mountain was like any other mountain.
4. The brother was aware of the reason 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.

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.

II Speak and Crack the Clue! (Language Game)

Roles:

- 1 Moderator (can be a teacher or a student)
- 4–6 Student Detectives

Materials:

- A short mystery scenario (provided below)
- Clue cards (optional: teacher can prepare 5–6 clues on slips of paper)

Mystery Scenario :

A priceless painting has gone missing from the school art room. The only people seen near the room were: the janitor, the art teacher, a student named Ravi, and the

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librarian. A torn glove, a muddy footprint, and a half-eaten sandwich were found near the scene.

Instructions

1. **Moderator opens the roundtable** by reading the mystery aloud.
2. **Each detective takes turns** sharing their theory using phrases like:
   - "I suspect the janitor because…"
   - "The muddy footprint suggests…"
   - "If we consider the sandwich, then…"
3. **Encourage debate and discussion** using polite expressions:
   - "I agree with you, but…"
   - "That's an interesting point. However…"
   - "Let's not forget that…"
4. After 10 minutes, the moderator asks each detective to **vote on the most likely suspect** and justify their choice.
5. Optionally, the teacher reveals a "solution" or lets students create their own ending.

Language Support

Useful Phrases:

- "The clue that stands out to me is…"
- "Could it be that…?"
- "Let's connect the dots…



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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II You have studied about the Invisible Chandipur Beach in Odisha. This fascinating wonder can be contrasted with the pathetic spectacle of Uppada Coast in Andhrapradesh. Observe the images presented here and think how the erosion, another angle of the sea, affects the lives of the residents here.





Now, read this news item and write a conversation made between you and your friend about the existing condition, including your reaction over the scenario.

KAKINADA: As many as eight coastal villages in Kakinada district are facing the problem of sea erosion. Waves have swallowed 1360.75 acres of land, mainly from the four villages of Komaragiri, Subbampeta, Kothapalli and Uppada. Whenever the sea turned rough, it targets these four villages. Hundreds of houses, two guest houses, some ancient Vaishnava and Shiva temples and other heritage buildings have disappeared due to a steady rise in the levels of an aggressive sea. The Uppada coast is offering livelihood to thousands of people. But, the offensive of the sea has come as a curse to many villages in the coastal area. According to statistics from the Land and Survey Records Department, 1360.75 acres of land was swallowed by the sea in 8 villages. The government issued notification for a survey of Uppada coast in 1948. The survey was completed in 1956 when 84 acres of land was submerged in the sea in a span of eight years. Later, in a span of six and half decades, more than 1360 acres of land was affected due to sea erosion. Land is getting merged into the sea every year.

(Source: https://www.deccanchronicle.com/southern-states/andhra-pradesh/ap-villages-face-sea-erosion-in-uppada-coast-1828187)

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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.

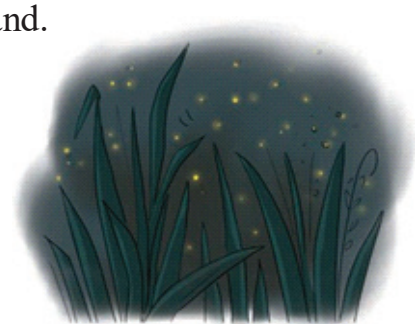
2. Another spectacular legacy of ancient wisdom that we have is the world's first residential university at Nalanda in Bihar. Nalanda was established much before any European university, providing higher education to thousands of students. It was declared as a UNESCO heritage site in 1980.
You may visit 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 366)*

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.

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.

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THE MAGIC BRUSH OF DREAMS



Let us listen *(refer to page 381)*

I You will listen to five speakers speak about a magical power they wish for. As you listen, match statements 1–7 with speakers (i)–(v). There are two statements you do not need.

Speaker (i) : If I could have any magical power, I'd choose the ability to predict the future. Imagine being able to see profits and losses before time. I could make better savings and secure my business. Plus, I'd use it to help others make wise financial decisions as well.

Speaker (ii) : I think having the power to learn instantly would be amazing! Exams would be easy, and I'd have more time for activities I enjoy, like playing cricket. If I could remember everything, it would make life so much easier!

Speaker (iii) : I would want the power of flying. Imagine being able to see the world from up above clearly. I would be able to go from one place to another quickly without using any means of transport. It would be a dream come true.

Speaker (iv) : At my age, I'd love to have the power of healing. There are so many aches and pains that come with growing old, but it's not just for me. If I could heal others too, I'd help my family stay healthy and happy.

Speaker (v) : If I had a magical power, I'd want control over the weather. We depend so much on the rains. With this power, I could ensure that crops always get the right amount of rain and sunshine.

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SPECTACULAR WONDERS



Let us listen *(refer to page 397)*

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!

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 1 - The Wit That Won Hearts

Word	IPA Transcription	Pronunciation Notes
renowned	/rjÈnaŠnd/	Stress on second syllable. Rhymes with "found".
illustrious	/jÈlŒs.tri.Ys/	Stress on second syllable. "Tri" like "tree". Ends with soft "us".
forlorn	/fYÈlTÐn/	Stress on second syllable. "Lorn" rhymes with "born".
distraught	/djÈstrTÐt/	Stress on second syllable. "Straught" rhymes with "caught".
vague	/veja/	One syllable. Rhymes with "plague". Silent "ue".
profusely	/prYÈfjuÐs.li/	Stress on second syllable. "Fusely" sounds like "few-slee".
intricately	/Èjn.trj.kYt.li/	Four syllables. Stress on first. "Cate" sounds like "cut".
exquisite	/Èek.skwj.zjt/	Stress on first syllable. "Quiz" like "visit".
unfazed	/ŒnÈfejzd/	Stress on second syllable. "Fazed" rhymes with "raised".
orchestrated	/ÈTÐ.kj.strej.tjd/	Stress on first syllable. "Or" like "awe". "Strated" sounds like "stray-tid".

A Concrete Example (Poem)

Word	IPA Transcription	Pronunciation Notes
concrete	/ÈkRn.kriÐt/	Stress on first syllable. "Crete" rhymes with "street".
neighbour	/Ènej.bY/ (BrE)	British spelling. "Neigh" like "day". Silent "u" in British English.
rockery	/ÈrR.kY.ri/	Stress on first syllable. "Rock" like "lock". "Ery" sounds like "ree".
sundial	/ÈsŒn.daj.Yl/	Stress on first syllable. "Dial" rhymes with "mile".
device	/djÈvajs/	Stress on second syllable. "Vice" rhymes with "ice".
delicate	/Èdel.j.kYt/	Stress on first syllable. "Cate" sounds like "kit".
quarter	/ÈkwTÐ.tY/ (BrE)	Stress on first syllable. "Quar" like "war". "Ter" is soft, like "tuh".
replied	/rjÈplajd/	Stress on second syllable. "Plied" rhymes with "cried".
lily	/Èlj.li/	Two syllables. "Li" like "silly". Stress on first syllable.
pond	/pRnd/	One syllable. Rhymes with "fond". Short "o" sound.

Wisdom Paves the Way

Word	IPA Transcription	Pronunciation Notes
wisdom	/Èwjz.dYm/	Stress on **WIS**. "Dom" sounds like "dumb" but softer.
advice	/YdÈvajs/	Stress on second syllable. "Vice" rhymes with "ice".
judgement	/Èd'Œd'.mYnt/	Stress on **JUDGE**. "Ment" is soft and short.
experience	/jkÈspjY.ri.Yns/	Stress on second syllable. "Ri-uhns" ends softly.
forgive	/fYÈajv/	Stress on second syllable. "Give" rhymes with "live".
decision	/djÈsj'.Yn/	Stress on second syllable. "Sion" sounds like "zhun".
value	/Èvæl.juÐ/	Stress on **VAL**. "U" sounds like "you".
timetable	/ÈtajmÌtej.bYl/	Stress on **TIME**. "Table" sounds like "tay-buhl".
knowledge	/ÈnR.ljd'/	Stress on **KNOW**. "Ledge" rhymes with "edge".
wisdom	/Èwjz.dYm/	Repeated for emphasis. "Wis" like "his". "Dom" is soft.

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Unit 2 - A Tale of Valour

Word	IPA Transcription	Pronunciation Notes
valour	/**ÈvælY/Bri/**Èvæ.lYr/Ame	Stress on **VAL**. "Val" like "pal", "or" is soft like "er". British spelling of "valor".
etched	/et*ʃ*t/	One syllable. "Etched" ends with a clear "ch" and "t" sound. Rhymes with "stretched".
beacon	/ÈbiÐ.kYn/	Stress on **BEE**. "Bee" like "see", "kun" is soft and short.
infiltrators	/Èjn.fjlÌtrej.tYrz/	Stress on **IN** and **TRAY**. "Tray" like "day", "tors" like "hers".
annex	/Èæn.eks/	Stress on **AN**. "Ann" like "man", "ex" like "text".
combat	/ÈkRm.bæt/	Stress on **COM**. "Com" like "bomb", "bat" like "hat".
resolute	/Èrez.Y.luÐt/	Stress on **REZ**. "Lute" rhymes with "boot".
tenacity	/tYÈnæs.Y.ti/	Stress on **NAS**. "Tenacity" has 4 syllables: te-NA-si-ty.
unparalleled	/ŒnÈpær.Y.leld/	Stress on **PAR**. "Un" like "fun", "lelled" ends with a soft "d".
posthumously	/ÈpRst.juÐ.mYs.li/	Stress on **POST**. "Ju" like "you", "mus" like "must". British pronunciation.

Somebody's Mother

Word	IPA Transcription	Pronunciation Notes
ragged	/Èræa.jd/	Stress on **RAG**. "Rag" like "bag", "ged" is soft, not pronounced as "raggedy".
grey	/arej/	One syllable. Rhymes with "day". British spelling of "gray".
slippery	/Èsljp.Yr.i/	Stress on **SLIP**. "Per" like "purr", "y" sounds like "ee".
carriage	/Èkær.jd'/	Stress on **CAR**. "Ridge" sounds like "bridge".
hesitate	/Èhez.j.tejt/	Stress on **HEZ**. "Tate" rhymes with "gate".
compassion	/kYmÈpæ*ʃ*.Yn/	Stress on **PASH**. "Shun" ending like "mission".
kindness	/Èkajnd.nYs/	Stress on **KIND**. "Ness" is soft and short.
blessing	/Èbles.jK/	Stress on **BLES**. "Ing" like "sing".
lonely	/ÈlYŠn.li/	Stress on **LONE**. "Lee" is soft and short.
elderly	/Èel.dY.li/	Stress on **EL**. "Der" like "duh", "ly" like "lee".

Verghese Kurien

Word	IPA Transcription	Pronunciation Notes
visionary	/Èvj'.Yn.ri/	Stress on **VIZH**. "Zh" like in "measure". "Nary" sounds like "nuh-ree".
integrity	/jnÈtea.rY.ti/	Stress on second syllable. "Tegr" like "tiger" with a soft "g".
commitment	/kYÈmjÙt.mYÙnt/	Stress on **MIT**. "Ment" is soft and short.
revolution	/ÌÙrev.YÈluÐÙ.*ʃ*Yn/	Stress on **LOO**. "Shun" ending like "mission".
cooperative	/kYŠÈRp.rY.tjv/	Stress on second syllable. "Co-op" like "go-op". British pronunciation.
entrepreneur	/ÌRn.trY.prYÈn\Ðr/	Stress on final syllable. "Preneur" rhymes with "blur".
dairy	/ÈdeY.ri/	Stress on **DAIR**. Rhymes with "fairy".
sacrifice	/ÈÙsæk.rjÙ.fajÙs/	Stress on **SAC**. "Fice" rhymes with "ice".
service	/Ès\Ð.vjs/	Stress on **SUR**. "Vis" like "this".
empowerment	/jmÈpaŠY.mYnt/	Stress on **POW**. "Ment" is soft. "Pow" rhymes with "cow".

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Unit 3 - MYSTERY AND MAGIC
THE CASE OF THE FIFTH WORD

Word	IPA Transcription	Pronunciation Notes
nickname	/ÈnjkÌnejm/	Stress on the first syllable. "Nick" sounds like "pick".
matter-of-fact	/ÌmætYr Yv Èfækt/	Say "matter" quickly; link "of" to "fact" smoothly.
hold-up	/ÈhoŠldÌŒp/	"Hold" rhymes with "cold"; "up" is short and crisp.
nursery	/Èn\ÐrsYri/	"Nur" sounds like "fur"; avoid saying "nurse-a-ree" too slowly.
testify	/Èt[stjÌfaj/	"Test" is clear; "-ify" sounds like "fly".
hunch	/hŒnt*ʃ*/	"Hun" like "fun"; final "ch" is like in "lunch".
loot	/luÐt/	Long "oo" sound like in "boot".
stroke	/stroŠk/	"Stro" rhymes with "go"; final "k" is sharp.
will	/wjl/	Short "i" sound like in "fill".
leafed through	/liΠft θruΠ/	"Leafed" has a long "ee"; "through" has the "th" sound like in "think".

THE MAGIC BRUSH OF DREAMS (Poem)

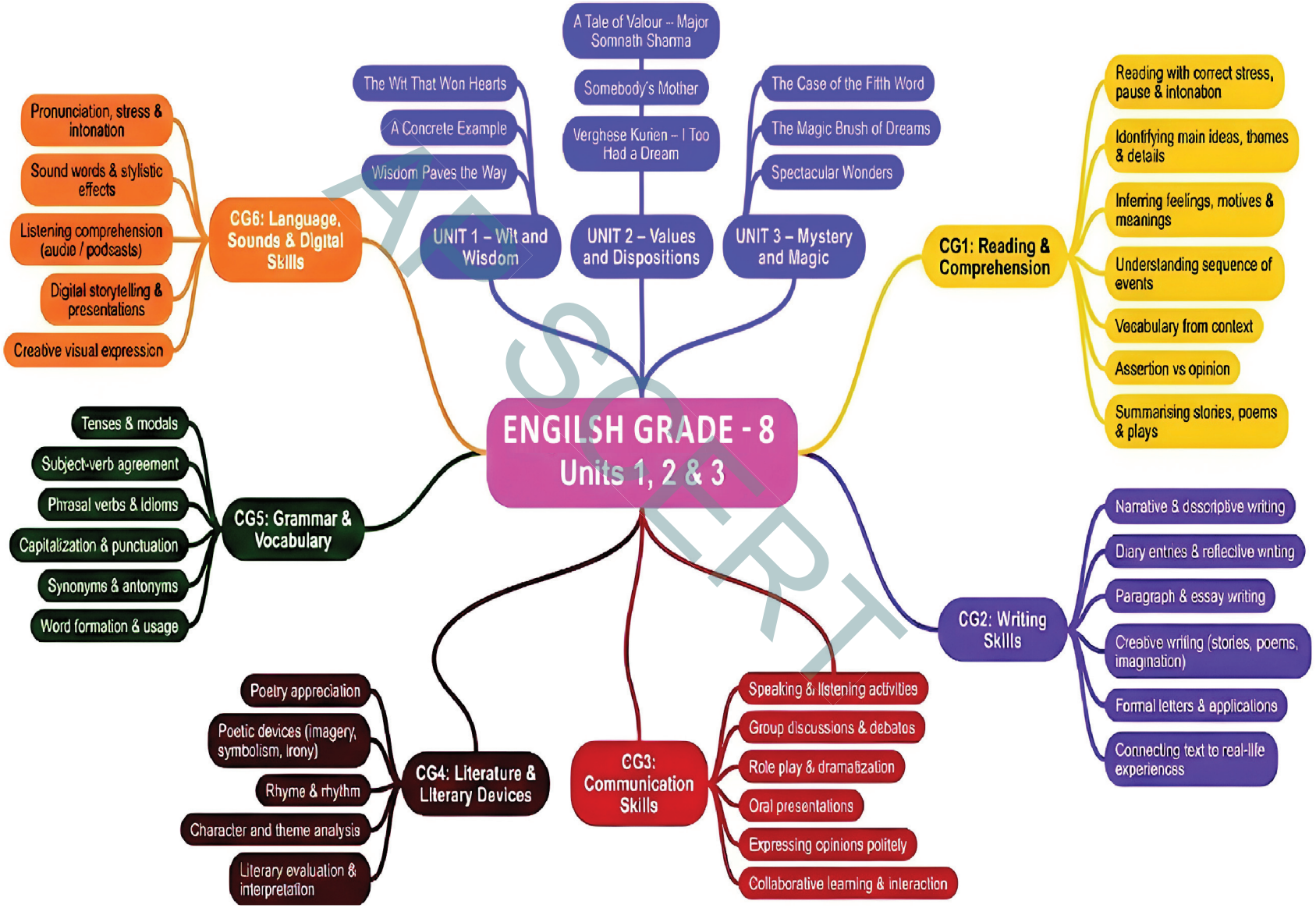
Word	IPA Transcription	Pronunciation Notes
paintbrush	/ÈpejntÌbrŒ*ʃ*/	"Paint" rhymes with "faint"; "brush" has a short "u" like in "rush".
winding	/ÈwajndjK/ or /ÈwjndjK/	Two pronunciations: /wajndjK/ (like "mind") for roads; /wjndjK/ (like "wind") for turning.
twig	/twja/	"Tw" as in "twin"; short "i" sound like in "pig".
fortress	/ÈfTÐrtrYs/	Stress on "for"; "-tress" is soft, like "dress".
bows	/baŠz/ or /boŠz/	/baŠz/ (like "cow") for bending; /boŠz/ (like "goes") for ribbon bows.
feast	/fiÐst/	Long "ee" sound like in "beast".
drawing	/ÈdrTÐjK/	"Draw" rhymes with "law"; "-ing" is soft and quick.
fear	/fjYr/Bri/fjr/Ame	Short "i" sound; rhymes with "near".
cold	/koŠld/	Long "o" sound like in "gold"; final "d" is crisp.
grins	/arjnz/	"Grin" rhymes with "pin"; final "z" is voiced.

SPECTACULAR (Poem)

Word	IPA Transcription	Pronunciation Notes
mystifying	/ÈmjstjÌfajjK/	Stress on "mys"; "-faj" rhymes with "fly".
spectacle	/Èsp[ktYkYl/	"Spec" like "check"; "-acle" sounds like "uh-kul".
exotic	/jaÈzRtjk/	Stress on second syllable; "zot" rhymes with "hot".
botanical	/bYÈtænjkYl/	"Tan" like "man"; stress on second syllable.
feats	/fiÐts/	Long "ee" sound like in "seats".
indigenous	/jnÈdjd'jnYs/	"Din" like "pin"; "-ous" sounds like "nus".
tangible	/Ètænd'YbYl/	"Tang" like "bang"; "-ible" sounds like "uh-bul".
futile	/ÈfjuÐtajl/	"Fu" like "few"; "tile" rhymes with "mile".
intertwined	/IjntYrÈtwajnd/	"Twined" rhymes with "find"; stress on "twined".
persist	/pYrÈsjst/	"Per" like "fur"; stress on second syllable.

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Mind Map



ASSERT

Synonyms and Antonyms

1. Read each word and mark which one of the options is their *synonym*.

a. Difficult	○ Easy	○ Challenging	○ Quiet
b. Dangerous	○ Risky	○ Easy	○ Scary
c. Quiet	○ Loud	○ Silent	○ Low
d. Scared	○ Bold	○ Afraid	○ Brave
e. End	○ Start	○ Finish	○ Begin
f. Over	○ Under	○ Below	○ Above
g. Easy	○ Hard	○ Simple	○ Tough

2. Read each word and mark which one of the options is their *Antonym*.

a. Wealthy	○ Rich	○ Poor	○ Quiet
b. Difficult	○ Hard	○ Finish	○ Tedious
c. Before	○ After	○ Tomorrow	○ Yesterday
d. Liquid	○ Soft	○ Solid	○ Fluid
e. Modern	○ New	○ Ancient	○ Fresh
f. Heavy	○ Big	○ Quiet	○ Light
g. First	○ Finish	○ Last	○ Start

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FUNDAMENTAL DUTIES

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 and wild life, 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.

- Constitution of India,
Part IV A (Article 51 A)

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Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.